

**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**

**2023-2024 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)

PEOs	Statements
PEO 1	<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.
PEO 2	<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.
PEO 3	<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.
PEO 4	<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
PEO 5	<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 SOCIAL WORK**  
(For the Candidates admitted from the Academic year 2023-2024 and onwards)

**SEMESTER - I**

Semest	Part	Course	Course Title	Course Code	Inst. Hrs.	Credits	Exam			Total	
							Hrs	Marks			
								Int	Ext		
I	I	Language Course-I (LC)	Pothu Tamil-I	23ULT1	6	3	3	25	75	100	
			Hindi ka Samanya Gyan aur 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 Practicum - I (CP)	Field Work -I (P)	23USW1CC1P	6	5	3	40	60	100
			First Allied Course- I (AC)	Sociology for Social Work	23USW1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course-I (AECC)	Value Education	23UGVE	2	2	-	100	-	100	
	<b>Total</b>					<b>30</b>	<b>21</b>				<b>600</b>

**SEMESTER-II**

II	I	Language Course-II (LC)	Pothu Tamil-II	23ULT2	6	3	3	25	75	100	
			Hindi Literature & Grammar-II	22ULH2							
			Prose, Grammar and History of Sanskrit Literature	23ULS2							
			Basic French-II	22ULF2							
	II	English Language Course- II(ELC)	General English-II	22UE2	6	3	3	25	75	100	
	III		Core Course – II (CC)	Communication in Social Work Practice	23USW2CC2	6	5	3	25	75	100
			Core Course III (CC)	Methods of Social Work	22USW2CC3	5	5	3	25	75	100
			First Allied Course – II (AC)	Basics of Economics and Political System	23USW2AC2	5	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course-II (AECC)	Environmental Studies	22UGEVS	2	2	-	100	-	100	
	Extra Credit Course		SWAYAM	As per UGC Recommendation							
<b>Total</b>					<b>30</b>	<b>21</b>				<b>600</b>	

**SEMESTER-III**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs.	Credits	Exam			Total
							Hrs	Marks		
								Int	Ext	
III	I	Language Course-III (LC)	Pothu Tamil-III	23ULT3	6	3	3	25	75	100
			Hindi Literature & Grammar-III	22ULH3						
			Drama, Grammar and History of Sanskrit Literature	23ULS3						
			Intermediate French – I	22ULF3						
	II	English Language Course-III(ELC)	Learning Grammar through Literature– I	22UE3	6	3	3	25	75	100
	III	Core Course– IV(CC)	Human Growth and Development	22USW3CC4	5	5	3	25	75	100
		Core Practicum – II (CP)	Field work -II (P)	23USW3CC2P	5	5	3	40	60	100
		Second Allied Course-I (AC)	Social Legislations	22USW3AC3	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course-III(AECC)	Innovation and Entrepreneurship	22UGIE	2	1	-	100	-	100
		Generic Elective Course- I (GEC)	Human Rights	22USW3GEC1	2	2	3	25	75	100
			Basic Tamil-I	22ULC3BT1						
			Special Tamil-I	22ULC3ST1						
Extra Credit Course		SWAYAM	As per UGC Recommendation							
<b>Total</b>					<b>30</b>	<b>22</b>				<b>700</b>

**15 Days INTERNSHIP during Semester Holidays**

**SEMESTER-IV**

IV	I	Language Course - IV (LC)	Pandaya Ellakiyamum	23ULT4	6	3	3	25	75	100
			Urainadayum	22ULH4						
			Hindi Literature & Functional Hindi	23ULS4						
			Alnakara, Didactic and Modern Literature and Translation	22ULF4						
	II	English Language Course – IV (ELC)	Learning Grammar Through Literature – II	23UE4	6	3	3	25	75	100
	III	Core Course – V(CC)	Introduction to Social Work Research	22USW4CC5	5	5	3	25	75	100
		Core Course – VI(CC)	Social Welfare Administration	22USW4CC6	5	5	3	25	75	100
		Second Allied Course- II (AC)	Health Care Services	22USW4AC4	4	3	3	25	75	100
		Internship	Internship	22USW4INT	-	2	-	-	100	100
	IV	Generic Elective Course- II (GEC)	Women Rights and Laws	22USW4GEC2	2	2	3	25	75	100
			Basic Tamil -II	22ULC4BT2						
			Special Tamil -II	22ULC4ST2						
	Skill Enhancement Course – I (SEC)	Life Skills (P)	22USW4SEC1P	2	2	3	40	60	100	
	Extra Credit Course	SWAYAM	As per UGC Recommendation							
	<b>Total</b>			<b>30</b>	<b>25</b>				<b>800</b>	

SEMESTER-V										
V	III	Core Course – VII(CC)	Family and Child Welfare	23USW5CC7	6	5	3	25	75	100
		Core Course –VIII(CC)	Community Development	22USW5CC8	5	5	3	25	75	100
		Core Course -IX(CC)	Introduction to Counselling and Guidance	22USW5CC9	5	5	3	25	75	100
		Core Practicum –III(CP)	Field Work Practicum (P)	23USW5CC3P	5	5	3	40	60	100
		Discipline Specific	A.Disaster Management	23USW5DSE1A	5	3	3	25	75	100
	B. Welfare of the Vulnerable		23USW5DSE1B							
	Elective – I (DSE)	C. Human Rights and Social Work	22USW5DSE1C							
	IV	Ability Enhancement Compulsory Course-IV(AECC)	UGC Jeevan Kaushal - Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course – II (SEC)	Social Entrepreneurship (P)	22USW5SEC2P	2	2	3	40	60	100
Extra Credit Course		SWAYAM		As per UGC Recommendation						
<b>Total</b>				<b>30</b>	<b>27</b>				<b>700</b>	
SEMESTER-VI										
VI	III	Core Course X	Theories of Social Work	23USW6CC10	6	5	3	25	75	100
		Core course XI	Welfare of the Persons with disability	23USW6CC11	5	3	3	25	75	100
		Core course XII	Correctional Social Work	22USW6CC12	3	3	3	25	75	100
		Core course XIII	Cyber Security	22UGCS	5	4	3	25	75	100
		Discipline Specific Elective – II (DSE)	A. Gerontological Social Work	23USW6DSE2A	5	3	3	25	75	100
			B. Youth Welfare	23USW6DSE2B						
	C. Social Work in Industry		23USW6DSE2C							
	Project Work	Project Work	23USW6PW	5	4	-	-	100	100	
	V	Ability Enhancement compulsory Course-V (AECC)	Gender Studies	22UGGS	1	1	-	100	-	100
Extension activity			22UGEA	0	1	0		-	-	
<b>Total</b>				<b>30</b>	<b>24</b>				<b>700</b>	
<b>Grand Total</b>				<b>180</b>	<b>140</b>				<b>4100</b>	



## INTRODUCTION TO SOCIAL WORK

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23USW1CC1	<b>INTRODUCTION TO SOCIAL WORK</b>	<b>Core Course – CC I</b>	<b>90</b>				<b>5</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>YEAR</b>		<b>2023 onwards</b>									
<b>SEMESTER</b>		<b>I</b>									
<b>PRE-REQUISITE</b>		<b>An idea on concepts such as service, reform, development and the beginning of social work in India</b>									
<b>Learning Objectives</b>											
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.										
<b>Course Outcomes</b>											
On the successful completion of the course, students will be able:											
								<b>Taxonomy Levels</b>			
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, Jaipur and 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](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 Buvaneswari

**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
<b>Year</b>		<b>I (2023onwards)</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		The learnersneedtohaveabasicunderstandingaboutskillsofSocial Work									
<b>Learning Objectives</b>											
<b>1</b>		To develop the capacity to reflect over one's own behaviors									
<b>2</b>		To describe its effect oneself and others.									
<b>3</b>		To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.									
<b>4</b>		To provide an exposure to and understanding about the various agency settings to the students.									
<b>5</b>		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**

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

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

<b>Course Outcomes</b>	
<b>On the successful completion of the course, students will be able:</b>	<b>Taxonomy Levels</b>
<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	-

### 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

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23UGVE	VALUE EDUCATION	Value Education	30	-	-	-	2	2	100	-	100
Year		I									
Semester		I									
Prerequisites		Basic Understanding of Values									
<b>Learning Objectives</b>											
1	To enrich the knowledge about ethics and values.										
2	To instil Moral and Social Values and Loyalty and to appreciate the rights of others.										
3	To explain the role of ethics in the operation of human conduct										
4	To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.										
5	To build excellent citizens and leaders for the country										

## Course Outcomes and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	To understand the importance of values and ethical issues at micro, mezzo and macro level of the society and the workplace.	K1, K2
CO2	To apply values and ethics in the daily life.	K3
CO3	To exhibit Ethical Leadership in the workplace and in the society.	K4
CO4	To think logically and reasonably and to handle moral issues with greater clarity	K5
CO5	To Engage in ethical debate and formulate ethical justification.	K6

## Syllabus

NIT	CONTENT	HOURS
I	<b>Value education:</b> Meaning, Definition, purpose and significance in the present world. <b>Human Values for Life:</b> Truth, commitment, honesty and integrity, humility, forgiveness, love, empathy, ability to sacrifice, care, unity, inclusiveness, Self Esteem, self-confidence, punctuality – Time, task and resource management.	6
II	<b>Ethics:</b> The Essence of Ethics, Determinants and Consequences of Ethics in Human Interaction. Dimensions of Ethics. Ethics in private and public relationships. Role of family, society and educational institutions in inculcating moral and ethical values	6
III	<b>Theory &amp; Approaches in Ethics:</b> Kohlberg's theory, Gilligan's theory, Damon's View of Moral Identity, & Deontology. The Utilitarian Approach, The Rights Approach, The Fairness or Justice Approach, The Common-Good Approach, The Virtue Approach & Ethical Problem Solving approach.	6



IV	<b>Moral Thinkers &amp; Philosophical Schools of Thought and their contribution:</b> Socrates, Plato, Aristotle, Epicurus, Stoicism. Thomas Aquinas, Contractarianism, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Rawls, John Stuart Mill, Emanuel Kant and Hegel, Mother Teresa, Chanakya, Kautilya, Sarojini Naidu, Thiruvalluvar, Rabindranath Tagore, Mahatma Gandhi and Dr. Ambedkar,	6
V	<b>Values and Ethics in Public administration:</b> ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; accountability and ethical governance; ethical issues in international relations and funding; corporate governance. Information sharing and transparency in government, Codes of Ethics, Codes of Conduct, Citizen's Charters, Quality of service delivery, Utilization of public funds, challenges of corruption.	6
VI	<b>Self Study for Enrichment</b> Learners need to list ways of practicing human Values. Group Discussion needs to be conducted on strategies to promote human values at various levels – family, community, society, nation and global.	-

### **Text Books:**

1. ETHICS, INTEGRITY & APTITUDE (Prabhat Prakashan). (2021). (n.p.): Prabhat Prakashan.
2. Political Parties and Administrative Reforms in India: At the Centre, in the States and in the Local Bodies. (2019). (n.p.): Notion Press.
3. Sharma, P. D. (2015). Ethics, Integrity and Aptitude: Foundational Values for Civil Service in India. India: Rawat Publications.
4. Vozzola, E. C. (2014). Moral Development: Theory and Applications. United Kingdom: Taylor & Francis.
5. Thinkers and Theories in Ethics. (2011). Ukraine: Britannica Educational Pub..

### Reference Books:

1. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
2. Ethics in Governance. (2021). (n.p.): K.K. Publications.
3. Maheshwari, S. (2002). Administrative Reforms in India. Germany: Macmillan India.

Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.

4. Saxena, N. C. (2019). What Ails the IAS and Why It Fails to Deliver: An Insider's View. India: SAGE Publications.
5. Xavier Alphonse S.J (2008) We Shall Overcome – A Textbook on life coping skills ICRDCE Publication, Chennai

### Web References

1. <https://publicintegrity.org>
2. <https://www.ethicssage.com>
3. <https://darp.gov.in>
4. <https://www.ethics.org>
5. <https://ethicsunwrapped.utexas.edu/glossary/integrity>

### Pedagogy

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

### **ABILITY ENHANCEMENT COMPULSORY COURSE (AECC ) I : VALUE EDUCATION (23UGVE)**

#### **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**

<b>S.NO</b>	<b>RUBRICS FOR VIVA VOCE</b>	<b>MARKS</b>
1.	Theoretical Knowledge	20
2.	Values Practiced	10
3.	Attitude & Commitment	10
<b>Total</b>		<b>40</b>

**Pedagogy:** Field study, Individual Conference and Report Writing

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

<b>SEMESTER II</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDIT</b>
<b>23USW2CC2</b>	<b>COMMUNICATION IN SOCIAL WORK PRACTICE</b>	<b>CORE</b>	<b>5</b>	<b>5</b>

#### Course Objectives:

1. To enable the students to understand the importance of Communication tools in dealing with social problems.
2. To study the different communication interventions in approaching the social problems.
3. To orient the students of how to use communication strategies in their social work practices.
4. To disseminate the advantages of communication tool among social workers.

#### Course Outcomes and Cognitive Level Mapping:

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define the concept and process of Communication, Interpersonal communication, Visual aids in communication, Communication planning and analysis in field	<b>K1, K2</b>
<b>CO2</b>	Identify the various tools used in different types of communication, communication planning and analysis	<b>K3</b>
<b>CO3</b>	Apply the Communication tools for Development	<b>K4</b>
<b>CO4</b>	Recommend the applications of Communication tools in social work practice among practitioners	<b>K5</b>
<b>CO5</b>	Elaborate and discuss the strategies used in different types of communications, communication campaign, advocacy and lobbying.	<b>K6</b>

#### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	3	3	3	2	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.

#### Syllabus

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COS</b>	<b>COGNITIVE LEVEL</b>
<b>I</b>	<b>Communication:</b> Concept, Types – Verbal and Non-verbal communication, Visual and Written, Models, Process, Barriers and Importance of Communication, Key elements in the communication process.	15	CO1,CO2,CO3 CO4,CO5	K1,K2,K3,K4, K5,K6

II	<b>Interpersonal Communication:</b> Meaning, Types, Principles, Elements, Advantages of Interpersonal Communication	15	CO1,CO2,CO3 CO4,CO5	K1,K2,K3,K4, K5,K6
III	<b>Visual Aids in Communication:</b> Poster making, Notice boards, Flipcharts, Flash cards, Photographs, Pamphlets, Slide shows, Mass Communication-Television, exhibition, newspapers and magazines, advertisement, radio, film, VCD/DVD.	15	CO1,CO2,CO3 CO4,CO5	K1,K2,K3,K4, K5,K6
IV	<b>Communication Planning and Analysis:</b> Meaning & Concept Planning and Education and communication for national development.	15	CO1,CO2,CO3 CO4,CO5	K1,K2,K3,K4,K 5,K6
V	<b>Communication as a tool for Social Workers:</b> Importance of Communication in handling Social problems, Lobbying and Advocacy, Various online tools in dealing With Social Problems.	15	CO1,CO2,CO3 CO4,CO5	K1,K2,K3,K4, K5,K6
VI	<b>Self-Study portions: (Not included for End semester examination)</b> Communication strategies practiced in various settings-Community, Medical, Psychiatric, Family, Industrial etc.	-	CO1,CO2,CO 3,CO4,CO5	K1,K2,K3,K4, K5,K6

**TEXTBOOK:**

Singh, D. (2011). Communication & Interpersonal Skills for Social Work, *Indian Books & Periodicals*

**REFERENCES:**

- D'Souza, Y. K (1999). *Communication Today and Tomorrow*, Discovery Publishing House, NewDelhi.
- Fullmer, D.W. and Bernard, H.W (1972). *Communication in Organizations*, Second Edition, Mumbai: Jaico Publishing House.
- Koprowska,J.(2005).*Communication and Interpersonal Skills*, Learning Matters.
- Lishman,J (2009). *Communication in Social Work*, Red Globe Press(2<sup>nd</sup>edition).
- Mishra, R.K (2018). *Professional Communication Skills- An Approach towards bright career*, Satyam Law International.

ONLINE REFERENCES:

1. <https://www.skillsyouneed.com/ips/what-is-communication.html>

2. <https://www.simplilearn.com/what-is-interpersonal-communication-article>

3. <http://introtocommopenresource.ridgewater.edu/ModuleVIII/ModVIISect8.html>

4. <https://www.slideshare.net/MediaKitchen/communications-planning-what-it-is-a>

5. <https://study.com/academy/lesson/effective-communication-methods-in-a-social-workpractice.html#:~:text=Effective%20commu,ecisions%20and%20understand%20difficult%20information.>

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

**Course Designer:** Dr. T. Amirtha Mary

<b>Semester II</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
22USW2CC3	METHODS OF SOCIAL WORK	CORE	6	5

### Course Objectives

1. To equip the students to learn the basic concepts of methods of Social Work.
2. To make the learners to understand dealing with individuals, groups and communities.
3. To enable the learners to make use of the principles of methods of social work in appropriate situations.
4. To educate the learners to identify the differences among the various methods of social work
5. To train the learners in the application of the methods of Social Work

### Course Outcomes and Cognitive Level Mapping

<b>CO NUMBER</b>	<b>CO STATEMENT</b> On the successful completion of the course, the students will be able to	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define, Recall, explain, demonstrate and outline social Case Work, Social group work, Community organization, Social Welfare Administration, Social Work Administration, Social action and Social Work Research.	<b>K1,K2</b>
<b>CO2</b>	Identify and apply Principals, process of Methods of Social Work	<b>K3</b>
<b>CO3</b>	Analyse, categorize, compare, list, Distinguish and examine objectives, principles and methods of Social Work	<b>K4</b>
<b>CO4</b>	Evaluate, justify and recommend application of roles of case worker, group worker and the community organizer.	<b>K5</b>
<b>CO5</b>	Elaborate and discuss the treatment techniques, roles and the different methods of Social Work	<b>K6</b>

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	3	3	3	2	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.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Direct Methods of Social Work:</b> Social case work – definition, objectives, scope, principles and process (study, Diagnosis and intervention)-roles of a case worker.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	<b>Social group work:</b> Definition, objectives and scope, types of groups and group processes; Group work process - roles of a group worker	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	<b>Community organization:</b> Definition, objectives and scope, principles and processes - roles of a community organizer	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	<b>Indirect methods of social work:</b> Social Welfare Administration and Social Work: Meaning; Purpose, principles, function and areas of administration; POSDCORB.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	<b>Social action:</b> Its importance for social work practice. social work Research – meaning, aims, objectives and scope	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
VI	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b>	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
	Learners need to make a presentation of application of methods of Social Work in different settings. Students can make a mini research study on any issue and submit a report. Students can share the practice of principles of case work, group work and community organization based on their field work experience			



**Text Book:**

Misra,P.D.(1994).Social work philosophy & Methods. Inter India Publication.

**Reference Books**

- Balgopal, P.R. Vassal, T.V.(1983). *Group on Social Work – An Ecological Perspective*. Macmillan Publication Co., New York.
- Friedlander, W.A.(1964). *Concepts and Methods of Social Work*. New Delhi, Prentice-Hall.
- Gore M. S.(1969).*Social work Education*. Asia publishing House.
- Konopka, G.(1963). *Social Group Work: A Helping Process*. Prentice – Hall, Inc. J.J.
- Kumar.S.(2002). *Methods for Community Participation – A Complete Guide for Practitioners*. Vistaar Publications. New Delhi.
- Mathew. G.( 1992). *An Introduction to Social Case Work*. Tata Institute of Social Sciences, Mumbai.
- Misra.P.D.(1994).Social Work-Methods an Philosophy, Himalaya Publications, Delhi
- Paul Chowhry.D(1992). Social Welfare Administration, Atma Ram & Sons
- Ross, M.G: Harper and Row.(1967) *Community Organization: Theory, Principles and Practice*. Harper and Row, New York

**Web References**

1. [https://www.russellsage.org/sites/default/files/Richmond\\_What%20is%20Social\\_0.pdf](https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf)
2. <https://egyankosh.ac.in/bitstream/123456789/51363/1/Block-4.pdf>
3. <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/17228/1/Unit-1.pdf>
5. <https://egyankosh.ac.in/bitstream/123456789/17239/1/Unit-1.pdf>
6. <https://ccsuniversity.ac.in/bridge-library/pdf/Block-1Social%20Work%20Research.pdf>

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

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

SEMESTER I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/ WEEK	CREDITS
23USW2AC2	BASICS OF ECONOMICS AND POLITICAL SYSTEM	ALLIED	5	3

### Course Objectives

- To introduce the concept of Economics and Economic Systems of Indian Society
- To understand the Indian Economic Policy with Globalization and political System

### Prerequisites

The learner will understand the concept of Economics and Political System

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement On the successful completion of the course, students will be able to	Cognitive Level
CO1	Define, Recall, relate the concept of Economics & Political System of India	K1
CO2	Compare & Summar is the Indian Economic & Political Policy	K2
CO3	Identify, Analyse, organize for Economic &political Development in India	K3
CO4	Categories, Examine the systems of Economic & Political on Participation & Development	K4
CO5	Assess, explain & evaluate the solutions related to each of the economic & Political Issues	K5

### Mapping of CO with PSO and PO

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

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

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Fundamental Concepts of Economics:</b> Introduction to Economics, Definition, Importance and types of Economics Resources, Production, Consumption, Demand, Supply Redistribution of Wealth, Cost Efficiency and Scarcity. Principles of Economics.	15	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3,K4, K5
II	<b>Economic System:</b> Meaning, Types of economy and its differences. Definition, Features merits and demerits of Capitalism, Socialism, Mixed economy. Salient features of Public Sector and Private Sector.	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5
III	<b>Concept of Economic Development:</b> Definition, objectives, characteristics and impact of Liberalization, Privatization and Globalization. Gross Domestic Product, Roles and Functions–Reserve Bank of India (RBI), World Bank , International Monetary Fund.	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5
IV	<b>Political System:</b> Concept, Types, Elements, Concept of State, Democracy, Power, Government Authority, Liberty, Justice, Equality. Indian Constitution– The preamble, parts and schedule, Directive principles of state policy, Fundamental Rights & Fundamental Duties. Polity and Governance: The democratic ideology and process, Impact of polity on social system	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5

V	<b>Political Parties and the Party System:</b> Trends in the Party System in India. List of National and State parties, Roles and Functions of Political Parties, Political Participation– Merits & Demerits.	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3, K4,K5,K6
VI	<b>Self-Study for Enrichment (Not to be included for External Examination)</b> Concept of Competition and market structures, consumers, demand, elasticity of demand, income distribution, market and prices, profits, price elasticity, Market economic and Mixed economics system, Sustainable development, Factors affecting economic growth, Advantages and disadvantages of representative democracy, Political Participation-definition, forms, types.	-	CO1, CO2, CO3, CO4, CO5, CO6	K1,K2,K3, K4,K5,K6

### Textbooks

- Datt,G & Mahajan,A.(2016).Indian Economy,S., Chand Publishing.
- Agarwal,M.D & Joe,S (2010), Business Economics, Ramesh Book Depot, Jaipur, NewDelhi.
- Sathyanarayan,B.(2009).Essays on Economic Liberalization and Reforms, Anmol Publisher.
- Chandra,R.(2004).Globalization, Liberalization, Privatization and IndianPolity,GyanBooks;8edition.

### References

- Karuppiah,S(2018).Indian Economy Key Concept, Kavin Mukhil Publications.
- Bhat,S.(2017).Privatization & Globalization Changing Legal Paradigm, Eastern Law House.
- Chandra,R.(2004).Globalization,Liberalization,Privatization and Indian Polity , Gyan Books; 8edition.
- Gupta,D.C.(1975).Indian Government and Politics, Vikas Publishing.
- Varma,S.P.(1975).Modern Economic Theory, Vikas Publishing.
- G. Austin, (2010) ‘The Constituent Assembly: Microcosm in Action’, in The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print, pp.1-25.

## Web Resources

- <https://byjus.com/commerce/fundamentals-of-economics/>
- <https://corporatefinanceinstitute.com/resources/knowledge/economics/economic-system/>
- <https://open.lib.umn.edu/sociology/chapter/14-2-types-of-political-systems/>
- [https://www.youtube.com/watch?v=TDs\\_jjv9Wbs](https://www.youtube.com/watch?v=TDs_jjv9Wbs)
- <https://www.youtube.com/watch?v=n3IIaQzlbWo>
- <https://www.youtube.com/watch?v=kSQvYeTuxwM>

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

**Course Designer : Dr. R.Anitha**

<b>Semester III</b>	<b>Internal Marks :25 Marks : 75</b>	<b>External</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
<b>22USW3CC4</b>	<b>HUMAN GROWTH AND DEVELOPMENT</b>	<b>CORE COURSE– IV(CC)</b>	<b>5</b>	<b>5</b>

### **Course Objectives**

- To provide Knowledge on biological development of human beings.
- To understand the principles of human growth and development.
- To introduce various stages and processes in human development.
- To identify the cognitive development occurring from pregnancy to old age.
- To understand physical changes across the lifespan.

### **Pre-requisites**

The learners needs to have a basic understanding on human growth and life stages .

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define, Recall, explain, demonstrate, Illustrate, summarise and outline Meaning of Growth and Development and development stages	K1, K2
<b>CO2</b>	Identify, Categorize, discover, Examine and inspect Prenatal Development and Conditions affecting Prenatal Development	K3,K4
<b>CO3</b>	Analyse, categorize, compare, list, distinguish ,examine and dissect Importance of preschool education and Significance of play for all-round development, Development of self-concept and self-esteem and its impact on adolescence	K4
<b>CO4</b>	Evaluate, assess, justify, prioritise, explain and measure vocational and marital hazards of middle age, adulthood, personality characteristics of old age.	K5
<b>CO5</b>	Elaborate, estimate, and discuss role confusion, ego identity etc among adolescents ,role of Social worker in Schools and colleges	K6

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

### Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Growth and Development:</b> Meaning of Growth and Development: development tasks. Life span: Characteristics and Development stages, Role of Heredity and Environment in the process of Human Growth and Development.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Prenatal period</b> – Prenatal Development – Conception, Child Birth : Process and types of child birth, types of delivery, Pregnancy Signs, Symptoms, Complications, Stages of Prenatal Development; Conditions affecting Prenatal Development	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Infancy and Childhood</b> - Developmental tasks, characteristics, and hazards of infancy, babyhood, early and late childhood. Importance of preschool education and Significance of play for all-round development.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Puberty and Adolescence</b> – physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Peers - Importance and Influence, Identity- definition, body image, role confusion and ego identity. Role of Social worker in Schools and colleges	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

V	<b>Adulthood, middle age, and old age</b> - concept of adulthood, Stages of adulthood, developmental tasks, characteristics, adjustments - vocational and marital, and hazards in adulthood. Middle Adulthood :Definition, Developmental tasks, Midlife Crises, vocational and marital hazards of middle age. Aging Process :Definition of aging, Types of aging, personality characteristics of old age.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Learners can write assignment on emotional and social aspects of adolescence. The need and importance of social workers in school setting can be assessed through a mini research.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

**Text Book:**

1. Hurlock.B.E. (2017). Developmental psychology. Tata McGraw-Hill Education.

**Reference Books**

- 1 Hasan.Q. (1997). Personality Assessment: A Fresh Psychological Look. Gyan Publishing House.
2. Morgan.C., King.R., Weisz.J., Schopler.J. (2017). Introduction to Psychology. Mc Graw Hill Publications.
3. Wrightsman, L. S. (1994). Adult Personality Development: Volume 1: Theories and Concepts. Sage Publications.

**Web References**

- <https://www.psychologydiscussion.net/educational-psychology/principles-of-human-grow>
- <https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf>
- <https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/>
- <https://ufhealth.org/puberty-and-adolescence>
- <https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology>
- <https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf>

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

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



SEMESTER III	INTERNAL MARKS:40		EXTERNAL MARKS:60	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
23USW3CC2P	FIELD WORK -II (P)	CORE PRACTICUM II	5	5

### Course Objectives

The learner can get a exposure on Social work practices in various settings through Visits and can learn social work skills from Rural Camp

### Preamble

To Adopt group living, identify the culture of rural people or Tribal People and to learn the functioning of various social welfare organizations in different geographical areas and to organize specific programmes and holding discussions with different Potential Groups in rural Area or Tribal Area.

### Course Outcomes and Cognitive Level Mapping

On Successful completion of this course, the students will be 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, Listening, organizing and reporting	K2
CO3.	Build adjustment with the Environment and Life Situation in Rural Area or Tribal Area and Holding Discussion with Potential Groups	K3
CO4.	Compare the functioning of social welfare organizations in different geographical regions.	K4

### Mapping of CO with PSO and PO

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	3	3	2	2	3	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	2	3	3	3
CO4	3	3	3	3	2	3	3	3	3	2

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

## Syllabus

### RURAL/TRIBAL CAMP, OBSERVATION VISIT 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 8 organizations of Social Work practice during their Study Tour to understand different Fields of Social Work.

Visits are divided into 2 category of places

- 4 visits during Study Tour outside Trichy
- 4 Visits during orientation visit inside Trichy

Visits to the institutions working for

- Differently abled.
- Elderly.
- Family and Children.
- Drug Addiction
- Health
- Environment
- Women
- Human Trafficking
- Human Resources
- Community

- 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

Internal	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in camp & Study Tour activities	30
<b>Total</b>	<b>40</b>

**External evaluation and VIVA VOCE**

<b>I Reporting</b>	-	10
<b>II VIVA VOCE</b>		
Theoretical Knowledge	-	10
Communication and Presentation	-	10
Individual participation and initiative	-	30
<b>Total</b>		<hr/> <b><u>60 marks</u></b>

**Pedagogy:** Camping, Study tour, Observation and documentation, Discussion with Potential groups and Professional personals

**Course Designer: Ms.S.Hema**

<b>Semester III</b>	<b>Internal Marks :25</b>		<b>External Marks :75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
22USW3AC3	SOCIAL LEGISLATIONS	SECOND ALLIED COURSE I	4	3

### **Course Objectives**

- To enlighten the students on the concept of Legislation, Fundamental Rights and Directive Principles of State Policy.
  - To Gain Knowledge on Legislation related to marriage and Divorce under Hindu, Christian and Muslim religion.
  - To understand the legislations related to Protection of Women and Transgenders in the Society.
  - To Acquire the knowledge on legislation related to protection of child Labour ,Sexual Abuse and Child Marriage.
- To Enhance the students on legislations protecting the rights of Weaker Sections People

### **Prerequisites**

The Learner Can understand the Social problem and its related Legislations

### **Course outcomes and Cognitive Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDG E LEVEL</b>
<b>CO1</b>	Define the legislations and rights of citizens from the Indian Constitution	<b>K1</b>
<b>CO2</b>	Explain the legislations related to marriage and other Provisions under Hindu, Christian and Muslim religion .	<b>K2</b>
<b>CO3</b>	Apply the knowledge on the legislations related to welfare of women and Transgender.	<b>K3</b>
<b>CO4</b>	Examine the legislations related to protection of children.	<b>K4</b>
<b>CO5</b>	Analyze the legislations related to protection weaker section of people.	<b>K4</b>

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

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

### Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	The concept of legislation, need and importance to legislation, legislation as a process, Fundamental rights and Duties – Directive principles of state policy.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	Salient Features of the Acts: 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.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	Salient Features of the Acts: Dowry Prohibition Act – 1961 Domestic Violence Act-2005, Suppression of Immoral Traffic Act – 1977. Medical Termination of Pregnancy Act – 1971. Sexual Harassment at Work Place (Prevention, Prohibition and Redressal) Act, 2013	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	Salient Features of the Acts: 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	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	Salient Features of the Acts: Protection of civil Rights Act – 1976. Maintenance of Parents and Senior Citizens Act- 2007. Mental Health Act – 1987 and Amendments), Sexual harassment of Women at Workplace.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b>	-		

	Collect case studies from newspapers based on specific issues related to legislations. Presentation of case studies			
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### Text Books

- Shanmugavelayudam, (2000). Social legislation, Govt.of India Publication

### References

- Agarwala, R. K.( 1981). Hindu law, R. N. Dwivedi (Ed.). Central Law Agency
- Devasia, V.V., &Devasia, L.( 1994). Woman Social Justice and Human Rights, Delhi: APH Publishing Corporation.
- Gangrade, K.D. ( 1978), Social Legislation in India, Concept Publishing Company, New Delhi.
- The Planning Social Legislation : It's Role in Social Commission Welfare, (1956) Government of India, Delhi.

### Web resources

[https://highcourtchd.gov.in/hclsc/subpages/pdf\\_files/4.pdf](https://highcourtchd.gov.in/hclsc/subpages/pdf_files/4.pdf)

[https://www.indiacode.nic.in/handle/123456789/2148?sam\\_handle=123456789/1362](https://www.indiacode.nic.in/handle/123456789/2148?sam_handle=123456789/1362)

<https://districts.ecourts.gov.in/sites/default/files/Sexual%20Harssment%20at%20Workplace.pdf>

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

**Course Designer:** Dr.S.Vidhya

<b>Semester III</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>Credits</b>
<b>22USW3GEC1</b>	<b>HUMAN RIGHTS</b>	<b>General Elective Course</b>	<b>2</b>	<b>2</b>

### **Course Objectives:**

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

### **Pre-requisites**

The learners need to have a basic understanding about Human Rights

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
CO1	Define, identify ,the concept of human rights & its types	K1
CO2	Identify the historical origin of human rights national & international level	K2

CO3	Identify & Examine fundamental rights the Indian constitutional guarantee of human rights & legislations pertaining to Human rights	K3
CO4	Explain the Human Rights Challenges and Issues of Vulnerable Groups	K4
CO5	Discuss the role of National & International level Organisations working for Human Rights	K5

#### 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	2	3	3	3	3	3	3



UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<b>Overview of Human Rights:</b> Concept of Human Rights - Liberty, Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice.	6	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
II	<b>Fundamental Duties and Rights:</b> Fundamental Duties and Rights under the Indian Constitution, Preamble, Directive Principles of State Policy. Recent amendments of Indian Constitution.	<u>6</u>	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
III	<b>Human Rights of Vulnerable Groups</b>  Women, Children, Dalits, Indigenous Groups, Refugees, Displaced Persons, Persons Under Custodial Care, Minorities, Persons with Disability, Migrants and Other Vulnerable Groups.	6	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
IV	<b>Historical Overview of Human Rights (National &amp; International Perspectives):</b> Universal Declaration of Human Rights. Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966. Origin and development of Human Rights in India - Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence.	<u>6</u>	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
V	<b>Human Rights Enforcement:</b> Constitutional Machinery, Human Rights	<u>6</u>	CO1 , CO2	<b>K1,K2,K3,K4, K5</b>

	Commissions: National and State; SC, ST Commission, Women Commission, Child Rights Commission, Minorities Commission, Commission on Various Vulnerable Groups – Public Interest Litigation. Landmark Judgments - Human Rights.		CO3 CO4 CO5	
VI	<b>Self-Study for Enrichment (Not to be included for External Examination)</b>  Learners will be given an assignment on the topics activities of the organization working for Human Rights	=	CO1 , CO2 CO3 CO4  CO5	<b>K1,K2,K3,K4, K5</b>

### Text Book:

Kohli S. A (2004) “Human Rights and Social Work- Issues, Challenges and Response”.  
Kanishka Publishers, New Delhi

### Reference Books

- 1 . Antony, M.J(2001).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 Shanmugavelayutham, K.,.Social Legislation and Social ChangVazhga Valamudan Publishers, Chennai 1998

### Web Resources:

- [University of Minnesota Human Rights Library](#)
- [Human and Constitutional Rights - Web Resources and Documents](#)
- [Human and Constitutional Rights - National Links](#) has links to countries and the treaties they have signed as well as to human rights groups working on those countries, truth commissions, lots of stuff. A great resource!
- [Bibliography on Issues in Human Rights](#)
- International encyclopedia of human rights: freedoms, abuses, and remedies. Robert L. Maddex. Washington, D.C. : CQ Press, c2000.
- Firestone Library (F) JC571 .M3243 2000

- Historical dictionary of human rights and humanitarian organizations. Robert F. Gorman, Edward S. Mihalkanin. 2nd ed. Lanham, Md. : Scarecrow Press, 2007
- Firestone Library: Non Circulating (Fnc) JC571 .G655 2007

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

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

SEMESTER IV	INTERNAL MARKS :25		EXTERNAL MARKS : 75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
22USW4CC5	INTRODUCTION TO SOCIAL WORK RESEARCH	CORE	5	5

### Course Objectives

- To understand the basic concepts of Research
- To deepen knowledge on all the components of data collection a data analysis in research.
- To impart knowledge on interpretation and use the information provided by research in an effective manner.
- To effectively communicate research solution in the form of report for future use.

### Pre-requisites

The learners need to have a basic understanding on human growth and life stages.

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	COGNITIVE LEVEL
CO1	Define, Extend the Meaning of Research types and Research Design, Sampling and Data collection	K1, K2
CO2	Analyze, Evaluate and Explain the various methods of Sampling and Research and its scope.	K2,K4,K5
CO3	Identify and assess the statistical tools and its importance in data analysis.	K3, K5
CO4	Design Research report and Research Methodology	K6
CO5	Analyse and Elaborate the Methods, Tools of Data Collection and Data Processing	K4, K5

### Mapping of CO with PSO and PO

Cos	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	<b>Introduction to Social Work Research</b> Meaning and Definition of Research, Need and Relevance of Research, Ethical considerations in Research, Research: Need and scope of Social Work Research Approaches – Inductive and Deductive, Quantitative and Qualitative approaches, social research and Social Work	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Research Design:</b> Meaning and Definition of Research design, Components and Types of Research Design-Exploratory, Descriptive and Experimental, social survey, Case study	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Sampling and Data Collection:</b> Universe, Sampling: Meaning, Advantages and Disadvantages of Sampling, Sampling frame and unit, Types of Sampling: Probability and non-probability sampling	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Sources of data:</b> Primary and Secondary Methods of Data Collection: Interviewing, Questionnaire, Observation and Focused Group Discussion. <b>Tools for Data Collection:</b> Interview schedule, Interview guide, Questionnaire, Pilot study, pre testing of tools. Data processing–Editing, Coding, Classification, tabulation.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Presentation of statistical data</b> – Tabular and Graphic; Interpretation of statistical data, Writing Research Report – components; writing research abstract, bibliography and references, use of APA Format	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self-study for Enrichment</b>  (Not to be included for End Semester Examinations) Learners can write a Research Proposal on Various Problems.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

## **TEXT BOOK**

- *C.R.Kothari* .(2017) *Research Methodology* New Age International(P) Ltd Publishers

## **REFERENCES**

- *Griffith, A. (2007). SPSS for Dummies. New Delhi: Wiley India .*
- *Babbie Earl. (2007). The Practice of Social Research. Bilmont, USA: Thomson Ward worth.*
- *Saravanavel,P.(2015).Research Methodology .Kitab Mahal*
- *Arya,P.P.and YeshPal.(2011).Research Methodology in Management ( Theory and Case studies).Deep and Deep Publications*

## **Web Sources:**

- [https://www.youtube.com/watch?v=LIAI\\_RRID3A](https://www.youtube.com/watch?v=LIAI_RRID3A)
- <https://www.youtube.com/watch?v=lwJVnfw44SU>
- <https://www.youtube.com/watch?v=pTuj57uXWIk>

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

**Course Designer: Ms.S.Hema**

<b>SEMESTER IV</b>	<b>INTERNAL MARKS :25</b>		<b>EXTERNAL MARKS : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
22USW4CC6	<b>SOCIAL WELFARE ADMINISTRATION</b>	<b>CORE</b>	<b>5</b>	<b>5</b>

### **Course Objectives**

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

### **Pre-requisites**

- The learners need to have a basic understanding Social Welfare Administration.

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define and explain the concept of Social Welfare Administration and its Process	K1, K2, K5
<b>CO2</b>	Develop and analyze the skills in Planning, Organizing , Coordinating, Reporting, Budgeting and Recording, Public Relations and Fund Raising	K3, K5
<b>CO3</b>	Examine and apply the knowledge on Welfare Programmes for weaker sections of people in the society	K3, K4
<b>CO4</b>	Justify and elaborate the procedures for establishing Non Governmental Organisations	K5, K6
<b>CO5</b>	Evaluate and examine the structure and functions of central and social welfare Boards and Classification of NGO's	K4, K5

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

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	<b>Social Welfare Administration:</b> Definition, Principles and scope, nature of social welfare administration. Role and functions of non-governmental organizations. Classifications of NGOs: Service providers, Empowerment NGOs, Support NGOs	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Basic Administration Processes:</b> Planning, Organizing, Staffing, Decision-making, Coordination, Reporting and Budgeting (POSDCORB), Communication, Monitoring, Fund Raising, Evaluation, Public relations and Networking	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Welfare Programmes:</b> Welfare Programmes for Women, Children, Youth, Aged, Destitute & Differently abled, Social Welfare Programmes for SCs & STs	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Social Welfare Organisations:</b> Legislation Related to Registration of Societies and Trusts. Foreign Contribution and Regulation Act - 1976. Function and responsibilities of governing board, committees and office bearers in welfare organisations.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Social Welfare Administration in India:</b> Organisational structure and Functions and Programmes of state and Central social welfare Boards.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6



<b>VI</b>	<b>Self-Study for Enrichment (Not For Examinations):</b> Understand the role and structure of any Old age homes, Orphan children and Disability homes	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
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## REFERENCES

- Mishra,D.D.(2015 ).Management of Development and Welfare Services.Mittal books India Pvt Ltd.
- Paul Choudhary,D.(1992). 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

## Web 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>
- <http://schemes-and-programmes-differently-abled-ministry-social-justice-and-empowerment&tbn>
- <https://www.youtube.com/watch?v=fb4B7M8NDck>

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

**Course Designer: Ms.S.Hema**

<b>Semester IV</b>	<b>INTERNAL MARKS:25</b>		<b>EXTERNAL MARKS:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
<b>22USW4AC4</b>	<b>HEALTH CARE SERVICES</b>	<b>ALLIED</b>	<b>4</b>	<b>3</b>

### Course Objectives

- To introduce students to the basic concepts of health
- To make the students aware of health care services & Programmes.
- To interpret the learners on national health Programmes
- To teach the students on functions of national & International agencies on health

### Pre-requisites

The learners need to have a basic understanding on health, diet, nutrition

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	COGNITIVE LEVEL
CO1	Define ,Recall ,determine , Dimensions of health ,hygiene & sanitation	K1, K2
CO2	Interpret , Explain the concept of Nutrition ,Malnutrition ,Balanced diet &nutritional deficiency disease	K3,K4
CO3	Understand ,Symptoms , complications treatment methods of Alternate system of health	K4
CO4	Examine the health care services, concept, Principles, Methods, Models of Health education.	K5
CO5	Analyse the functions & activities of national & international health agencies.	K6

### Mapping of CO with PSO and PO

Cos	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2	3	3	2	3	2
CO2	3	2	2	3	3	3	3	3	3	2
CO3	3	2	2	3	2	3	3	2	3	2
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	2	3	3	2

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

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	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, Role of social worker in community health.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Alternate Systems of Health Care -AYUSH (Ayurvedha, Yoga, Unani, Siddha, Homeopathy) – Definition, Etiology, Principles, Treatment Measures . Hygiene –Definition, Types Importance of Personal Hygiene. Sanitation – Definition, Meaning, Need and Importance Epidemiology- Definition, Objectives.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	concepts of Nutrition and Balanced diet, Constitution of food, Nutritional Deficiency Disease, Malnutrition, Environment and Health- Components, Pollution, Recent Health issues.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Health Care services in India, Prevention, Promotion, Curative and rehabilitation aspect, Health Education: Definition , Contents ,Principles , Models of health education. Role of health care providers. Alma Ata Declaration	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	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 2017,	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self Study for Enrichment (Not For Examinations) Students are assigned to visit PHCs or Government Hospital to observe the facilities ,health services available & prepare for a presentation		CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### References:

- 1.Ahuja,N.(1998). Introduction to Psychiatry. Jaypee Brothers
- 2.Bajpai, P.K. (1998). Social Work Perspectives on Health. Rawat Publications, New Delhi.
- 3.Egan, Marcia. Kadushin, Goldie (2007). Social Work Practice in Community Based Health Care. The Haworth
- 4.Goel, S.L.,Kumar,R.(2007). Hospital Administration and Management- Theory and Practice. New Delhi: Deep &Deep Publications Pvt. Ltd.

5.Park, K. (2005). Preventive and Social Medicine. M/s Banarsidas Bhanot Publishers, Jabalpur(M1:Ch 4. Pp 85-98) Press, New York.

6.Sunder Lal Adarsh, Pankaj 2007 Textbook of community Medicine, CBS Publishers Tabish,

7.Hospital & Health Services Administration. New Delhi: Oxford University Press.

**WebResources:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5144115/#> Healthcare in India – 2022 and beyond

[Primary health care \(who.int\)](https://www.who.int)

<https://www.youtube.com/watch?v=XozF9VBLEfU>

<https://www.youtube.com/watch?v=1LFp6ASW0Ao>

<https://www.youtube.com/watch?v=r9poHB-ldqk>

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

**Course Designer: MS.PL.Rani**

<b>SEMESTER- IV</b>	<b>INTERNAL-25</b>	<b>EXTERNAL -75</b>		
<b>COURSE CODE</b>	<b>INTERNSHIP</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>22USW4INT</b>		<b>Internship</b>	<b>-</b>	<b>2</b>

### **Course Objectives**

1. To develop positive attitude towards self and others.
2. To gain an in-depth understanding Goals, Objectives, Administration & Functioning in any of agency settings
3. To develop skills in observation, analytical learning, team work and recording
4. To utilize the knowledge on social work practices in social work settings

### **Prerequisites**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Recall, Demonstrate and Examine the practical application of Social work methods	K1,K2,K4
<b>CO2</b>	Identify the practices of various organisations	K3
<b>CO3</b>	Analyse the necessary skills and role of social workers in fields of Social work	K4
<b>CO4</b>	Assess the organization structure and sources of funds of various settings.	K5

## Mapping of CO with PSO and PO

Cos	PS01	PS02	PS03	PS04	PS05	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**

### Guidelines for the Summer Internship

Summer internship gives an opportunity to develop linkage with reputed organizations.

The objectives of summer Internship is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development.

Summer Internship comprises a time frame of 15 days at the end of Third semester.

- The trainee must volunteer to locate a setting (own choice) about one month in advance and explore the possibilities of 15 days practice learning and need to submit a report under the guidance of faculty advisors.
- The field work setting should preferably have a professionally trained social worker on the team of a staff.

### List of Organisations

- Anganwadi under ICDS- (Supplementary Nutrition, Non-formal Pre-school education, Nutrition, and Health education, Immunization, Health check-up)
- Industries- (Know about Organisation Structure, functions of Various departments application of Social Work Methods in industries)
- Schools- (Identifying the behavioural problems among school students and Intervention)
- Hospitals & Primary Health Centers- (Structure and functions of Medical Settings and Counsellors)
- NGO’S Working for Old age, Children, Transgenders and differently abled (Fund Raising, Organisation Structure and Functions)

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

### Method of Evaluation (External)

S.No	Components	Marks	Total Marks
<b>I.VIVA VOCE (70 marks)</b>			
1	Field attendance	<b>10</b>	<b>100</b>
2	Recording	<b>20</b>	
3	Objectives fulfilled	<b>20</b>	
4	Initiatives taken in the field	<b>10</b>	
5	Regularity and use of field work supervision	<b>10</b>	
<b>II.</b>	<b>Agency evaluation</b>	<b>30</b>	

**Pedagogy:** Field Visit, Report Writing, Observation and Case Study

**Course Designer:** Ms.S.Hema

<b>SEMESTER IV</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
22USW4GEC2	WOMEN RIGHTS AND LAWS	GENERAL ELECTIVE	2	2

### Course Objectives

- To orient the students to on the constitutional provisions for women.
- To make the learners to understand the protective measures for women under general laws.
- To enable the learners to be aware of Women Specific Laws.
- To educate the learners to identify the protective laws for women.
- To make the students to know the women protective services.

### Prerequisites

The Learner will understand the Rights of Women and Laws related to Women

### Course Outcomes and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Define the concept of women rights and laws.	K1,K2
CO2	Identify women rights and apply appropriate women laws.	K3
CO3	Analyse national and international rights and protective measures for women	K4
CO4	Evaluate the agencies and services meant for protecting women.	K5
CO5	Elaborate the extent of enforcing laws meant for women	K6

### Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<b>Women Rights: National and International</b> - Rights of Women in Indian Constitution; The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)	<b>6</b>	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
<b>II</b>	<b>Women Rights and General Laws:</b> Marriage – Divorce – Maintenance – Guardianship – Adoption – Property Rights (only provisions for Women)	<b>6</b>	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6



<b>III</b>	<b>Women Specific Laws:</b> Dowry Prohibition Act, 1961; The Maternity Benefit Act, 1961 (Amended in 1995); The Medical Termination of Pregnancy Act, 1971 ( Salient features); Rape (Sec. 376 IPC)	<b>6</b>	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
<b>IV</b>	<b>Women Protective Laws:</b> The Protection of Women from Domestic Violence Act, 2005; The Indecent Representation (Prohibition) Act, 1986 ; The Immoral Traffic (Prevention) Amendment Act, 2006; Protection of Women from Sexual Harassment Act, 2013. (Salient features)	<b>6</b>	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
<b>V</b>	<b>Protective Services for Women:</b> All Women Police Stations – Legal Services – Free Legal Aid Services-Women Courts – Women Commission – Social Welfare Departments – Help Lines – Government Schemes.	<b>6</b>	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Learners need to make a literature survey of rights and laws for women in India and other countries. Case laws can be discussed on women issues.	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

**Text Book:**

Kaushik.P.D.(V). “Women Rights” Bookwell Publication

**Reference Books**

- Aruna Goal. (2004). “Violence Protective Measures for Women Development and Empowerment” Deep and Deep Publications Pvt
- Athilatchumai & Logamurthy.( 2017). Law at your Hands. Suriyan Pathippagam. Chennai
- ClairM.Renzetti, Jeffrey L.Edleson, Raquel Kennedy Bergen.( 2001). Source Book on “Violence Against Women” Sage Publications
- International Solidarity Network.(2006). “Knowing Our Rights” An imprint of Kali for Women
- Jagatha.( 2001). Women Protective Law. Sri Shenbaga Pathippagam, Chennai
- Monica Chawla.( 2006). “Gender Justice” Deep and Deep Publications Pvt Ltd.
- Mythili Sivaraman.( 1997). Women Rights Some Perspectives. Tamil Puthagalayam, Chennai.
- Nitya Rao.(2008). “Good Women do not Inherit Land” Social Science Press and Orient
- Blackswan Preeti Mishra.( 2007). “Domestic Violence Against Women” Deep and Deep Publications Pvt Ramalingam T.( 2000). Women Protective Laws. Vikatan Publications,Chennai
- Rengammal R & Dr,Vausgi S.( 2005). Feminist approaches and Use of Literature. Arivu Pathippagam, Chennai

## Web References

[https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete\\_compressed.pdf](https://nhrc.nic.in/sites/default/files/Women%E2%80%99s%20Rights%20in%20India%20complete_compressed.pdf)

<https://wcd.nic.in/sites/default/files/wdvact.pdf>

<https://wcd.nic.in/sites/default/files/Sexual-Harassment-at-Workplace-Act.pdf>

<https://wcd.nic.in/sites/default/files/Draft%20THE%20TRAFFICKING%20IN%20PERSONS%20%28PREVENTION%20AND%20CARE%20AND%20REHABILITATION%20%29%20BILL%20%202021.pdf>

[https://www.mha.gov.in/sites/default/files/2022-09/WSBooklet\\_07032021%5B1%5D.pdf](https://www.mha.gov.in/sites/default/files/2022-09/WSBooklet_07032021%5B1%5D.pdf)

[https://www.youtube.com/watch?v=mnM5nec\\_mXU](https://www.youtube.com/watch?v=mnM5nec_mXU)

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

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

<b>SEMESTER IV</b>	<b>Internal Marks:40</b>		<b>External Marks:60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
<b>22USW4SEC1P</b>	<b>LIFE SKILLS (P)</b>	<b>SKILL ENHANCEMENT-I</b>	<b>2</b>	<b>2</b>

### **Course Objectives**

- To Introduce Students to the Concepts of Life Skills
- To Make the Students Familiar with Core Life Skills
- To Teach the Students on Application of Life Skills Through Day To Day Activities.

### **Pre-Requisites**

The Learners need to have a Basic Understanding on skills

### **Course Outcomes and Cognitive Level Mapping**

On The Successful Completion of The Course, The Students Will Be Able To

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define , Recall the Concept Of Life Skills& its Classification	K1, K2,
<b>CO2</b>	Interpret, Explain the Different Core Life Skills For Adolescents & Youth	K3,K4
<b>CO3</b>	Understand, Analyse & Application of Social Skills Through Activities	K1 &K5
<b>CO4</b>	Analyse and Application of Emotional Skills.	K4 &K5
<b>CO5</b>	Analyse The Functions & Activities of Thinking Skills	K4 &K5

## Mapping Of CO With PSO And PO

Cos	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2	3	3	2	3	2
CO2	3	2	2	3	3	3	3	3	3	2
CO3	3	2	2	3	2	3	3	2	3	2
CO4	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	2	3	3	2

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation –

“-” Indicates There Is No Correlation.

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
<b>I</b>	Introduction To Life Skills: Definition, Need and Significance Classification Of Life Skills- Personal, Emotional& Social Skills	<b>8</b>	CO1, CO2, CO3, CO4, O5	K1, K2, K3, K4, K5
<b>II</b>	Life Skills For Adolescents And Youth, Effective Communication And Interpersonal Skills Self-Awareness And Empathy Application Of Life Skills In Day to-Day Life.	<b>8</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>III</b>	Decision Making & Problem-Solving Skills Application of Life Skills In Day to-Day Life.	<b>8</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>IV</b>	Coping With Stress: Coping With Emotions, Application of Life Skills In Day to-Day Life.	<b>8</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>V</b>	Critical Skills & Creative Skills, Application of Life Skills In Day To Day Activities	<b>8</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>VI</b>	<b>Self Enrichment ( Not For Examination)</b> Learners Can Take Any Two Core Skills & Apply In A Real Situation & Present It	<b>-</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

**References:**

- Adolescence And Life Skills. (2003).Commonwealth Youth Programm Asia Centre. Tata Mcgraw Hill.
- Darkar Framework For Action ,Education For All: Meeting Our Collective Commitments. (2000).Darkar, Senegal.
- Family Health International ,NACO,USAID.(2007).Life Skills Education Toolkit For Orphans And Vulnerable Children In India.
- Hilgard,E,Atkinson,R.C&Atkinson ,R,L.(1976).Introduction To Psychology(6th Ed).IBH Publishing Co., Pvt Ltd. New Delhi.
- Life Skills Resource Manual, Schools Total Health Program.(2006).Health Education And Promotion International Inc.,Chennai.
- Global Evaluation OfLife Skills Education Programmes Final Report, United Nations Children’s Fund.(2012).New York.
- Kumar ,J, Keval.(2008).Mass Communication In India .Jaico Publication India Pvt.Ltd.
- Mangal,S,K.(2008).An Introduction To Psychology. Sterling Publishers Pvt. Ltd.New Delhi
- Morgan And King.(1993).Introduction To Psychology. Tata Mcgraw-Hill Publishing Company Ltd. New Delhi.
- Nair ,V, R.(2010).Life Skills Personality And Leadership. RGNIYD. Tamilnadu.
- Rao ,P.L.(2008).Enriching Human Capital Through Training And Development Excel Books. New Delhi.
- RGNIYD.(2008).Facilitators Manual On Enhancing Life Skills. Tamilnadu.
- Singh Madhu .(2003).Understanding Life Skills ,Background Paper Prepared For Education For All :The Leap To Equality.
- Stella Cottrell.(2008).The Study Skills Handbook. Palgrave Macmillan Ltd. (3rd Ed). New York.
- UNESCO And Indian National Commission ForCo-Operation With UNESCO. (2001).LifeSkills 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.

**You tube links:**

<https://www.youtube.com/watch?v=6OdCoMgpx7o>

<https://www.youtube.com/watch?v=5Vbvjy1jAk>

<https://www.youtube.com/watch?v=egiZXXtZZL0>

**SKILL ENHANCEMENT COURSE (SEC )I :**

Assessment Rubrics For 100 Marks

**Internal :40 Marks**

1.Participation In Activities	– 20 Marks
2. Case Study Presentation	-20 Marks
	_____
	40 Marks
	_____

**External: 60 Marks**

1.Reporting & Documentation	-20 Marks
2.Theoretical Knowledge	-20 Marks
3.Communication and Presentation	-10 Marks
4.Attitude &Commitment	-10 Marks
	_____
	60 marks
	_____

**Pedagogy:** Field Study, Individual Conference, Participation in Activities and Report Writing, Documentation

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

SEMESTER V	Internal Marks :25		External Marks : 75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
23USW5CC7	FAMILY AND CHILD WELFARE	CORE	6	5

### Course Objectives

1. To equip the students to learn the basic concepts of methods of Social Work.
2. To make the learners to understand dealing with individuals, groups and communities.
3. To enable the learners to make use of the principles of methods of social work in appropriate situations.
4. To educate the learners to identify the differences among the various methods of social work
5. To train the learners in the application of the methods of Social Work

### Pre-Requisites

The learners need to possess the basic knowledge about the family system and cultural practices existing in India.

### Course Outcomes and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Define the concepts of Family and child welfare and explain issues and problems of families and children.	K1
CO2	Explain the problems of children and families.	K2
CO3	Identify factors contributing to problems of children and families.	K3
CO4	Evaluate the agencies working for family and child welfare	K4
CO5	Analyse Family and Child Welfare services in India	K5

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	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.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Family:</b> Meaning and philosophy of Family; Types and functions of Families; changing patterns of family in Indian context; <b>Family Organization, Disorganization and Disintegration:</b> Meaning; Factors contributing to disintegration of families; <b>Single Parent family:</b> Definition, types, issues and challenges; Child-Parent Relationship: Issues and Remedies.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	<b>Child:</b> Definition; Children in need of Care and Protection: Child labourers, Street children, Trafficked children, Child-Beggars, Abused Children, Children living with HIV/AIDS; Problems of girl children. National Policy for Children in India.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	<b>Family Welfare Services:</b> National Family Welfare Programme; National Population Policy; National Rural Health Mission; Urban Family Welfare Schemes; Reproductive and Child Health Programme; Maternal and Child Health Services; Family welfare programmes; Methods of family planning: Artificial and Natural family planning methods; Role of social worker in promoting family welfare programmes.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	<b>Child welfare services:</b> Concept and meaning of child welfare, Integrated Child Development Scheme; Pulse Polio Immunization Programme; Kasturba Gandhi Balika Vidyalaya; Mid-day Meal Scheme; New Parent Support Programme; Sarva Siksha Abhiyan, , Integrated Child Protection Scheme, Central Adoption Resource Authority, National Commission for Protection of Child Rights ; Legislative provisions for children in India (Salient features); Role of central and state government.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	<b>Role of voluntary agencies in family and child welfare services:</b> Institutional services:	18	CO1, CO2,	K1, K2, K3,



	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.		CO3, CO4, CO5, CO6	K4, K5, K6
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Students need to visit PHCs, Anganwadi, Balwadi and get to know the functioning and write a report.	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

**Text Book:**

**Reference Books**

Ajit K. Singh.(2012). Family and Child Welfare . New Delhi :Centrum Press.

Devi, L. (1988). Encyclopedia of Child and Family Welfare. Institute for Sustainable Development, Lucknow :Anmol publication.

Ferguson.H. (2011). Child Protection Practice. London: Palgrave Macmillan.

Heredia, R.C. (1995). The Family in changing World. New Delhi: Indian Social Institute.

Khasgiwala, A. (1993). Family Dynamics: Social Work Perspective. Bangaluru, Anmol Publications.

Shireman, J. F. (2015). Critical Issues in Child Welfare. Columbia: University Press.

Rao, D.B. (1997). Care the Child. New Delhi: Discovery Publishing House.

**Web References**

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>

<https://egyankosh.ac.in/bitstream/123456789/18841/1/Unit-6.pdf>

<https://egyankosh.ac.in/bitstream/123456789/9964/1/Unit-20.pdf>

<https://courseware.cutm.ac.in/wp-content/uploads/2020/06/Family-Welfare-Programme-pdf.pdf>

<https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programs-in-india.pdf>

<https://www.youtube.com/watch?v=8AJod8vd2W8>

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

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

<b>Semester V</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
22USW5CC8	COMMUNITY DEVELOPMENT	CORE	5	5

### Course Objectives

- To know the basic concepts, principles and approaches in Rural, Urban and Tribal Community Development
- To create and develop an in-depth understanding among students about Rural, Urban and Tribal Community Development.

### Prerequisites

The learners need to have a basic understanding on Rural/Urban/Tribal community

### Course Outcomes and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Explain the basic concepts, principles and approaches in Rural, Urban and Tribal Community Development.	K1
CO2	Discuss the features of Rural, Urban and Tribal Communities	K2
CO3	Demonstrate the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Rural, Urban and Tribal Community Development.	K3
CO4	Examine the Social Structure, Social Relations and Institutions related to Rural and Tribal communities.	K4
CO5	Analyse the role and contribution of Professional Social Worker in the developmental process.	K5

### Mapping of CO with PSO and PO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	2	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.

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	<p><b>Community Development : Concept &amp; Approach</b>            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.</p>	15	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	<p><b>Rural Community Development</b>            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. Three tier system and Impact of Panchayati Raj system on Rural Community. Gram Sabhas- its role and importance.</p>	15	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	<p><b>Urban Community Development</b>            Urban Communities: Characteristics, Rural Urban linkages (Rurban) and Rural-Urban contrast. City - Meaning &amp; Classification. Urbanization &amp; Urbanism. Slums – Concept, Culture of Slums., Corporation, Municipality, Town, City., Urban Community Development: Concept, Origin and Principles. Urban Development Programmes in India - Urban Development Projects. National Urban Livelihood Mission, Swatch Bharat Mission. Urban Development Agencies – National, State, Local Bodies, Structure and Functions. E-Governance in Urban Development , National Urban Information System (NUIS) Nagarpalika Act (74th Amendment), Housing for Urban Poor. CMDA, HUDCO.</p>	15	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	<p><b>Tribal Community Development</b>            Tribal Community: Concept, Characteristics and Types of Tribal Community, Geographical distribution of Tribes, Life Style of Tribes – Socio-economic conditions, Cultural &amp; Religious practices, Belief System, Tribal Institutions – Marriage and Family, Tribal Revolts and Problems of Tribes. Tribal Development Administration &amp; Programmes: Constitutional, Legal and Economic provisions for the protection of Tribes, Functions of Tribal Development Blocks.</p>	15	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	<p><b>Participatory Learning and action</b>            Participatory Learning and Action: History, Concept, Principles. Advantages &amp; Limitations. Rapid Rural</p>		CO1, CO2, CO3,	K1, K2, K3, K4, K5, K6

	Appraisal (RRA), Participatory Rural Appraisal (PRA) Definition, history and Principles and Pillars of PRA, Tools: Resource and Social Maps, Mobility Maps, Opportunities Map, Transect Walk Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, Matrices, Wealth Ranking.	15	CO4, CO5, CO6	
VI	<b>Self- study for Enrichment (Not to be included for End Semester Examinations)</b> Learners should submit assignments on Commissionerate for Town and Country Planning and Types of Urban Community development Learners need to prepare an e content on Historical background of Panchayati Raj.	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

### Text Books

- Mello, L. D. (2018) Community Development: Rural, Urban and Tribal perspective, FSP Media Publications.
- Gupta, K.B (2010). Rural development in India, Atlantic Publication.
- Singh, K. (2008). Rural Development: Principles, Policies and Management, Sage Publications.

### Reference Books

- Soundarapandian, M (2010). Rural Entrepreneurship: Growth and Potentials, Kanshika Publications.
- Thakur, B. (2005). Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.
- Chaubey, P. K. (2004). Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration.
- Singh, K.S (2002). Tribal Situation in India, Indian Institute of Advanced Publication.
- Soundarapandian, M (2001). Tribal Development in India: A Case Study, Anmol Publisher.
- Bhargava, G. (1998). Urban Problems and Policy Perspectives. New Delhi

### Web References

1. Indian Society Tribal, Rural & Urban  
[https://youtu.be/P4JOg\\_Livb8?si=7j5-BzA2P3bswvgU](https://youtu.be/P4JOg_Livb8?si=7j5-BzA2P3bswvgU)
2. Participatory Rural Appraisal (PRA)  
<https://youtu.be/1uFIjkQrex4?si=OAlzgzNIQLrnkNxx>
3. Towards a Swachh Bharat  
[https://www.pmindia.gov.in/en/government\\_tr\\_rec/swachh-bharat-abhiyan-2/](https://www.pmindia.gov.in/en/government_tr_rec/swachh-bharat-abhiyan-2/)

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

**Course Designer: Dr.G.Kanaga**

<b>SEMESTER V</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>22USW5CC9</b>	<b>INTRODUCTION TO COUNSELLING &amp; GUIDANCE</b>	<b>CORE</b>	<b>5</b>	<b>5</b>

**Course Objectives:**

- To make the students aware of the concept of Counselling & Guidance
- To understand the theoretical foundations of counselling.
- To explain the counselling Process & phases of Guidance.
- To teach students about the skills & qualities of Counsellor.
- To make students aware about the policies of children.
- To update the students on various Counselling methods & Techniques.

**Pre-Requisites:**

The learners need to have a basic understanding of counselling & Guidance

**Course Outcomes:**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Define, Recall, Explain the need, types, process of Counselling& Guidance	<b>K1</b>
<b>CO2</b>	Define, explore the theoretical foundations of counseling	<b>K2</b>
<b>CO3</b>	Apply methods and techniques of counselling& Guidance	<b>K3</b>
<b>CO4</b>	Summarise the skills of application to real life situations	<b>K4</b>
<b>CO5</b>	Categories the role of counselling& Guidance in different fields	<b>K5</b>

### 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	2	3
CO2	3	3	3	3	3	3	2	3	2	3
CO3	3	2	3	3	2	3	3	3	3	3
CO4	3	2	2	3	3	3	2	3	3	3
CO5	3	3	3	2	2	3	3	3	3	3

### Syllabus

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
<b>I</b>	<p><b>Introduction to Counselling &amp; Guidance:</b></p> <p>a. Definition, objectives, principles, need and Importance, types, Scope, skills, Qualities of an effective Counsellor</p> <p>b. Meaning, nature, Need, Types &amp; Functions of Guidance, Principles, Ethical consideration of Guidance &amp; counselling, Difference between Counselling &amp; Guidance, counselling as a helping profession</p>	15	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
<b>II</b>	<p><b>Theories of Counselling:</b></p> <p>Client-Centered or Person-Centered Theory (affective), Rational- Emotive Theory (cognitive) and Behavioural Counselling.</p>	15	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>

III	<b>Methods and Techniques of Counselling &amp; Guidance :</b> Method - Directive, Non-Directive and eclectic counselling. Interview, observation, case study method- meaning, types and procedures. Counselling Techniques: Listening ,Responding, Goal Setting, Exploration and Action, Behaviour Techniques, Psychodrama, Role Play.	15	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
IV	<b>Counselling Process/ Steps:</b> Relationship building, Problem assessment, Goal Setting, Intervention, Evaluation and Follow- up.Phases of Guidance	15	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
V	<b>Counselling in Various Settings:</b> Community counselling, mental health, disaster affected and correctional setting; industrial counselling, marriage counselling, career 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	15	CO1 , CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
VI	<b>Self Study for Enrichment (Not to be included for External Examination)</b> Learners will be given an assignment to visit different Counselling settings & Prepare a Presentation	-	CO1 , CO2 CO3 CO4, CO5	<b>K1,K2,K3,K4, K5</b>

### 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.
- Bond, Tim (2010). Standards and Ethics for Counselling in Action, SAGE Publications.
- Burnard, Philip (2002). Counselling Skills Training (A Sourcebook of Activities for Trainers), Viva Books Private Limited. Cochran, Larry (1997).
- Crow, Lester D. & Crow, Alice (1962). An Introduction to Guidance: basic principles and practices, Eurasia publishing House (p) LTD, New Delhi. Syllabus
- Dev, Kapil (2006). Educational Counselling, Pragun Publications, New Delhi
- Gibson, Robert L.& Mitchell, Marianne H. (2012). Introduction to Guidance and Counselling ,Prentice Hall of India, New Delhi.
- Gupta, Manju (2003). Effective Guidance & Counselling modern Methods and Techniques, Mangal Deep Publications, India.

- Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling.
- Kinra, Asha K. (2012). Guidance and Counselling, Pearson Publication.
- Kochhar, S.K. (2010). Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
- Kottler, Jeffery A. & Shepard, David S. (2009). Counselling Theories and Practices, CENGAGE Learning.
- Lakshmi, K. S. (2006). Encyclopaedia of Guidance and Counselling (Part – I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling Part – IV: Personal and Vocational Counselling), A Mittal Publications, New Delhi.
- McLeod, John (2008). An Introduction to Counselling, Rawat Publications. 15.McLeod.J.(2013)An Introduction to counselling.McGraw-Hill Education.NewDelhi.
- McLeod, John (2013). Person - Centred Counselling in Action, SAGE Publications.
- Nag, Dr.Subir (2012-13). Counselling and Guidance, Rita Publication, Kolkata.
- Nathan, Robert & Hill, Linda (2012). Career Counselling, SAGE Publications
- 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 McGraw Hill Education.NewDelhi.
- 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.

#### **Web Resources:**

<https://www.webmd.com/mental-health/what-is-rational-emotive-behavior-therapy>  
[Behavioral Therapy: Definition, Types, Techniques, Efficacy \(verywellmind.com\)](#) [Counselling: Meaning, Techniques, Types and Problems \(yourarticlelibrary.com\) 10.pdf \(aiu.edu\)](#)  
[Unit-3.pdf \(egyankosh.ac.in\)](#)  
<https://www.youtube.com/watch?v=V4OFaLvIlQo>  
<https://www.youtube.com/watch?v=lJXSf-cx8V8>  
<https://www.youtube.com/watch?v=HOi48z4g45Q>  
<https://www.youtube.com/watch?v=Jz55Uk9EH6U>

**Pedagogy:** PPTs, Videos, Case discussion, Group Discussion

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



<b>SEMESTER-V</b>	<b>INTERNALS -40</b>		<b>EXTERNALS-60</b>	
<b>COURSE CODE</b>	<b>FIELD WORK -III (P)</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>23USW5CC3P</b>		<b>CORE</b>	<b>5</b>	<b>5</b>

### **Course Objectives**

- To deepen the students' knowledge of social problems.
- To sensitize students on current social problems and issues.
- To develop skills in analysis and interpretation of social problems.

### **Prerequisites**

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

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Recall, Demonstrate and Examine the practical application of social work methods	K1,K2,K4
<b>CO2</b>	Identify the need of Professional practices into various Fields of Social Work	K3
<b>CO3</b>	Analyse Skill based intervention into existing Social Issues and Social Problems	K4
<b>CO4</b>	Assess the current situations with adequate knowledge for pragmatic solutions	K5

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

Cos	PS01	PS02	PS03	PS04	PS05	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**

## Syllabus

The aim of this Group Project is to Enhance the students' understanding of current social problems through group projects. Each group must have a minimum of three and a maximum of five members. Each group must take up a current social issues/problem in consultation with the field work supervisor. Students may be creative in submitting their work in the form of a report, album, videos, a survey or combination all etc.

### TOPICS RELATED TO:

- Children
- Women
- Elderly
- Environment
- Vulnerables
- Labourers/Workers
- Any current/ contemporary social issues

### METHOD OF ASSESSMENT

Internal	Marks
Attendance in Field Work	5
Individual Participation in Group Project	10
Regularity and Use of Field Work Supervision	15
Team Work	10
<b>Total</b>	<b>40</b>

External	Marks
<b>I. REPORTING</b>	20
<b>II.VIVA VOCE</b>	
1. Theoretical Knowledge	10
2. Communication and Language	5
3. Project Presentation	10
4. Objectives Fulfilled	5
5. Clarity on Project	10
<b>Total</b>	<b>60</b>

**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: Ms.S.Hema**

<b>SEMESTER V</b>	<b>Internal Marks:25</b>	<b>External Marks:75</b>		
<b>COURSECODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23USW5DSE1A</b>	<b>DISASTER MANAGEMENT</b>	<b>DISCIPLINE SPECIFIC ELECTIVE</b>	<b>5</b>	<b>3</b>

### **Course Objectives**

The purpose of this course is to help the students to understand about Disaster and the role of social worker in disaster management

### **Prerequisites**

The learners need to have a basic understanding of disaster and its types

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
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**

Cos	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2	3	3	2	3	3
CO2	3	2	2	3	3	3	3	2	3	2
CO3	3	2	2	3	2	3	3	2	3	2
CO4	3	2	3	2	3	3	3	3	3	3
CO5	3	3	3	3	2	3	2	3	3	3

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

## Syllabus

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
<b>I</b>	Definition and concept–Disaster, Hazards, Vulnerability., Disaster Management Definition concept and Importance, Disaster management cycle.	<b>12</b>	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
<b>II</b>	Natural Disaster- Flood, Drought, Cyclone, Earthquake, tsunami Manmade Disaster- Communal Violence, Ethnic conflicts, Terrorism Other Disasters- Epidemics, Fire, Industrial Disaster Road, Railway and Air Accidents	<b>12</b>	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
<b>III</b>	National disaster Management Plan , Disaster Management Act 2005, Impact of Disaster-Physical, economical Psycho social and social exclusion	<b>12</b>	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
<b>IV</b>	Role of international and national institution, NGO, central and State Government in Prevention, Mitigation, Preparedness, Response, Relief and Rehabilitation	<b>12</b>	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
<b>V</b>	Capacity Building-institutional capacity Development, Training of Communities, need for Disaster Management in Educational Institutions. Usages of GIS and Remote sensing techniques in disaster management	<b>12</b>	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
<b>VI</b>	<b>Self study for Enrichment (Not to be included for End Semester Examinations)</b> Discussion on case studies, problems of Disaster Survivors, Government role in various Disasters rescue and Rehabilitation	-	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6

## References

- Dave,A.S., Sekar,K., Bhadra,S., Rajashekar,GP, Kishore Kumar,K., Srinivasa Murthy,R. 2002
- Riots: Psychosocial care for Individuals. Books for Change, Bangalore. In English and Gujarati.
- Goel.S.L.,(2005) Encyclopedia of Disaster Management, Deep and Deep Publications Pvt Ltd, NewDelhi
- Nadkarni, V.V. (1991) Developing curriculum in the area of Disaster Management. In
- S. Bharat 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>

**You tube links**

<https://www.youtube.com/playlist?list=PLldEapv0nG313rAG2nZJvQa2TuqVInOsr>

<https://www.youtube.com/watch?app=desktop&v=X-U-UB6TJQ0>

<https://www.youtube.com/watch?v=VvdW4fsIVv4>

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

**Course Designer**-Dr. R.Anitha

<b>Semester V</b>	<b>Internal Marks :25</b>		<b>External Marks : 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
22USW5DSE1B	WELFARE OF VULNERABLE	Discipline specific Elective-I (DSE)	5	4

### Course Objectives

To make the students to understand on the concepts of vulnerable

### Prerequisites

The learners need to have a basic understanding of vulnerability

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	COGNITIVE LEVEL
CO1	Define the concept of vulnerable	K1,K2
CO2	Explain the problems of vulnerable, Identify the welfare schemes of vulnerable	K1,K2
CO3	Demonstrate the role of social workers in welfare of the vulnerable, Examine the problems of vulnerable.	K3,K4
CO4	Compare the welfare programmes for the vulnerable	K4
CO5	Judge the important Acts & schemes for vulnerable	K5

### 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	2	3	3

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

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	<p><b>Vulnerable Sections</b></p> <p>Vulnerable: Definition, Concept. Types of vulnerability., Vulnerability due to Caste-SC, ST, OBCs ,Vulnerability of children, women, elderly, differently abled ,Poor migrants and Transgenders</p>	15	CO1, CO2, CO3, CO4, CO5	K1,K2,K3,K4,K5, K6
II	<p><b>Welfare measures for the Vulnerable</b></p> <p>National Commissions for SCs, STs., Most Backward Classes and Minorities.Welfare Department-Tamil Nadu., National Commission for Women., Rashtriya Mahila Kosh., Child Welfare Committee., Department of Empowerment of Persons with Disabilities (Divyangjan), One Nation One Ration Card scheme (ONORC)., Transgender Welfare Board-Tamil Nadu.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p><b>Problems of Children , Women and Elderly.</b></p> <p>Child labour, child marriage, child abuse, Female infanticide, Sex- selective abortion, dowry death, Rape and Domestic Violence., Vulnerability of elderly in economic dependency and health care access.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p><b>Differently abled ,Poor Migrants and Transgenders</b></p> <p>Differently abled: problems., Poor Migrants: Problems., Transgenders: stigma and discrimination., Role of Social Workers in the welfare of vulnerable Section.</p>	15	CO1,CO2,CO3,CO4,CO5	K1,K2,K3,K4,K5, K6
V	<p><b>Important Acts &amp; schemes for Vulnerable section</b></p> <p>National SC/ST Hub, Prevention of Atrocities (Scheduled Caste and Scheduled Tribes) Act., 1989., The 'Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013' (MS Act, 2013)., Ujjawala scheme for Women., the Sexual Harassment of Women At Workplace (Prevention, Prohibition And Redressal) Act, 2013., the National Children Fund., Pradhan Mantri Awas Yojana,2015.,Pradhan Mantri Vaya Vandana Yojana., Assistance to Disabled Persons for Purchase / Fitting of Aids and Appliances (ADIP Scheme)., 'Garib Kalyan Rozgar Abhiyaan'., Support for Marginalized Individuals for Livelihood and Enterprise(SMILE).</p>	15	CO1,CO2,CO3,CO4,CO5	K1,K2,K3,K4,K5, K6

VI	<p><b>Self-study for Enrichment (Not included for End Semester Examinations)</b></p> <p>Learners should prepare an E content on Welfare schemes for vulnerable in India</p>		CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
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### Text Books

D. Miles Burkholder, Nicole Bremer Nash .(2014). Special Populations in Health Care, Jones & Bartlett Learning,USA.

### Reference Books

- Asha Rani. (1986). Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.
- Bhargava Vinita. (2005). Adoption in India, New Delhi, Sage Publications.
- Government of India. (1992). A Commitment to the Child Women and Child Development, Dept. of Plan of Action.
- Venkatesan. S. (2004). Children with Developmental Disabilities, New Delhi, Sage Publications. Dandekar, Kumudini. (1996). The Elderly in India, New Delhi, Sage Publications.
- Desai, Murli and Raju Siva.(2000). Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing
- Dey, A. B (Ed.) (2003). Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
- Indira Jaiprakash. (1999). Aging in India, A report submitted to World Health Organization, Geneva. 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

<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**



<b>Semester V</b>	<b>Internal Marks:25</b>		<b>External Marks :75</b>	
<b>COURSECODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>Credits</b>
<b>23USW5DSE1C</b>	<b>HUMAN RIGHTS AND SOCIAL WORK</b>	<b>Discipline Specific Elective – I (DSE)</b>	<b>5</b>	<b>3</b>

### **Course Objectives:**

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

### **Pre-requisites**

The learners need to have a basic understanding about Human Rights

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
CO1	Define, identify, the concept of human rights & its types	K1, K2
CO2	Identify the historical origin of human rights national & international level	K3
CO3	Identify & Examine fundamental rights the Indian constitutional guarantee of human rights & legislations pertaining to Human rights	K4
CO4	Explain the Human Rights Challenges and Issues of Vulnerable Groups	K5
CO5	Discuss the role of National & International level Organisations working for Human Rights	K6

### 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	2	3	3	3	3	3	3

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

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<p><b>INTRODUCTION</b></p> <p>Meaning of human rights, Concept of human rights, historical background, constitutional provisions, Human Rights Act – objectives and framework, National Human Rights Commission, State Commission. Social Work as a Human Rights Profession.</p>	15	CO1 ,CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
II	<p><b>HUMAN RIGHTS AND COMMUNITY</b></p> <p>Human rights and democracy, disability, environmental, air and water pollution, education, freedom of speech and expression, religion, marriage, reservation in favour of SC/ST. The Rights of immigrants, asylum-seekers and refugees. A rights-based approach to social work practice</p>	<u>15</u>	CO1 ,CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
III	<p><b>CLASSIFICATION OF HUMAN RIGHTS.</b> a. Right to Life, Liberty and Dignity b. Right to Equality c. Right against Exploitation d. Cultural and Educational Rights e. Economic Rights f. Political Rights g. Social Rights.. Non-discrimination and equality as human rights principles. Tackling heterosexism and ableism as human rights concerns</p>	15	CO1 ,CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
IV	<p><b>INTERNATIONAL CONVENTIONS ON HUMAN RIGHTS:</b></p> <p>Human Rights Committee, UDHR, ICCPR, ICESCR, Convention Against Torture, Convention on Elimination of All Discrimination, Child Right Convention Employing a rights-based approach to social work practice with women and children.</p>	<u>15</u>	CO1 ,CO2 CO3 CO4 CO5	<b>K1,K2,K3,K4, K5</b>
V	<p><b>HUMAN RIGHTS MOVEMENTS IN INDIA.:</b> Peoples Union for Civil Liberties (PUCL), Environmental</p>	<u>15</u>	CO1 ,CO2	<b>K1,K2,K3,K4, K5</b>

	Movements .Challenges to Human Rights in India: Human Rights violation Among minorities, Dalits and Adivasis, women, children and other marginalized sections. State and Human Rights: Police Atrocities India .Responding to current crises. Self-care in human rights and social work. Group presentations			
VI	<b>Self-Study for Enrichment (Not to be included for External Examination)</b>  Learners will be given an assignment on the topics and activities of the organization working for Human Rights		CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### TextBook:

Kohli S. A (2004) “Human Rights and Social Work- Issues, Challenges and Response”.KanishkaPublishers, New Delhi

### Reference Books

- Antony, M.J(2001).Landmark Judgements on Bonded Labour, Dowry Related Deaths, Children’s Rights, “ Illegal Custody &Police Torture. Indian Social Institute, NewDelhi2001,
- Chakraborty, Somen Human Rights Trainer’s Manual ,Indian Social Institute, New Delhi2004
- Mathew P.D & P.M. Mathew, Indian Legal System : An Overview, Indian Social Institute New Delhi 2005
- Menon, N.R. Madhava, A Training Manual for Police on Human Rights, Human , National Law school of India University, Bangalore. National Law School of India University 1997
- Pandey, P.N, Constitutional Law of India, Central LawAgency,Allahabad2000
- Shanmugavelayutham, K.Social Legislation and Social Chang Vazhga Valamudan Publishers,Chennai1998

### Web Resources:

- [University of Minnesota Human Rights Library](#)
- [Human and Constitutional Rights -Web Resources and Documents](#)
- Historicaldictionaryofhumanrightsandhumanitarianorganizations.RobertF.Gorman,EdwardS.Mihalkanin.2nded.Lanham,Md.:ScarecrowPress,2007
- FirestoneLibrary:Non Circulating (Fnc)JC571.G6552007

**Pedagogy:**Lectures,Groupdiscussion,PPTpresentation,Casestudyandseminars

**Course Designer: Ms. P.Meenakshi**

<b>SEMESTER V</b>	<b>Internal Marks:40</b>		<b>External Marks:60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
22USW5SEC2P	SOCIAL ENTREPRENEURSHIP (P)	SKILL ENHANCEMENT -II	2	2

### Course Objective

This Course aims to make the students to understand the concepts of social entrepreneurship and to enable them with necessary skills

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define the concepts of Social Entrepreneurship	K1
CO2.	Demonstrate the skills of interacting, Brainstorming	K2
CO3.	Develop adjustment and Group learning towards identifying solutions to Social problems, problem solving techniques.	K3
CO4.	Discover Entrepreneurial skills and ideas to associate with Social entrepreneurship	K4

### Mapping of CO with PSO and PO

CO/PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO1	PO2	PO 3	PO4	PO5
CO1	3	3	2	3	3	3	2	2	3	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	2	3	3	3
CO4	3	3	3	3	2	3	3	3	3	2

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

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Entrepreneurship: Meaning types and features <b>Activity:</b> Group discussion on meaning types and features of Entrepreneurship	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	Social Entrepreneurship: Meaning, Importance, Types <b>Activity:</b> Submit an assignment on the role of social entrepreneurship in society	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	Introduction to Innovation Creativity, Types of Innovation, Relevance of Technology for Innovation <b>Activity:</b> Students will have to submit assignment on Relevance of Technology for Innovation	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	Characteristics and functions of entrepreneur, types of entrepreneurs, Social Innovation & Entrepreneurship in India. <b>Activity:</b> Group discussion on opportunities and challenges for Social Innovation & Entrepreneurship in India.	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	Impact of Social Enterprises, Social Entrepreneurial Role Models. <b>Activity:</b> Groupwise Power point presentations on Social Entrepreneurial Role Models - Mohammed Yuns, Bunker Roy, Jeroo Billimoria, Anshu Gupta, Vijaya Mahajan, Azim Premji.	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Enrichment ( Not For Examination)</b> Develop, write, and present a social project proposal and business plan	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### **SKILL ENHANCEMENT COURSE (SEC II):**

Assessment Rubrics For 100 Marks

#### **Internal :40 Marks**

- |                                |            |
|--------------------------------|------------|
| 1. Participation In Activities | – 20 Marks |
| 2. Case Study Presentation     | - 20 Marks |

40 Marks

#### **External: 60 Marks**

- |                                   |           |
|-----------------------------------|-----------|
| 1. Reporting & Documentation      | -20 Marks |
| 2. Theoretical Knowledge          | -20 Marks |
| 3. Communication and Presentation | -10 Marks |
| 4. Attitude & Commitment          | -10 Marks |

60 marks

**Pedagogy:** Video Lectures, Discussions, Case Study presentations.

**Course Designer: Dr. G. Kanaga**

<b>SEMESTER VI</b>	<b>INTERNAL MARKS :25</b>		<b>EXTERNAL MARKS: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
<b>23USW6CC10</b>	<b>THEORIES OF SOCIAL WORK</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### **Course Objectives**

To enlighten the students on concept and theories in social work  
 To understand the application of theory in Social Work Practice

### **Pre-requisites**

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

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall, Explain and extend the concept of theories and its purpose in social work practice	K1, K2, K5
<b>CO2</b>	Identify and examine the theories and applications in Social Work Practice	K3, K5
<b>CO3</b>	Apply and Analyse the theories into real life situations of individuals	K3, K4
<b>CO4</b>	Influences of theories on behaviour of the individuals in the society	K5
<b>CO5</b>	Evaluate the contribution of theories in social development	K4, K5

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

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

**Syllabus**

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	<b>Theory:</b> Definition, Need and Uses of theory in Social Work, - Conceptual framework of Social Work Theories <b>Conflict theory- Marxist and Functionalist approach</b>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Social Role theory</b> Definition, Importance of Social Roles in Society, Role Set, Role Vigour, Role ambiguity, Role Conflict, Role Complimentary and Discomplementary. Influence of Social Roles on Behavior	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Social Learning Theory</b> Albert Bandura's Social Learning Theory: Concept, Process and, Assumptions: Mediation Process and Observational Learning-Models in social Learning-Bobo Doll Experiment	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Crisis Theory</b> Crisis-Assumptions in crisis theory, Crisis Intervention, social work practice in crisis situation, stages of Crisis Management	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Psychoanalytical theory</b> Concept, levels of Awareness, Components-ID, Ego, Superego. <b>Freudian's Psychosexual stages of Development</b> and its Impact on Personality. Defense Mechanism	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self-Study for Enrichment (Not for Examinations)</b> Bandura's social learning theory in our classroom. Application of crisis theory in Crisis Situation	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

**References**

- Pratima chaturvedi (2005). Social Work: Theories and Practices, Enclave publishers
- GOI (1987) .*The Encyclopedia of Social India*. New Delhi: Ministry of Social Welfare
- Hoffman,L.W. (1993). *Hoffman Developmental Psychology Today*: MCGraw Hill companies.
- Mark,M.M., Donaldson,S.I., & Campbell,B.(2011).*Social Psychology and Evaluation*,The Guildford Press.
- Turner, F. J. (Ed.). (2011). *Social work treatment: Interlocking theoretical approaches*. Oxford University



### **Web Resources**

- <https://www.scribd.com/doc/35884843/Theories-of-Social-Work-SR>
- <https://esoftware.com/social-role-theory/>
- <https://www.simplypsychology.org/bandura.html>
- <https://positivepsychology.com/social-learning-theory-bandura/>
- <https://www.educationcorner.com/social-learning-theory/>
- <https://www.verywellmind.com/freuds-stages-of-psychosexual-development-2795962>
- <https://www.simplypsychology.org/conflict-theory.html>

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

**Course Designer: Ms.S.Hema**

<b>SEMESTER VI</b>	<b>INTERNAL MARKS :25</b>	<b>EXTERNAL MARKS: 75</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
<b>23USW6CC11</b>	<b>Welfare of Persons With Disability</b>	<b>CORE</b>	<b>5</b>	<b>3</b>

### Course Objectives

- To enlighten the students on concept Welfare of Persons with Disability.
- To know about the various welfare schemes of Persons with Disability.

### Pre-requisites

The learners need to have a basic understanding on disabilities

### Course Outcomes and Cognitive Level Mapping

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 and causes.	K2
3	Identify the salient features of PWD ACT& Rights of Person with disability Act	K3
4	List the different approaches in rehabilitation of the handicapped	K4
5	Explain the government schemes offered for the disabled and the roles of Social Worker in Rehabilitation	K5

### Mapping of CO with PSO and PO

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

“1”-Slight (Low) correlation,                    2”-Moderate (Medium) Correlation  
 “3”-Substantial (high) Correlation,    ”-“- Indicates there is no Correlation

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Disability:</b> Concept of Disability, Impairment, Handicapped, and Rehabilitation: Types of Disabilities-Blindness,-Vision, Leprosy cured person, Hearing impairment, Locomotor disability, dwarfism, Intellectual Disability, mental illness, Autism Spectrum disorder, cerebral palsy, Muscular dystrophy, chronic Neurological Conditions, Specific Learning disabilities, Multiple sclerosis, Speech and Language disability, Thalassemia, Hemophilia, Sickle cell disease, Multiple Disabilities, Acid attack Victim, Pakinson's disease	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Causes of Disabilities:</b> Malnutrition, Vitamin Deficiencies, Genetic disorder, Congenital Deformities, Accidents, etc. Prevention and Earlier detection in dealing with Disability.Role of NGOs in awareness building Training, outreach programme for the welfare disabled	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Persons with Disability Act 1995&amp; Rights of Persons with disabilities Act 2016</b> Emphasis must be only on the salient features of the Act.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Government Scheme for Disabled:</b> Central Government & 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, Role of NGOs in Awareness building, Organising training Programmes.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	RCI: Rehabilitation Council of India: Background, Roles and Responsibilities DDRO : Functions of DDRO; Roles and Functions for the Welfare of Disabled, Role of DRCs in ensuring the welfare of	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	disabled; Approaches in Rehabilitation-Community based approach and Outreach Programmes by NGOs for the Disabled; Role of Family in the treatment, training and rehabilitation of the handicapped. Role of Social Workers with Disabled Process of Rehabilitation and Inclusion of Person with Disabilities.			
VI	Impact of Physical and Psychiatric Disability on Individual, Group, Community. Right to Information Act 2005. Inclusive Education and its role in educating students regarding special needs of Disabled.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

## 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. Bushan Punani Nandhini Rawal. (1987). Community Based Rehabilitation Manual, National Association for the Blind. Mumbai.
4. 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
5. David Werner. (1998) Nothing About Us Without Us, Health Wrights, USA..
6. Karna, G. (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House.
7. Malin, N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.
8. Michel E.D. & Vennon M. (1981). They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf.
9. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan
10. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge
11. Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
12. Prabakar Immanuel et al. (1998). Listening to Sounds and Signs., Bangalore: CBM International
13. Punani B. & Rawal N. (1993). Handbook: Visual handicap. New Delhi: Ashish Publishing House.
14. 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.
15. Swain, J, Finkelstein, V, French, S and Oliver, M (ed) (2003) Disabling Barriers Enabling Environments,

London:Sage Publication

16. Dr. V. K. Ahuja, Dr. Neha (2023) Disability: A Journey from Welfare to Right; Satyam Law International Publications

17. Colin Lindsay and Bent Greve (2015) New Perspectives On Health, Disability, Welfare And The Labour Market; John Wiley and Sons Publishers

### **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 .

### **Web references**

1) <https://www.slideshare.net/rajnishkarya/rights-to-persons-with-disabilities-act-2016-new-law-for-pwds-in-india>

2) Causes of disabilities slide share| B.Ed 2yr| Inclusive Education| Dr.M.Marieswari (youtube.com)

3) Agoda | #AgodaFridgeMagnets collection (Tamil) | #SeeTheWorldForLess (youtube.com)

types of disabilities (youtube.com)

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

**Course Designer:** Dr.G.Kanaga

Semester VI	Internal Marks: 25	External Marks: 75		
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22USW6CC12	CORRECTIONAL SOCIAL WORK	CORE COURSE XII	3	3

### Course Objectives

- To give a complete knowledge on what is crime and correctional social work .
- To identify the causative and preventive factors of crime.
- To give in depth analysis role of prison administration in handling prisoners .

### Course Outcomes and Cognitive Level Mapping

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 and Prevention of crime	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 of CO with PSO and PO

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

“1”- Slight (Low) Correlation “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>Crime-</b> 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.</p> <p><b>Punishments:</b> Types of punishment – Objectives of punishment – Various types of Sentencing – Treatment of Offenders</p> <p><b>Correctional Social Work:</b> Concept, Scope, origin and development of correctional social work in India.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	<b>K1, K2, K3, K4, K5, K6</b>
II	<p><b>Theories of Causation of crimes-</b>Biological Theories, Psychological Theories, Sociological Theories-Strain Theory, Social Learning Theory, Control Theory.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	<b>K1, K2, K3, K4, K5, K6</b>
III	<p><b>Juvenile Delinquency (Children in conflict with Law)-</b> Definition, Causes, Juvenile Justice System, Borstal school, Special home, Place of safety. Special Juvenile Police Unit.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	<b>K1, K2, K3, K4, K5, K6</b>
IV	<p><b>Prison and Prisoners-</b> Prison-Purpose of Imprisonment, Psycho social Impact of Imprisonment. <b>Correctional system in India:</b> Role of Central and State Governments – Prison System in India – Types of prisons. - Vigilance home and Protective home.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	<b>K1, K2, K3, K4, K5, K6</b>
V	<p><b>Role of Social Worker-</b>Welfare Activities, Education, Vocational Training, Recreation, Counselling, Rehabilitation, Probation, Parole, After care.</p>	9	CO1, CO2, CO3, CO4, CO5, CO6	<b>K1, K2, K3, K4, K5, K6</b>
VI	<p>Self-Study for Enrichment (Not to be included for External Examination)</p> <p>Concepts of Society Culture, Norms, Conduct norms, Mores, Folkways, Social deviance, Groups, Community, Social organization and disorganization. Social structure and process, Crime, Criminal and Criminology definitions – Historical development (Ancient, Medieval and Modern) –</p>	-	CO1, CO2, CO3, CO4,	<b>K1, K2, K3, K4, K5, K6</b>

	Nature, origin and scope – Criminology and its relationship to other disciplines – Social construction of deviance and crime			
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### **Text Books:**

1. Hagan, F. (2017). Introduction to Criminology (9th ed.). Los Angeles: SAGE
2. Siegel J. L. (2017). Criminology: Theories, patterns and typologies (13th ed.). Sydney: Cengage Learning.

### **Book 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 Perspectice,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 Penelogy Atlantic Publishers and Distributors
7. Tappan, P. W 1960 Crime, justice and correction New York: McGraw-Hill

### **Web References**

- 1) <https://egyankosh.ac.in/bitstream/123456789/51360/1/Block-1.pdf>
- 2) [https://www.egyankosh.ac.in/bitstream/123456789/71903/1/Unit-6.pdf\\_c](https://www.egyankosh.ac.in/bitstream/123456789/71903/1/Unit-6.pdf_c)
- 3) <http://206.221.182.74/~anucde170/SMYearNew/DSW24.pdf>
- 4) <http://206.221.182.74/~anucde170/SMYearNew/DSW24.pdf>
- 5) <https://www.youtube.com/watch?v=09KXRrhyaIs>
- 6) <https://www.youtube.com/watch?v=gTEdk9XB00Q>
- 7) <https://www.youtube.com/watch?v=WQys5edSZNY>
- 8) [https://www.youtube.com/watch?v=q1fsysGy\\_hM](https://www.youtube.com/watch?v=q1fsysGy_hM)

### **Pedagogy**

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

**Course Designer: Ms.P.MEENAKSHI.**





UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Concept and Growth:</b> Definition of the aged, category of aged, Factors Contributing for the Aging Process, Concept of Geriatrics, History and Growth of Gerontology. Scope and Fields of Gerontology.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Problems of the Elderly in India :</b> Aging and Risk Factors for Diseases and Disabilities, Elder Abuse and Neglect. Elder Abuse - Causes, Factors and Forms of Elder Abuse	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Older persons and the Family:</b> 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- Advantages and Disadvantages. Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Gerontological Social Work practice:</b> 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, Social security schemes for the Elderly in Tamil Nadu and in India, Maintenance and Welfare of Parents and Senior Citizens Act, 2007.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Elderly Care by different sectors:</b> Non-Governmental Organizations and the Elderly, Role of Voluntary Organization in Elderly Care, elderly helpline, and senior citizen forum.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Not for Examination)</b> Collect data regarding the impact of Pandemics on Elderly. Prepare an e-content on the mental health issues of Institutionalized Elderly.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### Learning Sources

#### Text Book:

Tapan.B.(2002).**Senior Citizen of India, Issues and Challenges**,, New Delhi:Rajat Publications.  
Hurlock.B.E. (2001). Developmental psychology. Tata McGraw-Hill Education.

#### Reference Books

- Anand, A. (2004). *Anthropology of Aging : Contexts, Culture And Implications*.New Delhi: Serials Publications.
- Tapan, B.(2002).*Senior Citizen of India, Issues and Challenges*.NewDelhi :Rawat Publications,
- Chandha,N.K.( 1997). *Ageing and the Aged, Challenges before Indian Gerontology*.Delhi: FriendsPublications.

- Dandekar, K. (1996). *The Elderly in India*. New Delhi: Sage Publications.
- Diamond, T. (1995). *Making Gray Gold: Narratives of Nursing Home Care*. Chicago, IL: University of Chicago Press.
- Fillit, H., Rockwood, K and Woodhouse, K (Ed.). (2010). *Brocklehurst's textbook of geriatric medicine and gerontology*. Philadelphia: Saunders Elsevier.
- Gowri, G.R., Reddy, Usharani P.J. (2003). *Elderly Women*. New Delhi :Discovery publishing house .
- Khan, M.Z. (1997). *Elderly in Metropolis*. New Delhi: Inter India Publishers.
- Krishnan, P and Mahadevan, K.(1992). *The Elderly Population of The developed World: Policies, Problems And Perspectives*. Delhi: B.R. Publishing.
- Murli, D & Siva, R. (2000). *Gerontological Social Work In India*. Delhi: B R Publishing Company.
- Muttagi, P. K. (1997). *Ageing Issues and Old Age Care*. New Delhi: Classical Publishing Company.
- Rahym, S.D (2000). *Gerontological Social Work in India, Some Issues and Perspectives*. Delhi: B.R. Publishers.
- Rajan, I. S., Mishra, U.S. and Sharma P.S (1997). *Indian Elderly: Asset or Liability*. New Delhi: Sage Publications.
- Rao, K. V. (2007). *Ageing in Rural India*. Ambala Cantt: The Associated Publishers.
- 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.

#### Web References

- <https://www.socialworkportal.com/geriatric-social-work/>
- <https://research.com/careers/geriatric-social-work>
- [https://youtu.be/tDAnjC\\_2CWY](https://youtu.be/tDAnjC_2CWY)
- <https://egyankosh.ac.in/bitstream/123456789/49472/1/Block-4.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/59531/1/Unit-8.pdf>

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

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

<b>SEMESTER VI</b>	<b>INTERNAL MARKS :25</b>		<b>EXTERNAL MARKS: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
23USW6DSE2B	YOUTH WELFARE	DISCIPLINE SPECIFIC ELECTIVE II	5	3

### Course Objectives

- To enlighten the students on concept of youth welfare
- To Know the various welfare programmes for uplifting of youth
- To understand the role of youth in social change

### Pre-requisites

- The learners need to have a basic understanding of youth welfare.

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Define the concepts youth and Youth Welfare	K1, K2, K5
CO2.	List down the needs of Youth	K3, K5
CO3.	Illustrate the problems of youth	K3, K4
CO4.	Explain the role of youth in Social Change	K5, K6
CO5	Classify the different welfare programmes for youth	K4, K5

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Youth</b> - Definition, characteristics, aspirations, demographic profile of the youth in rural and urban India. <b>Youth welfare:</b> Concept, definition, objectives, and scope.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Needs of youth</b> - 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.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Specific problems of the youth: Behavioural problems:</b> Drug abuse, alcoholism, Suicide, sexual problems; <b>Functional disorders</b> - eating disorders, obesity. <b>Emotional problems</b> - identity crises, alienation, low self-esteem, career guidance, youth unrest conflicts in selecting a life partner. <b>Economic Problems:</b> Poverty, Unemployment and under employment	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Role of youth in social change:</b> Youth Movement in India: YMCA, YWCA, SFI, DYFI and <b>Organizations involved in Youth Development:</b> United Nations Population Fund (UNFPA), International Youth Foundation, Restless Development India and Rajiv Gandhi National Institute of Youth Development (RGNIYD).	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Youth Welfare programmes in India: Services for student youth:</b> Rashtriya Yuva Sashaktikaran Karyakram (RYSK) Bharath Scouts and Guides, National Services Scheme, National Cadet Corps, Skill, health, sports and educational development programmes of youth, <b>Student Counselling;</b> needs and services for non-student youth; non-formal education for school drop outs; National Youth policy 2023	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

VI	<b>Self-Study for Enrichment (Not For Examinations):</b> Understand the role and structure of NYK,		CO1, CO2, CO3, CO4,CO5	K1, K2, K3, K4, K5, K6
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### **Text Books**

- Arimpoor. J.P.(1983). Indian Youth in Perspective. Tirupattur: Sacred Heart College.
- Chowdhry D.P.(1988). Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.
- D’Souza,P.R. (2009). Indian Youth in a transforming world. New Delhi: SAGE Publication.
- Durgadutt,M.V.(1993). Youth Culture: A Comparative Study in the Indian Context.South Asia Books.

### **References**

- 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
- Harper and Malcolm. (1996). Empowerment Through Enterprise. London: Intermediate Technology Publications.
- Hamilton,S. (2004). The Youth Development Handbook. New Delhi: SAGE Publication.
- Jason,W.,Jean,H.(2009). Theory and Policy for Practice. New Delhi: Sage Publications.
- Kenyon, et.al.(1996). Youth Policy 2000: Formulating and Implementing National Youth policies, Chandigarh.: Module 9. CYP. Asia Regional Centre
- Kumar, R.( 1986). Problems, Planning and Development of Youth Health .New
- Macwan’gi M - Zambia.(1998). Promoting Enterprise and Economic Development. Module 11. Chandigarh: CYP.Asia Regional Centre.
- 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.

### **Web resources**

<https://youtu.be/V2JWq0wOvBo?si=B8WveQaEGIAk4rmh>

[https://youtu.be/\\_S8zXIDmgcA?si=p2WFZvuO5QJ01HtV](https://youtu.be/_S8zXIDmgcA?si=p2WFZvuO5QJ01HtV)

<https://youtu.be/0XWd6y3-dMo?si=mbNnXWoF6HCVqtvK>

<https://youtu.be/stpLCxnkr0o?si=EGPCpO0ekB6pgq9K>

[https://www.slideshare.net/youth-youth welfare](https://www.slideshare.net/youth-youth-welfare) | ppt

**Pedagogy:** Chalk & Talk, lecture, Seminar, E Content, E Quiz, Group Discussion, Case Study

**Course Designer :** Dr.R.Anitha

<b>SEMESTER VI</b>	<b>INTERNAL MARKS :25</b>		<b>EXTERNAL MARKS: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
23USW6DSE2C	SOCIAL WORK IN INDUSTRY	DISCIPLINE SPECIFIC ELECTIVE	5	3

### **Course Objectives**

To enlighten the students on concept of social work in Industry

To understand the application of Social Work methods in Industry

### **Pre-requisites**

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

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall, Explain and extend the concept of social work, Welfare, Labour Laws in the Industry	K1, K2, K5
<b>CO2</b>	Identify and examine the applications of social work methods and labour legislations	K3, K5
<b>CO3</b>	Apply and Analyse the methods of social work from theory into practice.	K3, K4
<b>CO4</b>	Influences of social work methods and labour legislations in the industry	K5
<b>CO5</b>	Evaluate the contribution of methods of social work in industrial development	K4, K5

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

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Industrial Social Work:</b> Industry: Meaning and Definition and types, <b>Industrial Social work-</b> Meaning, objectives, history, principles,	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Role, Functions and scope for social worker in Industry, Labour Welfare- Meaning, types Human Resource Management: Meaning and Definition of HRM – Objectives– Functions and Importance of HRM	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Applicability of Direct Methods in Industry-</b> Case Work, Group Work, Community Organisation and its Importance	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Applicability of Indirect Methods in Industry-</b> Social Welfare Administration, Social Work Research and Social Action and its importance, ILO – history, objectives, and function	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Labour legislations:</b> factories act 1948, employee's state insurance act 1948; employee's provident fund act 1952 including the pension scheme 1995.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self-Study portions (Not for Examination)</b> <b>Case Studies on Labour Laws and sec 135 of the companies Act.</b>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### TEXT BOOK

- Ashwatappa, K. (2008). Human Resource Management Text & Cases, Tata Mcgraw-Hill Publishing company

### REFERENCES

- Gary Dessler & Biju Varrkey, (2020). 16 e Human Resource Management, Pearson Education; Sixteenth edition
- Nalini, R. (2011). Social work and the Work place, Concept Publishing Company pvt ltd.
- Rudrabasavaraj, M.N. (1991), Dynamic Personnel Administration-Management of Human Resources, Himalaya Publishing House Pvt Ltd.

### Web Resources

<https://www.scribd.com/doc/73256031/Social-Work-in-Industry>

<https://www.egyankosh.ac.in/bitstream/123456789/76170/1/Unit-4.pdf>

<https://www.youtube.com/watch?v=QISfNRP5xj4&t=15s>

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

**Course Designer:** Ms.S.Hema



<b>Semester VI</b>	<b>Internal Marks : 100</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hours/Week</b>	<b>CREDITS</b>
<b>22UGGS</b>	<b>GENDER STUDIES</b>	<b>Ability Enhancement Compulsory Course</b>	<b>1</b>	<b>1</b>

### **Course Objectives**

- To provide understanding on basic concepts of Gender
- To understand the role of gender in social institutions
- To explain the health status of Indian Women
- To identify the forms of Gender Based Violence
- To examine the initiatives for gender equality and impact of Technology.

### **Pre-requisites**

The learners need to have basic understanding on Gender and sex

### **Course Outcomes and Cognitive Level Mapping**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define, Recall, explain, demonstrate, Illustrate, summarise and outline basic concepts of gender	K1
<b>CO2</b>	Identify, categorise, discover, examine and inspect Perspectives and Consequences of Violence against Women	K2
<b>CO3</b>	Analyse, categorize, compare, list, distinguish ,examine Impact of violence on women's health	K3
<b>CO4</b>	Evaluate, assess, justify ,explain and measure Committees and Commissions, Reports, State Policies for gender equality	K4
<b>CO5</b>	Elaborate, estimate, and discuss the relationship between Gender and Society and Constitutional Rights of Women,	K5

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

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	3
CO2	3	3	2	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.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Understanding Basic Concepts:</b> Sex, Gender, Sexuality; Femininities, Masculinities and other sexualities; Gender Identity Theories, Women's Work in formal and informal sector (productive/reproductive, gainful/non gainful, paid/unpaid-), Factors of Gender Identity, – Gender Mainstreaming	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Gender and Society:</b> Family, Marriage, Kinship, Religious Institutions; Social Stratification: Caste and Class; Power, Race and Ethnicity; Community and Religion, women - media and films. Women education & Empowerment, Women-governance & politics	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Gender Based Violence:</b> Structures, Forms and Types: Caste, Tribe, Ethnicity and Minority; LGBT, Queer, Transgender., differently -abled and elderly persons; Perspectives and Consequences of Violence against Women	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Gender and Health:</b> Sexual and reproductive health, Mental health and wellbeing, Occupational health, Impact of violence on women's health	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Gender and Equality:</b> Gender Discrimination; Gender Division of labour; Gender Stereotyping; Constitutional Rights of Women, Gender Sensitivity – Gender Equity and Equality; Gender Wage Gaps and Glass Ceiling, Committees and Commissions, Reports, State Policies, Gender and emerging Technology – Impact related to entrepreneurship, Family Courts, 73 <sup>rd</sup> and 74 <sup>th</sup> Amendment for PRIS	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Not for Examination</b> Collect a few case studies / Interviews related to a topic related to the theme and prepare a report. Students will be evaluated on the basis of the study report and presentation.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### Learning Sources

Text Book:

Melissa J. Gillis and Andrew T. Jacobs(2019).Introduction to Women's and Gender Studies.Oxford University Press

Mettilda Buvaneswari.G(2023) Gender Studies,Cauvery College for Women, Ryan Publications,Tiruchirappalli

## References:

1. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.). (2006). Capabilities, Freedom, and Equality:
2. AnujaMahapatra and SukhadebNaik.( 2013). Crime against Girls and Women: Global Perspective 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.
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## Web Resources:

- 1)Gender Empowerment issues-<https://youtu.be/YZg4nnFW2Ss?si=Obs0enqbMzjmPnSr>
- 2)Women &Health-<https://youtu.be/9fhQ9RG8c90?si=PBoISAOWrAhwC1-x>
- 3)Gender based violence - [https://youtu.be/norof\\_13gXc?si=MqPcMFqo7TTRai5N](https://youtu.be/norof_13gXc?si=MqPcMFqo7TTRai5N)
- 4)Gender and Disability- [https://youtu.be/hqQxp-IIIfo?si=cVbHWJ\\_ld2Vx95jg](https://youtu.be/hqQxp-IIIfo?si=cVbHWJ_ld2Vx95jg)
- 5)Policies, Programmes and Schemes for women-[https://youtu.be/9j\\_9o2Iw5UQ?si=0j9FM-QxDiRdTj7K](https://youtu.be/9j_9o2Iw5UQ?si=0j9FM-QxDiRdTj7K)

## **PART V- GENDER STUDIES -22UGGS**

### **Assessment Rubrics for 100 Marks**

1. Documentary (or) Poster Presentation (or) Elocution-25 Marks
2. Quiz (or) MCQ Test-25 Marks
3. Album Making (or) Case study on a topic (or) Field Visit -25 Marks
4. Essay Writing (or) Assignment (Minimum 10 pages) -25 Marks

There will be no End Semester Examination for this course. However, the subject teacher will evaluate the above-mentioned components based on the performance of the students and submit the marks out of 100 (in the format to be supplied by the COE) with the approval of the concerned Head of the Department to the COE along with CIA marks of other courses.

**Pedagogy:** E Content, E Quiz, Group Discussion, Case Study.

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

<b>SEMESTER VI</b>	<b>Total Marks : 100</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>23USW6PW</b>	<b>PROJECT WORK</b>	<b>6</b>	<b>4</b>

### Course Objectives

- 1.To orient the students to field research.
2. To develop their skills in research problem formulation and research field / area identification.
3. To train them in developing tool of data collection.
4. To impart data collection skills.
- 5.To Prepare a report & presentation

### Pre –requisites

The learner should be aware of Social Problems

CO NO	STATEMENT	KNOWLEDGE LEVEL
CO1	Summarize the social problems to be studied	K1,K2
CO2	Interpret literature Pertaining to the study	K3
CO3	Examine Research Proposal	K3,K4
CO4	Evaluate findings of the study	K5
CO5	Contribute Sugestions & Recommendation based on their Findings	K5

### Mapping of CO with PSO and PO

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

## 1. PROJECT REPORT EVALUATION

S.No	Particulars	Marks
1	Problem Identification	20
2	Knowledge in Selection and formulation of research problem, significance of the problem, Execution of the Plan, preparation of tools of data collection /Collection of Data	30
3	Presentation	25
4	Documentation	25
<b>Total</b>		<b>100</b>

**Pedagogy** : Discussions, assessment of questionnaires/Inventories etc.

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