

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 | | | | 600 |
| 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 |
|----|---|---|---|-----------------------------------|

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 | |
|--|--|--|-------------|--|

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” Sight (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 | | | |
|--|--|--|--|--|

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



CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS), TRICHY-18
PG & RESEARCH DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK
LEARNING OUTCOME BASED CURRICULUM FRAME WORK (CBCS-LOCF)
 (For the Candidates admitted from the Academic year 2022-2023 and onwards)

SEMESTER-IV

| Semester | Part | Course | Course Title | Course Code | Ins.Hrs | Credits | Exam | | | Total |
|------------------------------------|---------------------|------------------------------------|--|-------------|---------|---------|------|-------|-----|-------|
| | | | | | | | Hrs | Marks | | |
| | | | | | | | | Int | Ext | |
| IV | I | Language Course - IV (LC) | Pandaya Ellakiyamum Urainadayum | 22ULT4 | 6 | 3 | 3 | 25 | 75 | 100 |
| | | | Hindi Literature & Functional Hindi | 22ULH2 | | | | | | |
| | | | Drama, History of Drama Literature | 22ULS4 | | | | | | |
| | | | Intermediate in French-II | 22ULF4 | | | | | | |
| | II | English Language Course – IV (ELC) | Learning Grammar Through Literature – II | 22UE4 | 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 | 3 | - | 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 | | | | | | | |
| | Total | | | | 30 | 25 | | | | 800 |

| 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 | Introduction to Social Work Research 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 | Research Design: 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 | Sampling and Data Collection: 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 | Sources of data: Primary and Secondary Methods of Data Collection: Interviewing, Questionnaire, Observation and Focused Group Discussion. Tools for Data Collection: 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 | Presentation of statistical data – 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 | Self-study for Enrichment (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=lwJVnfw44SU>
- <https://www.youtube.com/watch?v=pTuj57uXWlk>

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

Course Designer: Ms.S.Hema

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

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|-----------|---|-----------------|
| CO1 | Define and explain the concept of Social Welfare Administration and its Process | K1, K2, K5 |
| CO2 | Develop and analyze the skills in Planning, Organizing, Coordinating, Reporting, Budgeting and Recording, Public Relations and Fund Raising | K3, K5 |
| CO3 | Examine and apply the knowledge on Welfare Programmes for weaker sections of people in the society | K3, K4 |
| CO4 | Justify and elaborate the procedures for establishing Non Governmental Organisations | K5, K6 |
| CO5 | 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 | Social Welfare Administration: 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 | Basic Administration Processes: 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 | Welfare Programmes: 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 | Social Welfare Organisations: 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 | Social Welfare Administration in India: 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 |

| | | | | |
|-----------|---|---|-------------------------|------------------------|
| VI | Self-Study for Enrichment (Not For Examinations): 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 |
|-----------|---|---|-------------------------|------------------------|

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

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

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.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

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

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|--|------------------------|
| CO1 | Recall, Demonstrate and Examine the practical application of Social work methods | K1,K2,K4 |
| CO2 | Identify the practices of various organisations | K3 |
| CO3 | Analyse the necessary skills and role of social workers in fields of Social work | K4 |
| CO4 | 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 |
|-------------------------------|--|-----------|-------------|
| I.VIVA VOCE (70 marks) | | | |
| 1 | Field attendance | 10 | 100 |
| 2 | Recording | 20 | |
| 3 | Objectives fulfilled | 20 | |
| 4 | Initiatives taken in the field | 10 | |
| 5 | Regularity and use of field work supervision | 10 | |
| II. | Agency evaluation | 30 | |

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

Course Designer: Ms.S.Hema

| | | | | |
|--------------------|------------------------------|-------------------------|----------------------------|----------------|
| SEMESTER IV | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 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 |
|-------------|---|--------------|------------------------------|------------------------|
| I | Women Rights: National and International - Rights of Women in Indian Constitution; The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) | 6 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Women Rights and General Laws: Marriage – Divorce – Maintenance – Guardianship – Adoption – Property Rights (only provisions for Women) | 6 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|------------|--|----------|------------------------------|------------------------|
| III | Women Specific Laws: 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) | 6 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Women Protective Laws: 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) | 6 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | Protective Services for Women: All Women Police Stations – Legal Services – Free Legal Aid Services-Women Courts – Women Commission – Social Welfare Departments – Help Lines – Government Schemes. | 6 | 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) 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://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%20CARE%20AND%20REHABILITATION%20%29%20BILL%20C%202021.pdf>
https://www.mha.gov.in/sites/default/files/2022-09/WSBooklet_07032021%5B1%5D.pdf
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

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

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|---|------------------------|
| CO1 | Define , Recall the Concept Of Life Skills& its Classification | K1, K2, |
| CO2 | Interpret, Explain the Different Core Life Skills For Adolescents & Youth | K3,K4 |
| CO3 | Understand, Analyse & Application of Social Skills Through Activities | K1 &K5 |
| CO4 | Analyse and Application of Emotional Skills. | K4 &K5 |
| CO5 | 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 |
|------------|---|----------|-------------------------|--------------------|
| I | Introduction To Life Skills: Definition, Need and Significance Classification Of Life Skills- Personal, Emotional& Social Skills | 8 | CO1, CO2, CO3, CO4, O5 | K1, K2, K3, K4, K5 |
| II | Life Skills For Adolescents And Youth, Effective Communication And Interpersonal Skills Self-Awareness And Empathy Application Of Life Skills In Day to-Day Life. | 8 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| III | Decision Making & Problem-Solving Skills Application of Life Skills In Day to-Day Life. | 8 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| IV | Coping With Stress: Coping With Emotions, Application of Life Skills In Day to-Day Life. | 8 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| V | Critical Skills & Creative Skills, Application of Life Skills In Day To Day Activities | 8 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| VI | Self Enrichment (Not For Examination) Learners Can Take Any Two Core Skills & Apply In A Real Situation & Present It | - | 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=5Vbvjv1jAk>

<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

| Semester | Part | Course | Course Title | Course Code | Ins.Hrs | Credits | Exam | | | |
|----------|---------------------|--|--|-------------|---------|---------|------|-------|-----|-------|
| | | | | | | | Hrs | Marks | | Total |
| | | | | | | | | Int | Ext | |
| V | III | Core Course – VII(CC) | Family and Child Welfare | 22USW5CC7 | 6 | 6 | 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) | 22USW5CC3P | 5 | 5 | 3 | 40 | 60 | 100 |
| | | Discipline Specific Elective – I (DSE) | A. Basics of Disaster Management | 22USW5DSE1A | 5 | 4 | 3 | 25 | 75 | 100 |
| | | | B. Welfare of Vulnerable | 22USW5DSE1B | | | | | | |
| | | | 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 | | | | | | | |
| Total | | | | 30 | 29 | | | | 700 | |

| SEMESTER V | Internal Marks :25 | | External Marks : 75 | |
|-------------|--------------------------|----------|---------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 22USW5CC7 | FAMILY AND CHILD WELFARE | 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

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 | Family: Meaning and philosophy of Family; Types and functions of Families; changing patterns of family in Indian context; Family Organization, Disorganization and Disintegration: Meaning; Factors contributing to disintegration of families; Single Parent family: 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 | Child: 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 | Family Welfare Services: 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 | Child welfare services: 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 | Role of voluntary agencies in family and child welfare services: 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 |
| VI | Self-study for Enrichment (Not to be included for End Semester Examinations) 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 Buvaneswari

| Semester V | Internal Marks :25 | | External Marks : 75 | |
|-------------|-----------------------|----------|---------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 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 | Community Development : Concept & Approach 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. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Rural Community Development 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. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| III | Urban Community Development Urban Communities: Characteristics, Rural Urban linkages (Rurban) and Rural-Urban contrast. City - Meaning & Classification. Urbanization & 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, Swachh 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. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Tribal Community Development Tribal Community: Concept, Characteristics and Types of Tribal Community, Geographical distribution of Tribes, Life Style of Tribes – Socio-economic conditions, Cultural & Religious practices, Belief System, Tribal Institutions – Marriage and Family, Tribal Revolts and Problems of Tribes. Tribal Development Administration & Programmes: Constitutional, Legal and Economic provisions for the protection of Tribes, Functions of Tribal Development Blocks. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | Participatory Learning and action Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Rapid Rural | | 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 | Self- study for Enrichment (Not to be included for End Semester Examinations) 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
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/

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

Course Designer: Dr.G.Kanaga

| SEMESTER V | Internal Marks :25 | | External Marks : 75 | |
|--------------------|---|-----------------|----------------------------|----------------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22USW5CC9 | INTRODUCTION TO COUNSELLING & GUIDANCE | CORE | 5 | 5 |

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|---|------------------------|
| CO1 | Define, Recall, Explain the need, types, process of Counselling& Guidance | K1 |
| CO2 | Define, explore the theoretical foundations of counseling | K2 |
| CO3 | Apply methods and techniques of counselling& Guidance | K3 |
| CO4 | Summarise the skills of application to real life situations | K4 |
| CO5 | Categories the role of counselling& Guidance in different fields | 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 | 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 |
|-----------|--|-------|-----------------------------|------------------------|
| I | Introduction to Counselling & Guidance: a. Definition, objectives, principles, need and Importance, types, Scope, skills, Qualities of an effective Counsellor b. Meaning, nature, Need, Types & Functions of Guidance, Principles, Ethical consideration of Guidance & counselling, Difference between Counselling & Guidance, counselling as a helping profession | 15 | CO1 , CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| II | Theories of Counselling: Client-Centered or Person-Centered Theory (affective), Rational- Emotive Theory (cognitive) and Behavioural Counselling. | 15 | CO1 , CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |

| | | | | |
|------------|---|----|-----------------------------------|----------------------------|
| III | Methods and Techniques of Counselling & Guidance : 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 | K1,K2,K3,K4, K5 |
| IV | Counselling Process/ Steps: Relationship building, Problem assessment, Goal Setting, Intervention, Evaluation and Follow- up. Phases of Guidance | 15 | CO1 , CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| V | Counselling in Various Settings: 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 | K1,K2,K3,K4, K5 |
| VI | Self Study for Enrichment (Not to be included for External Examination) Learners will be given an assignment to visit different Counselling settings & Prepare a Presentation | - | CO1 , CO2 CO3 CO4, CO5 | K1,K2,K3,K4, K5 |

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. New Delhi.
- 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. New Delhi.
- Sharma, Ramnath and Sharma, Rachana (2007). Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
- Srivastava, Sushil Kumar (2007). Career Counselling, ATLANTIC Publishers & Distributors (P) LTD.

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=IJXSf-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

| SEMESTER-V | INTERNALS -40 | | EXTERNALS-60 | |
|-------------|--------------------------|----------|--------------|---------|
| COURSE CODE | FIELD WORK PRACTICUM (P) | CATEGORY | HOURS/WEEK | CREDITS |
| 22USW5CC3P | | CORE | 5 | 5 |

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|-----------|--|-----------------|
| CO1 | Recall, Demonstrate and Examine the practical application of social work methods | K1,K2,K4 |
| CO2 | Identify the need of Professional practices into various Fields of Social Work | K3 |
| CO3 | Analyse Skill based intervention into existing Social Issues and Social Problems | K4 |
| CO4 | 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 |
| Total | 40 |

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

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

| SEMESTER V | Internal Marks:25 | | External Marks:75 | |
|-------------|-------------------------------|------------------------------|-------------------|---------|
| COURSECODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
| 22USW5DSE1A | BASICS OF DISASTER MANAGEMENT | DISCIPLINE SPECIFIC ELECTIVE | 5 | 4 |

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

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

Mapping Course Outcome with Programme Outcome

| 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 |
|------------|--|-----------|----------------------|--------------------|
| I | Definition and concept–Disaster, Hazards, Vulnerability., Disaster Management Definition concept and Importance, Disaster management cycle. | 12 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3,K4, K5,K6 |
| II | 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 | 12 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3,K4, K5,K6 |
| III | National disaster Management Plan , Disaster Management Act 2005, Impact of Disaster-Physical, economical Psycho social and social exclusion | 12 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3,K4, K5,K6 |
| IV | Role of international and national institution, NGO, central and State Government in Prevention, Mitigation, Preparedness, Response, Relief and Rehabilitation | 12 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3,K4, K5,K6 |
| V | 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 | 12 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3,K4, K5,K6 |
| VI | Self study for Enrichment (Not to be included for End Semester Examinations) 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=PLldEapv0nG313rAG2nZJvQa2TuqV1nOsr>

<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

| | | | | |
|--------------------|------------------------------|---|----------------------------|----------------|
| Semester II | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 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 | Vulnerable Sections Vulnerable: Definition, Concept. Types of vulnerability., Vulnerability due to Caste-SC, ST, OBCs ,Vulnerability of children, women, elderly, differently abled ,Poor migrants and Transgenders | 15 | CO1, CO2, CO3, CO4, CO5 | K1,K2,K3,K4,K5, K6 |
| II | Welfare measures for the Vulnerable 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. | 15 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Problems of Children , Women and Elderly. 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. | 15 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | Differently abled ,Poor Migrants and Transgenders Differently abled: problems., Poor Migrants: Problems., Transgenders: stigma and discrimination., Role of Social Workers in the welfare of vulnerable Section. | 15 | CO1,CO2,CO3,CO4,CO5 | K1,K2,K3,K4,K5, K6 |
| V | Important Acts & schemes for Vulnerable section 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). | 15 | CO1,CO2,CO3,CO4,CO5 | K1,K2,K3,K4,K5, K6 |

| | | | | |
|-----------|---|--|-------------------------------------|---------------------------|
| VI | <p>Self-study for Enrichment (Not included for End Semester Examinations)</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 |
|-----------|---|--|-------------------------------------|---------------------------|

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

| Semester IV | Internal Marks:25 | | External Marks :75 | |
|-------------|------------------------------|--|--------------------|---------|
| COURSECODE | COURSE TITLE | CATEGORY | Hours/Week | Credits |
| 22USW5DSE1C | HUMAN RIGHTS AND SOCIAL WORK | Discipline Specific Elective – I (DSE) | 5 | 4 |

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

| CO NUMBER | CO STATEMENT | COGNITIVE LEVEL |
|-----------|---|-----------------|
| 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 | INTRODUCTION 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. | 15 | CO1 ,CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| II | HUMAN RIGHTS AND COMMUNITY 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 | <u>15</u> | CO1 ,CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| III | CLASSIFICATION OF HUMAN RIGHTS. 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 | 15 | CO1 ,CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| IV | INTERNATIONAL CONVENTIONS ON HUMAN RIGHTS: 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. | <u>15</u> | CO1 ,CO2 CO3 CO4 CO5 | K1,K2,K3,K4, K5 |
| V | HUMAN RIGHTS MOVEMENTS IN INDIA.: Peoples Union for Civil Liberties (PUCL), Environmental | <u>15</u> | CO1 ,CO2 | K1,K2,K3,K4, K5 |

| | | | | |
|----|--|--|-------------------------------------|---------------------------|
| | 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 | Self-Study for Enrichment (Not to be included for External Examination) 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,Edwar dS.Mihalkanin.2nded.Lanham,Md.:ScarecrowPress,2007
- FirestoneLibrary:Non Circulating (Fnc)JC571.G6552007

Pedagogy:Lectures,Groupdiscussion,PPTpresentation,Casestudyandseminars

Course Designer: Ms. P.Meenakshi

| SEMESTER V | Internal Marks:40 | | External Marks:60 | |
|-------------|-----------------------------|-----------------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 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 Activity: 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 Activity: 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 Activity: 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. Activity: 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. Activity: 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 | Self Enrichment (Not For Examination) 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