

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

Nationally Accredited with “A” Grade by NAAC

**ISO 9001: 2015 Certified**

**TIRUCHIRAPPALLI**

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK**



**SYLLABUS**

**BACHELOR OF SOCIAL WORK**

**2025-2026 and onwards**

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**PG AND RESEARCH DEPARTMENT OF SOCIAL WORK**

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**VISION**

The vision of our department is to advance the personal, social, intellectual and personality of the students through social work education so as to achieve higher positions in serving the society across local and global community systems.

**MISSION**

- To orient the students acquire knowledge, skills and values of Social Work and develop an attitude of commitment towards social work profession.
- To train the students in the fields of Social Work by enabling the practice and application of theory through field work trainings.
- To inculcate values by means of conducting programmes through various associations attached to the department.
- To mentor the students through tutor-ward system in the department.
- To extend wider exposure to students in the field of Social Work through organizing National & International seminars, workshops, symposium etc and enable them to establish contacts with academicians, field experts, high profile personalities in different fields.

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

<b>PEOs</b>	<b>Statements</b>
<b>PEO 1</b>	<b>LEARNING ENVIRONMENT</b>  To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
<b>PEO 2</b>	<b>ACADEMIC EXCELLENCE</b>  To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
<b>PEO 3</b>	<b>EMPLOYABILITY</b>  To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
<b>PEO 4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b>  To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation
<b>PEO 5</b>	<b>GREEN SUSTAINABILITY</b>  To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUTCOMES FOR BSW PROGRAMME**

<b>PO NO.</b>	<b>PROGRAMME OUTCOMES</b> <b>On completion of BSW Programme, the students will be able to</b>
<b>PO1</b>	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
<b>PO2</b>	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
<b>PO3</b>	Acquire training skills in research, internships and foster team spirit in the global world and face the challenges in a multicultural society. (Team Building and Problem Solving)
<b>PO4</b>	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
<b>PO5</b>	Inculcate lifelong learning by fostering scientific attitude aimed at personal and societal development to meet the changing demands of work and career through knowledge and skills. (Situational Approach and Lifelong Learning)

<b>PSO NO.</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b> <b>On completion of BSW Programme, the students will be able to</b>	<b>POs Addressed</b>
<b>PSO1</b>	Demonstrate a comprehensive understanding of Social Work profession and understand the issues and problems that arise in the society.	PO1
<b>PSO2</b>	Identify challenges in Health sectors, family and child settings, industries, rehabilitation centres, Correctional settings, etc. and use scientific approach in handling them.	PO2, PO5
<b>PSO3</b>	Collaborate and coordinate with philanthropists, groups and organisations by applying professional social work skills, values and ethics through team work for the advantage of vulnerable sections of the Society	PO3, PO4
<b>PSO4</b>	Discover methods, techniques, models/approaches to deal with the emerging issues, problems and challenges through critical thinking.	PO4
<b>PSO5</b>	Adapt to the changing situations by utilizing life skills and the desire for life long learning in their career and in day to life to achieve personal and professional goals.	PO3, PO5



**CAUVERY COLLEGE FOR WOMEN(AUTONOMOUS), TRICHY-18**

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK  
BACHELOR OF SOCIALWORK**

(For the Candidates admitted from the Academic year 2025-2026 and onwards)

**SEMESTER-I**

Semest	Part	Course	CourseTitle	Course Code	Inst. Hrs.	Credits	Exam			Total
							Hrs	Marks		
								Int	Ext	
I	I	Language Course-I (LC)	தமிழ் இலக்கிய வரலாறு-I	25ULT1	6	3	3	25	75	100
			Hindika Samanya Gyanaur Nibandh	23ULH1						
			Poetry, Grammar and History of Sanskrit Literature	23ULS1						
			Foundation Course: Paper I- French-I	23ULF1						
	II	English Language Course-I(ELC)	General English-1	23UE1	6	3	3	25	75	100
	III	Core Course–I(CC)	Introduction to Social Work	23USW1CC1	6	5	3	25	75	100
		Core Course-II(CC)	Communication in Social Wok Practice	24USW1CC2	6	5	3	25	75	100
		First Allied Course-I (AC)	Sociology for Social Work	23USW1AC1	4	3	3	25	75	100
IV	Ability Enhancement Compulsory Course-I (AECC)	UGC Jeevan Kaushal- Universal Human Values	25UGVE	2	2	-	100	-	100	
Total					30	21				600

## INTRODUCTION TO SOCIAL WORK

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst.	Marks		
								Hrs		CIA	External
23USW1CC1	INTRODUCTION TO SOCIAL WORK	Core Course – CC I	90				5	6	25	75	100
YEAR		2023 onwards									
SEMESTER		I									
PRE-REQUISITE		An idea on concepts such as service, reform, development and the beginning of social work in India									
Learning Objectives											
1	To introduce the basic concepts of Social Work.										
2	To familiarize with the principles, values, and ethics of Social Work.										
3	To kindle the learners to develop the desire to explore the origin of Social Work in India and abroad.										
4	To support the learners to learn the contribution of various religions towards society’s welfare.										
5	To analyze and explain the methods of Social Work.										
Course Outcomes											
On the successful completion of the course, students will be able:											
							Taxonomy Levels				
CO1: To comprehend the Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics, and Principles of social work.							K1, K2, K3				
CO2: To appreciate Social Work as a Profession.							K2, K3, K4				
CO3: To define, recall, explain, demonstrate and outline, the basic concepts of Social Work.							K3,K4				
CO4: Distinguish and examine the history and development of Social Work as a Profession.							K1, K4, K5				
CO5: To apply the methods of Social Work in the various fields of Social Work practice.							K3, K4,K5				

## Syllabus

UNIT		HOURS
I	<b>Introduction to Social Work:</b> Meaning & Definition, Objectives, Characteristics, Principles, Values and Ethics. Social Work as a Profession.	18
II	<b>Basic Concepts in Social Work:</b> Social Service, Social Welfare, Social Assistance, Social Development, Social Security, Social Justice, Social Inequality, Social Defense	18
III	<b>History and Development of Social Work:</b> Development of Social Work – USA, UK, India.	18
IV	<b>Methods of Social Work:</b> Meaning, Definition, Objectives & Principles of - Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.	18
V	<b>Fields of Social Work Practice in India:</b> Health Settings, Family and Child Welfare Settings, Rural, Tribal and Urban Community Settings, Correctional Settings, Industrial Settings, Welfare of Youth, Aged and Differently Abled and School Social Work. Roles of Social Worker.	18
VI	<b>Self Study for Enrichment (Not to be included for External Examination)</b>  Learners need to present application of methods of social work from the available literature, they should be able to relate social work to the basic concepts of social work, Learners need to gain knowledge about the professional organizations such as NAPSWI, INPSW, NASW and IASW, Learners need to present the autobiography of the founders of each religion, Learners should prepare a list of institutions functioning for the practice of social work in their region.	-



## **LEARNING SOURCES**

### **Text Books:**

1. Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications
2. Bottmore. T.B, 1980: Sociology: "A Guide to Problems and literature", New Delhi. McGraw Hill
3. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
4. Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
5. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers
6. Misra,P.D.(1994).Social work philosophy & Methods. Inter India Publication.

### **Reference Books:**

- 1.Bhattacharya.S.(2003).Social Work –An Integrated Approach.Deep & Deep publication.
2. Chris Yuill. (2011) Sociology for Social Work. New Delhi: Sage Publication
3. Dhanagare, D., N. (1993) Indian Sociology, Jaipurand New Delhi: Rawat Publications
4. David Howe.(1987).An Introduction to Social Work Theory(community care practice Handbook).Routledge
5. Friedlander, W. A., &Apte, R. Z.(1968). Introduction to social welfare . Englewood, NJ: Prentice-Hall.
6. Heimsath, C. H. (2015). Indian nationalism and Hindu social reform. Princeton University Press
7. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
8. Rameshwari Devi & Ravi Prakash.(1998). Social work and Social Welfare Administration (Method and Practice). Mangal Deep Publication.
9. Sachdev Suresh .(2012).A Textbook of Social Work. Laxmi publication.
10. Sanjay Roy.(2011).Introduction to Social Work & practice in India. Akansha publishing.
11. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
12. Singh ,K.(2011).An Introduction to Social Work .ABD Publishers.
13. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press
14. Skidmore,Rex A.(1991).Introduction to Social Work. Prentice Hall International
15. Skidmore,Rex A.(1991).Introduction to Social Work. Prentice Hall International
16. William,O,Larry Lorenzo Smith,Scott,W.Boyle.(2011).Pearson publishers

## Web References

- 1.<https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf>
- 2.<https://egyankosh.ac.in/bitstream/123456789/17105/1/Unit-2.pdf>
- 3.<https://kkhsou.ac.in/eslm/E- SLM Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3 - with changes incorporated.pmd.pdf>
- 4.<http://www.ignou.ac.in/upload/bswe-02-block1-unit-6-small-size.pdf>
- 5.<http://www.sociologyguide.com/>
- 6.<http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
- 7.<http://www.ignou.ac.in>
- 8.<https://www.researchgate.net>
- 9.<https://shodhganga.inflibnet.ac.in/>

## Mapping of CO with PSO and PO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation  
- “3” – Substantial (High) Correlation – “-” indicates there is no correlation

## Pedagogy

Chalk& Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, and Case Study.

## Course Designer

Dr.G.Mettilda Buvaaneswari

**FIELDWORK-1(P)**

CourseCode	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									Internal	External	Total
23USW1CC1P	FIELD WORK-1(P)	CORE PRACTICUM - I(CP)	90	-	-	-	5	6	40	60	100
Year		I (2023onwards)									
Semester		I									
Prerequisites		The learnersneedtohaveabasicunderstandingaboutsillofSocial Work									
Learning Objectives											
1	To develop the capacity to reflect over one's own behaviors										
2	To describe its effect oneself and others.										
3	To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.										
4	Toprovideanexposuretoandunderstandingaboutthevariousagencysettingsto the students.										
5	To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations										

### Course Outcomes and Cognitive Level Mapping

<b>Course Outcomes</b>	
<b>On the successful completion of the course, students will be able to:</b>	<b>Taxonomy Levels</b>
<b>CO1:</b> Predict own behavior and analyze its impact.	<b>K1, K2,</b>
<b>CO2:</b> Assess the skills to establish relationship with individuals, groups and communities.	<b>K2, K3</b>
<b>CO3:</b> Experience the activities of various agencies	<b>K4</b>
<b>CO4:</b> Analyze the various projects of government and non-government organizations	<b>K4</b>
<b>CO5:</b> Develop professional skills and to understand role of Social Workers in different settings	<b>K5</b>

## Syllabus

UNIT	CONTENT	Hours
1	<b>Interpersonal Relationships</b> (Concept, skills, importance and relevance to social work) <b>Activity:</b> Brainstorming sessions for improving interpersonal relationship and free expression of ideas among learners.	(15Hours)
2	<b>Communication Skills</b> (Concept, type, importance and relevance to social Work) <b>Listening Skills</b> (Concept, Types of listening ,importance and relevance to Social Work) <b>Activity:</b> Students will be organized to work in pairs or small groups in classroom to promote thinking and doing and improving skills- Communication, listening etc.	(15Hours)
3	<b>Societal Analysis</b> (Concept, Tools and techniques, importance and relevance to social work) <b>Activity:</b> Learners can conduct a case study	(15Hours)
4	<b>Understanding Group Behavior</b> (Concept, importance and relevance to social work) <b>Activity:</b> Learners can visit a rural camp for understanding the group behaviour.	(15Hours)
5	<b>Documentation &amp; Report Writing Skills.</b> (Concept, Types of Report, importance and relevance to social work) <b>Activity:</b> Learners should document and submit a report of a field visit	(15Hours)
6	<b>Indian Social Problems</b> (Concept, Different types of social problem, Causes and consequences) <b>Activity:</b> Learners need to take a seminar on Indian social problems	(15Hours)

**Mapping of CO with PSO and PO**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2	3	2	1	1	1
CO2	3	3	3	2	3	2	3	1	1	2
CO3	3	2	3	3	3	3	3	3	1	3
CO4	3	3	3	3	3	3	2	2	1	1
CO5	3	3	2	3	3	3	3	3	3	3

**1”-Slight(Low)Correlation–“2”–Moderate(Medium)Correlation–“3”–  
Substantial(High)Correlation–“-”indicates there is no correlation**

## METHOD OF ASSESSMENT-INTERNAL

COMPONENTS	MARKS
Attendance in activities	5
Regularity in submitting reports	15
Observation during the visit	5
Seminar and group discussions	10
Involvement in Team work	5
<b>Total</b>	<b>40</b>

## EXTERNAL

COMPONENTS	MARKS
<b>VIVA VOCE</b>	
i) Reporting	20
ii) Theoretical Knowledge	20
iii) Communication and Presentation	20
<b>Total</b>	<b>60</b>

**Pedagogy:** Discussions, Field Observation, Group Discussions

**Course Designer:** Dr. O. Aisha Manju

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
23USW1AC1	<b>SOCIOLOGY FOR SOCIAL WORK</b>	First Allied Course-I (AC)-I	60	-	-	-	3	4	25	75	100
Year		I ( 2023 onwards)									
Semester		I									
Prerequisites		To have a basic Understanding of Society									
Learning Objectives											
1	To define the concepts in Sociology and its relevance to Social Work										
2	To understand Social Stratification and its significance in the Society										
3	To know the need and importance of Social Institutions										
4	To appreciate the factors responsible for Change in the Society and its importance in Social Work practice										
5	To explain the various Social Problems in India										



<b>Course Outcomes</b>	
On the successful completion of the course, students will be able:	
Taxonomy Levels	
<b>CO1: To find the relevance of Sociology to Social Work</b>	<b>K1, K2,</b>
<b>CO2: To understand the need, importance, and types of the various systems in the Society</b>	<b>K2,K3</b>
<b>CO3: To apply the knowledge acquired about the Society in the practice of Social Work</b>	<b>K4</b>
<b>CO4: To analyse the issues and challenges in the Society</b>	<b>K4</b>
<b>CO5: To experiment the use of the methods of Social Work in its practice</b>	<b>K5</b>

### Syllabus

<b>UNIT</b>	<b>CONTENT</b>	<b>HOUR S</b>
<b>I</b>	<b>Introduction to Sociology:</b> Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture& Civilisation –	<b>12</b>

	Meaning, Definition, Components. Sociology and its relationship and difference to Social Work	
<b>II</b>	<b>Social Stratification:</b> Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Social Mobility & Social inequality	<b>12</b>
<b>III</b>	<b>Social Institutions:</b> Social Institutions –Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Institutions in Society	<b>12</b>
<b>IV</b>	<b>Principles of Sociology:</b> Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements	<b>12</b>
<b>V</b>	<b>Social Problems in India:</b> Meaning, Definition, Types, Causes of the various Social Problems in India – Poverty, Unemployment, Illiteracy, Crime, Addiction, Migration, Gender Discrimination, Corruption	<b>12</b>
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b>  Learners will be given an assignment on different social problems & its causes & consequences of it	<b>-</b>

### Learning Sources:

#### Text Books

1. Ahuja, Ram. (1999) **Society in India: Concepts, Theories and Changing Trends**, Jaipur: Rawat Publications
2. Rao Shankar, (2006) **Sociology of Indian Society**, New Delhi: S Chand

3. Srinivas M.N., 1966: Social Change in India: New Delhi, Orient Longman
4. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

#### **Reference Books:**

1. Dhanagare, D., N. (1993) Indian Sociology, Jaipur and New Delhi: Rawat Publications
2. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
3. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
4. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press
5. Bottmore. T.B, 1980: Sociology: "A Guide to Problems and literature", New Delhi. McGraw Hill
6. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press

#### **Web Resources**

1. <http://www.sociologyguide.com/>
2. <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
3. <https://www.researchgate.net>
4. <https://shodhganga.inflibnet.ac.in/>
5. <http://www.ignou.ac.in/>

#### **Mapping of CO with PSO and PO**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3”  
– Substantial (High) Correlation – “-” indicates there is no correlation.

**Pedagogy:** Chalk & Talk, Lecture,PPTs,Case Discussion, Group Discussion

**Course Designer:** Ms.PL.Rani

Semester I	Marks:100			
COURSE CODE	COURSE TITLE	CATEGORY	Hours /Week	CREDITS
25UGVE	UGC JEEVAN KAUSHAL - UNIVERSAL HUMAN VALUES	ABILITY ENHANCEMENT COMPULSORY COURSE-I (AECC)	2	2

### Course Objectives

1. To enable the learners to learn the values of love and compassion.
2. To foster the values of righteousness and service among the learners.
3. To enhance the morale of the learners by inculcating the values renunciation and peace.
4. To inspire the learners to practice the basic human values so as to make them become responsible citizens of the Nation.

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Define, Recall, explain, demonstrate and outline, the values of Love, Compassion, Truth, Non-Violence, Ahimsa, Righteousness and Service, Renunciation (sacrifice) & Peace.	K1, K2
CO2	Identify and apply the values of Love, Compassion, Truth, NonViolence, Ahimsa, Righteousness and Service, Renunciation (sacrifice) & Peace.	K3
CO3	Analyse, categorize, compare, list, the values of Love, Compassion, Truth, Non-Violence, Ahimsa, Righteousness and Service, Renunciation (sacrifice) & Peace.	K4
CO4	Explain the values of Love, Compassion, Truth, Non-Violence, Ahimsa, Righteousness and Service, Renunciation (sacrifice) & Peace.	K5
CO5	Elaborate, Discuss the values of Love, Compassion, Truth, Non-Violence, Ahimsa, Righteousness and Service, Renunciation (sacrifice) & Peace.	K6

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Love and Compassion Introduction:</b> what is love? Forms of love for self, parents family friend, spouse community, nation, humanity and other beings both for living and non-living	7	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

II	<b>Truth and Non - Violence Introduction:</b> 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 <b>Introduction:</b> what is non violence? Its need. Love, compassion, empathy sympathy for others as prerequisites 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	6	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	<b>Righteousness and Service Introduction:</b> What are Righteousness and service? Righteousness and dharma, Righteousness and Propriety III 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	6	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	<b>Renunciation (sacrifice) &amp; Peace Introduction:</b> 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	6	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	<b>Practicing human values:</b> what will learners learn gain if they practice human values? What will learners lose if they Don't Practice human values? Sharing learner's individual and/ or group experience(s) Simulated situations Case studies; Human values Vs Moral Values: Changing Values in Society .	5	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self Study for Enrichment</b> Learners need to list ways of practising the values Love and	-	CO1 CO2	

	Compassion, Truth and non - violence, Righteousness and Service, Renunciation (sacrifice) & Peace. Group Discussion needs to be conducted on strategies to promote human values at various levels – family, community, society, nation and global		CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
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### Website References

1. <http://gurdjiefffourthway.org/pdf/LOVE%20AND%20COMPASSION.pdf>
2. <https://iosrjournals.org/iosr-jhss/papers/Vol18-issue4/H01846769.pdf>
3. <https://www.youtube.com/watch?v=JaxIp8dyBBQ>
4. <https://core.ac.uk/download/pdf/38646904.pdf>
5. [https://www.hartford.edu/unotes/\\_images/submitted\\_images/Renunciation%20as%20the%20Path%20to%20Happiness%20and%20Success\\_1603743763\\_file1.pdf](https://www.hartford.edu/unotes/_images/submitted_images/Renunciation%20as%20the%20Path%20to%20Happiness%20and%20Success_1603743763_file1.pdf)

### Pedagogy

Chalk & Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, Flipped Classroom method, Case Presentation, video making, poster designing, preparation of Album and story writing .

### Ability Enhancement Compulsory Course (AECC ) I : UGC Jeevan Kaushal - Assessment Rubrics for 100 Marks

1. Designing Posters / video making / preparation of Album – 20 marks
2. Case study presentation / Narration of stories / Writing stories – 20 Marks
3. Writing essay based on the individual life experience following human values – personal, family and society level (minimum 10 pages) – 20 Marks
4. VIVA VOCE - 40 Marks

S. No.	Rubrics for VIVA VOCE	MARKS
1.	Theoretical Knowledge	20
2.	Values Practiced	10
3	Attitude & Commitment	10
	Total	40

There will be no End Semester Examination for this course. The subject teacher will make an assessment of the students' performance based on the above-mentioned components and an internal VIVA VOCE will be conducted by the subject teacher and marks will be awarded and submitted to COE in the prescribed format specified by the Controller of Examinations with the approval of the Head of the respective Departments.

**Course Designer:** Dr.G.Mettilda Buvaneswari