

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

(Nationally Accredited with “A” Grade (III Cycle) by NAAC)

ISO 9001: 2015 Certified



PG & RESEARCH DEPARTMENT OF SOCIAL WORK

SYLLABUS – BACHELOR OF SOCIAL WORK

Programme Educational Objectives

Graduates will gain basic knowledge of social work, analyse the causes of social problems, identify scope of social work and equip themselves with skills of observation, reporting, Analytical thinking, organising, public relations etc.

Programme Outcome

PO1 Apply the Knowledge of social work to understand the issues and problems that arise in the society

PO2: Identify challenges in Health sectors, family issues, industries, disability, Correctional settings, etc.

PO3: Apply professional social work skills, values and ethics

PO4: Link with the society by involving into community services

PO5: Utilize life skills to achieve personal and professional goals

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(Nationally Accredited (III cycle) with 'A' Grade by NAAC)

PG & RESEARCH DEPARTMENT OF SOCIAL WORK**BACHELOR OF SOCIAL WORK PROGRAMME STRUCTURE****UNDER CHOICE BASED CREDIT SYSTEM**

(For the candidates admitted from the academic year 2020 - 2021 onwards)

Sem	Part	Course	Course Title	Course Code	Ins Hrs/ week	Credits	Exam Hours	Marks		
								Internal	External	Total
SEMESTER-I										
I	I	Language course I	Ikkala Ellaikiyam	19ULT1						
		Tamil/	Story, Novel, Hindi Literature – 1 & Grammar – I	19ULH1						
		Other languages	History of popular tales, Literature and Sanskrit story	19ULS1						
			Communication in French – I	19ULF1	6	3	3	25	75	100
	II	English language course – I (ELC)	Functional Grammar for Effective Communication – I	19UE1	6	3	3	25	75	100
	III	Core course I	Introduction to Social Work	19USW1CC1	6	5	3	25	75	100
		Core course II	Structure of Indian Society and Indian Problems	19USW1CC2	6	5	3	25	75	100
		Allied Course I	Basics of Economics and Political System	19USW1AC1	4	3	3	25	75	100
	IV	Value Education	Universal Human Values	20UGVE	2	2	3	25	75	100
				Total		30	21			

SEMESTER-II

II	I	Language course II	Edaikala Ellakiyamum Puthinamum	19ULT2						
		Tamil/	Prose, Drama, Hindi Literature - 2 & Grammer – II	19ULH2	6	3	3	25	75	100
		Other languages	Poetry, Textual Grammer and Alakara	19ULS2						
			Communication in French – II	19ULF2						
	II	English language course II (ELC)	Functional Grammer for Effective Communication – II	19UE2	6	3	3	25	75	100
	III	Core course III	Methods of Social Work	19USW2CC3	6	5	3	25	75	100
		Core course IV	Human Growth and Development	19USW2CC4	6	5	3	25	75	100
Allied Course II		Communication for Social workers	19USW2AC2	4	3	3	25	75	100	
IV	Environmental Studies	Environmental Studies	19UGES	2	2	3	25	75	100	
			Total	30	21				600	

SEMESTER-III

III	I	Language course III	Kappiyamum Nadagamum	19ULT3						
		Tamil/	Medieval, Modern Poetry and History of Hindi Literature – 3	19ULH3						
		Other languages	Prose, Textual Grammer and Vakyarachana	19ULS3	6	3	3	25	75	100
			Communication in French - III	19ULF3						
	II	English language course -III (ELC)	Reading & Writing for Effective Communication- I	19UE3	6	3	3	25	75	100
III	Core course V	Introduction to Social Work Research and Statistics	19USW3CC5	6	5	3	25	75	100	
	Core Course VI	Field Work Practicum	19USW3CC6P	6	5	3	40	60	100	

		Allied Course III	Social Legislations	19USW3AC3	4	3	3	25	75	100
	IV	Non Major Elective I - for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10 th / +2 but opt for other languages in degree programme	Human Rights/	19USW3NME1						
			Basic Tamil/	19ULC3BT1	2	2	3	25	75	100
			Special Tamil	19ULC3ST1						
	V	Extra Credit Course	Swayam Online Course	To be fixed later	As per UGC recommendation					
			Total		30	21				600

SEMESTER-IV

IV	I	Language course IV Tamil/	Pandaya Ellakiyam	19ULT4						
			Letter writing, General essays, Technical terms, Proverbs, Idioms and phrases, Hindi Literature - 4	19ULH4	6	3	3	25	75	100
		Other languages	Drama, History of Drama literature	19ULS4						
			Communication in French – IV	19ULF4						
	II	English language course- IV (ELC)	Reading & Writing for Effective Communication- II	19UE4	6	3	3	25	75	100
III	Core course VI	Social Welfare Administration	19USW4CC6	5	5	3	25	75	100	
	Core Practicum II	Field work Practicum	19USW4CC2P	5	5	3	40	60	100	

		Allied Course IV	Health Care Services	19USW4AC4	4	3	3	25	75	100
	IV	Non Major Elective - II - for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10 th / +2 but opt for other languages in degree programme	Women Rights and Laws	19USW4NME2						
			Basic Tamil	19ULC4BT2	2	2	3	25	75	100
			Special Tamil	19ULC4ST2						
	V	Skill Based Elective-I	Stress Management/ Life Skills	19USW4SBE1A/ 19USW4SBE1B	2	2	3	25	75	100
	VI	Extra Credit Course	Swayam Online Course	To be fixed later	As per UGC recommendation					
			Total		30	23				700
SEMESTER-V										
V	III	Core course VII	Family and Child Welfare	19USW5CC7	5	5	3	25	75	100
		Core course VIII	Community Development (Urban/Rural/ Tribal)	19USW5CC8	5	5	3	25	75	100
		Core course IX	Introduction to Counselling and Guidance	19USW5CC9	5	5	3	25	75	100
		Core Course X	Theories of Social Work	19USW5CC10	5	5	3	25	75	100
		Major Based Elective I	Disaster Management/ Welfare of Vulnerable	19USW5MBE1A/ 19USW5MBE1B	4	3	3	25	75	100
	IV	Skill Based Elective II	Psychological First Aid / Employability skills	19USW5SBE2A/ 19USW5SBE2B	2	2	3	25	75	100
		Skill Based Elective III	Family Life Management / Social Entrepreneurship	19USW5SBE3A/ 19USW5SBE3B	2	2	3	25	75	100
		UGC Jeevan Kaushal Life Skills	Professional Skills	19UGPS	2	2	3	25	75	100
	V	Extra Credit Course	Swayam Online Course	To be fixed later	As per UGC recommendation					
			Total		30	29				800

SEMESTER-VI

VI	III	Core course XI	Welfare of the Persons with disability	19USW6CC11	6	5	3	25	75	100
		Core course XII	Correctional Social Work	19USW6CC12	6	5	3	25	75	100
		Core Course XIII	Field Work Practicum	19USW6CC13P	6	5	3	40	60	100
		Major Based Elective II	Gerontological Social Work / Youth Welfare	19USW6MBE2A/ 19USW6MBE2B	5	4	3	25	75	100
		Major Based Elective III	Social Work in Industry / Basics of Organizational Behaviour	19USW6MBE3A/ 19USW6MBE3B	6	4	3	25	75	100
	IV	Gender Studies	Gender Studies	19UGGS	1	1	3	25	75	100
		Extension Activity	Extension Activity	19UGEA		1				
			Total		30	25				600
		Grand Total		180	140				3900	

SEM-I	INTRODUCTION TO SOCIAL WORK	Category	Course Code	Instructional Hrs	Credits
		Core Course I	19USW1CC1	90	5

PREAMBLE

The aim of this course is to introduce students to the various aspects of social work such as its historical background, Methods, Fields of Social Work & various approaches

COURSE OUTCOME

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

CO Number	CO STATEMENT	Knowledge Level
CO1	Identify the concepts related to social work	K1
CO2	Discuss the fields of social work services	K2
CO3	Summarise the development & professional aspects of social work	K2
CO4	Utilise values, Philosophy & Principles of Social work	K3

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
C01	S	S	S	S	S
C02	S	S	S	S	M
C03	S	S	S	S	S
C04	S	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit 1:(18 hrs

Basic concepts related to Social Work: Social Work, Social Service, Social Welfare, Social Reform, Social Justice, Social Security, Social Policy, Social Defense, Social Development, Human Rights, Social Legislation, Social Administration

Unit II (18 hrs)

Social Work: Meaning, Definitions, Basic Assumptions, Scope, Objectives, and Functions and Methods

Unit III (18hrs)

Historical development of Social Work: Development of Professional Social Work- USA, UK & India, Development of Social Work education Professional aspects of Social Work

Unit IV (18hrs)

Basic values, Philosophy, Ethics and Principles of social work

UNIT V: (18hrs)

Welfare State: Concept; role of state and voluntary agencies in the field of social welfare; Fields of social work-Family service, Child welfare services, Welfare services for differently abled, Women welfare, Labour welfare, Medical Social work, Correctional services

References:

- Bhattacharya, S(2003).Social Work –An Integrated Approach.Deep & Deep publication.
- David Howe (1987).An Introduction to Social Work Theory(community care practice Handbook).Routledge
- Friedlander, W. A., &Apte, R. Z. (1968). Introduction to social welfare. Englewood, NJ: Prentice-Hall.
- Heimsath, C. H. (2015). Indian nationalism and Hindu social reform.Princeton University Press
- Kumar, J. An Introduction to Social Work. NewDelhi:Anmol publication Pvt, Ltd.
- Misra,P.D(1994).Social work philosophy & Methods.Interindia Publication.
- Rameshwari Devi & Ravi Prakash.(1998). Social work and Social Welfare Administration (Method and Practice). Mangal Deep Publication.
- Sachdev Suresh (2012).A Textbook of Social Work.Laxmi Publication.
- Sanjay Roy (2011).Introduction to Social Work & practice in India.Akansha publishing.
- Singh ,K.(2011).An Introduction to Social Work .ABD Publishers.
- Skidmore,Rex A(1991).Introduction to Social Work.Prentice Hall International .
- William ,O,Larry Lorenzo Smith,Scott,W.Boyle (2011).Pearson publishers.

Pedagogy: Chalk& Talk, Seminar, PPT Presentation, Group Discussion and Case Study.

Course Designer : Ms PL.Rani

SEM-I	Structure of Indian Society And Indian Problems	Category	Course Code	Instructional Hrs	Credits
		Core Course II	19USW1CC2	90	5

Preamble

The course will introduce to the students the concepts underlying the Indian social structure and societal problems which are prevailing in India for ages and also discuss contemporary solutions towards it.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Recall the concept of society and features of Indian society	K1
CO2.	Relate the problems of Indian society and its transformation in modern times.	K2
CO3.	Identify the preventive measures to deal problems of the society	K3
CO4.	Apply principles & Ethics to handle social problems	K3

Mapping with Program Outcome

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I: (18 hours)

Society: Concept, Features and Elements of Society.

Community: Concept, Characteristics, Types of Communities

Unit II: (18 hours)

Social Stratification: Concept, Characteristics, Types - Casteism, Religiousism, Regionalism.

Unit III: (18 hours)

Social Control: Concept, Features, Types, Significance of Social Control, Agencies of Social Control, Techniques of Social Control.

Unit IV: (18 hours)

Indian Problems: Poverty –Causes, Magnitude, Measures & Poverty Alleviation programmes, Unemployment, Illiteracy, Child Abuse – Types, Causes and Effects, Child Labour – Problem of Child Labour, Violence against Women – Nature, Extent, Characteristics.

Unit V: (18 hours)

Terrorism, Communalism, Substance Abuse – Nature, Role of family & peer group in Substance abuse, measures to combat, Alcoholism – Extent, Causes and Problems of Alcoholism.

References

- Atal, Y. (2016). Indian Society – Continuity and Change, Pearson.
- Baviskar & Patel, T. (2011). Understanding Indian Society, Orient Blackswan Pvt Ltd.
- Bhushan, V & Sachdeva, D.R. (2008). An Introduction to Sociology, Kitab Mahal Agencies, 40th Edition.
- Kuppasamy, B. (2006). Social Change in India, Konark Publishers Private Ltd.
- Miluwi, J.O (2014). Social Problems in India – Issues and Challenges, Mangalam Publications.
- Rao, S. (2015). Indian Social Problems – A Sociological Perspective, S.Chand & Company Limited.
- Singh, K (2001). Social Control and Social Change, Prakashan Kendra.
- Sharma, S.P. (2008). Sociology & Our Society, Vista International.
- Usmani, B.D, (2007). Social Structure, Anmol Publication Private Limited, New Delhi.

Pedagogy: Lectures, Audios / Videos followed by discussion, PPT, Peer Learning and Student-led seminars.

Course Designer : Dr.T.Amirtha Mary

SEM-I	BASICS OF ECONOMICS AND POLITICAL SYSTEM	Category	Course Code	Instructional Hrs	Credits
		Allied Course –I	19USW1AC1	60	3

Preamble

The course will introduce to the students the concepts on Economics and Political Systems which are prevailing in India and also discuss on various levels.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Summarize the concept of Economics of Indian society	K1
CO2.	Relate the Indian Economic Policy with globalization	K2
CO3.	Explaining the political system in India	K2
CO4.	Recollect the knowledge on Traditional and Contemporary Economic system.	K3

Mapping with Program Outcome

Cos	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I: (12 hours)

Fundamental Concepts of Economics : Resources, Production, Consumption, Demand and Supply and Redistribution of Wealth, Cost Efficiency and Scarcity, Principles of Economics.

Unit II: (12 hours)

Economic Systems: Traditional Economic System – Features, Merits and Demerits and Contemporary Economic System – Capital market economy- Features, Merits and Demerits.

Unit III: (12 hours)

Concept of Economic Development: Liberalization, Privatization and Globalization – Definition, Gross Domestic Product, Roles and Functions – Reserve Bank of India (RBI), World Bank, International Monetary Fund.

Unit IV: (12 hours)

Political System: Concept, Types, Elements, Concept of State, Democracy, Power, Government Authority, Liberty, Justice, Equality, Indian Constitution - Fundamental Rights & Fundamental Duties.

Unit V: (12 hours)

Political Participation: Political Parties – National and State, Roles and Functions of Political Parties, Political Participation – Merits & Demerits.

References:

Bhat, S.(2017). Privatization & Globalization Changing Legal Paradigm, Eastern Law House.

Chandra, R. (2004). Globalisation, Liberalisation, Privatisation and Indian Polity, Gyan Books; 8 edition.

Datt, G & Mahajan, A. (2016). Indian Economy, S.Chand Publishing.

Gupta, D.C. (1975). Indian Government and Politics, Vikas Publishing.

Karuppiah, S(2018). Indian Economy Key Concept, Kavin Mukhil Publications.

Sathyanarayan, B.(2009). Essays on Economic Liberalisation and Reforms, Anmol Publisher.

Varma, S.P. (1975). Modern Economic Theory, Vikas Publishing.

Pedagogy: Lectures, Audios / Videos followed by discussion, PPT, Peer Learning and Student-led seminars. **Course Designer : Dr.G.Kanaga**

SEM I	UNIVERSAL HUMAN VALUES	Category	Course Code	Instructional Hours	Credits
		Part IV	20UGVE	30	2

PREAMBLE

This course inculcates the basic human values among the students so as to make them responsible citizens of the Nation.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Define the values of Love and Compassion	K1
CO2	Understand the value of Truth	K2
CO3	Explain the value of Non-violence	K3
CO4	Practice the values of Righteousness and Service	K3
CO5	Apply the values of Renunciation (sacrifice) & Peace	K4

Syllabus

Unit I: (5 Hours)

Love and Compassion

- **Introduction:** what is love? Forms of love for self, parents family friend, spouse community, nation, humanity and other beings both for living and non-living.
- Love and Compassion and Inter-relatedness

- Love, compassion, empathy, sympathy and nonviolence
- Individuals who are remembered in history for practicing compassion and love.
- Narratives and anecdotes from history, literature including local folklore
- Practicing love and compassion: what will learners learn gain if they practice love and compassion? What will learners lose if they Don't Practice love and compassion?
- Sharing learner's individual and/ or group experience(s)
- Simulated situations
- Case studies

Unit II: (5 Hours)

Truth

- **Introduction:** what is truth? Universal truth, truth as value, truth as fact (veracity. sincerity, honesty among others)
- Individuals who are remembered in history for practicing this value
- Narratives and anecdotes from history, literature including local folklore
- Practicing truth: what will learners learn/ gain if they practice truth? What will learners lose if there Don't Practice it?
- Learners' individual and/ or group experience(s)
- Simulated situations
- Case studies

Unit III: (5 Hours)

Non - Violence

- **Introduction:** what is non violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non violence
- Ahimsa as non -violence and non- killing.
- Individuals and organisations that are known for their commitment to non - violence
- Narratives and anecdotes about non - violence from history and literature including local folklore
- Practicing non-violence: What will learners learn/gain if they practice non- violence? What will learners lose if they don't Practice it?
- Sharing learner's individual and/ or group experience(s) about non - violence
- Simulated situations
- Case studies

Unit IV: (8 Hours)

Righteousness and Service

- **Introduction:** What are Righteousness and service?
- Righteousness and dharma, Righteousness and Propriety
- Forms of service for self, parents, family, friend, spouse, community, nation, humanity and other beings- living and non-living persons in distress for disaster.
- Individuals who are remembered in history for practicing Righteousness and Service Narratives and anecdotes dealing with instances of Righteousness and Service from history, literature, including local folklore
- Practicing Righteousness: What will learners learn/ gain if they practice righteousness and service? What will learners loose if they Don't Practice these values?
- Sharing learners individual and/ or group experience(s) regarding righteousness and service
- Simulated situations
- Case studies

Unit V : (7 Hours)

Renunciation (sacrifice) & Peace

- Introduction: what is renunciation? Renunciation and sacrifice. Self restraint and ways of overcoming greed. Renunciation with action as true renunciation. What is peace? It's need, relation with harmony and balance.
- Individuals who are recommended in history for practicing Renunciation and sacrifice. Individuals and organisations that are known for their commitment to peace.
- Narratives and anecdotes from history and literature including local folklore about individuals who are remembered for their renunciation and sacrifice. Narratives and anecdotes about peace from history and literature including local folklore practicing peace
- Practicing renunciation, sacrifice and Peace: What will learners learn/ again if they practice Renunciation, sacrifice and Peace? What will learners lose if there Don't Practice these values?
- Sharing Learners individual and/ or group experience(s) about Renunciation, sacrifice and Peace
- Simulated situations
- Case studies

SEM-II	METHODS OF SOCIAL WORK	Category	Course Code	Instructional Hrs	Credits
		Core course-III	19USW2CC3	90	5

Preamble

To equip the students to understand the various methods of Social Work

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Demonstrate the methods social work and social casework	K1
CO2	Identify social group work & community organisation	K2
CO3	Explain indirect methods of social work	K3
CO4	Utilize Social work methods in different settings	K4

Mapping with Programme Outcomes

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	M	S	M
CO3	M	S	S	S	M
CO4	S	S	S	S	M

S- Strong; M-Medium; L-Low

Syllabus

Unit I (18hrs)

Social case work – Definition , objectives, scope , principles and process (study , Diagnosis and intervention)-Roles of a case worker.

Unit II (18hrs)

Social group work – definition, objectives and scope, types of groups and group processes – Group work process - Roles of a group worker.

Unit III (18hrs)

Community organization – Definition , objectives and scope, principles and processes - Roles of a community organizer.

Unit IV (18hrs)

Indirect methods of social work – Social work administration Basic administrative practices – social legislation - Importance for social work practice.

Unit V(18hrs)

Social action and its importance for social work practice . social work Research – meaning, aims, objectives and scope.

REFERENCES

- Konopka, G.(1963). *Social Group Work: A Helping Process*. Prentice – Hall, Inc. J.J.
- Friedlander, W.A.(1964). *Concepts and Methods of Social Work*.New Delhi, Prentice-Hall.
- Ross, M.G: Harper and Row.(1967) *Community Organization: Theory, Principles and Practice*.Harper and Row, New York.
- Gore M. S.(1969).*Social work Education*.Asia publishing House.
- Kumar.S.(2002). *Methods for Community Participation – A Complete Guide for Practitioners*.Vistaar Publications.New Delhi.
- Balgopal, P.R. .,Vassal, T.V.(1983). *Group on Social Work – An Ecological Perspective*. Macmillan Publication Co., New York.
- Mathew. G.(1992). *An Introduction to Social Case Work*. Tata Institute of Social Sciences,Mumbai.

Pedagogy: Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

Course Designer: Dr.O.Aisha Manju

SEM-II	HUMAN GROWTH AND DEVELOPMENT	Category	Course Code	Instructional Hrs	Credits
		Core Course-IV	19USW2CC4	90	5

Preamble

The aim of this course is to teach students about the various stages of human growth and development.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the processes involved in the biological basis of development	K1
CO2	Demonstrate the concepts and ideas from the field of Human Growth and Development	K2
CO3	Identify the various stages of human life from the conception till the old age	K3
CO4	Analyse the cognitive development occurring across the lifespan (pregnancy, infancy, childhood, adolescence, adulthood)	K4
CO5	Examine the physical changes that occur across the lifespan	K4

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	S	S	S	S	M
CO3	S	M	S	M	M
CO4	M	S	S	M	S
CO5	S	M	M	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I (18 Hours)

Meaning of Growth and Development: development tasks, development stages: conception pregnancy & delivery Infancy: Major adjustment of infancy. Babyhood: Emotional behaviour in babyhood – Hazards of babyhood. Early childhood: Emotional and Social Behaviour. Late childhood: Emotional and Social Behaviour.

Unit II (18 Hours)

Causes and age of puberty: body changes at puberty – effects of puberty changes, adolescence – developmental tasks of adolescence, emotional and social aspects of adolescence.

Unit III (18 Hours)

Developmental tasks of early adulthood: vocational, marital, social adjustment – late adulthood – adjustment to parenthood.

Unit IV (18 Hours)

Developmental tasks of middle age: social adjustment – adjustment to physical changes – vocational and marital hazards of middle age.

Unit V (18 Hours)

Characteristics of old age: development task of old age, adjustment to retirement – adjustment to loss of spouse – life hazards of old age.

REFERENCES

1. Eagly.A.H. & Chaiken.S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.
2. Hasan.Q. (1997). *Personality Assessment: A Fresh Psychological Look*. Gyan Publishing House.
3. Hurlock.B.E. (2001). *Developmental psychology*. Tata McGraw-Hill Education.
4. Morgan.C., King.R., Weisz.J., Schopler.J. (2017). *Introduction to Psychology*. Mc Graw Hill Publications.

Pedagogy: Chalk& Talk, lecture, Seminar, PPT, Group Discussion and Case Study.

Course Designer: Ms.L.Annie Sweetha

SEM-II	COMMUNICATION FOR SOCIAL WORKERS	Category	Core Code	Instructional Hrs	Credits
		Allied Course II	19USW2AC2	60	3

Preamble

The course will help Social Workers to understand the importance of Communication tools in dealing with Social problems.

Course Outcome

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the concept and process of Communication in field	K1
CO2	Illustrate about various tools of communication	K2
CO3	Apply the Communication tools for Development	K3

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	M	S	S	S	S
CO3	S	S	S	S	M

S- Strong; M-Medium; L-Low

Syllabus

Unit I: (12 hours)

Communication: Meaning and importance of Communication, Key elements in the communication process, Communication, message, audience, channel of communication, Types -Verbal and non- verbal communication, Basics of communication.

Unit II: (12 hours)

Interpersonal Communication: Meaning, Interviewing – Objectives, principles of interviewing, listening qualities of an effective communicator, Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article/ essay writing, games, brain storming, street play, field work exposure, Online tools.

Unit III: (12 hours)

Visual Aids in Communication: Poster making, use of notice boards, flip charts, charts, charts, flash cards, photographs, pamphlets, slide shows b) Mass communication- Television, exhibition, newspapers and magazines, advertisement, radio, film, VCD/ DVD.

Unit IV: (12 hours)

Communication Analysis and Planning: Meaning& Concept, Planning and executing a communication campaign on an issue using various methods of communication, Education and communication for national development.

Unit V: (12 hours)

Communication as a tool for Social Workers: Importance of Communication in handling Social problems, Lobbying and Advocacy, Various online tools in dealing with Social Problems.

References:

- 1) D'Souza, Y. K (1999). Communication Today and Tomorrow, Discovery Publishing House, New Delhi.
- 2) Fullmer, D.W. and Bernard, H.W (1972). Communication in Organizations, Second Edition, Mumbai: Jaico Publishing House.
- 3) Koprowska, J. (2005). Communication and Interpersonal Skills, Learning Matters.

- 4) Lishman, J (2009). *Communication in Social Work*, Red Globe Press (2nd edition).
- 5) Mishra, R.K (2018). *Professional Communication Skills – An Approach towards bright career*, Satyam Law International.
- 6) Singh, D. (2011). *Communication & Interpersonal Skills for Social Work*, Indian Books & Periodicals.

Pedagogy: Lectures, Audios / Videos followed by discussion, Case Study presentations, PPT, Peer Learning and Student-led seminars.

Course Designer : Dr.T.Amirtha Mary

SEM II	ENVIRONMENTAL STUDIES	Category	Course Code	Instructional Hours	Credits
		Environmental Studies	19UGES	30	2

PREAMBLE

To train the students to get awareness about total environment and its related problems and to make them to participate in the improvement and protection of the environment.

COURSE OUTCOME

CO Number	CO Statement	Knowledge Level
CO1	Outline the nature and scope of environmental studies	K2
CO2	Illustrate the various types of natural resources and its importance.	K2
CO3	Classification of various types of ecosystem with its structure and function.	K2
CO4	Develop an understanding of various types of pollution and biodiversity.	K3
CO5	List out the various types of social issues related with environment .	K4

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	M	S	S	S	S
CO3	S	S	S	S	M
CO4	M	S	S	S	S
CO5	S	S	S	S	M

S- Strong; M-Medium; L-Low

SYLLABUS

Unit: 1

Introduction to environmental studies

Definition, scope and importance. Need for public awareness

Unit: 2

Natural Resources:

Renewable and non-renewable resources:

- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.
- e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.
- f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
Role of an individual in conservation of natural resources.

Unit: 3

Ecosystems

- Concept, Structure and function of an ecosystem.
- Producers, consumers and decomposers
- Energy flow in the ecosystem and Ecological succession.
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem:-
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

Unit: 4

Biodiversity and Environmental Pollution

- Introduction, types and value of biodiversity
- India as a mega diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.

- Endangered and endemic species of India
 - Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity
- Definition, Causes, effects and control measures of:
- a. Air Pollution
 - b. Water Pollution
 - c. Soil Pollution
 - d. Noise pollution
 - e. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
 - Role of an individual in prevention of pollution
 - Disaster management: floods, earthquake, cyclone and landslides.

Unit: 5 Social Issues and the Environment

- Water conservation, rain water harvesting, watershed management.
- Climate change, global warming, acid rain, ozone layer depletion,
- Wasteland reclamation.
- Environment Protection Act
- Wildlife Protection Act.
- Forest Conservation Act.
- Population explosion – Family Welfare Programmes
- Human Rights - Value Education
- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health

References:

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- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt Ltd, Ahamedabad – 380013, India, E-mail: mapin@icenet.net(R)
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- Down to Earth, Centre for Science and Environment (R)
- Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
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- Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
- Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
- Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
- Survey of the Environment, The Hindu (M).
- Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
- Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol. I and II, Enviro Media (R).
- Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
- Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA 499

Pedagogy: Group Discussion, Lecture and Chalk and Talk

Course Designer: Dr.G.Mettilda Buvanewari

SEM III	INTRODUCTION TO SOCIAL WORK RESEARCH AND STATISTICS	Category	Course Code	Instructional Hours	Credits
		Core Course – V	19USW3CC5	90	5

Preamble

1. Introduce the students to research, social work research, and related aspects.
2. To familiarize the students with the research design, sampling, and related aspects.
3. To inform the students about data collection, processing, presentation, and related aspects.
4. To teach the students about data analysis and report writing
5. To introduce the students to statistics and uses of computers in social work

Course Outcome

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Demonstrate the concept of social research and social work research	K1
CO2	Identify the appropriate reviews and inferences for the research	K2
CO3	Apply data collection methods	K3
CO4	Outline different types of research methodologies	K4

Mapping of Course Outcome with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

Unit I (18 Hours)

Research: concept, objectives, characteristics, ethics, and qualities of good researcher. Social work research: meaning, objectives, importance: difference between social research & social work research; steps in research;

Unit II (18 Hours)

Selection of problem: criteria and sources; surveying the field; Literature review: purpose; Defining the problem: need and significance of the problem; Hypothesis: meaning, sources, characteristics, and types

Unit III (18 Hours)

Research design: meaning and types – explanatory, exploratory, descriptive, diagnostic

Unit IV (18 Hours)

Universe and sampling: meaning, principles, types and techniques. Tools/instrument: steps involved in tool construction; Sources of data: primary and secondary data.

Unit V (18 Hours)

Data collection: types of data, data collection methods: questionnaire, interview schedule and observation (participatory and non-participatory); data processing; transcription, presentation of

data: tabular and graphical presentation. Data Analysis: univariate, interpretation: meaning, techniques. Report writing: content and format; research abstracts, footnotes, referencing: meaning methods of referencing; bibliography: meaning; difference between referencing and bibliography; research report preparation.

Application of Statistics: Data: SPSS & R- Software, Introduction – uses of computer in social work Research: Use & limitation in social work Research & Excel analysis .

TEXT BOOKS

S.no	Authors	Title of the book	Publisher	Year of Publication
1.	Kothari, C. R.	Research methodology: Methods and techniques	New Age International	2004
2.	Laldas, D. K.	Practice of social Research	Rawat Publication Jaipur	2000

REFERENCE

Sl.no	Authors	Title of the book	Publisher	Year of Publication
1.	Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston	Thesis and assignment writing.	J. Wiley and Sons Australasia	1970
2.	Denzin, N. K.	The research act: A theoretical introduction to sociological methods	Transaction publishers	1973
3.	Goode, W. J., & Hatt, P. K	Methods in social research	-	1952
	Giddens, A	Social theory today	Stanford University Press	1988

Pedagogy: Chalk& Talk, lecture, Seminar, PPT, Group Discussion and Case Study

➤ **Course Designer: Ms. L.Annie Sweetha**

SEM III	FIELD WORK PRACTICUM	Category	Course Code	Instructional Hours	Credits
		Core Course-VI	19USW3CC6P	90	5

PREAMBLE

- To Identify People in Distress
- To Know the Organisations working for People in Distress
- To be Aware of the Organisational Structure and Functions
- To enable the students to understand the scope of Social Work

Course Outcome

On successful completion of the course, Student will be able to

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Name the organisations working for women, children, special schools, Industries, old age homes, Counselling centres ,hospital and De-addiction Centres	K1
CO2	Explain organizational structure ,funding and functions	K2
CO3	Develop knowledge on welfare programmes implemented by government	K3
CO4	Discover scope of social work in society	K4

Mapping of Course Outcome with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5
C01	S	S	S	S	S
C02	S	M	S	M	M
C03	S	S	S	S	S
C04	S	S	S	S	S

NATURE OF FIELD WORK PRACTICE

Students are to be taken for observation visits to different agencies / organisations/settings of social work practice.

The following settings are suggested:

1. Organisation for rehabilitation of persons with disability.
2. De-addiction Centres.
3. Orphanages and destitute homes.
4. Approved schools/Observation homes
5. Sanatorium / Hansonorium.
6. Psychiatric settings.
7. Slum visit & village visit.
8. General hospitals.
9. Homes for mental retardation / Spastic Society.
10. Organisations work for upliftment of worker sections.

At least 10 visits to the above mentioned settings to be made in the III Semester.

Students to be given classroom orientation regarding the agency/ setting prior to the field visit. Students are expected to write and submit detailed reports of their observation & remarks for each visit. Analysis and discussion to be held following report submission.

Evaluation

	Internal	Marks
1	Attendance in field work	5
2	Regularity in submitting reports	5
3	Observation during the visit	30
	TOTAL	40

	External	Marks
I	Reporting	20
II	VIVA	
	(i)Theoretical Knowledge	25
	(ii)Communication and Presentation	15
	TOTAL	60

Pedagogy: Observation visits , Interaction ,Documentation

Course Designer: Dr.S.Vidhya

SEM III	SOCAL LEGISALTIONS	Category	Course Code	Instructional Hours	Credits
		Allied Course III	19USW3AC3	60	3

Preamble

To enlighten the students on the concept of Legislation, Fundamental Rights and various Legislations are related to Women and Children protection in the Society

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the legislations and rights of citizens from the Indian Constitution	K1
CO2	Explain the legislations related to marriage and other provisions under Hindu, Christian and Muslim religion .	K2
CO3	Apply the knowledge on the legislations related to welfare of women and Transgenders.	K3
CO4	Examine the legislations related to protection of children.	K4
CO5	Analyse the legislations related to protection weaker section of people.	K4

Mapping with Program Outcome

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

S- Strong; M-Medium; L-Low

Syllabus

Unit I (15 hrs)

The concept of legislation, need and importance to legislation, legislation as a process, Fundamental rights – Directive principles of state policy.

Unit II (15 hrs)

The Hindu, Muslim, and Christian laws governing marriage, Divorce, Hindu adoption and Maintenance act-1956, Hindu Minority and Guardianship act -1956, Hindu succession act-1956.

Unit III (15 hrs)

Dowry Prohibition Act – 1961 Domestic Violence Act-2005 Suppression of Immoral Traffic Act – 1977. Medical Termination of Pregnancy Act – 1971. The Transgender Persons (Protection of Rights) Bill, 2016

Unit IV (15 hrs)

Juvenile Justice Act – 1986, Child Marriage Restraint Act – 1929. Child Labour (Prohibition and Regulation) Act – 1986. Protection of Children from Sexual Offences Act (POCSO)- 2012

Unit V (15 hrs)

Protection of civil Rights Act – 1976. Maintenance of Parents and Senior Citizens Act- 2007. Mental Health Act – 1987. Section 135 of Companies Act, 2013 (Corporate Social Responsibility only), Sexual harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act,2013.

TEXT BOOKS

Sl.no	Authors	Title of the book	Publisher	Year of Publication
. 1	Shanmugavelayudam	Social legislation	Govt.of India Publications..	(2000).

REFERENCES

Sl.no	Authors	Title of the book	Publisher	Year of Publication
1	Agarwala, R. K.	Hindu law	R. N. Dwivedi (Ed.). Central Law Agency.	1981
2	Devasia, V.V., &Devasia, L..	Woman Social Justice and Human Rights	Delhi: APH Publishing Corporation	1998
3	Diwan, P., &Diwan, P..	Children & Legal Protection.	New Delhi: Deep & Deep Publication	1994
4	Iyer.	V.R.K. Human Rights – A Judges Miscellany.	Delhi: B.R. Publishing Corporation	1998
5	Kohki, A.S., & Sharma, S.R.	Equal Opportunity Human Rights and Social Welfare	New Delhi: Anmol Publications Pvt. Ltd.	1997

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.

Course Designer:Ms.S.Hema

SEM III	HUMAN RIGHTS	Category	Course Code	Instructional Hours	Credits
		Non Major Elective – I	19USW3NME1	30	2

Preamble

1. To impart knowledge on most essential concepts on human rights
2. To enrich knowledge about voluntary organisations working at the international, national, and state level.
3. To learn basic rights can also understand the duties to be enacted in the future.
4. To understand about human right violation
5. To highlight various legislations related to protection weaker section people

Course Outcome

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Demonstrate the concept of human rights	K1
CO2	Define the importance of universal declaration of human rights	K2
CO3	Explain the Indian constitutional guarantee of human rights	K3
CO4	Examine Violation of human rights	K4
CO5	Analyse the legislations related to protection weaker section people	K4

Mapping of Course Outcome with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

UNIT I (6 Hours)

Historical Legacies: Origin and development of Human Rights in India, Freedom Movement with special reference to civil liberties movement, Social Justice and Jurisprudence, Principles of Natural Justice, Role of Social Activist and great leaders in promoting Human Rights. (8 Hours)

UNIT II (6 Hours)

Constitutional Vision: Constituent Assembly, Nature of Constitution, Preamble, Fundamental Rights, right to Constitutional remedies, Directive Principles.

UNIT III (6 Hours)

Criminal Justice System: Judiciary and Human Rights, Prevention of crime, Indian Penal Code, Criminal Procedure Code, Preventive Detention Laws.

UNIT IV (6 Hours)

Legislations: Legislations for the protection of Rights of Excluded Sections – Women, Children, Dalits, Indigenous Groups, Refugees, Displaced Persons, Persons Under Custodial Care, Minorities, Persons with Disability, Migrants and Other Vulnerable Groups.

UNIT V (6 Hours)

Human Rights Enforcement: Constitutional Machinery, Human Rights Commissions, National Human Rights Commission, States Human Rights Commission, SC, ST Commission, Women Commission, Child Rights Commission, Minorities Commission, Commission on Various Vulnerable Groups – Public Interest Litigation. Landmark Judgments - Human Rights.

REFERENCE BOOKS

S.no	Authors	Title of the book	Publisher	Year of Publication
1	Antony, M.J..	Landmark Judgements on Bonded Labour, Dowry Related Deaths, Children's Rights, Illegal Custody & Police Torture.	Indian Social Institute, New Delhi	2001,
2	Chakraborty, Somen,..	Human Rights Trainer's Manual,	Indian Social Institute, New Delhi	2004
3	Mathew P.D & P.M. Mathew,	Indian Legal System : An Overview,	Indian Social Institute New Delhi	2005
4	Menon, N.R.Madhava,	A Training Manual for Police on Human Rights, Human Rights Centre, National Law school of India University, Bangalore.	National Law School of India University	1997
5	Pandey, P.N.,.	Constitutional Law of India,	Central Law Agency, Allahabad	2000
6	Shanmugavela yutham, K.,.	Social Legislation and Social Change	Vazhga Valamudan Publishers, Chennai	1998

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.

Course Designer: MS. PL. Rani

SEM IV	SOCIAL WELFARE ADMINISTRATION	Category	Course Code	Instructional Hours	Credits
		Core Course VI	19USW4CC6	75	5

PREAMBLE

This course will enlighten the students on concept and functions of social welfare administration, various welfare programmes for uplifting weaker section of People, Procedures for establishing Non-Governmental organisations and functions of Social Welfare Board at National and State level.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
C01	Define the concept of Social Welfare Administration	K1
C02	Develop the skills in Planning, Decision making, Coordinating and Recording, Public Relations and Fund Raising	K2
C03	Utilize the knowledge on Welfare Programmes for weaker sections of people in the society	K3
C04	Demonstrate the procedures for establishing Non-Governmental Organisations	K3
C05	Examine the structure and functions of central and social welfare Boards	K4

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	S	S	S	S
CO3	S	S	S	S	M
CO4	S	M	S	S	M

S- Strong; M-Medium; L-Low

SYLLABUS

Unit 1: (15 Hours)

Social Welfare Administration: Concept, Importance, Definition, Goals, Types and Nature of Social Welfare administration.

Unit 2: (15 Hours)

Administrative process in welfare institutions: Planning, Organizing, Directing, Staffing, Coordinating, Financial administration: Budgeting, Fund raising, Accounting, Auditing; Public relations & reports, Maintenance of files.

Unit 3: (15 Hours)

Welfare programmes for Women, Children, Youth, Aged, Destitute & Differently abled, Social Welfare Programmes for SCs & STs.

Unit 4: (15 Hours)

Non-governmental organisations : Registration of Societies and Trusts; Constitution and byelaws. Legislations pertaining to registration of NGOs; National & International voluntary agencies; Problems of voluntary organisations.

Unit 5: (15 Hours)

Social Welfare Administration in India: Organisational structure and Functions and Programmes of state and Central social welfare Boards.

REFERENCES

- Mishra,D.D.(2015).Management of Development and Welfare Services.Mittal books India Pvt Ltd.
- Paul Choudhary,D.(1979). Social Welfare Administration. New Delhi: Atma Ram & Sons publications Pvt Ltd.
- Singh,M..K .(2015).Social Welfare Administration and Social Policy.Vayu Education of India Pvt Ltd.
- Goel,S.L.(2010).Social Welfare Administration . Deep & Deep Publications Pvt Ltd.
- Sachdeva,D.R .(2018). Social Welfare Administration in India. Kitab Mahal Publications Pvt Ltd.

Online Resources

<http://socialjustice.nic.in/SchemeList/index?mid=24541>

<http://pmwelfareschemetn.in/en/schemes-for-youth/>

<https://www.yourarticlelibrary.com/women/women-welfare-programmes-in-india/47647>

<https://wcd.nic.in/schemes-listing/2406>

<https://www.india.gov.in/schemes-and-programmes-differently-abled-ministry-social-justice-and-empowerment>

<https://archive.india.gov.in/citizen/health/viewscheme.php?schemeid=1233>

Pedagogy: Lectures, group discussion, PPT presentation, E content ,Google class room and seminars.

Course Designer: Ms.S.Hema

SEM IV	FIELD WORK PRACTICUM	Category	Course Code	Instructional Hours	Credits
		Core Practicum II	19USW4CC2P	75	5

PREAMBLE

To Adopt group living, identify the culture of rural people and to learn the functioning of various social welfare organisations in different geographical areas.

COURSE OUTCOME

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Explain the culture of different sections of people in the society	K1
CO2	Demonstrate the skills of planning, organizing and reporting	K2
CO3	Build adjustment with the Environment	K3
CO4	Compare the functioning of social welfare organisations in different geographical regions.	K4

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	S	S	S	S	S
CO3	S	M	S	S	S
CO4	S	S	S	S	M

S- Strong; M-Medium; L-Low

Syllabus

RURAL/TRIBAL CAMP AND STUDY TOUR

- Students will be given an opportunity of arranging a Five-day social work camp in rural/tribal areas.
- Students to be given proper orientation and pilot study experience prior to the camp.
- Study tour programme is to be arranged to help the students to learn and compare the functioning of various agencies/settings of social work practice functioning in different geographical areas.
- Students are required to visit 6 – 8 organisations of Social Work practice during their Study Tour
- Students are expected to write and submit a detailed reports of their activities during their camp and observation remarks of their visits during study tour programme.

GUIDELINES FOR FIELD WORK EVALUATION

EVALUATION

Internal	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in camp & Study Tour activities	30

Total	40

External evaluation and VIVA VOCE

I Reporting - 10

II. VIVA VOCE

- 1. Theoretical Knowledge - 10
- 2. Communication and Presentation - 10
- 3. Individual participation and initiative - 30

Total -----
60 marks

Pedagogy: Camping , Study tour ,Observation and documentation

Course Designer: Dr.G.Mettilda Buvaneswari

SEM IV	HEALTH CARE SERVICES	Category	Course Code	Instructional hours	Credits
		Allied Course -IV	19USW4AC4	60	3

Preamble

The aim of this course is to introduce students to the basic concepts of health and health care services .

Course Outcome

On the Successful of this course. the students will be able to,

CO Number	CO STATEMENT	Course outcome
CO1	Recall the concept of health	K1
CO2	Interpret nutritional deficiency disease	K2
CO3	Relate health and hygiene	K2
CO4	Build programmes on health	K3

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	S	M
CO3	S	S	M	S	M
CO4	S	S	S	S	S

Strong; M-Medium; L-Low

Syllabus

Unit I (12 HOURS)

Concept of health, definition, Dimension of health, Determinants and spectrum of health, Concept of Health care, Levels of health care, Elements of Primary Health Care, Principles of primary health care. Health care system, Social Work in Community-based Health care.

Unit II (12 HOURS)

Alternate Systems of Health Care -AYUSH (Ayurvedha, Yoga, Unani, Siddha, Homeopathy) – Definition, Etiology, Principles, Treatment Measures . Hygiene – Definition, Importance of Personal Hygiene. Sanitation – Definition, Meaning, Need and Importance Epidemiology- Definition, Objectives.

Unit III (12 HOURS)

Basic concepts of Nutrition and Balanced diet, Constitution of food, Nutritional Deficiency Disease, Malnutrition, Environment and Health- Components, Pollution, Recent Health issues.

Unit IV (12 HOURS)

Health care services in India, Prevention, Promotion, Curative and rehabilitation aspect, Health Education, Approach to health education, Contents of health education, Models and Principles of health education,. Role of health care providers. Alma Ata Declaration

Unit V (12 HOURS)

Public Health administration, Components of Public Health Care, Public health programmes in India, Voluntary Health Agencies in India- Functions, International Health agencies ,Special national level programmes for health, National Health policy, Role of social worker in community health.

References

- Ahuja,N.(1998). Introduction to Psychiatry. Jaypee Brothers
- Bajpai, P.K. (1998). Social Work Perspectives on Health. Rawat Publications, New Delhi.
- Egan, Marcia. Kadushin, Goldie (2007). Social Work Practice in Community-Based Health Care. The Haworth
- Goel, S.L.,Kumar,R.(2007). Hospital Administration and Management- Theory andPractice.
New Delhi: Deep &Deep Publications Pvt. Ltd.
- Park, K. (2005). Preventive and Social Medicine. M/s BanarsidasBhanot Publishers, Jabalpur
- (M1:Ch 4. Pp 85-98) Press, New York.
- Sunder Lal Adarsh, Pankaj 2007 Textbook of community Medicine, CBS PublishersTabish,
- Hospital & Health Services Administration. New Delhi: Oxford University Press. (M 5

Pedagogy: Lectures, Group discussion, PPT, and seminars, e content, Google classroom and quiz

Course Designer: MS.PL.Rani

SEM IV	WOMEN RIGHTS AND LAWS	Category	Course Code	Instruction Hours	Credits
		Non-Major Elective II	19USW4NME 2	30	2

Preamble

The course sensitizes the students on women rights and laws and enable them to claim women rights and apply laws.

COURSE OUTCOMES

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

CO No.	CO Statement	Knowledge Level
CO1	Recall the Rights of Women in Indian Constitution	K1
CO2	Explain the Rights of Women Under Custody	K2
CO3	Utilize laws pertaining to Women in solving legal Problems	K3
CO4	Examine Violence against Women	K4
CO5	Appraise Women Welfare Programmes	K4

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	S	M
CO3	S	S	M	S	M
CO4	S	S	S	S	S

S-Strong,M-Medium.L-Low

Syllabus

Unit 1 (6 Hours)

Status of Women – Historical Perspective – Rights of Women in Indian Constitution – Voting Right - Women Liberation Movement.0

Unit II (6 Hours)

The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) – Rights of Women under custody – Freedom of Life.

Unit III (6 Hours)

Women Specific Laws – Marriage – Divorce – Maintenance – Guardianship – Adoption – Property Rights.

Unit IV (6 Hours)

Violence against Women – Protective Laws – Court Proceedings and important judgements.

Unit V (6 Hours)

All Women Police Stations – Legal Services – Free Legal Aid Services-Women Courts – Women Commission – Social Welfare Departments – Help Lines – Government Schemes

References

- Athilatchumai & Logamurthy.(2017). Law at your Hands. Suriyan Pathippagam. Chennai
- Jagatha.(2001). Women Protective Law. Sri Shenbaga Pathippagam, Chennai
- Mythili Sivaraman.(1997). Women Rights Some Perspectives. Tamil Puthagalayam, Chennai.
- Ramalingam T.(2000). Women Protective Laws. Vikatan Publications, Chennai
- Rengammal R & Dr,Vausgi S.(2005). Feminist approaches and Use of Literature. Arivu Pathippagam, Chennai

Pedagogy: Group Discussions, Quiz, Essays, Chalk and Talk method

Course Designer: Dr.G.Mettilda Buvaneswari

SEM IV	STRESS MANAGEMENT	Category	Course Code	Instructional Hours	Credits
		Skill Based Elective-I	19USW4SBE1A	30	2

Preamble

The purpose of this course is to help the students to understand and cope with the stressors of life using coping mechanisms.

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the concepts of stress, eustress and Distress	K1
CO2	Identify the sources of stress	K2
CO3	Analyse the physical, psychological and social impact of stress	K3
CO4	Classify Stress response	K3
CO5	Apply stress reduction Technique	K4

Mapping with Program Outcome

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

S-Strong, M-Medium, L-Low

Syllabus

Unit – 1 (6 hours) Introduction to Stress

Stress: Meaning, Definition, Eustress, Distress, Types of stress: Acute stress, Episodic Acute stress and chronic stress, signs and Symptoms

Unit – 2 (6 hours) Sources of stress

Psychological, Social, Environmental; Academic, Family and Work stress

Unit – 3 (6 hours) Impact of stress

Physiological Impact of stress -- Autonomic Nervous System Changes, Quality of sleep, Diet and Health effects. Psychological Impact of stress - Impaired Mental functions, Poor memory. Social Impact of stress - Stressful Life Events, Social support and health

Unit – 4 (6 hours) Stress Response and Coping Mechanisms

‘Fight or Flight’ Response, Stress warning signals. Coping Mechanisms: Appraisal focused, Emotional focused and Problem focused

Unit – 5 (6 hours) Stress Management Techniques:

Autogenic Training , Biofeedback , Relaxation ,Yoga and Meditation, Relaxation Techniques, Art Therapy, Music Therapy, Play Therapy

References

- Alok Chakrawal Pratiba Goyal (2016) Stress Management New Delhi Studera Press.
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- James Campbell Quick, Thomas A. Wright, Joyce A. Adkins, Debra L. Nelson, Jonathan D. Quick
- (2012) Preventive stress management in organizations Washington DC American Psychological Association.
- John Romas Manoj Sharma (2017) Practical Stress Management 7th Edition A Comprehensive Workbook Academic press.
- Pandit Shambu Nath (2012) Stress Management using Yoga and Meditation London Shallimar Books

Course Designer: Dr.S.Vidhya

Pedagogy: Group Discussions, Quiz, Essays, Chalk and Talk method

SEM IV	LIFE SKILLS	Category	Course Code	Instructional Hours	Credits
		Skill Based Elective-I	19USW4SBE1B	30	2

Preamble

To educate the students about Life Skills& make use of these life skills in day to day life.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define Life Skills and Classification of it	K1
CO2	Explain the importance of Life Skills	K2
CO3	Apply of the Life Skills in day to day	K3
CO4	Analyse the impact of life Skills	K4

Mapping Course Outcome with Program Outcome

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

Syllabus

UNIT -I

Introduction to Life skills , Definition, Need and significance ,Evolution and Development of the concept of Life skill Education, Contributions of various International organizations to Life Skill Education, Classification of life skills-Generic ,Problem specific & Area Specific Skills.

UNIT -II

Life Skills for Adolescents and Youth, Critical Thinking, Analytical Thinking, Strategies to enhance critical Thinking, Creative Thinking: Out –of the Box thinking, Stages of creative Thinking, Factors Hindering creative thinking, Characteristics of creative thinkers. Decision Making: Definition, Informed Decision Making, Consequences of Decision Making & Models of Decision Making.

UNIT - III

Problem Solving Skill: Definition, Steps in Problem Solving. Effective Communication: Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Interpersonal relationship: Definition Skills for Listening and Understanding, Skills for choosing and starting relationship, Factors affecting relationship, Thinking Skills.

UNIT -IV

Coping with stress: Definition, Types source of Stress, Strategies to manage Stress

Coping with emotions: Basic emotions, Models of Emotions and,

Leadership Skills, Skill of goal Setting: Types, Steps, Personal Vision & goal

UNIT V

Self-Awareness –Definition, Importance, Dimensions, Components, Empathy: Sympathy, Empathy & Altruism, Skill of time management techniques. Application of life Skills in day-to-day life.

REFERENCES:

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- Darkar Framework for Action , Education for All: Meeting our Collective Commitments. (2000).Darkar , Senegal.
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- UNESCO and Indian National Commission for Co-operation with UNESCO. (2001).Life skills in Non –Formal Education: Review.
- Wallace ,R, Masters.(2001).Personal Development for Life and Work: UK. South Western.

- YUVA School Life Skills Programme: Handbook for Teachers .(2008).Department of Education and State Council of Educational Research and Training. Vol I –IV. New Delhi.

Pedagogy: Group Discussions, Quiz, Essays, Chalk and Talk method

Course Designer: Ms.PL.Rani

SEM V	FAMILY AND CHILD WELFARE	Category	Course Code	Instructional Hours	Credit
		Core course VII	19USW5CC7	75	5

Preamble

The course aims to make the students to understand on the concepts and the importance of family and child welfare.

Course Outcome

CO Number	CO Statement	KNOWLEDGE LEVEL
CO2	Define the concepts of Family and child welfare.	K1
CO3	Explain the concepts of child welfare and the problems of children	K2
CO4	Outline Family Welfare Planning methods	K2
CO5	Identify Family and Child Welfare services by Government & Non-government organizations	K3
CO6	Categorize Institutional and Non Institutional services, national and international organisations working for children.	K4

Mapping Course Outcome with Programme Outcome

Cos	PO1	PO2	PO3	PO4
CO1	S	M	S	S
CO2	M	L	S	S
CO3	M	L	S	S
CO4	M	L	S	S
CO5	M	L	S	S
CO6	M	L	S	S

S – Strong; M – Medium; L – Low

Syllabus

Unit I Family (15 hours)

Meaning and philosophy of Family; Importance of family; changing patterns of family in Indian context; Single Parent family: Definition, types, issues and challenges; Child-Parent Relationship: Issues and Remedies.

Unit II Child Welfare (15 hours)

Concept and meaning of child welfare, National child welfare policy in India; Children in Difficult Circumstances: Child labours, Street children, Trafficked children, Child-Beggars, Abused Children, Children living with HIV/AIDS; Problems of girl children.

Unit III Family welfare planning (15 hours)

Family welfare programmes; Methods of family planning: Artificial and Natural family planning methods; Role of social worker in promoting family welfare programmes.

Unit IV Family and child welfare services(15 hrs)

Legislative provisions for children in India (Salient features): Pre-Conception and Pre-Natal Diagnostic Techniques Act; Programmes and policies for child welfare: SarvaSikshaAbhiyan, Integrated Child Development Scheme, Integrated Child Protection Scheme, Central Adoption Resource Authority, National Commission for Protection of Child Rights ;Role of central and state government in family and child welfare.

Unit V Role of voluntary agencies in family and child welfare services(15hours) Institutional services: Residential homes for children, Shelter homes, aftercare homes, homes for special children, SOS villages ; Non-Institutional services: Sponsorship, day/night care centres, foster care, adoption.; national and international organisations working for children

References

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Web Resources

- Family and Child Welfare – Course, <http://ecoursesonline.iasri.res.in/course/view.php?id=198>
- Child protection | UNICEF India, <https://www.unicef.org/india/what-we-do/child-protection>
- MSWE-002 - eGyanKosh .<http://www.egyankosh.ac.in/bitstream/123456789/52017/1/Block-4.pdf>

Pedagogy:Chalk &talk,e -content, Group Discussions, Videos, Quiz& Assignments

Course Designer: Dr.O.Aisha Manju

SEM V	Community Development (Rural /Urban/ /Tribal	Category	Course Code	Instructional Hours	Credits
		Core Course VIII	19USW5CC8	75	5

Preamble

The course will introduce the students the basic concepts, principles and approaches in Rural, Urban and Tribal Community Development, develop an in-depth understanding among students about Rural, Urban and Tribal Community Development.

Course Outcomes

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

CO Number	CO statement	Knowledge Level
CO1	Explain the basic concepts, principles and approaches in Rural, Urban and Tribal Community Development.	K1
CO2	Describe the features of Rural, Urban and Tribal Communities	K1
CO3	Examine the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Rural, Urban and Tribal Community Development.	K4
CO4	Explain the Social Structure, Social Relations and Institutions related to Rural and Tribal communities.	K2
CO5	Analyse the role and contribution of Professional Social Worker in the developmental process.	K4

Mapping Course Outcome with Programme Outcome

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

Syllabus

UNIT I: COMMUNITY DEVELOPMENT: CONCEPT & APPROACH (15 hours)

Community Development: Meaning, Origin, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation. Community Development related concepts and approaches: Community Participation, Community Empowerment, Social Capital, Community Driven Development and Sustainable Livelihoods.

UNIT II: RURAL COMMUNITY DEVELOPMENT (15 hours)

Rural Community: Characteristics, Problems related to Agriculture and its allied activities. Rural Community Development: Concept, Origin, Gandhian construction programmes and Early Experiments of Rural Community Development. Rural Development Agencies: CAPART, NABARD, Regional Rural Development Banks. Rural Development Programmes: MGNREGA, PMGSY, SGSY, NRLM, SSA.

UNIT III: URBAN COMMUNITY DEVELOPMENT (15 hours)

Urban Communities: Types, Characteristics, Rural Urban linkages (Rurban) and Rural-Urban contrast. City - Meaning & Classification. Urbanization & Urbanism. Slums – Concept, Culture of Slums and Factors contributing to Slum development. Urban Community Development: Concept, Origin, Approaches, Principles, Process and Methods of Urban Community Development. Urban Development Programmes in India - Five year plans, Urban Development Projects –Nehru Rozgar Yojana, Jawaharlal Nehru National Urban Renewal Mission, Swach Bharat Mission. Urban Development Agencies – National, State, Local Bodies, Structure and Functions. Nagarpalika Act (74th Amendment), Housing and Urban Development Corporation (HUDCO).

UNIT IV: TRIBAL COMMUNITY DEVELOPMENT (15 hours)

Tribal Community: Concept, Characteristics and Types of Tribal Community, Geographical distribution of Tribes, Life Style of Tribes – Socio-economic conditions, Cultural & Religious practices, Belief System, Tribal Revolts and Problems of Tribes. Tribal Development Administration &

Programmes:Constitutional, Legal and Economic provisions for the protection of Tribes, Functions of Tribal Development Blocks.

UNIT V: PARTICIPATORY LEARNING AND ACTION (15 hours)

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, Matrices, Wealth Ranking.

References

- Mello, L.D. (2018). Community Development: Rural, Urban and Tribal perspective, FSP Media Publications.
- Gupta, K.B (2010). Rural development in India, Atlantic Publication.
- Soundarapandian, M (2010). Rural Entrepreneurship: Growth and Potentials, Kanshika Publications.
- Singh, K. (2008). Rural Development: Principles, Policies and Management, Sage Publications.
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- Chaubey, P.K. (2004). Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration.
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Online sources

- <https://www.scribd.com/doc/18799723/Introduction-to-Rural-Community-Development>
- http://planningcommission.nic.in/hackathon/Urban_Development.pdf
- <http://wcr.unhabitat.org/wp-content/uploads/sites/16/2016/05/WCR-%20Full-Report-2016.pdf>
- [http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines\(1\).pdf](http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines(1).pdf)

- <https://kingcenter.stanford.edu/sites/default/files/publications/231wp.pdf>
- http://planningcommission.nic.in/plans/planrel/fiveyr/10th/volume2/v2_ch4_2.pdf
- <https://tribal.nic.in/writereaddata/AnnualReport/AnnualReport2016-17.pdf>

Course Designer: Dr. T. Amirtha Mary

**Pedagogy: E content, PPT, Lectures, Group Discussions on research articles & case studies,
Expert Talk**

SEM V	INTRODUCTION TO COUNSELLING & GUIDANCE	Category	Course Code	Instructional Hours	Credits
		Core course IX	19USW5CC9	75	5

Preamble

To introduce students to the concept of counselling & Guidance and its related aspects

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the theoretical foundations of counseling	K1
CO2	Explain the process of Counselling & Guidance	K2
CO3	Apply methods and techniques of counselling & Guidance	K3
CO4	Summarise the skills of application to real life situations	K3
CO5	Categories the role of counselling & Guidance in different fields	K3

Mapping Course Outcome with Programme Outcome

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

S – Strong; M – Medium; L – Low

Syllabus

Unit I (5hours) : Introduction to Counselling& Guidance

- a. Definition, objectives, principles, need and Importance, types, Scope, skills
- b. Meaning, nature, Need ,Types & Functions of Guidance, Principles ,Ethical consideration of Guidance &counselling, Difference between Counselling & Guidance, counselling as a helping profession

Unit II (5 hours): Theories of Counselling: Client-Centered or Person-Centered Theory (affective), Rational- Emotive Theory (cognitive) and Behavioural Counselling.

Unit III (5 hours): Methods and Techniques of Counselling& Guidance : Method - Directive, Non-Directive and eclectic counselling. Interview, observation, case study method- meaning, types and procedures. Counselling Techniques: Increasing desired behavior, decreasing undesired behaviour Techniques and changing cognitive patterns.

Unit IV (5 hours): Counselling Process/ Steps: Relationship building, Problem assessment, Goal Setting, Intervention, Evaluation and Follow-up. Phases of Guidance

Unit V (5hours) : Counselling in Various Settings: Community counselling, mental health, disaster affected and correctional setting; industrial counselling, marriage counselling, family counselling. Counselling practice with the special groups: children, adolescent, youth, women, alcoholic and drug addicts, aged, HIV/ AIDS infected, Differently abled Transgender Areas of Guidance- Personal, Social, vocational, educational

References

- *Aggarwal, J.C. (1989). Educational and Vocational Guidance and Counselling, Doaba House; Delhi
- *Aggarwal, J.C. (1998). Career Information in Career Guidance: Theory and Practice, Doaba House, Delhi.
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- *Burnard, Philip (2002). Counselling Skills Training (A Sourcebook of Activities for Trainers), Viva Books Private Limited. Cochran, Larry (1997).
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- McLeod, John (2008). An Introduction to Counselling, Rawat Publications. McLeod.J.(2013)An Introduction to counselling.McGraw-Hill Education.NewDelhi.
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- * Nelson-Jones, Richard (2008). Basic Counselling Skills, A Helper's Manual, SAGE Publications India Pvt. Ltd.
- *Rao, S. Narayana & Sahajpal, Prem (2013). Counselling and Guidance, Page 6 of 26 McGraw Hill Education, New Delhi.
- *Soundarajan, R.(2017). Counselling: Theory, Skills and Practice, McGrawhill Education, New Delhi
- *Sharma, Ramnath and Sharma, Rachana (2007). Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
- *Srivastava, Sushil Kumar (2007). Career Counselling, ATLANTIC Publishers & Distributors (P) LTD.

Pedagogy: PPTs, Videos, case discussion, Group Discussion

Course Designer: Ms.PL.Rani

SEM V	THEORIES OF SOCIAL WORK	Category	Course code	Instructional Hours	Credit
		Core course X	19USW5CC10	75	5

Preamble

The purpose of this course is to help the students to learn the concepts of Theories and its Applicability

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the concept of theory and its importance in Social Work	K1
CO2	Relate role theory and its application in Social Work.	K2
CO3	Summarise the Impact of Gestalt theory in Social Work Practice	K3
CO4	Analyse crisis theory and related aspects	K3
CO5	Explain Psycho analytic theory and its implication on Social Work Practice.	K4

Mapping Course Outcome with Programme Outcome

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

Syllabus

Unit – 1 (15 hours) Theory

Definition, Functions, Characteristics- relevance and Importance of theory in social work. Structuralism and Functionalism of Theory

Unit – 2 (15 hours) Role theory

Definition, Characteristics of Role, Concepts and constructs of Role Theory- Learning of Roles, Role Set, Role Vigour, Role ambiguity, Role Conflict, Role Complimentary and Discomplementary. Concept of role in social work-application of role in social work

Unit – 3 (15 hours) Social Learning Theory

General Principles- Behaviours learned through Modelling, SLT concepts-Observational Learning, Intrinsic Reinforcement, Modelling Process, SLT Perspectives

Unit – 4 (15 hours) crisis Theory

Origin-Sociological studies in crisis theory, social work and crisis theory, social work practice in crisis situation, treatment in crisis theory

Unit – 5 (15 hours) Psycho analytical theory

Structure of Personality- ID, Ego, Superego, Levels of Consciousness-Conscious, Preconscious and Unconscious. Psychosexual Development and its Impact on Personality. Defense Mechanism.

References

- Coleman, J. C. (1969). *Abnormal Psychology and Modern Life*; DB araporevala Sons & Co. *Private Limited, Mumbai in arrangement with Scott, Foresman and Company.*
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Pedagogy : Assignments, Seminars, Role play, PPT, E-Contents

Course Designer : Dr.S.Vidhya

SEM V	DISASTER MANAGEMENT	Category	Course Code	Instructional Hours	Credits
		Major Based Elective I	19USW5MBE1A	60	3

Preamble

The purpose of this course is to help the students to understand about Disaster its Types and Impact.

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the concept associated with disaster	K1
CO2	Identify the types of Disaster	K2
CO3	Summarize the legislations on Disaster	K3
CO4	Discuss the role of central government and State Government in disaster	K3
CO5	Demonstrate the importance of Capacity Building	K4

Mapping Course Outcome with Programme Outcome

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

S-Strong, M-Medium, L-Low

Syllabus

Unit I (12 hours)

Definition and concept –Disaster, Hazards, Vulnerability. Disaster Cycle, Disaster Management Definition concept and Importance

Unit II (12 hours)

Natural Disaster - Flood, Drought, Cyclone, Earthquake

Manmade Disaster - Communal Violence, Ethnic conflicts, refugees

Other Disasters -Epidemics, Fire, Industrial Disaster, Accidents - Road, Railway and Air Accidents

Unit III (12 hours)

Disaster Management Act 2005, Impact of Disaster-Physical, economical and Psycho social and Social Exclusion

Unit IV (12 hours)

Role of central and State Government in Prevention, Mitigation, Preparedness, Response, Relief and Rehabilitation

Unit V (12 hours)

Capacity Building-institutional capacity Development, Training of Communities, need for Disaster Management in Educational Institutions.

References

- Dave,A.S., Sekar,K., Bhadra,S., Rajashekar,GP, Kishore Kumar,K., Srinivasa Murthy,R. 2002
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- and M. Desai (Eds) Research on Families with Problems in India: Issues and implications
- (Volume I), Bombay: Tata Institute of Social Sciences.

- Narayana R.L., Srinivasa Murthy,R., Daz P (2003) Disaster mental health in India: Monograph. American Red Cross. Indian Red Cross, New Delhi
- National Institute of Mental Health and Neurosciences 1997 Report on National workshop on Psychosocial consequences of disasters, Bangalore.

Web sources

- <http://www.ndma.gov.in>

Pedagogy-Assignment, Seminar, discussion, E-content, PPT,

Course Designer- Dr.S.Vidhya

SEM V	WELFARE OF VULNERABLE	Category	Course Code	Instructional Hours	Credits
		Major Based Elective I	19USW5MBE1B	60	3

Preamble

The course aims to make the students to understand on the concepts and problems of vulnerable

Course Outcomes

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the concept of vulnerable	K1
CO2	Illustrate the problems of vulnerable	K2
CO3	Define the role of social workers in welfare of the vulnerable	K2
CO4	Analyse the welfare programmes for the vulnerable	K3

Mapping Course Outcome with Programme Outcome

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

S – Strong; M – Medium; L – Low

Syllabus

Unit I (12 hours) Vulnerable Sections

Vulnerable: Definition, Concept; Scheduled Castes, Schedule Tribes, Minorities, Women, Children, Elderly, Disabled, Poor migrants and Transgenders.

Unit II (12 hours) Scheduled Castes, Scheduled Tribes and Minorities Scheduled Caste: Definition +, Problems of the Scheduled Castes, Programmes and Policies of Government..Scheduled Tribes: Definition,.Welfare Programmes of the Government for STs; Minorities: Definition and Problems.National Commission for minorities

Unit III (12 hours) Vulnerability of Women Children and Elderly Vulnerability of children in nutrition intake, access to healthcare, environment and education;Women and Health and Nutritional Issues ; Problems of vulnerable groups: female infanticide - sex selective abortion - dowry death - Rape – Domestic Violence; Elderly:Definition,Vulnerability of elderly in economic dependency and health care access.

Unit IV (12 hours) Differently abled , Poor Migrants and Transgenders

Differently abled: Types, problems; Poor Migrants: Definition, Problems; Transgenders: stigma and discrimination; Role of Social Workers in the welfare of vulnerable Section.

Unit V (12 hours) Important welfare schemes for Vulnerable sections:

National SC/ST Hub, Ujjawala scheme for Women, National Children Fund, Pradhan Mantri Vaya Vandana Yojana, Assistance to Disabled Persons for Purchase / Fitting of Aids and Appliances (ADIP Scheme), 'Garib Kalyan Rozgar Abhiyaan', Pension Scheme for Destitute Transgender in Tamilnadu.

References

- Asha Rani. (1986). Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.
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- National institute of public co-operation & child development. (1994). The child in India –a statistical profile New Delhi : NIPCCD
- Giardino, A.R., Christian, C.W., Giardino, E.R. (1997) A practical guide to the Evaluation of child physical abuse and neglect, Sage Publication: New Delhi.

- Gupta, M. (1998) International Encyclopedia of women's Development, New Delhi.:Sage Publications.

Web Resources

The vulnerable groups: women and children -

egyankosh <http://egyankosh.ac.in/bitstream/123456789/43141/1/Unit-9.pdf>

Pedagogy: Chalk & talk, e -content, Group Discussions, Videos, Quiz & Assignments

Course Designer: Dr.O.Aisha Manju

SEM V	PSYCHOLOGICAL FIRST AID	Category	Course Code	Instructional Hours	Credits
		Skill Based Elective II	19USW5SBE2A	30	2

Preamble

To make the students aware of psychological aid & it helps to handle the crisis situation effectively.

Course Outcome

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define Psychological First aid & its importance	K1
CO2.	Explain the stages of PFA	K2
CO3.	Analyse the impact of Crisis events on individuals	K3
CO4.	Apply the PFA training on crisis events	K4

Mapping Course Outcome with Programme Outcome

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

S-Strong,M-Medium,L-Low

Syllabus

Unit 1(2 Hrs)

Crisis Events, Psychological First Aid, Meaning, Definition Who, when & Where PFA

Unit 2(2 Hrs)

Rapport and Reflective Listening, respect Safety, dignity, & rights,
Assessment of Needs, Prioritization, Intervention, Disposition, Self-Care and Wrap-Up

Unit 3 (2 Hrs)

Providing PFA- Good Communication, Prepare & Learn About the situation, Action Principles of PFA- look, listen & link, ending the help

Unit 4 (2 Hrs)

PFA for different group of people such as special needs, people with differently abled, people at risk or discrimination or violence

Unit 5 (2 Hrs)

Caring for yourself & your close ones, getting ready to help, Managing stress & Healthy work & life habits.

Unit 6(Not for examination)

Practise PFA -Case Studies of Natural disaster, violence & displacement, Accident

References:

- Brymer, M, Jacobs, A, Layne, C, Pynoos, R, Ruzek, J, Steinberg, A et al (2006). Psychological First Aid: Field operations guide (2nd ed.) Los Angeles: National Child Traumatic Stress Network and National Centre for PTSD.
- Burke, S, Richardson, J (2009). Psychological First Aid: An Australian Guide. Crisis Care Commitment. Australian Psychological society and Australian Red Cross. <http://www.psychology.org.au/assets/files/red-cross-psychological-first-aid-book.pdf>
- Inter- Agency Standing Committee(IASC) (2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC.
- The Sphere Project (2011) Humanitarian Charter and Minimum Standards in Disaster Response. Geneva. The Sphere Project

- World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological First Aid: Guide for field workers. WHO: Geneva.

Web sources

- Summary of Psychological First Aid (unicef.org)
- <http://www.sphereproject.org>
- <http://www.nctsn.org/content/psychological-first-aid-and> <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>
- http://www.who.int/mental_health Psychosocial June 2007.pdf

SEM V	EMPLOYABILITY SKILLS	Category	Course Code	Instructional Hours	Credit
		Skill based Elective II	19USW5SBE2B	30	2

Preamble

To enlighten the employability skills which helps to meet expectation of Industries from the students .

Course Outcomes

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Recall the Concept of Employability Skills	K1
CO2	Utilize the knowledge on Microsoft Office	K2
CO3	Describe the Occupational Safety and health Hazards	K2
CO4	Use the Knowledge of Productivity	K3
CO5	Explain about Quality Management System	K4

Mapping Course Outcome with Programme Outcome

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

S – Strong; M – Medium; L – Low

Syllabus

Unit I(15 hours)

Employability Skills: Meaning, Significance and Various employability skills-.

Unit II (15 hours)

IT Literacy: Basic operating of Word Processing, Creating, opening and closing Documents, use of shortcuts, Creating and Editing of Text, Formatting the Text, Insertion & creation of Tables, Printing document.

Basics of Excel worksheet, understanding basic commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets and Making Power Point Presentation.

Unit III (15 hours)

Self-Management Skills: Meaning and importance of Stress Management and techniques. Self-Awareness-Meaning and types of self-awareness, Self-motivation and self-regulation and SWOT Analysis.

Unit IV (15 hours)

Productivity: Definition, Necessity, Meaning of GDP. Benefits Personal / Workman – Incentive, Production linked Bonus, Improvement in living standard.

Unit V (15 hours)

Quality Management System: Idea of ISO 9000 and BIS systems and its importance in maintaining qualities.

References:

- Wayne Cascio & Ranjeet Nambudiri. (2010) . Managing Human Resources: Productivity, Quality of Work Life Profits(8th ed.).
- Reema Thareja . (2014).*Fundamentals of Computers*, Oxford University Press.
- Vishnu P. Singh & Subhas C & Kapil Dev (2014). Employability Skills, Asian Pulishers

Web Sources:

- psscive.ac.in/assets/uploads/ncert_books/Employability_Skills10.pdf
- <https://www.slideshare.net/bogeybear/employability-skills>
- <https://libguides.bcu.ac.uk/employabilityskills/findingbooksandjournals>

Pedagogy: You tube Videos,Chalk and Talk and Group Discussions.

Course Designer: Ms.S.Hema

SEM V	FAMILY LIFE MANAGEMENT	Category	Course Code	Instructional Hours	Credits
		Skill Based Elective III	19USW5SBE3A	30	2

Preamble

This course prepares the students become best home managers in dealing with different affairs of family life management process.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Recall Family Dynamics	K1
CO2	Understand Philosophy, Values, Standards and Goals of Family	K2
CO3	Examine Decision-making in Family	K3
CO4	Discover Kinds of Family Resources	K4
CO5	Plan for the future	K6

Mapping Course Outcome with Programme Outcome

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

S – Strong; M – Medium; L – Low

Syllabus

Unit I (6 hours)

Family Life in a Changing World; Role of Family; Role of Family members; Role of Women; Family Life Cycle: Stages; The home in an industrial Context; Concept of Management in the Home; Managerial Responsibilities.

Unit II (6 hours)

Philosophy, Values, Standards and Goals: Development of a Philosophy; The concept of Value; Values and Attitudes; Development of Family Value Patterns; The concept of Standards; The concept of Goals; Customary beliefs.

Unit III (6 hours)

Decision Making in Family Living: Steps in Decision-Making Process; Kinds of decisions families make; The concept of Family Resources; The management Process;

Unit IV (6 hours)

Management of Family Resources: Time Management; Energy Management; Work Simplification; **The process of Family Finance Management:** The concept of Income Management; Analysis of Kinds of Income; Guidelines in money income management; Borrowing: the family's use of credit; Conflict Management in Families.

Unit V (6 hours)

The Family's Plans for the Future – Institutions Savings, Investments and the Estate: Institutions for Family Savings; Taxation in Family Plans; Planning the Family Estate; Insurance for the Family

References

- Agarwal, R.D.(2000). Organization and Management, New Delhi : Mc Graw Hill Company.
- Ann Smith Rice, Suzanne M. Tucker . (200).Family Life Management, the University of Michigan: Macmillan
- Deacon, Ruth E. & Firebaugh, F.M.(1975). Home Management : contexts & Concepts, Boston : Houghton Mifflin Company.
- Elizabeth B,Goldsmith. (2005). Resource Management for Individuals and Families, Thomson/Wadsworth
- Goel, S.L.(1987). Modern Management Techniques. New Delhi : Deep Publishers.
- Goldsmith, Elizabeth, B.(2000). Resource Management for Individuals & Families, Iied., Wadsworth.

- Gross, I.h. and Crandall, E.w.(1963). Management for Modern Families. Appleton, Centurian Crofts, New York.
- Hampton, David R.(1986). Management, II ed., New Delhi : Tata McGraw Hill.
- Koontz. H. an O' Donnel C.(1976). Management - A systems and contingency analysis of mangerial functions. Mcgraw - Hill Kogakusua Ltd., New Delhi.
- Nadaf , Imam. (2017). Family Life management: Your Family members are the potential energy of your life, India: Notion Press;
- Narayan, B., ed. (1987). Leadership & Management Effectiveness, New Delhi : Anmol Publishers.
- Newman, W.H. Warren, E.K. and McGill, A.R.(1998). The Process of Management strategy, Action, Result, Prentice, Hall of India Pvt. Ltd.
- Nickell and Dorsey J.M.(1983). Management in Family Living, Wiley Eastern Ltd., New Delhi.
- Rustomji, M.K.(1983). Art of Management, Delhi, Macmillan India Ltd.
- Ruth E. Deacon, Francille M. Firebaugh .(2010). Home Management: Context and Concepts the University of Wisconsin – Madison: Houghton Mifflin
- Steidl and Bratton.(1967). Work in the Home, John Wiley and Sons. New York.

Pedagogy:

Chalk & talk, e -content, PPT, Group Discussions, Videos, Quiz & Assignments

Course Designer: Dr.G.Mettilda Buvaneswari

SEM V	SOCIAL ENTREPRENEURSHIP	Category	Course Code	Instructional Hours	Credits
		Skill Based Elective III	19USW5SBE3B	30	2

Preamble

This course aims to make the students to understand the concepts of Entrepreneurship and Social Entrepreneurship with process, models and Challenges

Course Outcomes

CO Number	CO Statement	Knowledge Level
CO1	Define the concepts of Entrepreneurship and Social Entrepreneurship	K1
CO2	Explain the Process of Social Entrepreneurship, and Challenges	K2
CO3	Outline the Ethical Entrepreneurship	K2
CO4	Identify the Entrepreneurship Models in India	K3

Mapping Course Outcome with Programme Outcome

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

S- Strong; M- Medium; L- Low

Syllabus

Unit I (6 hours) Foundations of Entrepreneurship:

Entrepreneur & Entrepreneurship – Meaning, Definition. Objectives, Types and Characteristics of Entrepreneur.

Unit II (6 hours) Social Entrepreneurship:

Social Entrepreneurship–Meaning, Definition, Characteristics of Social Entrepreneur, Difference between Business & Social Enterprise, Qualities & Skills of a Social Entrepreneur and Challenge in Social Entrepreneurship.

Unit III (6 hours) Social Entrepreneurship Process:

Sources of Social Entrepreneurship, Timmons Model of Entrepreneurship process and Social Entrepreneurship Framework.

Unit IV (6 hours) Ethical Entrepreneurship:

Ethical entrepreneurship: Meaning. Empirical Ethics, Entrepreneur and customer, Entrepreneur and Employee, Entrepreneur and Government.

Unit V (6 hours) Entrepreneurship Models in India:

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women's Association (SEWA).

References

- Kickul, J and Lyons, S.T. (2012), Understanding Social Entrepreneurship - the relentless pursuit of mission in an ever changing world. Routledge.
- Khanka, S.S. (2009)., Entrepreneurship in India- Perspective and practice. Akansha publishing house
- Desai, V. (2008)., Entrepreneurial Development. Himalaya Publishing House

Pedagogy: Lecture, Peer Discussion, Seminar, PPT, Group Discussion, e-Content and Case Study.

Course Designer: Dr. G. Kanaga & Dr. T. Amirtha Mary

Semester VI	Welfare of Persons with Disability	Category	Course Code	Instructional Hours	credits
		Core Course XI	19USW6CC11	90	5

Preamble

The aim of this course is to teach students about the welfare of persons with disability.

Course Outcomes

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

CO NO.	CO Statement	KNOWLEDGE LEVEL
1	Define the concept related to disability	K1
2	Explain the types of disabilities	K2
3	outline the causes of disabilities	K2
4	Identify the problems of disabled person	K3
5	Examine the salient features of PWD ACT& Rights of Person with disability Act	K4
6	List the different approaches in rehabilitation of the handicapped	K4
7	Explain the government schemes offered for the disabled	K2
8	Enlist the roles of Social Worker in Rehabilitation	K2

Mapping with Program Outcome

CO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	M	S	M	S	M
CO5	M	S	S	S	S
CO6	M	M	M	S	S
CO7	M	M	S	S	M
CO8	S	S	S	S	S

S- Strong; M-Medium; L-Low

Syllabus

Unit 1: (18 Hrs)

Disability: concept of disability, impairment, handicapped, and rehabilitation; types of disabilities- visually handicapped, hearing handicapped, mentally handicapped, orthopedically handicapped including spastic children and leprosy cured; psycho-social problems of the disabled: social work intervention with the disabled

Unit 2: (18 Hrs)

Causes of disabilities-malnutrition, vitamin deficiencies, genetic disorder, congenital deformities, accidents, etc.

Unit 3: (18 Hrs)

Persons with Disability Act 1995& 2016 Emphasis must be only on the salient features of the Act.

Unit 4: (18 Hrs)

Government scheme for disabled offered by the state commissioner for the disabled-(a) special education (b) training programme (c) employment of persons with disability (d) self employment for disabled and (e) supplying of aids and appliances: grant- in aid to NGO's vocational training and welfare of persons with disabilities in Tamil Nadu.

Unit 5: (18 Hrs)

Approaches in rehabilitation- community based approach and outreach programmes by NGO's for the disabled, role of family in the treatment, training and rehabilitation of the handicapped. Role of Social Workers in the Process of Rehabilitation and Inclusion of Person with Disabilities.

REFERENCES

- 1.Albrecht, G., Seelman, K.,Bury,M (ed) .(2001). Handbook of Disability Studies. New Delhi: Sage Publication
- 2.Albrecht, Gary L. (2006).Encyclopedia of Disability.Sage. Oaks. (4 Volumes)
- 3.Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
- 4.BushanPunani Nandhini Rawal. (1987).Community Based Rehabilitation Manual, National Association for the Blind.Mumbai.
- 5.Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
- 6.Captain H.J.M Desai,(1990).Human Rights of the Disabled, The National Cannon, I. M. (1952). On the social frontier of medicine: Pioneering in medical social service. Harvard University Press
- 7.David Werner.(1998)Nothing About Us Without Us, Health Wrights, USA..
- 8.English, O. S., & Pearson, G. H. J. (1963). Emotional problems of living.
- 9.Field, M. (1967). Patients are people. A Medical Social approach to prolonged illnessAssociation for the Blind, Mumbai.
- 10.Freeman R.D., Carbin C.F. &Boose R.J. (1981). Can't Your Child Hear? A Guide for those who Care about Deaf

Children. Baltimore: University Press.

11. Georgy S (1976). *The Deaf Child and his Family*. London: George Allen & Unwin.

12. Goldenson, Robert M. (1978). *Disability and Rehabilitation Handbook*, McGraw Hill Inc.

13. Houck, C.K. (1984). *Learning Disabilities, Understanding Concepts, Characteristics and Issues*, Englewood Cliffs: Prentice Hall Inc.

14. Karna, G. (2001) *Disability Studies In India: Retrospects and Prospectus*, New Delhi; Gyan Publishing House.

15. Malin, N. (Ed.) (1995). *Services for People with Learning Disabilities*. London: Routledge.

16. Matson, J.L. (1988). *Mental Retardation in Adults*. In B.B. VanHasselt (Ed.). *Handbook of Developmental and Physical Disabilities* (pg.353-369).

17. Michel E.D. & Vennon M. (1981). *They Grow in Silence – The Deaf Child and the Family*. Maryland: National Associate of the Deaf.

18. Oliver, M. (1990) *The Politics of Disablement*, New York: Palgrave MacMillan 19. Shakespeare, T (2006) *Disability Rights and Wrongs*, London: Routledge

20. Oliver, M, Sapey, B (2006), *Social Work with Disabled People*, New York: Palgrave MacMillan

21. Prabakar Immanuel et al. (1998). *Listening to Sounds and Signs.*, Bangalore: CBM International

22. Punani B. & Rawal N. (1993). *Handbook: Visual handicap*. New Delhi: Ashish Publishing House.

23. Rauch, J.B. (1988). *Social Work and the Genetics Revolution: Genetic Services*. *Social Work Journal of the National Association of Social Workers*, No.5, 389.

24. Reeve, R.E. (1988). *Learning Disabilities*. In V.B. VanHasselt (Ed.), *Handbook of Developmental and Physical Disabilities* (316-335). New York: Pergamon Press.

25. Stein L.K. (1988). *Hearing Impairment*. In VasHasselt V.B. (Ed.) *Handbook of Developmental and Physical Disability* (pp.271-294). New York :Pergamon Press.

26. Sterwart W.F.R. (1979). *The Sexual Side of Handicap*, Great Britain: Woodhead Faulkner Ltd.

27. Segal, S.P. Silverman, C. & Temkin, T. (1993). *Empowerment and Self Help Agency practice for People with Mental Disabilities*. *Social Work, Journal of the National Association of social Workers*, 38(6), 705.

28. Shennan, Victoria. (1980). *Improving the Personal Health and Daily Life of the Mentally Handicapped: A Caregivers Handbook*. New Jersey : Prentice Hall Inc.

29. Swain, J, Finkelstein, V, French, S and Oliver, M (ed) (2003) *Disabling Barriers Enabling Environments*, London: Sage Publication

30. Thuppal, M. & Jayanthi, N. (1992). *Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children*. *The Indian Journal of Social Work*.

31. Tilak, D. (1994). *Destination Unknown: Descriptions of a Mentally Handicapped Daughter*, Bombay: TISS.

32. Tyson, M.E. & Favell, J.E. (1988). *Mental Retardation in Children*. In V.B. VanHasselt (Ed.). *Handbook of Developmental and Physical Disabilities* (316-335). New York: Pergamon Press.

33. Wielkiewicz, R.M. & Calvert, C.R.X. (1989). *Training and Habitating Developmentally Disabled People: An*

Introduction. London: Sage Publication..

Manuals

- 1.Promotion of Non-Handicapping Environments for Disabled Person: Guidelines, United Nation. New York, 1995.
- 2.Community Based Rehabilitation, Directorate of Rehabilitation of the Disabled. Government of Tamilnadu. Chennai & Spastics Society of Tamilnadu.Chennai,1993
- 3.Manual on Bridge Course in the Field of Visual Impairment- for Special Teachers/Rehabilitation Workers, Rehabilitation Council of India, New Delhi . Manual on Mental Retardation and Associated Disabilities, Rehabilitation Council of India, New Delhi.
- 4.Manual on Hearing Impairment and Associated Disabilities, Rehabilitation Council of India, New Delhi.
- 5.Manual on Locomotor Impairment and Associated Disabilities, Rehabilitation Council of India, New Delhi.
- 6.Children With Disabilities in Regular Schools.A Case Study Approach, District Primary Education Program Bureau[DPEP].New Delhi & UNICEF .

Pedagogy: Lectures, Group discussion, Case Study presentations, PPT, and Student seminars,e content

Course Designer: Ms.PL.Rani

SEM-VI	CORRECTIONAL SOCIAL WORK	Category	Course code	Instructional hrs	Credit
		Core course XII	19USW6CC12	90	5

Preamble

The aim of this paper is to introduce students the concepts of crime, prison and correctional social work.

Course Outcome

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define Crime its types and correctional social work	K1
CO2.	Outline the Theories of Causation of Crimes	K2
CO3.	Explain the Institutional and Non-Institutional Programmes for Juvenile Delinquents	K2
CO4.	Develop the knowledge on Prison and Prisoners	K3
CO5	Role of Social Worker in Correctional Administration	K4

Mapping with Program Outcome

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

S- Strong; M-Medium; L-Low

Syllabus

Unit-I (18 hrs)

Crime- Concepts, meaning and Definition, Typology of Crime-Professional Crime, Organised Crime, White Collar Crime, Female Crime and Cyber Crime, Profile of crime statistics in India.

Correctional Social Work: Concept, Scope ,origin and development of correctional social work in India. Social case work in correctional settings.

Unit-II (18 hrs)

Theories of Causation of crimes-Biological Theories, Psychological Theories, Sociological Theories-Strain Theory, Social Learning Theory, Control Theory.

Unit III (18 hrs)

Juvenile Delinquency (Children in conflict with Law)- Definition, Causes, Juvenile Justice System, Borstal homes, Observation homes, Juvenile homes, Rehabilitation, Child Welfare Committee.

Unit IV (18 hrs)

Prison and Prisoners- Prison-Purpose of Imprisonment, Psycho social Impact of Imprisonment, UN Standard Minimum rules for treatment of Prisoners, Prison system, Probation System, Parole System. Role of Government in Prison Administration.

Unit V (18 hrs)

Role of Social Worker-Welfare Activities, Education, Vocational Training, Recreation, Counselling, Rehabilitation, Probation, Parole, After care services

References

1. Ansari, M.A .1996., Social Justice and Crime in India Sunlime Publications
2. Atri, P.K. 1998 Dimensions of Crime in India., Anmol Publications Pvt.Ltd
3. Bhattacharya.S.K 2003, Social Defense-An Indian Perspective,New Delhi, Regency Publication.
4. Brieland D., Costin, L. B., & Atherton, C. R. 1975 Contemporary social work: An introduction to social work and social welfare Tata McGraw-Hill Education
5. Panakal J.J., &Gokhale, S.D 1989 Crime and Corrections in India Bombay: Tata Institute of Social Sciences
6. Sharma, R.K. 1998 Criminology and Penology Atlantic Publishers and Distributors
7. Tappan, P. W 1960 Crime, justice and correction New York: McGraw-Hill

Pedagogy: Lectures, e contents followed by discussion, Case Study presentations, PPT, and seminars
Course Designer-Dr.S.Vidhya

SEM- VI	FIELD WORK PRACTICUM	Category	Course Code	Instructional Hours	Credits
		Core Course XIII	19USW6CC13P	90	5

Preamble

To apply and to integrate classroom learning into practical field to perceive Professional practices of Social workers

COURSE OUTCOME

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Examine the practical application of classroom learning	K1
CO2	Express the need of Professional practices into various Fields of Social Work	K2
CO3	Apply Skill based intervention into existing Social Issues and Social Problems	K3
CO4	Analyse current situations with adequate knowledge for pragmatic solutions	K4

Mapping with Program Outcome

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	S	S
CO3	S	M	S	S	S
CO4	S	S	S	M	S

S- Strong; M-Medium; L-Low

Syllabus

GROUP PROJECT

- Students will be given an opportunity to deepen the knowledge to integrate theory and practice
- Students will be sensitized to utilize classroom learning to apply Skillset into various necessary fields of Social Work.
- Students are expected to develop skill-based intervention in their Group Projects
- Students will be trained to involve into Assessment during their Group Project Sessions
- Students will be divided into groups and each group must have a minimum of 3 and maximum of 5 members.
- Each group must take up a relevant topic pertinent in addressing Current Issues in the Group Project in consultation with the Field Work Supervisor.

GUIDELINES FOR FIELD WORK EVALUATION

EVALUATION

Internal	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in Group Project Work	30
Total	40

External evaluation and VIVA VOCE

I. Reporting - 20

II. VIVA VOCE

1. Theoretical Knowledge - 10

2. Equipping with Professional Practices - 10

3. Intervention based skills. Special initiative undertaken in Group Project - 20

Total 60marks

Pedagogy: Observation, Interaction, Discussion, Book Review, Collection of Information pertaining to current affairs, Social issues and problems, Documentation (Audio, Video evidences, Case Study, Collection of paper clippings, Preparation of Albums)

Course Designer: Dr.G.Kanaga

Semester VI	Gerontological Social Work	Category	Course Code	Instructional Hours	credits
		Major Based Elective II	19USW6MBE2A	75	4

Preamble

The aim of this course is to teach students about the concept of ageing and also about the Gerontological social work practice in India.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define the concept of ageing	K1
CO2	Analyse the trends in Elderly population of India	K2
CO3	Explain the problems of Aged	K2
CO4	Describe the health problems and senior care issues	K3
CO5	Outline the services of older persons	K3
CO6	Describe the importance of Gerontological social work.	K3
CO7	Demonstrate about social security and laws for elderly	K3

Mapping with Program Outcome:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	M	S	M	S	M
CO5	M	S	S	S	S
CO6	S	S	M	S	M
CO7	S	S	M	S	M

S- Strong; M-Medium; L-Low

Syllabus

Unit-I (15 hrs)

Concept and Growth : Definition of the aged , category of aged , Concept of Geriatrics, History and Growth of Gerontology, Scope and Fields of Gerontology, Aging & Consequences of Population Ageing, Active Aging: Challenges Ahead.

Unit-II (15 hrs)

Problems of the Elderly in India : Aging and Risk Factors for Diseases and Disabilities, Elder Abuse and Neglect. Elder Abuse - Causes, Factors and Forms of Elder Abuse, Elder Abuse in India.

Unit-III (15 hrs)

Older persons and the Family: Role and importance of family and care givers in elderly care, Role and importance of younger generations in the care of old persons, Old Age Homes, Types of old age homes, Advantages and Disadvantages, Need and importance of old age homes, Services of Old Age Homes.

Unit-IV (15 hrs)

Gerontological Social Work practice: Role and Functions of Gerontologists, Programmes for the Elderly in India, Human Rights and Empowerment of Older people in India, Safety and Security of Elderly, Welfare Programmes of Elderly in TamilNadu and in India, Legal provision for Adults, Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Unit-V(15 hrs)

a) Role of NGOs in Elderly Care: Non-Governmental Organizations and the Elderly, Role of Voluntary Organization and Association in Elderly Care, Help Age India : Objectives, Functions and Programmes.

b) (Not for Examination) Collect data regarding the impact of Pandemics on Elderly. Prepare an e-content on the mental health issues of Institutionalized Elderly.

TEXT BOOK:

Tapan.B.(2002). **Senior Citizen of India, Issues and Challenges**, New Delhi: Rajat Publications.

REFERENCES

- Anand, A. (2004). *Anthropology of Aging : Contexts, Culture And Implications*. New Delhi: Serials Publications.
- Tapan, B.(2002). *Senior Citizen of India, Issues and Challenges*. New Delhi : Rawat Publications,
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- Muttagi, P. K. (1997). *Ageing Issues and Old Age Care*. New Delhi: Classical Publishing Company.
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- Ramamurti, P .V & Jamuna, D. (2004). *Handbook Of Indian Gerontology*. New Delhi: Serials Publications.
- Sinha, J.N.P. (1989). *Problems of Ageing*. New Delhi: Classical Publishing Company Publishers.

Pedagogy: Lectures, Group discussion, Case Study presentations, PPT, and Student seminars, e-content, e-quiz

Course Designer: Dr.O.Aisha Manju

SEM VI	YOUTH WELFARE	Category	Course Code	Instructional Hours	Credits
		Major Based Elective II	19USW6MBE2B	75	5

Preamble

The course enlightens the learners on the basic concepts of youth, needs, problems, Welfare services for youth and role of youth in social change.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define the concepts youth and Youth Welfare	K1
CO2.	List down the needs of Youth	K1
CO3.	Illustrate the problems of youth	K2
CO4.	Explain the role of youth in Social Change	K2
CO5	Classify the different welfare programmes for youth	K3

Mapping Course Outcome 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	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
CO6	S	S	S	S	S

S – Strong; M – Medium; L – Low

Syllabus

Unit I (15 hours)

Youth welfare: Concept, definition, aims and objectives; concept of Youth - demographic profile of the youth in rural and urban India. Features of Youth.

Unit II (15 hours)

Needs of youth - physical, intellectual, emotional, social and religious needs. Socialization of youth - influence of the family peer, neighborhood, reference groups, religion. Impact of liberalization, westernization, modernization and urbanization

Unit III (15 hours)

Specific problems of the youth: Behavioural problems: Drug abuse, alcoholism, Suicide, Sexually transmitted diseases, sexual problems ;**Functional disorders** - eating disorders, obesity. **Emotional problems** - identity crises, alienation, low self esteem, careers, conflict, conflicts in selecting a partner. **Economic Problems** : Poverty, Unemployment and under employment

Unit IV (15 hours)

Role of youth in social change: Youth Movement in India: YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India,

Unit V (15 hours)

Youth Welfare programmes in India: Services for student youth:

education, physical education, sports, recreation, vocational guidance, youth services, Bharath Scouts and Guides, National Services Scheme, National Cadet Corps, youth festivals and youth camp. **Student Counselling:** needs and services for non-student youth; non-formal education for school drop outs; Youth policy in India

References:

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- Chowdhry D.P.(1988). Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.
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- Gill, J. (2009). Youth. UK: Polity Press.
- Gore, M.S.(1978). Indian Youth – Process of Socialisation. New Delhi: VishvaYuvak Kendra. M.S.W. : Syllabus (CBCS) 49
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- Mary, K.J. (Etd.) (2007). Understanding Youth: Perspectives, Identities and Practices. London: Sage Publication.
- Nair, P. S et al. (1989). Indian Youth: A Profile. New Delhi :Mittal Publications.
- Philip and Mc Michael (1996). Development and Social Change: A global Perspective. Sage publications. London.
- Wyn J and R. White. (1997). Rethinking Youth. London: Sage Publications limited.

Pedagogy: Chalk & Talk, lecture, Seminar, E Content, E Quiz, Group Discussion, Case Study, Flipped Classroom, Google classroom & Google meet.

Course Designer :Dr.G.Mettilda Buvaneswari

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SEM-VI	SOCIAL WORK IN INDUSTRY	Category	Course Code	Instructional Hrs	Credits
		MBE-III	19USW6MBE3A	90	4

Preamble

The aim of this paper is to introduce students to social work in industry and the various aspects related to it.

Course Outcome

On the Successful Completion of this course, the students will be able to,

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Define the nature and functions of Human Resource management in the Industry.	K1
CO2	Illustrate the concept and principles of wage and salary Administration	K2
CO3	Interpret the concepts of Industrial Relation and settlement machineries of disputes in Industries	K2
CO4	Apply the social work practices in the Industry	K3
CO5	Examine Labour legislations related to social security and employment in the industry.	K4

Mapping with program Outcome

COS	PO1	PO 2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	M
CO3	S	S	S	M	M
CO4	S	S	S	S	S
CO5	M	S	M	M	M

S- Strong; M-Medium; L-Low

Syllabus

Unit -I (18 Hrs)

Industrial Social Work: Industry: Meaning and Definition and types, Industrial Social work- Meaning, objectives, history, principles, Role of social workers in industry and application of social work methods in the Industry.

Unit -II (18 Hrs)

Human Resource Management: Meaning and Definition of HRM – Objectives and Nature of HRM – Functions and Principles of HRM – Human resource planning

Unit- III (18 Hrs)

Wage and Salary Administration: Meaning, principles and theories of Wages, Job Evaluation-Meaning, Objectives and methods

Unit –IV (18 Hrs)

Industrial Relations: Meaning, objectives history; Industrial Disputes: Meaning and types- settlement machinery, discipline & grievances ILO – history, objectives, and function.

Unit –V (18Hrs)

Labour legislations: Factories act 1948, Employee’s state insurance act 1948; Employee’s provident fund act 1952 including the pension scheme 1995.

Text book

- Rudrabasavaraj, M.N.(1991), Dynamic Personnel Administration-Management of Human Resources, Himalaya Publishing House Pvt Ltd

References

- Ashdir ,Vijay.(2003), Management of Industrial Relations. Kalyani Publishers Pvt Ltd.
- Ashwatappa,K.(2008). Human Resource Management Text & Cases, Tata Mcgraw-Hill Publishing company
- Sundar .K.(2015). Principles of Management, Vijay Nivole Imprints Private limited.
- Gary Dessler .(2017).Human Resources Management ,Pearson Education Pvt Ltd
- Debotosh Sinha.(2009).Aspects of Industry and Occupational Social Work,,Abhijeet PublicationsPvt Ltd

Web Sources

- <http://www.ignou.ac.in/upload/bswe-02-block4-unit-19-small%20size.pdf>

Pedagogy: Lectures, Videos followed by discussion, Case Study presentations, PPT, Peer Learning and seminars

Course Designer:Ms.S.Hema

SEM-VI	Basics of Organizational Behavior	Category	Course Code	Instructional Hrs	Credits
		MBE-III	19USW6MBE3B	90	4

PREAMBLE

To provide the students with knowledge on concepts, theories, decision-making techniques and human relation skills to analyze the impact of personality, values, perception, and motivation and attitudes on behaviour within organizations.

COURSE OUTCOME

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

CO S	CO Statement	Knowledge Level
CO1	Understanding concept and Models of Organisational Behaviour.	K1
CO2	Recognize the Organisational perceptions and motivation	K2
CO3	Describe the concepts and theories of Personality	K2
CO4	Extend the Group decision making and its techniques	K2
CO5	Determine the Concept of Leadership and its theories	K3

Mapping with Programme Outcomes

COS	PO1	PO 2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	M
CO3	S	S	S	M	M
CO4	S	S	S	S	S
CO5	M	S	M	M	M

S-Strong; M-Medium; L-Low

UNIT – 1 (18 Hours)

Organizational Behaviour (OB) — Meaning, Need and Importance - Models of OB- Challenges and Opportunities faced by Managers applying OB.

UNIT – II (18 Hours)

Motivation-Concept, Theories (Maslow, Herzberg and McGregor), Perception -Meaning and Process, Transactional Analysis, Johari Window

UNIT – III (18 Hours)

Attitudes: characteristics, components, measurement of attitude, attitude surveys.
 Personality-Meaning, Major determinants of personality – Theories of personality

UNIT – IV (18 Hours)

Group decision Making-Meaning, Process and Techniques.

UNIT – V (18 Hours)

Leadership- Meaning, theories and Leadership styles, Leader Vs Manager.

Text Book

- Prasad.L.M.(2014).Organizational Behavior, Sultan Chand & Sons Pvt Ltd.
- Fred Luthans .(2005).Organizational Behavior,TataMcGraw Hill Pvt Ltd.

Reference Books

- Aswathappa.K,.(2014).Organizational Behavior ,Himalaya Publishing House Pvt. Ltd.
- Shashi K. Gupta & Rosy Joshi.(2014). Organizational Behavior,Kalyani publishers.
- Kumar .N &Mittal .R.(2011).OrganisationalBehaviour,Anmol Publication Pvt Ltd.
- Timothy Judge .A and Stephen Robins.P.(2009).OrganisationalBehaviour,Pearson Publications Pvt Ltd.
- PareekUdhai.(2012).Understanding organizational Behaviour,Oxfors University Press.

Pedagogy: Chalk& Talk, lecture, Seminar, PPT,E.Content and E-Quiz .

Course Designer: Ms.S.Hema

SEM VI	GENDER STUDIES	Category	Course Code	Instructional Hours	Credit
		Gender Studies	19UGGS	15	1

Preamble

The course enlightens the learners on the basic concepts of Sex, Gender, Problems and welfare measures for Women.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDG E LEVEL
CO1.	Define the basic concepts of Gender	K1
CO2.	Recall the role of gender in social institutions	K1
CO3.	Explain the forms of Gender Based Violence	K2
CO4.	Demonstrate the health status of Indian Women	K2
CO5	Identify the practices of gender equality and equity in society.	K3

Syllabus

Unit I (3 hours)

Understanding Basic Concepts: Sex, Gender, Sexuality; Femininities, Masculinities and other sexualities; Gender Identity Theories

Unit II (3 hours)

Gender and Society: Family, Marriage, Kinship, Religious Institutions; Social Stratification: Caste and Class; Power, Race and Ethnicity; Community and Religion

Unit III (3 hours)

Gender Based Violence: Structures, Forms and Types: Caste, Tribe, Ethnicity and Minority; differently -abled and elderly persons; Perspectives and Consequences of Violence against Women

Unit IV (3 hours)

Gender and Health: Sexual and reproductive health, Mental health and wellbeing, Occupational health, Impact of violence on women's health

Unit V (3 hours)

Gender and Equality: Gender Discrimination; Gender Division of labour; Gender Stereotyping; Gender Sensitivity – Gender Equity and Equality; Committees and Commissions, Reports, State Policies

References:

1. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.). (2006). Capabilities, Freedom, and Equality: AmartyaSen's Work from a Gender Perspective, New Delhi: Oxford University Press.
2. AnujaMahapatra and SukhadebNaik.(2013). Crime against Girls and Women: GlobalPerspective and Challenges, New Delhi: Enkay Publishing House,
3. Arya Sadhna. (2000). Women, Gender Equality and the State, New Delhi: Deep & Deep Publication.
4. Bhasin Kamala. (1993). what is Patriarchy? : Gender Basics, New Delhi: Women Unlimited.
5. Bhasin Kamala. (2004). Understanding Gender: Gender Basics, New Delhi: Women Unlimited
6. Bhasin Kamala. (2004). Exploring Masculinity: Gender Basics, New Delhi: Women Unlimited.
7. Bhattacharya Malini.(2002). Sexual Violence and Law, Kolkata; West Bengala Commission for Women
8. Chloe E. Bird, Patricia P. Rieker. (2008). Gender and Health, Cambridge University Press.
9. Chari Leelavathi. (1987). Know Your Rights, Madras; Tamilnadu Social Welfare Board.
10. Debra L. Nelson, Ronald J. Burke. (2016). Gender, Work Stress and Health, American Psychological Association.
11. Dasgupta, Sanjukta, SudeshmaChkravarty and Marry Mathew.(2013). Radical Rabindranath: Nation, Family and Gender in Tagore's Fiction and Films
12. Krishna Sumi, (ed.). (2004).Livelihood and Gender: Equity in Community Resource Management, New Delhi: Sage Publication.
13. Lips, Hilary M. (2015). Gender the basics, Routledge, London
14. Marcia Bayne-Smith.(1995). Race, Gender and Health, Sage Publications,
15. Marie L. Miville (2013). Multicultural Gender Roles: Applications for Mental Health and Education, Columbia University.
16. Menon, Nivedita.(ed.). (2007). Sexualities. Women Unlimited. New Delhi.
17. Mishra .O.P. (2001). Law Relating to Women &Child, Allahabad: Central Law Agency.
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19. MohantyManoranjan (ed.,).(2004).Class ,Caste ,Gender : Readings in Indian Government And Politics – 5,New Delhi : Sage Publications.
20. NilikaMehrotra.(2013). Disability, gender and state policy: exploring margins, Rawat Publications, New Delhi.
21. Oberoi, Patricia.(2006). Freedom and Destiny: Gender, Family and Popular Culture in India,Oxford University Press
22. Pauline M. Prior(1999). Gender and Mental Health, NYU Press.
23. Pauline M. Prior. (2000). Gender and Mental Health, The British Journal of Psychiatry.
24. PernauMargrit, Ahmad Imtiaz, ReifeldHermut (ed.,).(2003). Family and Gender: ChangingValues in Germany and India ,New Delhi :Sage Publications.
25. Pludi.A Michele (ed.,) Praeger.(2004). Guide to the Psychology of Gender, London : PraegerPublisher.
26. Radhakrishnan, Smitha, (2012). Appropriately Indian: Gender and Culture in a New TransnationalClass, Orient Black Swan
27. Rajadurai. S.V,Geetha.V, (2007). Themes in Caste Gender and Religion,Tiruchirappalli: Bharathidasan University.
28. Rege, Sharmila.(2003). Sociology of Gender, New Delhi: Sage.
29. Rege, Sharmila.(2006). Writing Caste/Writing Gender, Zubaan
30. SahaChandana.(2003). Gender Equity and Gender Equality: Study of Girl Child in Rajasthan,Jaipur: Rawat Publication.
31. Sakshi Sexual Harassment at the Workplace – A Guide New Delhi.
32. Sangari, Kumkum and SudeshVaid ed. 1994, Women & Culture, SNTD Women's

UniversitySeries

33. Shira, Tarrant.2006. When Sex Became Gender, New York: Routledge.
34. Sujata Mishra. (2011). Women's Health and Social Issues, Arise Pub., New Delhi.
35. Uma Chakravarti,(2016) Thinking Gender, Doing Gender, Orient Black Swan Private limited.
36. Wharton.S Amy.(2005).The Sociology of Gender : An Introduction to Theory and Research, USA: Blackwell Publishing.

Pedagogy: Chalk & Talk, lecture, Seminar, E Content, E Quiz, Group Discussion, Case Study, Flipped Classroom, Google classroom & Google meet.

Course Designer :Dr.G.Mettilda Buvaneswari

