

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

2022-2023 and onwards

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

PG AND RESEARCH DEPARTMENT OF SOCIAL WORK

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	LEARNING ENVIRONMENT 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	ACADEMIC EXCELLENCE 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	EMPLOYABILITY 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	PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY 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	GREEN SUSTAINABILITY 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

PO NO.	PROGRAMME OUTCOMES On completion of BSW Programme, the students will be able to
PO1	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
PO2	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
PO3	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)
PO4	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
PO5	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)

PSO NO.	PROGRAMME SPECIFIC OUTCOMES On completion of BSW Programme, the students will be able to	POs Addressed
PSO1	Demonstrate a comprehensive understanding of Social Work profession and understand the issues and problems that arise in the society.	PO1
PSO2	Identify challenges in Health sectors, family and child settings, industries, rehabilitation centres, Correctional settings, etc. and use scientific approach in handling them.	PO2, PO5
PSO3	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
PSO4	Discover methods, techniques, models/approaches to deal with the emerging issues, problems and challenges through critical thinking.	PO4
PSO5	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
LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)
(For the Candidates admitted from the Academic year 2022-2023 and onwards)

Semest	Part	Course	Course Title	Course Code	Inst. Hrs.	Credits	Exam			Total
							Hrs	Marks		
								Int	Ext	
I	I	Language Course-I (LC)	Ikkala Ellaikkiyam	22ULT1	6	3	3	25	75	100
			Hindi Literature & Grammar-I	22ULH1						
			History of Popular Tales, Literature and Sanskrit Story	22ULS1						
			Basic French-I	22ULF1						
	II	English Language Course-I(ELC)	Functional English for Effective Communication – I	22UE1	6	3	3	25	75	100
	III	Core Course – I(CC)	Introduction to Social Work	22USW1CC1	6	6	3	25	75	100
		Core Course- II (CC)	Structure of Indian Society and Indian Social Problems	22USW1CC2	6	6	3	25	75	100
		First Allied Course- I (AC)	Basics of Economics and Political System	22USW1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course-I (AECC)	UGC Jeevan Kaushal- Universal Human Values	22UGVE	2	2	-	100	-	100
	Total					30	23			
II	I	Language Course-II (LC)	Edaikala Ellakiyamum Puthinamum	22ULT2	5	3	3	25	75	100
			Hindi Literature & Grammar-II	22ULH2						
			Poetry, Textual Grammar and Alankara	22ULS2						
			Basic French-II	22ULF2						
	II	English Language Course- II(ELC)	Functional English for Effective Communication – II	22UE2	6	3	3	25	75	100
	III	Core Course – III (CC)	Methods of Social Work	22USW2CC3	6	6	3	25	75	100
		Core Practicum- I (CP)	Field Work Practicum (P)	22USW2CC1P	6	6	3	40	60	100
		First Allied Course – II (AC)	Communication for Social Workers	22USW2AC2	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						
	Total					30	23			

III	I	Language Course-III(LC)	Kappiyamum Nadagamum	22ULT3	5	3	3	25	75	100
			Hindi Literature & Grammar-III	22ULH3						
			Prose, Textual Grammar and Vakyarachana	22ULS3						
			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 Practicum (P)	22USW3CC2P	6	6	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						
Total				30	23				700	

15 Days INTERNSHIP during Semester Holidays

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
22USW1CC1	INTRODUCTION TO SOCIAL WORK	CORE	6	6

Course Objectives

1. To introduce to the learners the basic philosophy of Social Work.
2. To enable the learners to understand the concepts of Social Work such as Social Service, Social Welfare, Social Reform, Social Justice, Social Security, Social Policy, Social Defence, Social Development, Human Rights and Social Legislation.
3. To kindle the learners to develop the desire 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 help the learners to discover the scope and fields of practice of Social Work.

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, explain, demonstrate and outline, Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics and Principles of social work, Functions and Methods, the basic concepts of Social Work, history, religious values and contribution, scope and fields of Social Work.	K1, K2
CO2	Identify and apply Methods, concepts, history, religious values and contribution, scope and fields of Social Work.	K3
CO3	Analyse, categorize, compare, list, Distinguish and examine Methods, concepts, history, religious values and contribution, scope and fields of Social Work.	K4
CO4	Explain Methods, concepts, history, religious values and contribution, scope and fields of Social Work.	K5
CO5	Elaborate and Discuss Methods, concepts, history, religious values and contribution, scope and fields of Social Work.	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	3	3	2	3	1	1	2
CO3	3	2	3	3	2	3	3	3	1	3
CO4	1	1	1	1	1	3	2	2	1	1
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	Social Work: Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics and Principles of social work, Functions and Methods	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	Basic concepts of Social Work: Social Service, Social Welfare, Social Reform, Social Justice, Social Security, Social Policy, Social Defence, Social Development, Human Rights, Social Legislation.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	Historical development of Social Work: Development of Professional Social Work- USA, UK,& India, Development of Social Work education; Professional aspects of Social Work	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	Religious values, ethics and contribution: Hinduism, Islam, Christianity, Buddhism, Jainism and Sikhism	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	Scope & Fields of social work- Family and Child welfare services, Welfare services for differently abled, Women welfare, Labour welfare, Medical Social work, Correctional services.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

VI	<p>Self Study for Enrichment (Not to be included for External Examination)</p> <p>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 NPSWI, 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.</p>	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
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Text Book:

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. David Howe. (1987). An Introduction to Social Work Theory (community care practice Handbook). Routledge
3. Friedlander, W. A., & Apte, R. Z. (1968). Introduction to social welfare . Englewood, NJ: Prentice-Hall.
4. Heimsath, C. H. (2015). Indian nationalism and Hindu social reform. Princeton University Press
5. Rameshwari Devi & Ravi Prakash. (1998). Social work and Social Welfare Administration (Method and Practice). Mangal Deep Publication.
6. Sachdev Suresh . (2012). A Textbook of Social Work. Laxmi Publication.
7. Sanjay Roy. (2011). Introduction to Social Work & practice in India. Akansha publishing.
8. Singh, K. (2011). An Introduction to Social Work . ABD Publishers.

9. Skidmore, Rex A. (1991). Introduction to Social Work. Prentice Hall International
10. William, O., Larry Lorenzo Smith, Scott, W. Boyle. (2011). Pearson publishers

Web References

1. <https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/17105/1/Unit-2.pdf>
3. https://kkhsou.ac.in/eslm/E-SLM_Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3_-_with_changes_incorporated.pmd.pdf
4. <http://www.ignou.ac.in/upload/bswe-02-block1-unit-6-small-size.pdf>

Pedagogy

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

Course Designer

Dr.G.Mettilda Buvaneswari

Semester I	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22USW1CC2	STRUCTURE OF INDIAN SOCIETY AND INDIAN SOCIAL PROBLEMS	CORE	6	6

Course Objectives

- To recall the concepts of society and features of Indian Society.
- To relate the problems of Indian society and its transformation in modern times.
- To identify the preventive measures to deal the problems of the society to help the students
- To apply the principles and ethics to handle the social problems

Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Define, Recall, Remember and outline the concept of society, features of Indian society, Social Stratification, Social Problems.	K1,K2
CO2	Analyze the problems of Indian society and its transformation in modern times.	K3
CO3	Evaluate the preventive measures that are available to deal the problems of the society	K4
CO4	Assess,explain & evaluate the solutions related to each of the social problems	K5
CO5	Compile,Create,Modify solutions related to each of the social problems based on each of the community's resources and needs	K6

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	Society: Concept, Features and Elements of Society. Community: Concept, Characteristics, Types of Communities.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	Social Stratification & Mobility: Concept, Characteristics, Types - Casteism, Religionism, Regionalism, Mobility– concept, types & causes of mobility.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	Social Institutions & Social Control: Marriage, Family, Concept, Features, Types, Significance of Social Control, Agencies of Social Control, Techniques of Social Control.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	Indian Social Problems: Poverty – Causes, Magnitude, Measures & Poverty Alleviation programmes, Unemployment, Illiteracy, Child Abuse – Types, Causes and Effects, Child Labour – Problem of Child Labour, Violence against Women – Nature, Extent, Characteristics.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	Terrorism, Communalism, Substance Abuse – Nature, Types, Role of family & peer group in substance abuse, Measures to combat substance abuse.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
VI	Social process, Culture & Civilization, Acculturation, Cultural conflict, Cultural lag, Culture & Personality; Caste system in India, Theories of Caste system, Social Inequality &	-	CO1, CO2, CO3, CO4,	K1, K2, K3, K4, K5, K6

	Exclusion, Patterns of Social Mobility; Other Social Institutions - Education, Economy, Religion, Political institutions, Examples of Social Control in India; Theoretical approaches to Social problems, Causes of Social Problems, Effects of Social problems, Corruption; Urbanization, Youth unrest & agitation, Population Explosion.		CO5, CO6	
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Text Books:

1. Miluwi, J.O (2014) Social Problems in India – Issues and Challenges, Mangalam Publications.
2. Baviskar & Patel, T (2011). Understanding Indian Society, Orient Blackswan Pvt Ltd.

Book References:

1. Atal, Y. (2016). Indian Society – Continuity and Change, Pearson.
2. Rao, S. (2015). Indian Social Problems – A Sociological Perspective, S.Chand & Company Limited.
3. Bhushan, V & Sachdeva, D.R. (2008). An Introduction to Sociology, Kitab Mahal Agencies, 40th Edition.
4. Kuppusamy, B. (2006). Social Change in India, Konark Publishers Private Ltd.
5. Singh, K (2001). Social Control and Social Change, Prakashan Kendra.

Web References

- 1) <https://www.webmd.com/mental-health/addiction/substance-abuse>
- 2) <https://www.drishtiias.com/to-the-points/paper1/regionalism-in-india-upsc>
- 3) <https://www.sociologygroup.com/social-issues-in-india/>
- 4) <https://www.youtube.com/watch?v=mRWzIvccfkU>

Pedagogy

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

Course Designer

Dr. T. Amirtha Mary

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/ WEEK	CREDITS
22USW1AC1	BASICS OF ECONOMICS AND POLITICAL SYSTEM	ALLIED	4	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

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 & Summarise the Indian Economic & Political Policy	K2
CO3	Identify,Analyse ,organise for Economic & political Development in India	K3
CO4	Categorise , 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	Fundamental Concepts of Economics: Introduction to Economics, Definition of Economics Resources, Production, Consumption, Demand and Supply and Redistribution of Wealth, Cost Efficiency and Scarcity, Principles of Economics.	12	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3, K4, K5
II	Economic Systems: Traditional Economic System–Features, Merits and Demerits and Contemporary Economic System–Capitalmarket economy-Features, Merits and Demerits.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	Concept of Economic Development: Definition, Liberalization, Privatization and Globalization–Gross Domestic Product, Roles and Functions–Reserve Bank of India (RBI), World Bank, International Monetary Fund.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	Political System: Concept, Types, Elements, Concept of State, Democracy, Power, Government Authority, Liberty, Justice, Equality, Indian Constitution –Fundamental Rights & Fundamental Duties.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

V	Political Participation: Political Parties – National and State, Roles and Functions of Political Parties, Political Participation– Merits &Demerits.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be includedfor External Examination) Concept of Competition and market structures, consumers, demand, elasticity ofdemand, 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

Text books

- 1) Datt,G &Mahajan,A.(2016).Indian Economy,S., Chand Publishing.
Agarwal, M.D & Joe, S(2010), Business Economics, Ramesh Book Depot,
Jaipur, New Delhi.
- 2) Sathyanarayan,B.(2009).Essay son Economic Liberalization and Reforms, Anmol
Publisher.
- 3) Chandra,R.(2004).Globalization, Liberalization, Privatization and Indian
Polity, Gyan Books;8 edition.

Reference Books

- 1) Karuppiah, S(2018). Indian Economy Key Concept, Kavin Mukhil Publications.
- 2) Bhat,S.(2017).Privatization&GlobalizationChangingLegalParadigm,EasternLaw
House.
- 3) Datt,G &Mahajan,A.(2016).Indian Economy,S., Chand Publishing.
- 4) Agarwal, M.D & Joe, S(2010), Business Economics, Ramesh Book Depot, Jaipur, New
Delhi.
- 5) Sathyanarayan,B.(2009).Essayson Economic Liberalization and Reforms, Anmol
Publisher.
- 6) Chandra,R.(2004).Globalization, Liberalization, Privatization and Indian
Polity,Gyan Books;8 edition.
- 7) Gupta,D.C.(1975).Indian Government and Politics,Vikas Publishing.
- 8) Varma,S.P.(1975).Modern Economic Theory,Vikas Publishing.

Website References

- 1) <https://byjus.com/commerce/fundamentals-of-economics/>
- 2) <https://corporatefinanceinstitute.com/resources/knowledge/economics/economic-system/>
- 3) <https://open.lib.umn.edu/sociology/chapter/14-2-types-of-political-systems/>

Pedagogy

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

Course Designer

Ms.PL.Rani

Semester I	Marks:100			
COURSE CODE	COURSE TITLE	CATEGORY	Hours /Week	CREDITS
22UGVE	UGC JEEVAN KAUSHAL - UNIVERSAL HUMAN VALUES	ABILITY ENHANCEMENT COMPULSORY COURSE-I (AECC)	2	2

Course Objectives

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

Course Outcomes and Cognitive Level Mapping

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

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

Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Love and Compassion</p> <p>Introduction: what is love? Forms of love for self, parents family friend, spouse community, nation, humanity and other beings both for living and non-living.</p> <p>Love and Compassion and Inter-relatedness</p> <p>Love, compassion, empathy, sympathy and nonviolence</p> <p>Individuals who are remembered in history for practicing compassion and love.</p> <p>Narratives and anecdotes from history, literature including local Folklore</p>	6	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	<p>Truth and Non - Violence</p> <p>Introduction: what is truth? Universal truth, truth as value, truth as fact (veracity. sincerity, honesty among others)</p> <p>Individuals who are remembered in history for practicing this value</p> <p>Narratives and anecdotes from history, literature including local folklore</p> <p>Introduction: what is non violence? Its need. Love, compassion, empathy sympathy for others as prerequisites for non violence</p> <p>Ahimsa as non -violence and non- killing.</p> <p>Individuals and organisations that are known for their commitment to non - violence</p> <p>Narratives and anecdotes about non - violence from history and literature including local Folklore</p>	7	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
	<p>Righteousness and Service</p> <p>Introduction: What are Righteousness and service?</p> <p>Righteousness and dharma, Righteousness and Propriety</p>			

III	<p>Forms of service for self, parents, family, friend, spouse, community, nation, humanity and other beings-living and non-living persons in distress for disaster.</p> <p>Individuals who are remembered in history for practicing Righteousness and Service</p> <p>Narratives and anecdotes dealing with instances of Righteousness and Service from history, literature, including local Folklore</p>	6	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	<p>Renunciation (sacrifice) & Peace</p> <p>Introduction: What is renunciation? Renunciation and sacrifice. Self- restraint and ways of overcoming greed. Renunciation with action as true renunciation. What is peace? It's need, relation with harmony and balance.</p> <p>Individuals who are recommended in history for practicing Renunciation and sacrifice. Individuals and organisations that are known for their commitment to peace.</p> <p>Narratives and anecdotes from history and literature including local folklore about individuals who are remembered for their renunciation and sacrifice. Narratives and anecdotes about peace from history and literature including local folklore practicing peace</p>	6	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	<p>Practicing human values: what will learners learn gain if they practice human values? What will learners lose if they Don't Practice human values?</p> <p>Sharing learner's individual and/ or group experience(s)</p> <p>Simulated situations</p> <p>Case studies</p> <p>.</p>	5	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
VI	<p>Self Study for Enrichment</p> <p>Learners need to list ways of practising the values Love and Compassion, Truth and non-violence, Righteousness and Service, Renunciation (sacrifice) & Peace. Group Discussion needs to be conducted on strategies to promote human values at various levels – family, community, society, nation and global.</p>	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

Website References

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

Pedagogy

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

Ability Enhancement Compulsory Course (AECC) I : UGC Jeevan Kaushal -

Universal Human Values (22UGVE)

Assessment Rubrics for 100 Marks

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

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

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

Course Designer

Dr.G.Mettilda Buvaneswari

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

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

CO NUMBER	CO STATEMENT On the successful completion of the course, the students will be able to	COGNITIVE LEVEL
CO1	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.	K1,K2
CO2	Identify and apply Principals, process of Methods of Social Work	K3
CO3	Analyse, categorize, compare, list, Distinguish and examine objectives, principles and methods of Social Work	K4
CO4	Evaluate, justify and recommend application of roles of case worker, group worker and the community organizer.	K5
CO5	Elaborate and discuss the treatment techniques, roles and the different methods of Social Work	K6

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	Direct Methods of Social Work: 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	Social group work: 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	Community organization: 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	Indirect methods of social work: 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	Social action: 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	Self-study for Enrichment (Not to be included for End Semester Examinations)	-	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
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 II	Internal Marks:40		External Marks:60	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
22USW2CC1P	FIELD WORK PRACTICUM	CORE	6	6

Course objectives

- To provide exposure to various NGO's and Government organisations
- To Acquire skills of observation and understand the social work intervention in various Institutions

Prerequisites

Basic understanding of fields of Social Work

Course outcome and Cognitive Level Mapping

CO Number	CO Statement On successful completion of this course, Student will be able to	Cognitive Level
CO1	Name the organisations working for women, children, Industries, old age homes, psychiatry settings, hospitals and De-addiction Centres	K1
CO2	Explain organizational structure, funding and functions	K2
CO3	Develop knowledge on welfare programmes implemented by the organisations	K3
CO4	Discover scope of social work in various settings	K4
CO5	Assess the Report writing skills	K5

Mapping of CO with PSO and PO

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

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

Visits to the institutions working for

- Differently abled.
- Elderly.

- Children.
- Drug Addiction
- Health
- Environment
- Women
- Human Trafficking
- Human Resources

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

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

METHOD OF ASSESSMENT

INTERNAL

COMPONENTS	MARKS
Attendance in field work	5
Regularity in submitting reports	5
Observation during the visit	30
TOTAL	40

EXTERNAL

COMPONENTS	MARKS
Reporting	20
VIVA VOCE	
(i) Theoretical Knowledge	25
(ii) Communication and Presentation	15
TOTAL	60

Pedagogy: Observation visits , Interaction ,Documentation
Course Designer: Ms. S. Hema

SEMESTER II	Internal Marks :25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT
22USW2AC2	COMMUNICATION FOR SOCIAL WORKERS	ALLIED	5	3

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:

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

Mapping of CO with PSO and PO

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5	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	Communication: Concept, Types -Verbal and Non-verbal communication, Visual and Written, Models, Process, Barriers and Importance of Communication, Key elements in the communication process.	12	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
II	Interpersonal Communication: Meaning, Types, Principles, Elements, Advantages of Interpersonal Communication	12	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5, K6
III	Visual Aids in Communication: Poster making, Notice boards, Flip charts, Flash cards, Photographs, Pamphlets, Slide shows, Mass communication- Television, exhibition, newspapers and magazines, advertisement, radio, film, VCD/ DVD.	12	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5, K6
IV	Communication Planning and Analysis: Meaning & Concept of Communication Planning	12	CO1,CO2,CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	and Communication campaign, Education and communication for national development.			
V	Communication as a tool for Social Workers: Importance of Communication in handling Social problems, Lobbying and Advocacy, Various online tools in dealing with Social Problems.	12	CO1,CO2,CO3, CO4,CO5	K1,K2,K3,K4, K5,K6
VI	Self-Study portions: (No included for End semester examination) Communication strategies practiced in various settings - Community, Medical, Psychiatric, Family, Industrial etc.,	-	CO1,CO2,C O3,CO4,CO5	K1,K2,K3,K4, K5,K6

TEXT BOOK:

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

REFERENCE BOOKS:

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

ONLINE REFERENCES:

1. <https://www.skillsyouneed.com/ips/what-is-communication.html>
2. <https://www.simplilearn.com/what-is-interpersonal-communication-article>
3. <http://introtocommopensesource.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-work-practice.html#:~:text=Effective%20communication%20is%20extremely%20important,d 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

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

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

CO Number	CO Statement	COGNITIVE LEVEL
CO1	Define, Recall, explain, demonstrate, Illustrate, summarise and outline Meaning of Growth and Development and development stages	K1, K2
CO2	Identify, Categorize, discover, Examine and inspect Prenatal Development and Conditions affecting Prenatal Development	K3,K4
CO3	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
CO4	Evaluate, assess, justify, prioritise, explain and measure vocational and marital hazards of middle age, adulthood, personality characteristics of old age.	K5
CO5	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	Introduction to Growth and Development: 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	Prenatal period – 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	Infancy and Childhood - 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	Puberty and Adolescence – 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	Adulthood, middle age, and old age - 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	Self-study for Enrichment (Not to be included for End Semester Examinations) 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
22USW3CC2P	FIELD WORK PRACTICUM (P)	CORE PRACTICUM II	6	6

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 AND STUDY TOUR

- Students will be given an opportunity of arranging a Five-day social work camp in rural/tribal areas.
- Students to be given proper orientation and pilot study experience prior to the camp.
- Study tour programme is to be arranged to help the students to learn and compare the functioning of various agencies/settings of social work practice functioning in different geographical areas.
- Students are required to visit 6 – 8 organizations of Social Work practice during their Study Tour to understand different Fields of Social Work.
- 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
Total	40

External evaluation and VIVA VOCE

I Reporting	-	10
II VIVA VOCE		
1. Theoretical Knowledge	-	10
2. Communication and Presentation	-	10
3. Individual participation and initiative	-	30
Total		60

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

Course Designer: Dr. G. Kanaga

Semester III	Internal Marks :25		External Marks :75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/ WEEK	CREDITS
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:

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

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	Self-study for Enrichment (Not to be included for End Semester Examinations)	-		

	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://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

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

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
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	Overview of Human Rights: 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	K1,K2,K3,K4, K5
II	Fundamental Duties and Rights: 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	K1,K2,K3,K4, K5
III	Human Rights of Vulnerable Groups 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	K1,K2,K3,K4, K5
IV	Historical Overview of Human Rights (National & International Perspectives): 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	K1,K2,K3,K4, K5
V	Human Rights Enforcement: Constitutional Machinery, Human Rights	<u>6</u>	CO1 , CO2	K1,K2,K3,K4, K5

	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	Self-Study for Enrichment (Not to be included for External Examination) Learners will be given an assignment on the topics activities of the organization working for Human Rights	=	CO1 , CO2 CO3 CO4 CO5	K1,K2,K3,K4, K5

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