



# MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600 008

College Off. : 28192824 / 5126 Principal : 28195125

E-Mail : principal@mssw.in Website : [www.mssw.in](http://www.mssw.in)

**Dr. S. RAJA SAMUEL, M.A., Ph.D.**  
Principal & Secretary, College Committee

This is to certify that following are courses having focus on employability/ entrepreneurship/ skill

Development offered by the institution during the last five years (2016 - 2021) in BSW Programme.

*Dr. S. Raja Samuel*  
29/11/2021

Signature of the Principal

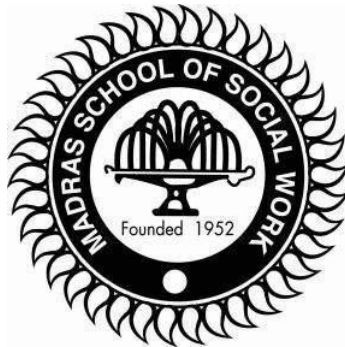
**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
No.32, Casa Major Road,  
Egmore, Chennai - 600 008.



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

***32, Casa Major Road, Egmore,  
Chennai – 600 008***

***(Affiliated to the University Of Madras)***



**BACHELOR OF SOCIAL WORK (BSW)**

**COURSE REGULATIONS AND SYLLABUS**

***(Effective from the Academic Year 2016 –17 onwards)  
(Batch 2016-2019)***

## **I. OBJECTIVES OF THE COURSE IN BACHELOR OF SOCIAL WORK**

To provide Professional Social Work foundation through integration of theory and practice in social work

To demonstrate the ability to apply the knowledge, values and skills of Generalist Social Work practice.

To enhance interdisciplinary perspective and understanding of social issues and concerns.

To facilitate the ability to integrate field work experiences for effective Social Work practice.

## **II. ELIGIBILITY FOR ADMISSION**

For the purpose of admission in to the BSW Programme a candidate should have:

Passed the Higher Secondary Examination conducted by the Government of Tamil Nadu (or) an examination accepted as equivalent there of by the syndicate, of the University of Madras.

Working knowledge of Tamil to enable the candidate to do effective field practicum.

## **III. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A candidate shall be eligible for the award of the degree only if he/she:

Has undergone the prescribed course of study in the college affiliated to the University for a period of not less than three academic years, passed in the examinations of all the six semesters prescribed earning 141 credits and also full filled the compulsory extension services prescribed by the University of Madras.

Participates in a 7-10 days rural camp and meets the requirement prescribed by the course in relation to field practicum and project report and passes in them.

#### **IV. DURATION:**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise the first and second semesters, the second academic year the third and fourth semesters, and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semester from December to April of each year. There shall be not less than 90 working days for each semester.

#### **V. COURSE OF STUDY:**

The course of study shall consist of the following:

1. Part – I – Foundation Courses– Tamil and French
  - ((a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
  - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.)
2. Part – II - Foundation Course – English
3. Part – III
  - a) Core courses: Consisting of Main Subjects, Theory and Field Work.
  - b) Allied Subjects.
4. Part – IV
  - Non Major Electives for 1<sup>st</sup> and 2<sup>nd</sup> Semesters
    - (a) Not studied Tamil up to xii std, shall take Basic Tamil as Non Major Elective during I & II Semesters.
    - (c) Studied Tamil upto xii std, can choose non-major elective comprising of two courses (a. Stress Management during I Semester and b. Sustainable Tourism and Social Work during II Semester)

Extra Disciplinary for 3<sup>rd</sup> to 6<sup>th</sup> Semesters

- Environmental studies
- Disability
- Value Education
- Work Force Development

5. Part – V Extension Activities
6. Course Completion Requirement: Study Tour
7. Skill based subjects (Soft Skills) – All Semesters

## **VI. COMPULSORY EXTENSION/ NSS SERVICE FOR BACHELOR OF SOCIAL WORK:**

A candidate shall be awarded a maximum of 1 Credit during the 4<sup>th</sup> semester for **Compulsory Extension** Service. (80 hours @ 20 hours per semester, during the I, II, III and IV Semesters)

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross shall have to put in compulsory minimum attendance of 20 hours per semester. If a student LACKS 40 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent years.

Students those who complete minimum attendance of 80 hours and more in Two Years will get ONE CREDIT in the 4<sup>th</sup> Semester.

## **VII. TEACHING METHODOLOGY:**

Lectures, Guest Lectures, Group Assignments, Group Discussions, Video/Documentary Presentations, Role Plays, Case Studies, Article Reviews, Reading Materials and Field Visits.

## **VIII. ATTENDANCE REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER:**

- All candidates must put in 75% of attendance in each theory papers and 100% for field work. Absence from field work will be viewed seriously. Students do not have 100% attendance in their practical / field work will have to repeat the particular component of the practical / field work in the subsequent semester.
- If a candidates fails to put in the minimum attendance (percentage stipulated), the Principal shall condone the shortage of attendance up to amaximum limit of 10% (i.e. between 65% to 75%) for all UG courses after collecting the

prescribed fee of Rs. 250/- each for Theory/ Practical examination separately,

towards the condonation of Shortage of attendance.

- Candidates who have secured less than 65% but more than 50% of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such candidates will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year/ next semester of the course by paying the prescribed condonation fee of Rs. 250/- each for Theory/ Practical separately.
- Candidates who have put in less than 50% of attendance have to repeat the course (by rejoining) for which they lack attendance without proceeding for II/III year as the case may be. Until they rejoin the course and earn the required attendance for that particular semester / year, no candidates shall be permitted to proceed to the next year / next semester of the course under any circumstances.
- Provided in case of a candidate earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstance such as medical grounds, such candidates who shall produce medical certificate issued by the Authorized Medical Attendant (AMA), duly certified by the Principal of the college, shall be permitted to proceed to the next semester and to complete the course of study. Such candidates shall have to repeat the missed semester by rejoining after completion of Final Semester of the course, after paying the fee for the break of study.

#### **IX. PASSING MINIMUM**

A candidate shall be declared to have passed in each paper / field practicum/project.

If he/she secures NOT LESS THAN 40% of the marks prescribed for the examination. He/ She shall be declared to have passed the whole examination. He/ She passes in all the papers, field practicum and research project/ as per the schemes of examinations earning 141 CREDITS. He/ She shall also fulfill the compulsory extension services prescribed earning a minimum of 1 credit to qualify for the degree.

## **X. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

### **a) LANGUAGE OTHER THAN ENGLISH:**

Successful candidates passing the examinations for the language and securing the marks

(1) 60% and above and (2) 50% and above but below 60% in the aggregate shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examination in the THIRD Class.

### **b) ENGLISH:**

Successful candidates passing the examinations for English securing the marks (1) 60% and above and (2) 50% and above but below 60% in the aggregate shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examination in the THIRD Class.

### **c) CORE COURSES:**

Core courses consisting of (a) Main Core Subjects, including theory, field work practicum and project report (b) Allied Subjects, (c) Application Oriented Subjects.

Successful candidates passing the examinations for Core courses together and securing the marks (1) 60% and above and (2) 50% and above but below 60% in the aggregate shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examination in the THIRD Class.

## **PROJECT REPORT / FIELD WORK REPORT:**

Every student is required to complete a project report/field work report under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of BSW department, who will guide the students on topics related to social work education/Field work activities.

The project report/field work report shall be evaluated internally by two examiners.

1. Faculty in Social Work of the department who has guided the students and
2. Another Social Work faculty of the BSW department.

The examiners shall evaluate the project report/field work report for 100 marks. The total marks for project report / field work activities will be 100.

## XI. QUESTION PAPER PATTERN

### A. INTERNAL PATTERN

#### Internal Continuous Assessment (ICA)

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

Component	First Internal Continuous Assessment Test ( I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best	In – Class Test (ICT)	Take Home Assignment (THA)	Total Marks	Percentage
<b>Marks Allocated</b>	25 Marks	25 Marks	25 Marks	10 Marks	15 Marks	50 Marks	40%
<b>* Passing Minimum</b>			10/25	4/10	6/15	20/50	

\* Passing minimum in each component is mandatory i.e., 40% For UG

### B. EXTERNAL PATTERN

SECTION – A (50 WORDS)

10 OUT OF 12 - 10\*2 MARKS = 20

MARKS SECTION – B (300 WORDS)

4 OUT OF 6 – 4\*10MARKS = 40

MARKS SECTION-C (600 WORDS)

2 OUT OF 3 – 2\*20 MARKS = 40 MARKS



**I. PAPER – CREDIT – CLASS HOURS – EXAM HOURS – MATRIX**

Semester	Title of the Subject	Type of paper	Total No. of Papers	Credit Per paper	Teaching hours per paper / per week @ 4 class days per week	Duration of ESE Exam Hours	Paper wise credit				Semester wise Credit total
							Foundation	Core	Non-Core	Total	
I	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	Only ICA	-	-	2	2		
II	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	Only ICA	-	-	2	2		
III	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*ED	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	Only ICA	-	-	2	2	
Extension	-	1	1	-	-	-	-	1	1		
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*ED	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	Only ICA	-	-	2	2	
NSS	-	1	1	-	-	-	-	1	1		
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural Camp)	1	4	-	7 – 10 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*ED	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	Only ICA	-	-	2	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	23
		Project	1	4	4	Only Viva	-	4	-	4	
		Field Work (Concurrent)	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*ED	Theory	1	1	1	-	-	-	1	1	
	Soft Skill	-	1	2	2	Only ICA	-	-	2	2	
	Study Tour	Requirement for Course Completion				4 – 5 Days					
<b>TOTAL CREDITS</b>										<b>141</b>	

\*NME-Non Major Elective, \*ED-Extra Disciplinary

**SEMESTER – I**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
FOUNDATION	LANG-TAMIL - I OR LANG- FRENCH - I	3	60	3	50	50	100
FOUNDATION	ENGLISH - I	3	60	3	50	50	100
CORE	INTRODUCTION TO SOCIAL WORK	4	60	3	50	50	100
CORE	FIELD WORK -I	4	-	-	50	50	100
ALLIED	SOCIOLOGY AND ITS RELEVANCE FOR SOCIAL WORK	4	60	3	50	50	100
SOFT SKILL	SOFT SKILL-I	2	30	-	50	-	50
NON MAJOR ELECTIVE	BASIC TAMIL – I OR STRESS MANAGEMENT	2	30	3	50	50	100
Requirement for Course Completion	SPORTS/NSS		20				
<b>TOTAL</b>	<b>CREDITS</b>	<b>22</b>					

**SEMESTER – II**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	IC A	ES E	MAX MARKS	
FOUNDATION	LANG-TAMIL II OR LANG-FRENCH II	3	60	3	50	50	100	
FOUNDATION	ENGLISH-II	3	60	3	50	50	100	
CORE	SOCIAL WORK PROFESSION	4	60	3	50	50	100	
CORE	FIELD WORK - 2	4	-	-	50	50	100	
ALLIED	HUMAN GROWTH AND DEVELOPMENT	4	60	3	50	50	100	
SOFT SKILL	SOFT SKILL-2	2	30	-	50	-	50	
NON MAJOR ELECTIVE	BASIC TAMIL – II OR SUSTAINABLE TOURISM & SOCIAL WORK	2	30	3	50	50	100	
Requirement for Course Completion	NSS/SPORTS		20HOURS					
TOTAL	CREDITS	22						

**SEMESTER – III**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUP-I	4	60	3	50	50	100
CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	4	60	3	50	50	100
CORE	FIELDS OF SOCIAL WORK	4	60	3	50	50	100
CORE	FIELD WORK -3	4	-	-	50	50	100
ALLIED	ECONOMICS AND POLITICAL SYSTEMS & PROCESSES	4	60	3	50	50	100
SOFT SKILL	SOFT SKILL-3	2	30	-	50	-	50
EXTRA DISCIPLINARY	DISABILITY	2	30	3	50	50	100
	EXTENSION ACTIVITY	1	15	-	-	-	-
Requirement for Course Completion	NSS/SPORTS		20				
TOTAL	CREDITS	25					

**SEMESTER -IV**

NATURE OF COURSE	TITLE OF THE COURSE	CRE DITS	LECTUR E HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS- II	4	60	3	50	50	100
CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES- II	4	60	3	50	50	100
CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	4	60	3	50	50	100
CORE	FIELD WORK-4	4	-	-	50	50	100
ALLIED	HUMAN BEHAVIOUR	4	60	3	50	50	100
SOFT SKILL	SOFT SKILL-4	2	30	-	50	-	50
EXTRA DISCIPLINARY	ENVIRONMENTAL STUDIES	2	30	3	50	50	100
Requirement for Course Completion	NSS/SPORTS	1	20				
TOTAL	CREDITS	25					

**SEMESTER –V**

<b>NATURE OF COURSE</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>LECTURE HOURS</b>	<b>EXAM HOUR</b>	<b>ICA</b>	<b>ESE</b>	<b>MAX MARKS</b>	
CORE	COMMUNICATION FOR SOCIAL WORK	4	60	3	50	50	100	
CORE	SOCIAL WORK RESEARCH AND STATISTICS	4	60	3	50	50	100	
CORE	SOCIAL WORK IN HEALTH CARE	4	60	3	50	50	100	
CORE	FIELD WORK-5	4	-	-	50	50	100	
ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	4	60	3	50	50	100	
EXTRA DISCIPLINARY	VALUE EDUCATION	2	30	3	50	50	100	
SOFT SKILL	SOFT SKILL-5	2	30	-	50	-	50	
TOTAL	CREDITS	24						

**SEMESTER -VI**

<b>NATURE OF COURSE</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>LECTURE HOURS</b>	<b>EXAM HOUR</b>	<b>ICA</b>	<b>ESE</b>	<b>MAX MARKS</b>
CORE	SOCIAL WELFARE ADMINISTRATION	4	60	3	50	50	100
CORE	WOMEN DEVELOPMENT ISSUES AND CONCERNS	4	60	3	50	50	100
CORE	RESEARCH	4	-	-	50	50	100
CORE	FIELD WORK -6	4	-	-	50	50	100
ALLIED	HUMAN RIGHTS INTRODUCTION	4	60	3	50	50	100
EXTRA DISCIPLINARY	TO WORKFORCE DEVELOPMENT	1	15	-	50	-	50
SOFT SKILL	SOFT SKILL-6	2	30	-	50	-	50
	STUDY TOUR	REQUIREMENT FOR COURSE COMPLETION					
TOTAL	CREDITS	23					

### FIELD WORK SCHEDULE

SEMESTER	FIELD WORK	NO.OF DAYS	NO.OF HOURS	CREDITS
1	LAB SESSIONS	15	60	4
11	LAB SESSIONS	15	60	4
111	OBSERVATION VISITS	15	60	4
1V	PROJECT FIELD WORK	15	60	4
V	RURAL CAMP	15	60	4
V1	CONCURRENT FIELD WORK	15	60	4

### TOTAL NUMBER OF CREDITS

SL.NO.	SEMESTERS	CREDITS
1	I	22
2	II	22
3	III	25
4	IV	25
5	V	24
6	VI	23
TOTAL CREDITS		141



## SEMESTER-I

### PART I – FOUNDATION

#### TAMIL - I

CREDITS: 4

TOTAL TEACHING HOURS: 60

அலகு - 1 தமிழ் இலக்கிய வரலாறு

(10 Hours)

1. நாட்டுப்புற இலக்கிய வரலாறு  
நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,  
நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்
2. உரைநடை இலக்கிய வரலாறு  
சிறுகதைகள் தோற்றமும் வளர்ச்சியும்  
புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்
3. கவிதை இலக்கிய வரலாறு  
மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்  
புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்  
(சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு – 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10 Hours)

1. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்  
தாலாட்டு  
காதல்  
ஒப்பாரி
2. புதுமைப்பித்தன் சிறுகதைகள்  
கடவுளும் கந்தசாமிப் பிள்ளையும்  
செல்லம்மா  
மனித எந்திரம்  
ஆற்றங்கரைப் பிள்ளையார்

அலகு – 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10 Hours)

(i) பாரதியார்

காணி நிலம் வேண்டும்

நல்லதோர் வீணை

(ii) பாரதிதாசன்:

தமிழ்க் காதல்

தமிழ் வளர்ச்சி

எந்நாளோ?

(iii) கவிமணி தேசிய விநாயகம் பிள்ளை:

குழந்தைக்கவி

ஆறு தன் வரலாறு கூறுதல்

அலகு – 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10 Hours)

ந. பிச்சமூர்த்தி

வழித்துணை

சிற்பி:

முள்.. முள்.. முள்

அப்துல் ரகுமான்

குருடர்களின் யானை

அலகு – 5

(10 Hours)

பம்மல் சம்மந்த முதலியார் - சந்திரகிரி

அசோகமித்திரன் - தண்ணீர்

அலகு – 6

(10 Hours)

மொழிப் பயிற்சி

1. பொருந்திய சொல் தருதல்

2. மரபுத் தொடர்கள்

3. கலைச் சொற்கள்

## **பார்வை நூல்கள் (Refference Book)**

அலகு - 1

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

அலகு - 2

சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.

அலகு - 3

மெய்யப்பன், சு., (பதிப்பு), பாரதியார் கவிதைகள், தென்றல் நிலையம், சிதம்பரம், 2003.

பாரதிதாசன் கவிதைகள்

அலகு - 5

பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.

## PART I – FOUNDATION

### FRENCH - I

CREDITS: 4

TOTAL TEACHING HOURS: 60

#### Objectives:

- To teach basic skills in written and spoken French.
- To encourage students oral and written mastery of the language.

#### COURSE CONTENT

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##### Unit I (12 hours – Leçons 1 et 2)

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre congé	- 1 hr
1.3	La présentation, <i>s'appeler</i> et <i>être</i> et pronoms sujets, <i>c'est / il est / elle est.</i>	- 1 hr
1.5	Articles définis /indéfinis, Voici / voilà/il y a	- 1 hr
1.6	Des cartes d'identité.	- 1 hr
1.7	Présenter quelqu'un	- 2 hrs
1.8	Parler de soi	- 1 hr
1.9	Les nationalités, les verbes <i>er</i> (commencer, habiter...)	- 2 hrs
1.2.1	Les chiffres 1 à 50. minutes	- 30
1.2.2	Des vedettes et leurs nationalités. minutes	- 30
1.2.1	Épreuves	- 1 hr

##### Unit II (12 hours – Leçons 3 et 4)

2.1	Exprimer ses goûts, ses préférences.	- 1 hr
2.2	La négation, les articles définis.	- 1 hr
2.3	Les mois et les jours / le calendrier.	- 1 hr
2.4	Les verbes <i>er</i> (suite).	- 1 hr
2.5	L'interrogation avec intonation.	- 1 hr
2.6	Décrire un lieu, les noms des différentes salles...	- 2 hrs
2.7	Les adjectifs qualificatifs et les articles partitif	- 1 hr
2.8	Les verbes <i>ir</i> et <i>re</i> , les verbes <i>venir</i> , <i>devoir</i> , <i>faire</i> .	- 2 hrs
2.9	Les adjectifs possessifs <i>mon</i> , <i>ma</i> , <i>mes</i> et <i>notre</i> , <i>nos</i> .	- 1 hr
2.9.1	Épreuves	- 1 hr

##### Unit III (12 hours - Leçon 5)

3.1	Donner des directions / localiser un lieu/ trouver un lieu	- 2 hrs
3.2	Les verbes <i>aller</i> et <i>mettre</i> .	- 2 hrs
3.3	L'article contracté et les prépositions de lieu (en, à, au...)	- 2 hrs
3.4	L'impératif	- 2 hrs
3.5	Les mots de caractérisation d'un lieu et les lieux urbains	- 2 hrs
3.6	Les transports	- 2hrs

#### Unit IV (12 hours - Leçon 6)

4.1	Discuter et acheter des produits, <i>Ça fait...</i>	-2hrs
4.2	Les expressions de quantité	-1hr
4.3	Les fruits, les légumes, les produits alimentaires	-2 hrs
4.4	les produits propres aux pays différents.	- 1 hr
4.5	La négation	-1 hr
4.6	le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbes irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

#### Unit V (12 hours - Leçon 7)

5.1	Fixer un rendez-vous avec le médecin	- 2 hrs
5.2	L'heure et Les nombres de 51 à 100	- 2 hrs
5.3	Les verbes <i>sortir et partir</i>	- 1 hr
5.4	L'interrogation avec <i>est-ce que</i>	- 2 hrs
5.5	Les parties du corps, <i>avoir</i> + les expressions et les maladies communes	- 1 hr
5.6	Les adjectifs possessifs – <i>notre/nos, votre/vos, sa/ses/son, ...</i>	- 1 hr
5.7	Le COI	- 1 hr
5.8	L'entraînement DELF et épreuves	- 2 hrs

#### References:

##### Prescribed text book

1. Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

##### Recommended Reading :

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 2011

##### Websites

- <http://bouche-a-oreille.pagesperso-orange.fr>
- [www.franparler.org](http://www.franparler.org)
- [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- [www.lepointdufle.net/](http://www.lepointdufle.net/)
- [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## PART II – FOUNDATION

### ENGLISH - I

CREDITS: 4

TOTAL TEACHING HOURS: 60

#### Unit - I Preparatory Lessons (12 HOURS)

1. Competition Matters - *Suzanne Sievert*
2. A Personal Crisis May Change History - *Dr. A.P.J. Abdul Kalam*
3. Why Preserve Biodiversity - *Prof. D.Balasubramanian*
4. A Call to Action - *Adapted from Hillary Rodham Clinton's address.....*

#### Unit - II Prose (12 HOURS)

1. My Greatest Olympic Prize - *Jesse Owens*
2. If You are Wrong Admit it - *Dale Carnegie*
3. Monday Morning - *Mark Twain*
4. The Unexpected - *Robert Lynd*

#### Unit - III Poetry (12 HOURS)

1. Pulley or Gift of God - *George Herbert*
2. La Belle Dame Sans Merci - *John Keats*
3. The Night of the Scorpion - *Night of the Scorpion*
4. The Death of a Bird - *A.D. Hope*

#### Unit - IV Short Story (12 HOURS)

1. Mrs. Packletide's Tiger - *Saki*
2. A Snake in the Grass - *R.K. Narayan*
3. Three Questions - *Leo Tolstoy*
4. The Gift of the Magi - *O. Henry*

#### Unit - V Grammar (12 HOURS)

Tense, Aspect, Auxiliaries (Primary and Modal), Negatives, Interrogatives (Yes or No, Wh Questions) Tag questions, completing the sentences, Common errors, Synonym, Antonym, Word class, Use in sentences of words. (Refer to the Grammar exercises in the Text Book) and **Part I** from **Spring Board** by Orient Black Swan Pvt. Ltd Rs. 95/-

#### Part –I

Sound Right

Introduction to the Sounds of the English Language, Word Stress, Strong and Weak Forms, Sentences Stress and Intonation, Voice Modulation.

References:

Text Book - **Catalyst A Multilevel English Refresher** by Anu Chitra Publications Rs. 90/-

## PART III – CORE

### INTRODUCTION TO SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand about Social Work.
- To gain insight about the historical development of Social Work.
- To learn various concepts and skills in Social Work.

UNIT- 1 (12 Hours)

#### **Introduction to Social Work:**

Definition, **Values and Principles**, Philosophy, Objectives of Social Work, Misconception of Social Work:

- Social Work as an alms giving activity
- Shramdan as social work
- Leadership activities are Social Work.
- Work in voluntary welfare agencies is a social work

UNIT - 2 (12 Hours)

#### **Concepts related to Social Work:**

Social Service, Social Welfare, Social Reform, Social Movement, Social Action, Social Development and Empowerment, Social Security.

UNIT - 3 (14 Hours)

#### **History of Social Work:**

History of Social Work in England and USA - Friendly Visitors, Elizabethan Poor Law, Work House and Alms House, Charity Organization Society (COS).

History of Social Work in India - Social Service, Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries, Gandhi and NGO's to Social Work.

UNIT – 4 (12 Hours)

#### **Areas of Social Work Practice:**

Health, Mental Health, Community Service, Child Care, Legal and Correctional Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

UNIT – 5 (10 Hours)

#### **Skills of Social Work:**

Interviewing, Listening, Observing, Questioning, Supporting, Educating, Counseling, Explaining and Informing.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anand,C.L,	Equality, Justice and Reserve Discrimination.	1982	Popular book service, New Delhi.
2.	Chowdry Paul,D,	Voluntary Social Welfare in India	1971	Sterling Publishers, New Delhi
3.	Chowdry Paul,D	Introduction to social work	1992	Atma ravi and sons, New Delhi
4.	Das gupta, Sugatha,	Towards a philosophy of social work in India,	1967	Popular book service, New Delhi.
5.	Gangarade,	Dimensions of social work in India,	1976	Marwah publications, New Delhi.
6.	Jainendra Kumar,	An Introduction to Social Work	2002	Jha Anmol Publications Ltd, New Delhi.
7.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad.
8.	Sanjay Bhattacharya	Social work- an integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
9.	Timms,Noel	Social Work values: An Enquiry.	1983	Routledge and Kegan Paul, London
10.	Wadra A.R	History and philosophy of social work in India.	1983	Allied publishing, New Delhi.
11	P.D. Misra	*Social Work: Philosophy and Methods	1994	Inter India Publications



## **PART III - CORE**

### **FIELD WORK I**

#### **LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities.

#### **THE TOPICS FOR LAB SESSIONS:**

- **Interpersonal Relationships**
- Communication Skills
- Report Writing Skills.
- Indian Social Problems.
- **Societal Analysis**
- **Understanding Group Behavior.**
- Documentation

#### **METHOD OF ASSESSMENT:**

- Participation in Lab Sessions.
- Presentation and Report Submission.

## PART III - ALLIED

### SOCIOLOGY AND ITS RELEVANCE FOR SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand sociology as a discipline and its relevance to social work.
- To provide knowledge about fundamental concept of sociology.

UNIT – 1

(15 Hours)

#### **Introduction to Sociology:**

Sociology as a Discipline and its Relevance for Social Work, Definition of Sociology, Relationship Between Sociology and Social Work, Difference Between Sociology and Social Work.

Society: Definition, Types, Theories – Auguste Comte’s Law of three Stages, Marx’s Theory of Social Change, Weber’s Theory of Ideal Types and Spencer’s Theory of Evolution.

UNIT – 2

(15 Hours)

#### **Socialization**

Definition, Agents, Functions and Importance of Socialization. Social Control – Meaning, Definition, Purpose and Need. Informal Means of Social Control- Belief, Folk Ways, Mores, Culture, Religion, Art and Literature, Humour, Satire and Public Opinion. Formal Means of Social Control-Law, Education and Coercion. Culture – Two Components of Culture-Material & Non-Material. Cultural Lag.

UNIT – 3

(15 Hours)

#### **Social Groups and Social Institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics. Classification of Groups-Primary Group, Secondary Group, Reference Group.

Social Institutions: Definition, Types and Functions – Family, Marriage, Kinship, Descent

UNIT – 4

(05 Hours)

#### **Social Stratification**

Definition, Types- Caste and Class. Impact of Caste, Social Mobility.

UNIT - 5

(10 Hours)

#### **Social Problems in India**

Population, Poverty, Unemployment, Crime, Addiction, Gender Issues - Gender Discrimination, Health and Nutrition, Illiteracy and Environmental Pollution.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Adam Janrozik & Luisa Nocella	Sociology of Social Problems	1998	Cambridge University Press.
2.	Conklin,John,E	Sociology an Introduction.	1984	Macmillan Publishing Co. New York.
3.	Dhanagare D.N	Indian Sociology	1993	Rawat Publications, Jaipur and New Delhi
4.	Frances V. Moulder	Social problems of the Modern World	2000	Eve Hardward U.S.A
5.	Madan G.R.	*Indian Social problems	1985	Allied Publishers Private Limited.
6.	MacIver, R.M & Page	Society: An Introductory Analysis	1990	Macmillan India Ltd. Madras
7.	Srinivas M.N.	Social change in India	1995	Orient Blackswan
8.	Vidya Bhusan & D.R.Sachdeva	*An Introduction to Sociology	2005	Kitab Mahal Publications.Allahabad

## SOFT SKILL – I

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

### **OBJECTIVES:**

- To enable the students to develop their personal skills.
- To develop the coping mechanisms.

### **TOPICS:**

- Self Esteem
- Self Concept
- Punctuality
- Sincerity
- Time Management
- Coping with Shyness, Coping with Loneliness.

**PART – IV**  
**NON MAJOR ELECTIVE**  
**STRESS MANAGEMENT**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

UNIT – 1 (06 Hours)

Stress, Definition, Meaning, Causes, Types of Stress, Historical foundations of stress.

UNIT – 2 (06 Hours)

Consequences of stress: Stress Prevention, Stress Reduction, Sources of Stress.

UNIT – 3 (06 Hours)

Coping with Stress: Healthy and Unhealthy way of coping stress.

UNIT – 4 (06 Hours)

Techniques of Stress: Dealing with stressful situation, relaxation techniques.

UNIT – 5 (06 Hours)

Managing Stress: Strategies of managing stress.

**References:**

1. Comprehensive Stress Management, Jerrold S. Greenberg, 1983
2. Introduction to Psychology by Clifford Morgan, McGraw-Hill,

PART – IV

NON MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் - I

CREDITS: 2

TOTAL TEACHING HRS: 30

தமிழ் மொழியில் அடிப்படைக் கூறுகள்

அலகு - 1 எழுத்துகள்

(06 Hours)

முதல் எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து

அலகு - 2 சொற்கள்

(06 Hours)

1. பெயர் சொல்
2. வினைச் சொல்
3. இடைச் சொல்
4. உரிச் சொல்

அலகு - 3 தொடரமைப்பு

(06 Hours)

1. எழுவாய்
2. பயனிலை
3. செயப்படுப் பொருள்

அலகு - 4.(A) பிழை நீக்கம்

(06 Hours)

1. ஒற்றுப் பிழை
2. எழுத்துப் பிழை
3. தொடர் பிழை

அலகு - 4.(B) எண்கள்(Numerals), உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்.

அலகு - 5. அறிமுகம்

(06 Hours)

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

## NSS

### **Requirement for course completion**

**Total Hours: 20**

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 20 hours per semester. If a student LACKS 20 HOURS ATTENDANCE in the First semester, he/she shall have to compensate the same during the subsequent semester.

SEMESTER-II

PART – I - FOUNDATION

TAMIL - II

CREDITS: 4

TOTAL TEACHING HOURS: 60

அலகு : 1

(10 Hours)

தமிழ் இலக்கிய வரலாறு  
அ. சிற்றிலக்கிய வரலாறு  
ஆ. கிறித்துவ இலக்கிய வரலாறு  
இ. இசுலாமிய இலக்கிய வரலாறு  
ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2

(10 Hours)

(சென்னைப் பல்கலைக் கழக வெளியீடு)  
1. நந்திக் கலம்பகம்  
2. முத்தொள்ளாயிரம்  
3. தமிழ் விடு தூது

அலகு : 3

(10 Hours)

(சென்னைப் பல்கலைக் கழக வெளியீடு)  
1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)  
2. முக்கூடல் பள்ளு (நாட்டு வளம்)  
3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5 செய்யுள்கள்)

அலகு : 4

(10 Hours)

(சென்னைப் பல்கலைக் கழக வெளியீடு)  
நளவெண்பா (கலி நீங்கு காண்டம்)

அலகு : 5

(10 Hours)

(சென்னைப் பல்கலைக் கழக வெளியீடு)  
சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 6 மொழிப் பயிற்சி

(10 Hours)

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை  
உம்மைத் தொகை, உருவகம், உவமைத் தொகை,



வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப்  
பண்புத்தொகை  
ஒரு பொருள் குறித்த பல சொற்கள்  
பல பொருள் குறித்த ஒரு சொல்  
அகர வரிசைப்படுத்துதல்  
ஒருமை - பன்மை மயக்கம், பிறமொழிச் சொற்களை நீக்குதல்

### பார்வை நூல்கள் (Reference Book)

அலகு - 1

ஜெயம், அ., சந்திரவேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு,  
ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

அலகு - 2

அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை  
நிலையம், சென்னை, 1993.

முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை  
நிலையம், சென்னை, 1992.

இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை,  
2004.

அலகு - 3

புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம்,  
சென்னை, 1984.

புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை,  
1983

அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம்,  
சென்னை, 2000

அலகு - 4

புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம்,  
சென்னை, 2010.

அலகு - 5

இதரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர்  
பதிப்பகம், சென்னை, 1987

## PART – I - FOUNDATION

### FRENCH - II

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### Objectives

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

#### COURSE PLAN

##### Unit I (12 hours - leçon 8)

5.1	Acheter un billet	- 2 hrs
5.2	Les nombres au-delà de 100	- 1 hr
5.3	Les différents types de places (fumeur, non fumeur, aller-retour)	- 1 hr
5.4	Les adjectifs démonstratifs	- 1 hr
5.5	L'interrogation avec inversion	- 1 hr
5.6	Les vêtements	- 1 hr
5.7	L'entraînement DELF	- 2 hrs
5.8	Compréhension/Production écrite	- 2 hrs
5.9	Épreuves	- 1 hr

##### Unit II (12 hours – leçons 9 et 10 du texte prescrit I)

1.1	Discuter les plats au restaurant	- 2 hrs
1.2	Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays	- 1 hr
1.3	Le passé récent	- 2 hrs
1.5	Les pronoms toniques	- 1 hr
1.6	<i>Il faut</i> + infinitif, Le pronom <i>en</i>	- 1 hr
1.7	Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays	- 2 hrs
1.8	Le futur proche et les adverbes, le <i>il</i> impersonnel, le pronom <i>y</i>	- 2 hrs
1.9	Épreuves et entraînement DELF	- 1 hr

##### Unit III (12 hours – leçon 1 du texte prescrit II)

2.1	Le passé composé	- 3 hrs
2.2	Les pronoms relatifs (qui, que)	- 1 hr
2.3	Québec et son histoire	- 2 hrs
2.4	Parler du passé et de soi	- 2 hrs
2.5	Compréhension/ production écrite	- 1 hr
2.6	Entraînement DELF	- 2 hrs
2.7	Épreuves	- 1 hr

#### **Unit IV (12 hours – leçon 2 du texte prescrit II)**

3.1	Les verbes réfléchis	- 2 hrs
3.2	Les pronoms relatifs (dont, où)	- 2 hrs
3.3	L’impératif négatif	- 1 hr
3.4	Québec et son histoire	- 1 hr
3.5	Parler du passé et de soi	- 2 hrs
3.6	Compréhension/ production écrite	- 1 hr
3.7	Entraînement DELF	- 2 hrs
3.8	Épreuves	- 1 hr

#### **Unit V (12 hours – leçon 3 du texte prescrit II)**

4.1	L’imparfait	- 3 hrs
4.2	La place des pronoms doubles	- 2 hrs
4.3	Décrire les mœurs et les pays	- 1 hr
4.4	La Réunion	- 2 hrs
4.5	Compréhension/ production écrite	- 1 hr
4.6	Entraînement DELF	- 2 hrs
4.7	Épreuves	- 1 hr

Reference book:

#### **Prescribed Textbook**

- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

#### **Syllabus**

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

#### **Recommended Reading :**

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 20011

#### **Websites**

- ü <http://bouche-a-oreille.pagesperso-orange.fr>
- ü [www.franparler.org](http://www.franparler.org)
- ü [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- ü [www.lepointdufle.net/](http://www.lepointdufle.net/)
- ü [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## PART II - FOUNDATION

### ENGLISH - II

CREDITS: 4

TOTAL TEACHING HOURS: 60

#### Unit - I Prose (12 Hours)

1. The Refugee - *K.A. Abbas*
2. The Lion and The Lamb - *Leonard Clark*
3. The Lady or the Tiger? - *Frank R. Stockton*
4. The Sky is the limit - *Kalpna Chawla*

#### Unit - II Poems (12 Hours)

1. The Solitary Reaper - *William Wordsworth*
2. Gift - *Alice Walker*
3. O What is that Sound - *W. H. Auden*
4. Ode to the West Wind - *P.B. Shelly*

#### Unit - III Short Stories (12 Hours)

1. The Fortune-Teller - *Karel Capek*
2. The Postmaster - *Rabindranath Tagore*
3. The Model Millionaire - *Oscar Wilde*
4. The Dying Detective - *Arthur Canon Doyle*

#### Unit - IV One-Act Plays (12 Hours)

1. The Death Trap - *Saki (H.H. Munro)*
2. The Dear Departed: A Comedy in ONE-ACT- *Stanley Houghton*
3. The Sherif's Kitchen - *Ronald Gow*
4. The Anniversary - *Anton Chekkov*

#### Unit - V Communicative Grammar (12 Hours)

Refer to the Text **Panorama** and **Part III** from **Spring Board** by Orient Black Swan Pvt. Ltd

#### Watch Your English

Grammar, Framing Questions, Common Errors, More Grammar, Word Building: Prefixes and Suffixes.

Reference Book: Text - **Panorama English for Communication** by Emerald Publishers Rs.89/-

**PART III – CORE**  
**SOCIAL WORK PROFESSION**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To gain understanding about Social Work as a Profession.
- To provide insight about social work education and practice.

UNIT- 1 (12 Hours)

**Social Work Profession:**

Profession - Meaning, Social Work Profession - Definition and Meaning. Code of Ethics – International Federation of Social Workers (IFSW). Social Worker’s Associations – Professional Social Worker’s Association (PSWA), International Association Of Schools Of Social Work (IASSW), National Association Of Professional Social Workers In India (NAPSWI), National Association Of Social Workers (NASW).

Traits in a Profession: Skill based on Theoretical Knowledge, Provision of Training and Occupation, Test of Competence of Members and Organization, Adherence to a Professional Code of Conduct, Altruistic Service.

UNIT-2 (12 Hours)

**Social Work Education:**

Historical Development of Social Work Education in India. Social Work Methods Introduction – Case Work, Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

UNIT-3 (12 Hours)

**Social Work Practice:**

Scope of Social Work Practice in India, Current Trends and Issues in Social Work Practice.

UNIT-4 (12 hours)

**Field Work and Supervision.**

Recording: Meaning, Types of Recording – Summative Recording, Narrative Recording, Process Recording and Electronic Recording. Importance of Recording.

UNIT-5 (12 hours)

**Human Rights and Social Justice:**

Meaning of Human Rights. Meaning of Social Justice. Role of Professional Social Work in Human Rights and Social Justice.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Armaity S.Desai,	A study of Social Work education in TISS	1994	Bombay Tata Institute of Social Sciences
2.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.
3.	Das gupta, sugatha	Towards a philosophy of social work in India.	1967	Popular book service, New Delhi.
4.	Gangarade	Dimensions of social work in India.	1976	New Delhi, Marwah Publications
5.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad
6.	Nair.T.K.	Social Work education and Social work Practice in India	1981	ASSWI
7.	Sanjay Bhattacharya	Social work- An Integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
8.	Wadra AR-	History and philosophy of social work in India.	1968	Allied publishing, New Delhi.
9.	Watson David (ed)	A code of ethics of Social Work – A second Step	1985	Routledge and Kegan Paul, London.

## **PART III – CORE**

### **FIELD WORK-II**

#### **LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities.

#### **THE TOPICS FOR LAB SESSIONS:**

- Tools for Effective Communication (Street Play, Folk Songs/Music/Dance Etc.)
- Net Working.
- Fund Raising.
- Need Analysis
- Visual Aids Presentations (Models, Charts, PPTs Etc...)
- Public Speaking
- Public Relations

#### **METHOD OF ASSESSMENT:**

- Participation in Lab Sessions
- Presentation and Report Submission

## PART III – ALLIED

### HUMAN GROWTH AND DEVELOPMENT

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop an overall understanding of principles of human growth
- To develop an understanding of the needs, tasks during the various stages of life
- To understand the interaction of development & behavior
- To learn to apply the knowledge of human growth and behavior in social work practice.

#### UNIT-1

**Life Span:** (12 Hours)

Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.

#### UNIT-2

(12 Hours)

##### **Infancy and Babyhood:**

Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Focus on Socialization Agents, Needs, Developmental Tasks and Problems. **Role of Social Worker.**

#### UNIT-3

(12 Hours)

##### **Childhood:**

Early and Late Childhood- Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop-Out. **Role of Social Worker.**

#### UNIT-4

(12 Hours)

##### **Puberty and Adolescence:**

Physical Changes, Emotional, Cognitive and Social Aspects of Development. Cultural Context of Youth: Gender Identities, Education and Career Concerns, Relationship Problems, **Role of Social Worker.**

#### UNIT-5

(12 Hours)

##### **Adulthood & Elderly:**

Adulthood: Early, Middle and Late Adulthood  
Elderly: Physical and Emotional Changes. Problems and **Role of Social Worker.**



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bee,Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 <sup>nd</sup> Edition	1984	Happer & Row Publishers, New York
2.	Hurlock, Elizabeth	*Child development,6 <sup>th</sup> Edition, International Student Edition	1988	McGraw Hill Publishing Co.USA
3.	Hurlock, Elizabeth	*Developmental Psychology - A Life-Span Approach, 5 <sup>th</sup> Ed.	1982	Tata McGraw Hill publishing Co. Ltd.
4.	Munn, L. Norman Fernald, Dodge.C	Introduction to Psychology	1976	Oxford & IBH Publishing Co, New Delhi
5.	Saraswathi, T.S.	Developmental Psychology in India	1975- 1988.	Sage Publications, New Delhi
6.	Dutta, Ranjana,	An Annotated Bibliography	1987	Sage Publications, New Delhi

## **SOFT SKILL II**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

### **OBJECTIVES**

- To sensitize the students in the development of their personal skills
- To prepare the students to develop their coping skills.

### **TOPICS:**

- Motivation and Self Actualization
- Positive Thinking, Critical Thinking
- Study Habits
- Coping With Anger and Verbal Abuse

## PART IV – NON MAJOR ELECTIVE

### SUSTAINABLE TOURISM AND SOCIAL WORK

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop knowledge about tourism
- To understand the various paradigms of tourism
- To sensitize the students in conservation of natural and cultural heritage and diversity

#### UNIT – 1

**Introduction of Tourism:** (03 Hours)

Meaning of tourism, Tourism sites by state and Union territory of India.

#### UNIT – 2

**Factors inhibiting the growth of tourism:** (03 Hours)

Social, Economic, Historical, Religious and Cultural.

#### UNIT – 3

(06 Hours)

**Global Scenario & Role of Social Worker:**

Global Tourism Scenario in the 21<sup>st</sup> Century. **Role of Social Worker in conservation of natural and cultural heritage and diversity.**

#### UNIT – 4

(06 Hours)

**Tourism Paradigms:**

Eco Tourism, Green Tourism, Alternate Tourism, Heritage Tourism, Rural Tourism, Tribal Tourism, Sustainable Tourism, Cultural Tourism, Medical Tourism and Responsible Tourism.

#### Unit – 5

(12 Hours)

**Field Visits:**

Exposure to Eco, Green, Heritage, Rural, Tribal and Cultural tourist places.

#### **References:**

1. Tourism Development Principles and Practices – A.K. Shastri
2. Basics of Tourism – K.K.Kamra, Mohinder Chand
3. Dynamics of Modern Tourism – Ratandeep Singh
4. Tourism Dimensions – S.P. Tewari.

**PART IV – NON MAJOR ELECTIVE**

**BASIC TAMIL -II**  
**அடிப்படைத் தமிழ்ப்பாடம்**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**அலகு - 1 நீதி நூல்கள்**

(10 Hours)

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
  1. அகர முதல ... (1)
  2. செயற்கரிய ... (26)
  3. மனத்துக்கண் ... (34)
  4. கற்க கசடறக் ... (391)
  5. எப்பொருள் யார்யார் ... (423)

(இப்பகுதியில் 15 வினாக்கள் பாடம் தொடர்பாகவும், 5 வினாக்கள் பாடல் வரிகளை எழுதும் வகையில் அமைதல் வேண்டும்).

**அலகு – 2 நீதிக் கதைகள்**

(10 Hours)

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

**அலகு – 3 அறிமுகம்**

(10 Hours)

**அ. தமிழ் இலக்கிய வரலாறு – இலக்கியங்கள், புலவர்கள்**

**ஆ. தமிழக வரலாறு – வரலாற்றுச் சின்னங்கள்,  
சுற்றுலாத்தலங்கள்,**

**அலுவலகப் பெயர்கள்**

**இ. பழமொழிகள்**

**NOTE:**

The mode of conduct of Examination for Part – IV – Basic Tamil (I & II semesters) are as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கிப் பின்னர் 75க்கு மாற்றம் செய்ய வேண்டும். அகமதிப்பீட்டிற்கு உள்ள 25 மதிப்பெண்களுடன் எழுத்துத் தேர்வு மதிப்பெண்ணையும் சேர்த்து 100க்கு மொத்தமாக வழங்கலாம்.

## NSS

### **Requirement for course completion**

**Total Hours: 20**

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 20 hours per semester. If a student LACKS 20 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER –III

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS -I

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand the objectives, values of working with individuals and groups.
- To gain knowledge about the problems of individuals and groups
- To develop the necessary skills to apply the methods of working with individuals and groups

Unit-1

(15Hours)

#### **Social Case Work :**

Definition of Social Case Work. Objectives, Values, Goals of Social Case Work and Historical development of Social Case Work. **Principles of Social Case Work – Acceptance, Individualization, Client Participation, Controlled Emotional Involvement, Confidentiality, Objectivity.**

**Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Relationship.**

Unit-2

(10 Hours)

#### **Skills of Social Case Work:**

Nature and Types of Problems of Individuals. Skills of Social Case Work: – Observation, Listening, Interview, Relationship Building, Communicating with Empathy and Authenticity, Skills in Exploring and Focusing. Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

#### **Group and Social Group Work:**

Definition of Group, Stages of Group Development – Forming, Norming, Performing, Adjourning. Nature and Types of Problems of Group.

Definition of Social Group Work, Objectives, Historical background of Social Group Work, **Principles of Social Group Work – Purposive Program Planning, Guiding Group Interaction, Handling Conflict, Building Team Spirit, Monitoring, Evaluation, Follow Up.** Goals of Social Group Work.

Unit-4

(10 Hours)

#### **Types of Groups:**

Social Groups, Closed and Open Groups, Treatment Group- Educational , Growth, Remedial and Socialization. Task Groups - Committees, Councils, Teams. Therapeutic Groups- T-Groups and Group Counseling.

**Skill and Techniques of Working with Groups:**

**Skills in Identifying Potential Groups, Skills in Forming Groups, Skills in Strengthening Groups, Facilitations and Leadership.**

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview,	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work relationship	1957	London, George, Allen and Unwin
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work – Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice Hall, Inc.
7.	Toseland, R.W Rivas, R,F	An Introduction to group work practice.	1984	Macmillan Publication Co, New York
8.	Sanjay Bhattacharya	<b>Major Text Book:</b> Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.

**PART III – CORE**  
**SOCIAL WORK PRACTICE WITH COMMUNITIES -I**

**CREDITS – 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study about the community.
- To develop an understanding about leadership.
- To gain knowledge about Community Organization

Unit- 1 (15 Hours)

**Community:**

Concept of Community, Definition, and Community as a System, Sub- Systems of the Community, Types and Characteristics of Communities: Rural, Urban and Tribal. Problems Related to the Communities.

Unit-2 (10 Hours)

**Community Power:**

Definition and Meaning of Power. Concept of Community Power, Types of Community Power. Power Structure of India: Social, Economical, Political and Judicial.

Unit- 3 (10 Hours)

**Community Leadership:**

Definition, Meaning, Types of Leadership, Functions, and Qualities of a Good Leader.

Unit-4 (10 Hours)

**Community Organization:**

Definition, Historical Development, Principles of Community Organization – Specific Objectives, Planning, People Participation, Inter Group Approach, Flexible Organization, Democratic Functioning, Optimum Utilizations of Indigenous Resources, Cultural Orientations.

Unit- 5 (15 Hours)

**Community Organization Process:**

Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow Up, PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Ross, Murray, G.	Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	*Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.
12	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi

## PART III – CORE

### FIELDS OF SOCIAL WORK

**CREDIT: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To develop an understanding on the different fields of Social Work and the services available in the respective fields.
- To develop an ability to apply the principles of Social Work and Intervention Process in various fields of Social Work.

UNIT – 1

(12 Hours)

#### **History of Fields of Social Work**

General Overview: Historical Evolution of the **Different Fields of Social Work in the Indian Context.**

UNIT – 2

(12 Hours)

#### **Medical and Psychiatric Social Work:**

Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues, Common Mental Disorders. Scope of Medical and Psychiatric Social Work. **Role of Social Worker in Medical and Psychiatric Setting.**

UNIT – 3

(12 Hours)

#### **Family and Child Welfare:**

Meaning Of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. **Role of Social Worker.**

UNIT – 4

(12 Hours)

#### **Rural and Urban Community Development:**

Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. **Role of Social Worker.**

UNIT – 5

(12 Hours)

#### **Criminology and Correctional Administration:**

Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2000. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. **Role of Social Worker.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Antony A. Vars	Social Work competences	1996	Saji Publication, New York
2.	Fink A.E,	The Field of Social Work,	1942	Henry Holt and Co., New York
3.	Nordshog, J.E	Analyzing Social Problems	1992	The Dryden Press, New York
4.	Misra, P.D .	Social Work Philosophy	1994	Inter-India Publications, New Delhi
5.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
6.	Verma. R.K, Gopal Varma.	Research Methodology	2004	Common Wealth Publications

**PART III – CORE**  
**FIELD WORK – III**  
**OBSERVATION VISITS**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To provide exposure to various NGOs and Government Organizations.
- To acquire skills of observation and develop a spirit of inquiry.
- To develop an appreciation of the significances of social work intervention in various institutions.

**Visits to the Institutions working for:**

- Children
- Women
- Elderly
- Differently Abled
- Bonded Labour
- Human Trafficking
- Migrant Issues
- Refugees
- Health
- Environment

**Method of Assessment:**

- Group Conference / Interaction.
- Report Submission of every visit.

## PART III – ALLIED

### ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### OBJECTIVES:

- To gain knowledge on economics and politics for social work.
- To understand the Indian political and economic system.
- To study the Political & Economic processes in the context of development / underdevelopment in India.

UNIT-1 (12 Hours)

#### **Introduction:**

Introduction to Economics and Politics as a discipline, relationship between Economics, Politics and Social Work.

UNIT-2 (12 Hours)

#### **Economic concepts for social work:**

Poverty, Unemployment, Rural and Urban Economy, Rural and Urban Gaps, Urbanization and Industrialization as Economic Processes. Concept of Development, Under Development, Economic Growth.

UNIT-3 (12 Hours)

#### **Indian Economic system:**

Types of Economic Systems: Capitalist, Socialist and Mixed Economy.

UNIT-4 (12 Hours)

#### **Political System:**

Definition, Types of Political Systems based on power and authority.

UNIT-5 (12 Hours)

#### **Problems in the Economic and Political situation of India**

Overview of problems in the economic situation of India: Inflation, Poor educational standards, Poor Infrastructure, Balance of Payments deterioration, Private debt Inequality, Budget deficit, Rigid Labour Laws, Inefficient agriculture, Slowdown in growth.

Overview of problems in the political system of India: Executive, Judiciary, Legislature. Analysis of government policies: five year and annual plans and Union Budget.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	R.C.Agarwal	Constitutional development & National Movement of India	1998	Vikas Publication New Delhi
2.	Bhatnagar. S	Political theory : An Introduction	1985	Meerut,Meenaksh, Prakashan
3.	Eddy Asirvatham, K.K.Misra	Political Theory	2000	Chand & company Ltd. New Delhi
4.	Harris Peter B	Foundations of political science	1996	Hutchinson of London
5.	Samuelson P.A	Economics: An Introductory Analysis	1961	McGraw - Hill

## PART IV – EXTRA DISCIPLINARY

### DISABILITY

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To sensitize the students about Disability.
- To realize the responsibilities towards persons with disabilities.

**UNIT – 1** (06 Hours)

**Disability: Meaning, Types of Disability.**

**UNIT – 2** (06 Hours)

Causes for Disability: Visual, Hearing, Locomotor and Others.

**UNIT – 3** (06 Hours)

**Issues of Disability: Physical, Social, Psychological and Economical.**

**UNIT – 4** (06 Hours)

**Models: Social Model, Economic Model, Empowering Model, Market Model.**

**UNIT – 5** (06 Hours)

**Government Policies and legislations. Non Government Organisations and their Programmes.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Baquer, Ali; and Sharma, Anjali	Disability: Challenge Vs Response	1997	Concerned Action Now
2.	Ministry of Law, Justice & Company Affairs	The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995	1996	The gazette of India.
3.	National Sample Survey Organisation	A report on disabled persons,	1994	Department of Statistics, New Delhi.
4.	Pandey , R.S and Advani, Lal	Perspective is Disability and Rehabilitation,	1995	Vikas Publishing House, New Delhi.
5.	World Health Organisation	International Classification of Impairments, Disabilities, and Handicaps	1980	Geneva : World Health Organization.



### **SOFT SKILL- III**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop their personal skills
- To enable the students to develop their coping skills

#### **TOPICS:**

- Conflicts
- Problem solving
- Decision Making

## EXTENSION ACTIVITY

**CREDITS: 1**

**TOTAL TEACHING HRS: 15**

- An extension activity is an activity that extends the learning through various exposures to different fields. To make the students to be socially responsible.
- To collaborate with government organization and non- government organization to bring the inclusive development of the community.
- Each student will put in 15 hrs (1 Credit), which will be mandatory for course completion.

### OBJECTIVES:

- To make the students to become socially responsible citizens.
- To achieve professional excellence.
- To sensitize people issues and to bring changes.

## NSS

### **Requirement for course completion**

**Total Hours: 20**

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 20 hours per semester. If a student LACKS 20 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II

**CREDITS-4**

**TOTAL TEACHING HRS-60**

#### **OBJECTIVES:**

To understand the significance of the methods and their uses.

To develop professional attitude and behavior

UNIT-1 (15 Hours)

#### **Case work process:**

Individual helping process (case work process): Intake, Study, diagnosis, treatment/intervention, evaluation, termination and follow up.

UNIT-2 (10 Hours)

#### **Intervention of Individuals:**

Enhancing client's problem-solving skills, assertiveness and stress management- modifying environment, developing resources and planning- enhancing family relationship.

UNIT-3 (15 Hours)

#### **Group work process:**

Group helping process (group work process): Planning phase- selection of members, orienting the members, environment preparation. Beginning phase- preparing for group work, first meetings- interviewing, rules for group work meetings, goal setting, motivation, Assessment of communication and interaction. Middle phase: Intervening with group members, problem solving, dealing with difficult members. Ending phase: Evaluations, termination, follow up.

UNIT-4 (10 Hours)

#### **Recording:**

Meaning, types – Process recording, Summative recording, Verbatim and Non verbatim recording, uses of recording, importance of recording for individuals and groups.

UNIT-5 (10 Hours)

#### **Role of case worker and group worker in various settings:**

School, Hospital, Community and Correctional setting.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Benjamin A	The helping interview	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work Relationship	1957	George, Allen and Unwin, London
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker,Harleigh B	Social group work Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice hall,Inc.
7.	Toseland,R.W, Rivas, R,F	An introduction to group work practice.	1984	Macmillan publication Co. New York
8.	Kemp, C.G	Perspectives on the group process.	1970	Houghton
9	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.

## PART III – CORE

### SOCIAL WORK PRACTICE WITH COMMUNITIES –II

**CREDITS-4**  
**60**

**TOTAL TEACHING HRS-**

#### **OBJECTIVES:**

To understand the approaches and models of Community Organization and Social Action.

To develop ability to utilize appropriate approaches and skills to work with communities.

UNIT-1 (05 Hours)

#### **Community organization & approaches:**

Specific content, general content, process content, participatory approaches. Models: Rothman's model.

UNIT- 2 (20 Hours)

#### **Social Action:**

Meaning, Principles of Social Action – Principle of Credibility, Principle of Legitimization, Principle of Dramatization, Principle of Dual Approach, Principle of Multiple Strategies, Principle of Manifold Programme, Strategies – Campaign/Promotional Strategy, Collaborative Strategy, Advocacy Strategy, Negotiate Strategy, Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organization Strategy, Economic Organization Strategy, Conflict management Strategy, Situation Modification Strategy. Approaches: Paulo Freire, Saul Alinsky.

UNIT-3 (15 Hours)

#### **Community Organization in different settings:**

Health, Family and Child Welfare, Women, Marginalized groups like SC/STs. Role of Community Organizer.

UNIT-4 (10 Hours)

#### **Skills in Community Organization:**

Conceptual understanding, Communication, Organizing, Mobilizing Resources, Negotiating, Liasoning, Advocacy, Participatory Skills, Documenting Community Processes and Situations.

UNIT-5 (10 Hours)

#### **NGOs and CBOs in Community Organization:**

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	*Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	*Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.
12	Christopher A.J., Thomas William. A	*Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi

## PART III – CORE

### SOCIAL DEVELOPMENT AND SOCIAL WORK

**CREDITS: 4**  
**60**

**TOTAL TEACHING HRS:**

#### **OBJECTIVES:**

To understand the concept of development and development issues in India.

To learn developmental organizations in India.

To understand the role of legislation in relation to development.

UNIT - 1 (10 Hours)

#### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT - 2 (12 Hours)

#### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3 (15 Hours)

#### **Developmental Organizations, Policies and Programmes:**

Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

Non – Governmental Organizations: Oxfam, World Vision, Amnesty International and Myrada.

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

Five Year Plans and NITI Aayog (National Institution for Transforming India)

UNIT – 4 (12 Hours)

#### **Sustainable Development Goals:**

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions Partnerships for the Goals.



UNIT-5

(11Hours

)

**Social Legislations:**

The Dowry Prohibition Act 1961, Child Labour (Prohibition and Regulation) Act 1986, Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, National Food Security Act, 2013,

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Agarwal A.N	Indian economy: Nature, Problem and Progress	1975	Vikas Niraj prakash, New Delhi
2.		Census of India	2000	Government of India
3.	Dandekar V.M.	Indian economy	1999	Sage Publications
4.	Dutt & Sundaram	Indian Economy	2001	S.Chand Publishing
5.	Ghosh, B.N.	Political economy new colonialism for third World countries	1985	Sterling Publishers
6.	Kumar B	Planning poverty and economic Development	1984	Deep & Deep Publications
7.	Michel Todaro	Economic development	2000	Addison Wesley
9.	Thirwall A.P	Growth and Development and special reference to developing countries.	2003	Palgrave Macmillan: London

**PART III – CORE**  
**FIELD WORK- IV**  
**PROJECT FIELD WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study the various problems of the community
- To plan and execute appropriate programmes
- To develop documentation and presentation skills.

**TOPICS RELATED TO:**

- Children
- Women
- Elderly
- Environment

**METHOD OF ASSESSMENT:**

Assessment will be on the student's contribution towards the problem identification, analysis and Programme execution. Their personal skills will be taken into account for assessment.

## PART III – ALLIED

### HUMAN BEHAVIOUR

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES:

- To understand basic concepts of human behavior and relevance to social work practice.
- To gain knowledge on psychological base of human behavior.

UNIT-1 (12 Hours)

#### **Psychology**

Meaning, Concepts, History, Fields and **Methods of Study of Human Behavior.**

UNIT-2 (12 Hours)

#### **Sensation and Perception**

Meaning, Perceptual Process, Factors in Perception and Perceptual Selectivity.

UNIT-3 (12 Hours)

#### **Learning, Memory and Intelligence**

Meaning, Process, Theories of Learning: Classical Conditioning and Operant Conditioning. Types of Learning: Verbal Learning, Motor Learning, Concept Learning, Problem Solving, Serial Learning, Paired associate learning.

Memory: Meaning, Process: Registration, Retention and Recall.

Intelligence: Meaning, Level of Intelligence. Theories of Intelligence: Unitary Theory, Multifactor Theory, Spearman's two factor theory & Vernon's Hierarchical Theory.

UNIT-4 (12 Hours)

#### **Motivation, Motives and Emotions**

Meaning, Theories: Freud's Instinctive theory & Abraham Maslow's theory of Hierarchical needs.

Motives: Meaning. Types of Motives: Primary Motive, Secondary Motive.

Emotions: Nature and Characteristics, Emotional Expressions, Adaptive and Disruptive Qualities of Emotions

UNIT-5 (12 Hours)

#### **Personality, Attitude and Adjustment**

Definition, Theories of personality: Psychoanalytic theory & Eysenck's theory.

Attitude: Meaning, Attitude formation, Attitude change, Stereo types and prejudices.

Adjustment: Meaning of adjustment and mal adjustment. Defense mechanism: Meaning. Types: Regression, Repression, Reaction Formation, Displacement, Sublimation, Denial, Projection, Rationalization.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 <sup>rd</sup> edition	1991	Houghton Muffin company, Boston.
3.	Feldaman	Introduction to general Psychology	1990	McGraw-Hill Company
4.	Morgan, Clifford, T	Introduction to Psychology	1986	McGraw-Hill Book Company- New York
5.	Munn L. Norman	Introduction to Psychology	1975	Oxford & IBH Publication
6.	Saraswathi T.S	Developmental Psychology in India	1975	Sage Publications
7.	Sherif & Sherif	Social Psychology	1969	Harper & Row Publishers

## PART IV – EXTRA DISCIPLINARY

### ENVIRONMENTAL STUDIES

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**Unit 1:**

**Multidisciplinary nature of environmental studies** (3 Hours)

Definition, scope and importance, Need for Public awareness.

**Unit 2:**

**Natural Resources: Renewable and non-renewable resources:** (4 Hours)

Natural resources and associated problems.

a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.

f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- **Role of an individual in conservation of natural resources.**
- Equitable use of resources for sustainable lifestyles.

**Unit 3:**

(3 Hours)

**Ecosystems**

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem :-
  - a. Forest ecosystem
  - b. Grassland ecosystem

- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Unit 4:** (4 Hours)

**Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- **Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.**

**Unit 5:** (4 Hours)

**Environmental Pollution**

**Definition**

- **Cause, effects and control measures of:-**

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

- Solid waste Management : Causes, effects and control measures of urban and industrial wastes.
- **Role of an individual in prevention of pollution.**
- Pollution case studies.
- Disaster management : floods, earthquake, cyclone and landslides

**Unit 6:** (4 Hours)

**Social Issues and the Environment**

- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case Studies
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- **Water (Prevention and control of Pollution) Act**
- **Wildlife Protection Act**
- **Forest Conservation Act**

- Issues involved in enforcement of environmental legislation.
- Public awareness.

**Unit 7:**

(4 Hours)

**Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.
- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies.

**Unit 8:**

(4 Hours)

**Field work**

- Visit to a local area to document environmental assets river/ forest / grassland / hill / mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)

**Reference:**

Textbook of Environmental Studies for Under Graduate Courses by Erach Bharucha for University Grants Commission

**SOFT SKILL – IV**  
**COMPUTER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVE:**

- To improve the skills of students through technology related to Social Work Profession

**TOPICS**

- MS Office Pack: MS Word, Excel, Power Point Presentation
- Photoshop
- Prezi (Presentation)
- Introduction to SPSS



**NSS**

**CREDITS: 1**

**TOTAL HRS: 20**

**Cumulative Hours (I to IV Semesters): 80**

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 80 hours till fourth semester. Students those who complete minimum attendance of 80 hours and more in Two Years will get ONE CREDIT during the IV Semester.

## SEMESTER-V

### PART III – CORE

#### COMMUNICATION FOR SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand theoretical models of communication
- To increase knowledge on various communication methods and their use in the process of social change
- Acquire ability to use communication skills in the practice of social work methods.

#### UNIT-1

(10 Hours)

##### **Communication:**

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous

#### UNIT-2

(10 Hours)

##### **Communication skills:**

Verbal, Written and Visual communication

#### UNIT-3

(15 Hours)

##### **Media:**

Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, The Phenomenon of Audio-Visual Culture And Mass Culture, Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices.

#### UNIT-4

(15 Hours)

##### **Use of Audio & Visual Aids:**

Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Photo Language, Lettering, Simple Drawing and Cartoons. Projects Aids: Slides, OHP and Film Strips. Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.

Use of Other Methods: Drama, Role-Play, Panel Discussions, Group Discussions, Seminar, Conferences, Demonstration, Exhibition, Public Meetings, Public Speaking, Print Media, Press and Advertising.

#### UNIT-5

(10 Hours)

##### **Communication Media and Ethics:**

Communication and media in India, their scope, and limitations, utilizing media to deal with basic problems of India, utilization of internet and Social Media, communication for social change, social action, and social development.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Harry Shefter	How To Prepare Talks And Oral Reports.	1963	Pocket Publication, South Glamorgan
2.	Joseph Kivlin et all	Communication in India: experiments in Introducing Change.	1968	National Institute of Community Development: India
3.	Kaul, H.K	The Craft of Writing	1978	New Delhi: Arnold- Heinemann.
4.	Murphy	Mass Communication and Human Interaction	1977	Hardcover Publications
5.	Narasimma Reddyc.V	How to Be A Good PRO	1974	Sharada Publications, Hyderabad.
6.	Sam Black	Practical Public Relations	1966	Pitman Publishing, London

## PART III – CORE

### SOCIAL WORK RESEARCH AND STATISTICS

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- Develop an understanding of the nature, purpose and importance of social work research.
- Develop competence to conceptualize and a problem analyses and assess social problems and social needs at the micro level.
- Acquire skills in conducting research by developing ability
  - To prepare appropriate tools
  - To collect, Analyze and interpret data through appropriate tables.

UNIT – 1

(10 Hours)

#### **Introduction to Social Work Research:**

Definition of Research, Social Work Research and Importance of Social Work Research. Identifying and Formulating a Problem Relevant To Social Work.

Raising Research Questions and Deriving Objectives. Clarification of Concepts, Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

UNIT – 2

(15 Hours)

#### **Types of Research & Sampling:**

Quantitative & Qualitative. Research Design: Introduction to Research Designs –, Methods and Functions. Types of Designs – Explorative, Descriptive, Diagnostic and Experimental.

Sampling: Meaning, Types: Probability - Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, Cluster Sampling. Non - Probability - Convenience Sampling, Snow Ball Sampling, Volunteer, Purposive Sampling and Quota Sampling.

UNIT – 3

(10 Hours)

#### **Sources of Data:**

Primary and Secondary, Tools of Data Collection – Observation, Interview, Questionnaire, Focused Group Discussion, Life History and Case Study.

UNIT – 4

(10 Hours)

#### **Data Processing:**

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation.

UNIT – 5

(15 Hours)

#### **Data Analysis:**

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Simple Mean, Median and Mode. Interpretation of tables. Guidelines for Dissertation:

Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, Bibliography, Annexure.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Antony Joseph	Methodology for Research	1986	Theological Publications in India, Bangalore
2.	Bajpai	Methods of Social Survey and Research	1992	Kanpur, Kilah Ghar
3.	Gupta	Statistical Methods,	1985	Sultan Chand and Sons New Delhi
4.	Hans Raj	Theory and Practice in Social Research	1992	Surjeet Publications, New Delhi
5.	Hubert M.Blalock Jr	An introduction to Social Research	1970	New Jersey, Prentice Hall

## PART III – CORE

### SOCIAL WORK IN HEALTH CARE

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### OBJECTIVES OF THE COURSE:

To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.

To gain knowledge about various Diseases, Prevention and Treatment.

To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

#### **Introduction to Health:**

Definition of Health, Health Concepts. Hygiene, Illness, Disease. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants: Human Biology, Environment, Ways of Living, Economic Status and Health Services. Philosophy of Health. Indicators of Health: Comprehensive Indicators - Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators - Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services and Activities.

UNIT – 2

(10 Hours)

#### **Factors Affecting Health: Personal Hygiene**

Personal Hygiene - Problems Associated with Lack Of Personal Hygiene - Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene. Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

UNIT – 3

(15 Hours)

#### **Factors Affecting Health: Diseases**

Diseases, Clinical Aspects of Major Communicable Diseases – Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases. Clinical Aspects of Major Non – Communicable Diseases – Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

UNIT – 4

(15 Hours)

#### **Factors Affecting Health**

Nutrition, Malnutrition, Clinical Aspects of Deficiency Diseases. Role of Social Worker in nutrition care. Factors Affecting Health – Environment - Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection. Definition of Mental Health, Mental Illness and Mental Retardation, Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

UNIT – 5

(05 Hours)

#### **Factors contributing to Health:**

Indigenous Methods - Ayurveda, Yoga, Unani, Siddha, Homeopathy (AYUSH). Naturopathy, Relaxation Therapy, Meditation, Exercise.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Abraham Verghese	Introduction to Psychiatry	1996	BI Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
5.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar: Anand Publishing

## **PART III – CORE**

### **FIELD WORK- V**

#### **RURAL CAMP**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To expose the students to rural life and living
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

#### **ASSESSMENT:**

- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.



## PART III – ALLIED

### SOCIAL WORK WITH SENIOR CITIZENS

CREDITS: 4

TOTAL TEACHING HRS: 60

#### OBJECTIVES:

- To understand the problems of Senior Citizens in India.
- To acquire knowledge about the services for Senior Citizens.
- To study the legal provisions for the Senior Citizens.

UNIT – 1

(12 Hour)

#### Definition of Senior Citizen:

Definition, Meaning - Social, Cultural and Medical. Aging, Concept of Geriatrics, Gerontology, Geriatric Social Work, Gerontological Social Work.

UNIT – 2

(15 Hours)

#### Physical and Social Changes:

Physical Changes: Change of Physical Characteristics like Vision, Bones and Muscles. Common Illness: Urinary Incontinence, Respiratory disorders, Cardiac disorders, Diabetes, Arthritis and Parkinson's disease, Dementia, Alzheimer's disease  
– Causes, Symptoms and Management

Social Changes: Changing roles and functions in the family and society. Alienation from the mainstream of society, Elder abuse, Empty Nest Syndrome.

UNIT – 3

(12 Hours)

#### Economic and Psychological Changes:

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

UNIT – 4

(9 Hours)

Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens. Role of Geriatric Social Worker.

UNIT – 5

(12 Hours)

#### Governmental and Non – Governmental Services:

Day Care Centers, Special Holiday Camps, Outings, Pre – Retirement Counseling, Counseling for this Stage of Life, Counseling to Family Members for understanding the Aged and Living with them. Mobile Health Services, Meals – on – Wheels, Recreation Centers, Senior Citizen's Clubs, Self Employment Schemes, Open University Scheme, Adult Education, Creation Of Employment Opportunities And Voluntary Work for the Senior Citizens in the Existing Structure of Society, Involvement of the Senior Citizens in Initiating and Management of their Services. Community Education of Senior Citizens, Help Age India, Help line–1800-180-1253.

Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Binstock, R.H and Shahas, E	Handbook of aging and the Social Sciences	1976	Van Nostrand Reinhold Company, New York
2.	Borgatta, E.F and McCluskey N.G	Aging and Society: Current Research and policy perspectives	1980	Beverly Hills/ London – Sage Publications
3.	Desal, K.G	Aging in India	1982	TISS Series 52
4.	Lowy, Louis	Social work with the aging – The Challenge and Promise of later years.	1979	Harper and Row, New York
5.	Marshall, Mary	Social Work with Old People	1983	The Macmilan Press.Ltd., London

## PART IV – EXTRA DISCIPLINARY

### VALUE EDUCATION

**CREDIT: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVE:**

Values are socially accepted norms to evaluate objects, persons, and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT- 1

(6 Hours)

#### **Introduction to Value Education:**

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level- Duties and responsibilities.

UNIT- 2

(6 Hours)

#### **Salient values for life:**

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills- Interpersonal and Intra personal relationship – Team work – Positive and creative thinking

UNIT- 3

(6 Hours)

#### **Human Rights:**

Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT- 4

(6 Hours)

#### **Environment and Ecological balance:**

Interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT- 5

(6 Hours)

#### **Social Evils:**

Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women- How to tackle them

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	M.G.Chitakra	Education and Human Values	2003	A.P.H.Publishing Corporation, New Delhi
2.	Chakravarthy, S.K.	2Values and ethics for Organizations: Theory and Practice	1999	Oxford University Press, New Delhi
3.	Satchidananda, M.K	Ethics, Education, Indian Unity and Culture	1991	Ajantha Publications, Delhi
4.	Das, M.S. & Gupta, V.K	Social Values among Young adults: A changing Scenario	1995	M.D. Publications, New Delhi
5.	Bandiste, D.D	Humanist Values: A Source Book	1999	B.R. Publishing Corporation, Delhi
6.	Ruhela, S.P	Human Values and education	1986	Sterling Publications, New Delhi
7.	Kaul, G.N	Values and Education in Independent Indian	1975	Associated Publishers, Mumbai
8.	NCERT	Education in Values	1992	New Delhi

## **SOFT SKILL- V**

**CREDIT: 2**

**TOTAL TEACHING HRS: 30**

### **OBJECTIVES:**

- To understand the ways and means of team building
- To take on the leadership role where ever it is necessary with courage and confidence.

### **TOPICS:**

- Leadership
- Team work
- Goal setting
- Personality development

## SEMESTER-VI

### PART III - CORE

#### SOCIAL WELFARE ADMINISTRATION

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES

- To understand the administration process in the organization.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- To study legislations related to Social Welfare Administration.

#### UNIT-1

(15 Hours)

##### **Evolution of Social Welfare Administration:**

Evolution of Social Welfare Administration, Concepts, Public Administration, Social Service, Social Welfare Services, Philosophies of Social Welfare and Social Development, Principles and Values of Social Welfare Administration.

#### UNIT-2

(15 Hours)

##### **Agency Administration:**

Administration in Voluntary Organization, Constitution and Bye Laws, Boards and Committees, Organization as a System, Structure, Functions of Central Social Welfare Board, State Social Welfare Board, Directorate of Social Welfare, Social Defense.

#### Unit – 3

(15 Hours)

##### **Elements of Administration:**

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation.

Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

#### UNIT-4

(15 Hours)

##### **Laws Related to NGO:**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912

#### UNIT-5

(05 Hours)

##### **Role of Social Worker:**

Role of Social Worker in Social Welfare Administration

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Chaturvedi, T.N. and Chandran	Social administration development and change	1977	Sage Publications, New.Delhi
2.	Danis,Kathi,	Human behavior at work,	1977	Mcgraw Hill New Delhi
3.	Lalitha ,N.V	Status of voluntary effort in social welfare	1982	NIPCCD, New Delhi
4.	Man Mohan Prasa	Management concepts and practice	2008	Himalaya Publishing House.
5.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
6.	S.L Goel and R.K.Jain	Social welfare administration	2002	Deep & Deep Publications
7.	Ramesthiwari Devi, Rani Prakash	Social Work and Social welfare Administration	2001	Jaipur: Mangal deep Publications.

## PART III - CORE

### WOMEN DEVELOPMENT - ISSUES AND CONCERNS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand the perspectives of women development in Indian society.
- To develop a capacity to examine the social systems that affect women.
- To study the status of women empowerment in India.

UNIT-1 (10 Hours)

**Introduction to Women Development:**

Women Development – Status of Women in different periods. Indicators of Women's Development

UNIT- 2 (10 Hours)

**Concept of Patriarchy:**

Concept of Patriarchy, Impact of Patriarchy on Women in the Family, in Education and in Employment.

UNIT-3 (10 Hours)

**Issues and Concerns:**

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Female Headed Households, Feminization of Poverty, Role Of Media.

UNIT- 4 (20 Hours)

**Legislation Related To Women:**

Legal Rights of Women With Reference To Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls. Girl Child Rights, Domestic Violence Act (2005), Sexual Harassment of Women at Workplace Act, 2013, Vishaka Guidelines.

UNIT-5 (10 Hours)

**Concept of Empowerment:**

Policy for the empowerment of Women (2001), Government Programmes for Women. Coping Abilities of Indian Women.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Mira Seth	Women and Development	2001	Sage Publication
4.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
5.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication
6.	Savitha Singh	Empowerment of Women	2001	
7.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books

## **PART III - CORE**

### **RESEARCH**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To equip the students to involve in project activity.
- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.

#### **Chapter I - Introduction**

- General view about your research problem
- National and International issues related to the research problem
- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

#### **Chapter II - Review of literature**

- Research studies
- Journals
- Articles
- Books
- In Chronological order and reviews form 1990's

#### **Chapter III - Research Methodology**

- Title of the study
- Operational definition
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)

- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 10 samples)
- Limitations of the study
- Chapterisation

#### **Chapter IV - Data Analysis and Interpretation**

#### **Chapter V - Findings, Suggestions and Conclusion**

#### **Bibliography: APA Format – 6<sup>th</sup> Edition**

**Books:** Author A.A. ,(Year) . Title of Work. Location: Publisher.

**Journals, Magazines, Newspapers:** Author A. A., Author B.B. , Author C.C. , (Year). Title of article. Title of journal, Volume No. Page No.

**Online Resources:** Author, A.A., (Year). Title of work. Retrieved from web address

#### **Appendix**

### **RESEARCH GUIDELINES**

- 1.Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
- 2.Profile of the study organization has to be given briefly not exceeding five pages.
- 3.Minimum 15 reviews have to be given in the review of literature.It should contain only the abstract of previous studies related to the research topic.
- 4.Should be typed in “ TIMES NEW ROMAN” font,Size 12.
- 5.Should be typed in one side of the sheet.
- 6.Project should be hard bound and the cover should be in uniform colour

### **RESEARCH FORMAT**

Title Page

Acknowledgement

Certificate

Declaration

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Chapters

**PART III - CORE**  
**FIELD WORK – VI**  
**CONCURRENT FIELD WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To provide an opportunity to learn the skills of primary methods of Social Work (Case Work, Group Work, Community Organization).
- To inculcate professional growth and development.

**TASKS:**

- To study the profile of the agency.
- To involve in activities of the agency.
- Case Work - 1
- Group Work - 1
- Community Organization Programme - 1

**METHOD OF ASSESSMENT:**

- Individual conference
- Report submission

## PART – III ALLIED

### HUMAN RIGHTS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand Human Rights and Social Justice.
- To know the Role of Social Work in Relation to Human Rights.

UNIT- 1 (15 Hours)

#### **Concept of Human Rights and Classification of Human Rights:**

Human Rights and Social Justice Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic, Political Structures of Indian Society. Globalization and Its Impact on Human Rights.

UNIT-2 (10 Hours)

#### **Human Rights Concern**

Human Rights Concern- The U.N.Declaration of Human Rights.

UNIT-3 (10 Hours)

#### **Fundamental Duties and Rights**

Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy, Law and Social Justice in India - A Critical Assessment.

UNIT- 4 (10 Hours)

#### **Human Rights and Vulnerable Groups:**

Human Rights with Specific Reference to Women, Children, Dalit and Tribes.

UNIT- 5 (15 Hours)

#### **Role of social work in relation to human rights:**

Mechanism of Securing Social Justice- PIL-Public Interest Litigation, Legal-Aid, Lok Adalat, Role of Advocacy, Role of Social Action.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Agarwal, H.O	International Law and Human Rights,	2002	Central law Publications
2.	Alok Chakravati	Protecting Human rights	2003	Reference Press
3.	Bajwa G.S	Human rights in India	1995	Anmol Publishers
4.	Gupta, D.N	Human Rights Acts, Statutes and Constitutional	2003	Kalpaz Publications
5.	Jayashre P.M	Dalit human Rights Violation Vol.1	2000	National Campaign
6.	Khanna, H.R	The Judicial System	1980	11 P.A, New Delhi
7.	Ramphal	Perspectives in human rights	2001	Rajat publications
8.	Syed,M. H	Human rights The New Era	2003	Kilaso books

## **PART IV – EXTRADISCIPLINARY**

### **INTRODUCTION TO WORKFORCE DEVELOPMENT**

**CREDITS: 1**

**TOTAL TEACHING HRS: 15**

#### **OBJECTIVES:**

- To enrich the students' Knowledge on Workforce Development.
- To facilitate the students in practical knowledge and training on Workforce.
- To equip the students on the knowledge of social legislations.

#### **UNIT – 1**

(4 Hours)

##### **WORKFORCE MANAGEMENT:**

Workforce Management: Definition, Importance. Talent acquisition: Meaning & Process: Job analysis, Recruitment, Selection, and Induction. Training and Development: Concept, Importance, Types & Methods. Performance Management: Meaning & Process: Performance appraisal and Job Evaluation. Organizational Behaviour: Meaning, Definition & Importance. Workplace counselling: Meaning & Importance.

#### **UNIT – 2**

(4 Hours)

##### **SOCIAL LEGISLATIONS PERTAINING TO INDIAN WORKFORCE:**

Social Legislation : Definition, Concept, Importance ,Factories Act 1948 ,Industrial Disputes Act 1947, Payment of Bonus Act 1965, Payment of Gratuity Act 1972, Workmen's Compensation Act 1923 ,The Trade Unions Act 1926 ,Shops and Establishment Act 1954, Minimum wages Act 1948, Employees State Insurance Act 1948, Payment of wages Act 1936, Employees Provident Fund and Miscellaneous Provisions Act 1952.

#### **UNIT – 3**

(7 Hours)

##### **IMAGES OF LABOUR IN MEDIA:**

Students review some of the most powerful media on worker and labour themes. The course facilitates to discuss the Workforce depicted in the Broadcast and print media by engaging with detailed readings; engage the debates raised in the films about labour organizing methods and strike strategies; reflect on issues of gender, caste, class and labour-management relations raised in the Broadcast and print media; analyze how effectively the media in general portray workers and unions. Students will be encouraged to make a 20 minute documentary video on workforce problems.

##### **FIELD WORK /INDUSTRIAL VISIT:**

Understanding workplace settings by interviewing employees/HR professionals, organising an event for an organization

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	K.Aswhathappa	Human Resource Management, 8th Edition	2011	Tata Mc Graw – Hill Publishing Company Limited, Delhi
2.	V.S.P.Rao	Human Resource Management, 2nd Edition	2005	Excel Books Publisher.
3.	K.Aswhathappa	Organizational Behaviour	2011	Himalaya Publishing House.
4.	Michael Reddy	The Managers Guide to Counselling at Work	1987	Universities Press (India) Limited.
5.	K.Shanmuga Velayutham	Social Legislation and Social Change	1988	Vazgha Valamudan
6.	B.D.Singh	Industrial Relations and Labour Laws	2008	Excel Books



## **SOFT SKILL – VI**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

### **OBJECTIVES:**

- To prepare a student to develop good employability skills.
- To build better working environment.

### **TOPICS:**

- Preparation for Interview/ Group discussions.
- Resume preparation
- Career Guidance
- Work Environment

## **STUDY TOUR**

**REQUIRED FOR COURSE COMPLETION**

**NO.OF DAYS: 5**

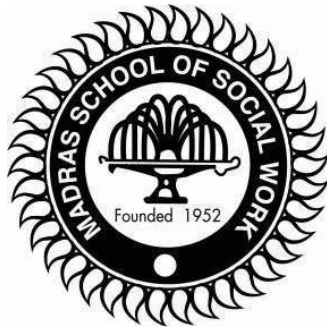
A study tour is a travel experience with specific learning goals. It aims at learning through explorative and active participation. Participation in 5 days study tour is a mandatory for the completion of the course.

### **OBJECTIVES:**

- To provide experiential learning and offer both group and self directed activities that enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for both education and fun.

**MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**  
***32, Casa Major Road, Egmore, Chennai – 600 008***

***(Affiliated to the University of Madras)***



## **BACHELOR OF SOCIAL WORK (BSW)**

### **COURSE REGULATIONS AND SYLLABUS**

***(Effective from the Academic Year 2017 –18 onwards)***  
**(Batch 2017-2020)**

## **I. OBJECTIVES OF THE COURSE IN BACHELOR OF SOCIAL WORK**

- To provide Professional Social Work foundation through integration of theory and practice in social work
- To demonstrate the ability to apply the knowledge, values and skills of Generalist Social Work practice.
- To enhance interdisciplinary perspective and understanding of social issues and concerns.
- To facilitate the ability to integrate field work experiences for effective Social Work practice.

## **II. ELIGIBILITY FOR ADMISSION TO BSW COURSE**

For the purpose of admission in to the BSW Programme a candidate should have:

- Passed the Higher Secondary Examination conducted by the Government of Tamil Nadu (or) an examination accepted as equivalent thereof by the Syndicate, of the University of Madras.
- Working knowledge of Tamil to enable the candidate to do effective field practicum.

## **III. COURSE DURATION:**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise of the first and second semesters, the second academic year the third and fourth semesters, and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semester from December to April of each year. There shall be not less than 90 working days for each semester.
- c) The duration of the BSW course is 3 academic years (6 Semesters).

## **IV. COURSES OF STUDY:**

The courses of study shall consist of the following:

1. Part – I – Foundation Courses– Tamil and French
  - (a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
  - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.
2. Part – II - Foundation Course – English

### 3. Part – III

a) Core courses: Consisting of Main Theory papers and Field Work.

b) Allied Subjects.

### 4. Part – IV

i) Non-Major Electives for 1<sup>st</sup> and 2<sup>nd</sup> Semesters

a. Not studied Tamil up to xii std, shall take Basic Tamil as Non Major Elective during I & II Semesters.

b. Studied Tamil upto xii std, can choose non-major elective comprising of two courses viz Stress Management during I Semester and Sustainable Tourism and Social Work during II Semester.

ii) Sem – 3: Environmental Studies

iii) Sem – 4: Value Education

iv) Sem – 5: Disability / Disaster Management

v) Sem – 6: Introduction to Workforce Development / Media

vi) Soft skills (One training per Semester) - 6 Soft Skills in total

### 5. Course Completion Requirement: Study Tour

## **V. COMPULSORY EXTENSION SERVICE:**

A candidate shall be awarded 1 Credit during the 4<sup>th</sup> semester for **Compulsory Extension Service** of minimum 120 hours @ 30 hours per semester, during the I, II, III and IV Semesters. All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross as part of compulsory extension service. If a student LACKS 60 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent year.

## **VI. TEACHING METHODOLOGY:**

Lectures, Guest Lectures, Group Assignments, Group Discussions, Video/Documentary Presentations, Role Plays, Case Studies, Article Reviews, Reading Materials and Field Visits.

## **VII. ATTENDANCE REQUIREMENTS**

- All candidates must put in 75% of attendance in each theory paper and 100% for field work and soft skills training.

- Absence from field work will be viewed seriously. Students who do not have 100% attendance in their practical / field work will have to repeat the particular component of the practical / field work.
- If a candidate fails to put in the minimum attendance (75%) in any theory paper, the Principal can condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% to 75%). Condonation fee of Rs. 250/- for each Theory paper is payable. (For attendance percentage less than 65%, UNOM attendance regulations for the prevailing academic year will apply.)

### **VIII. PASSING MINIMUM AND ELIGIBILITY FOR THE AWARD OF THE DEGREE**

A candidate shall be declared to have passed in each paper / field practicum/project if he/she secures NOT LESS THAN 40% of the marks prescribed for the examination. He/ She shall be declared to have passed the whole examination if He/ She passes in all the papers, rural camp, field practicum and research project as per the schemes of examinations (spreading 6 semesters) earning 141 CREDITS and if He/ She shall fulfill all other course requirements as prescribed. Candidates who successfully qualify in the course will be recommended for the award of the BSW degree of the University of Madras.

### **IX. FIELD WORK & RESEARCH REPORT GUIDANCE:**

Every student is required to complete Field Work and Research Project under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of the BSW department, who will guide the students on topics related to social work education and practice and field work activities.

The research report shall be evaluated by two examiners.

Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department.

External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras.

The evaluation will be done as per the prescribed evaluation pattern.

## X. QUESTION PAPER PATTERN FOR CORE, ALLIED, TAMIL, ENGLISH AND NME

### A. Internal Continuous Assessment (ICA) Pattern

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

Component	First Internal Continuous Assessment (I- ICA)	Second Internal Continuous Assessment (II- ICA)		In Class Test (ICT)	Take Home Assignment (THA)	Total Marks	Percentage
Marks Allocated	25 Marks	25 Marks	25 Marks	10 Marks	15 Marks	50 Marks	
* Passing Minimum			10/25	4/10	6/15	20/50	40%

\* Passing minimum in each component is mandatory i.e., 40% For UG

### ICA QUESTION PAPER PATTERN

TOTAL MARKS :25 / TIME:1 HOUR

#### Option 1:

Part A. Answer ALL. (5\*2=10)

Part B. Answer any THREE (3 OUT OF 4) (3\*5=15)

#### Option 2:

Part A : 15 x 1 (Without choice) = 15 Marks

Part B : 2 out of 3 questions x 5 Marks each = 10 Marks.

#### Option 3:

Part A. Answer ALL (1\*25=25)

Portion for I – ICA : Unit – 1 & 2; Portion for II – ICA : Unit – 3 & 4

### B. END SEMESTER EXAMINATION QUESTION PAPER PATTERN

#### (i) FOR THEORY PAPERS OTHER THAN BASIC TAMIL I& II (NME)

SECTION – A (50 WORDS)

10 OUT OF 12 - 10\*2 MARKS = 20 MARKS

SECTION – B (300 WORDS)

4 OUT OF 6 – 4\*10 MARKS = 40 MARKS

SECTION-C (600 WORDS)

2 OUT OF 3 – 2\*20 MARKS = 40 MARKS

\*Refer English I & English II syllabus for internal choice specifications (for examination purposes).

#### (ii) FOR BASIC TAMIL - I & BASIC TAMIL – II (ONLY)

PART –A: Objective type Questions (50 Questions \* 2 marks =100)

\*Refer Basic Tamil - I & Basic Tamil - II syllabus for specifications for examination purposes.

**C. EVALUATION PATTERN FOR FIELD WORK COMPONENTS:****i) FIELD LAB SESSIONS (I&II) ( Semester I & Semester II)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Submission of Report</li> <li>• Conference</li> <li>• Content</li> <li>• Interaction</li> </ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Learning</li> <li>• Attitude</li> </ul>	10 20 15 05	50
	<b>TOTAL MARKS</b>	<b>100</b>	<b>100</b>

**ii) OBSERVATION VISITS (Semester III)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Submission of Report</li> <li>• Conference</li> <li>• Content</li> <li>• Interaction</li> </ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Knowledge</li> <li>• Learning</li> <li>• Attitude</li> </ul>	10 20 15 05	50
	<b>TOTAL MARKS</b>	<b>100</b>	<b>100</b>

**iii) PROJECT FIELD WORK (Semester IV)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Submission of Report</li> <li>• Conference</li> <li>• Content</li> <li>• Interaction</li> <li>• Resource Mobilization</li> </ul>	10 10 10 10 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Organization Profile</li> <li>• Village Profile</li> <li>• Presentation</li> <li>• Application of Theory</li> <li>• Consolidated report</li> </ul>	05 05 10 10 15 05	50
	<b>TOTAL MARKS</b>	<b>100</b>	<b>100</b>



iv) **RURAL CAMP (Semester V)**

SN	Criteria	Marks	Total Marks
1.	<b>Internal Assessment - Pre Camp:</b> 1. Submission of reports on time 2. Conference Attendance 3. Content of Report	10 10 10	30
2.	<b>Internal Assessment - On Camp:</b> 1. Involvement & Participation in the camp activities 2. Performance of the role assigned 3. Time Management 4. Behaviour in the group (Acceptance of differences, Tolerance, Team work, Attitude towards companions and interaction with the others)	05 05 05 05	20
3.	<b>External Assessment:</b> 1. Communication 2. Knowledge 3. Learning 4. Attitude 5. Consolidated Report	10 10 15 05 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

v) **CONCURRENT FIELD WORK (Semester VI)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> • Submission of Report • Conference/ Interaction • Content • Consolidated Report	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> • Organization Profile • Methods of Social Work • Attitude • Communication • *Agency Evaluation	10 15 05 10 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**\*Agency Evaluation: (100 Marks will be converted to 10 Marks)**

Criteria for Evaluation by Agency Supervisor are given below.

### Agency Evaluation Criteria

S.No	Attributes	Max Mark
1	Punctuality	10
2	Regularity	10
3	Aptitude for Work	10
4	Sense of Responsibility	10
5	Initiative and readiness to work	10
6	His/ Her involvement in the agency Programme and Activities	10
7	Ability to Co-operate with the Agency Personnel	10
8	Relationship with others	10
9	Performance at work	10
10	Attitude towards the whole training	10
<b>Total Marks (Converted to 10 Marks)</b>		<b>100</b>

### Panel of Examiners for Field Work Assessment:

**Semesters 1 to 5:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras.

**Semester 6:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras and one Professional Social Work Practitioner from a NGO.

### D.EVALUATION PATTERN FOR SOFT SKILLS (Semesters I TO VI)

SNo	Criteria	Marks
1	Trainers Evaluation (Written test / Involvement in Activity / Group Discussion / Presentation)	10
2	Report Writing	10
3	Attendance	20
4	Viva (Content & Learning Experience)	10
<b>TOTAL MARKS</b>		<b>50</b>

### E. Evaluation Pattern for Research Project

<b>Internal Assessment (Max Marks = 50)</b>	Topic Presentation (10 Marks)	Introduction & Review Submission (10 Marks)	Research Methodology & Tool Preparation (10 Marks)	Submission of Data & Data Analysis and Interpretation (15 Marks)	Punctuality and Regularity (5 Marks)
<b>External Assessment (Max Marks = 50)</b>	Problem Definition and Objectives (10 marks)	Research Methodology (10 marks)	Findings and Suggestions (10 marks)	Report Format (10 marks)	Viva discussion (10 marks)

**PAPER – CREDIT – CLASS HOURS – EXAM HOURS – MATRIX**

Semester	Title of the Subject	Type of paper	Total No. of Papers	Credit Per paper	Teaching hours per paper / per week @ 4 class days per week	Duration of ESE Exam Hours	Paper wise credit				Semester wise Credit total
							Foundation	Core	Non-Core	Total	
I	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	-	1	2	-	Only	-	-	2	2	
II	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	-	1	2	-	Only	-	-	2	2	
III	Core	Theory	3	3	4	3	-	12	-	12	24
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	-	1	2	-	Only	-	-	2	
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	-	1	2	-	Only	-	-	2	
CES**	NSS/sports	-	1	1	-	-	-	-	1	1	
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural)	1	4	-	5-7 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	-	1	2	-	Only	-	-	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	24
		Project	1	4	4	Only	-	4	-	4	
		Field Work (Concurrent)	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	1	1	-	-	-	1	1	
	Soft Skill	-	-	1	2	2	Only	-	-	2	
CC***	Study Tour	-	-	-	4-5 Days	-	-	-	-	-	
<b>TOTAL CREDITS</b>										<b>141</b>	

\*NME-Non -Major Elective.

\*\* Compulsory Extension Service

\*\*\*Requirement for Course Completion

**SEMESTER – I**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
PART - I FOUNDATION	LANG-TAMIL - I OR LANG- FRENCH - I	3	60	3	50	50	100
PART - II FOUNDATION	ENGLISH - I	3	60	3	50	50	100
PART – III CORE	INTRODUCTION TO SOCIAL WORK	4	60	3	50	50	100
PART – III CORE	FIELD WORK –I	4	-	-	50	50	100
PART – III ALLIED	SOCIOLOGY						
PART – IV SOFT SKILL	SOFT SKILL-I	2	20	-	50	-	50
PART – IV NON - MAJOR ELECTIVE	BASIC TAMIL – I / STRESS MANAGEMENT	2	30	3	50	50	100
COMPULSORY EXTENSION SERVICE	NSS/SPORTS		30				
TOTAL	CREDITS	22					

**SEMESTER – II**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	IC A	ES E	MAX MARKS	
PART - I FOUNDATION	LANG-TAMIL II OR LANG- FRENCH II	3	60	3	50	50	100	
PART - II FOUNDATION	ENGLISH-II	3	60	3	50	50	100	
PART – III CORE	SOCIAL WORK PROFESSION	4	60	3	50	50	100	
PART- III CORE	FIELD WORK – II	4	-	-	50	50	100	
PART- III ALLIED	HUMAN GROWTH AND DEVELOPMENT	4	60	3	50	50	100	
PART – IV SOFT SKILL	SOFT SKILL-2	2	20	-	50	-	50	
PART – IV NON - MAJOR ELECTIVE	BASIC TAMIL– II / SUSTAINABLE TOURISM & SOCIAL WORK	2	30	3	50	50	100	
COMPULSORY EXTENSION SERVICE	NSS/SPORTS		30 HOURS					
TOTAL	CREDITS	22						

**SEMESTER – III**

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WTH INDIVIDUALS AND GROUP-I	4	60	3	50	50	100
PART- III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	4	60	3	50	50	100
PART- III CORE	FIELDS OF SOCIAL WORK	4	60	3	50	50	100
PART- III CORE	FIELD WORK -III	4	-	-	50	50	100
PART- III ALLIED	ECONOMICS AND POLITICAL SYSTEMS & PROCESSES	4	60	3	50	50	100
PART - IV SOFT SKILL	SOFT SKILL-3	2	20	-	50	-	50
PART - IV NON – MAJOR ELECTIVE	VALUE EDUCATION	2	30	3	50	50	100
COMPULSORY EXTENSION SERVICE	NSS/SPORTS		30				
TOTAL	CREDITS	24					

**SEMESTER –IV**

<b>NATURE OF COURSE</b>	<b>TITLE OF THE COURSE</b>	<b>CRE DITS</b>	<b>LECTUR E HOURS</b>	<b>EXAM HOUR</b>	<b>ICA</b>	<b>ESE</b>	<b>MAX MARKS</b>
PART- III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS- II	4	60	3	50	50	100
PART- III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES- II	4	60	3	50	50	100
PART- III CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	4	60	3	50	50	100
PART- III CORE	FIELD WORK-IV	4	-	-	50	50	100
PART- III ALLIED	PSYCHOLOGY	4	60	3	50	50	100
PART- IV SOFT SKILL	SOFT SKILL-4	2	20	-	50	-	50
PART- IV NON- MAJOR ELECTIVE	ENVIRONMENTAL STUDIES	2	30	3	50	50	100
COMPULSORY EXTENSION SERVICE	NSS/SPORTS	1	30				
TOTAL	CREDITS	25					

**SEMESTER –V**

<b>NATURE OF COURSE</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>LECTURE HOURS</b>	<b>EXAM HOUR</b>	<b>ICA</b>	<b>ESE</b>	<b>MAX MARKS</b>
PART- III CORE	COMMUNICATION FOR SOCIAL WORK	4	60	3	50	50	100
PART- III CORE	SOCIAL WORK RESEARCH AND STATISTICS	4	60	3	50	50	100
PART- III CORE	DIMENSIONS OF HEALTH	4	60	3	50	50	100
PART- III CORE	FIELD WORK-V	4	-	-	50	50	100
PART- III ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	4	60	3	50	50	100
PART – IV NON – MAJOR ELECTIVE	DISABILITY / DISASTER MANAGEMENT	2	30	3	50	50	100
PART – IV SOFT SKILL	SOFT SKILL-5	2	20	-	50	-	50
TOTAL	CREDITS	24					



**SEMESTER –VI**

<b>NATURE OF COURSE</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>LECTURE HOURS</b>	<b>EXAM HOUR</b>	<b>ICA</b>	<b>ESE</b>	<b>MAX MARKS</b>
PART- III CORE	SOCIAL WELFARE ADMINISTRATION	4	60	3	50	50	100
PART- III CORE	WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS	4	60	3	50	50	100
PART- III CORE	RESEARCH PROJECT	4	60	-	50	50	100
PART- III CORE	FIELD WORK - VI	4	-	-	50	50	100
PART- III ALLIED	HUMAN RIGHTS	4	60	3	50	50	100
PART – IV NON – MAJOR ELECTIVE	INTRODUCTION TO WORKFORCE MANAGEMENT / SOCIAL ENTREPRENEURSHIP	2	30	-	50	-	50
SOFT SKILL	SOFT SKILL-6	2	20	-	50	-	50
CC	STUDY TOUR	REQUIREMENT FOR COURSE COMPLETION					
TOTAL	CREDITS	24					

### FIELD WORK SCHEDULE

SEMESTER	FIELD WORK	NO.OF DAYS	NO.OF HOURS	CREDITS
I	LAB SESSIONS	15	60	4
II	LAB SESSIONS	15	60	4
III	OBSERVATION VISITS	NO. OF VISITS :10	60	4
IV	PROJECT FIELD WORK	15	60	4
V	RURAL CAMP	5 – 7 (ON CAMP)	60	4
VI	CONCURRENT FIELD WORK	20 Days	140	4

### TOTAL NUMBER OF CREDITS

SL.NO.	SEMESTER	CREDITS
1	I	22
2	II	22
3	III	24
4	IV	25
5	V	24
6	VI	24
TOTAL CREDITS		141

**SEMESTER-I**  
**PART I –FOUNDATION**  
**TAMIL – I**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

நோக்கம்:

- நாட்டுப்புற இலக்கியம் பற்றிய அறிமுகம். கவிதை – கதை குறத்த அறிவு.
- மாணவர்களின் கவிதை, கதை எழுதும் திறனை வளர்த்தல்.
- தவறில்லாமல் எழுத வழிகாட்டுதல்.

அலகு - 1

(15 Hours)

**தமிழ் இலக்கிய வரலாறு**

1. நாட்டுப்புற இலக்கிய வரலாறு

நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,

நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்

2. உரைநடை இலக்கிய வரலாறு

சிறுகதைகள் தோற்றமும் வளர்ச்சியும்

புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்

3. கவிதை இலக்கிய வரலாறு

மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்

புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்

4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்

(சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு - 2

(15 Hours)

**செய்யுள் இலக்கியம்**

1. தமிழ்த்தாய் வாழ்த்து (மனோன்மனீயம் – நாடக நூல்)

2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்

1. தாலாட்டு

2. காதல்

3. ஒப்பாரி

3. புதுமைப்பித்தன் சிறுகதைகள்

1. கடவுளும் கந்தசாமிப் பிள்ளையும்

2. செல்லம்மா

3. மனித எந்திரம்

4. ஆற்றங்கரைப் பிள்ளையார்

அலகு - 3

(10 Hours)

**கவிதைகள்**

(i) பாரதியார்

1. காணி நிலம் வேண்டும்

2. நல்லதோர் வீணை

(ii) பாரதிதாசன்:

1. தமிழ்க் காதல்
2. தமிழ் வளர்ச்சி
3. எந்நாளோ?

(iii) கவிமணி தேசிய விநாயகம் பிள்ளை:

1. குழந்தைக்கவி
2. ஆறு தன் வரலாறு கூறுதல்

அலகு – 4

(10 Hours)

**கவிதைகள்**

1. ந. பிச்சமூர்த்தி - வழித்துணை
2. சிற்பி - முள்.. முள்.. முள்
3. அப்துல் ரகுமான் - குருடர்களின் யானை

அலகு – 5

(10 Hours)

**A. நாடகம், நாவல்**

1. பம்மல் சம்பந்த முதலியார் - சந்திரகிரி
2. அசோகமித்திரன் - தண்ணீர்

**B. மொழிப் பயிற்சி**

1. பொருந்திய சொல் தருதல்
2. மரபுத் தொடர்கள்
3. கலைச் சொற்கள்

**பார்வை நூல்கள் (Reference Books)**

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.

மெய்யப்பன், ச., (பதிப்பு), பாரதியார் கவிதைகள், தென்றல் நிலையம், சிதம்பரம், 2003.

பாரதிதாசன் கவிதைகள்

பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.

**SEMESTER – I**  
**PART I – FOUNDATION**

**FRENCH - I**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**Objectives:**

- To teach basic skills in written and spoken French.
- To encourage students in oral and written mastery of the French language.

**COURSE CONTENT**

**Unit I (12 hours – Leçons 1 et 2)**

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre congé	- 1 hr
1.3	La présentation, <i>s'appeler</i> et <i>être</i> et pronoms sujets, <i>c'est / il est / elle est</i> .	- 1 hr
1.5	Articles définis /indéfinis, <i>Voici / voilà/il y a</i>	- 1 hr
1.6	Des cartes d'identité.	- 1 hr
1.7	Présenter quelqu'un	- 2 hrs
1.8	Parler de soi	- 1 hr
1.9	Les nationalités, les verbes <i>er</i> (commencer, habiter...)	- 2 hrs
1.2.1	Les chiffres 1 à 50.	
1.2.2	Des vedettes et leurs nationalités.	- 30 minutes
1.2.1	Épreuves	- 1 hr

**Unit II (12 hours – Leçons 3 et 4)**

2.1	Exprimer ses goûts, ses préférences.	- 1 hr
2.2	La négation, les articles définis.	- 1 hr
2.3	Les mois et les jours / le calendrier.	- 1 hr
2.4	Les verbes <i>er</i> (suite).	- 1 hr
2.5	L'interrogation avec intonation.	- 1 hr
2.6	Décrire un lieu, les noms des différentes salles...	- 2 hrs
2.7	Les adjectifs qualificatifs et les articles partitif	- 1 hr
2.8	Les verbes <i>ir</i> et <i>re</i> , les verbes <i>venir</i> , <i>devoir</i> , <i>faire</i> .	- 2 hrs
2.9	Les adjectifs possessifs <i>mon</i> , <i>ma</i> , <i>mes</i> et <i>notre</i> , <i>nos</i> .	- 1 hr
2.9.1	Épreuves	- 1 hr

**Unit III (12 hours - Leçon 5)**

3.1	Donner des directions / localiser un lieu/ trouver un lieu	- 2 hrs
3.2	Les verbes <i>aller</i> et <i>mettre</i> .	- 2 hrs
3.3	L'article contracté et les prépositions de lieu (en, à, au...)	- 2 hrs
3.4	L'impératif	- 2 hrs
3.5	Les mots de caractérisation d'un lieu et les lieux urbains	- 2 hrs
3.6	Les transports	- 2hrs

#### Unit IV (12 hours - Leçon 6)

4.1	Discuter et acheter des produits, <i>Ça fait...</i>	-2hrs
4.2	Les expressions de quantité	-1hr
4.3	Les fruits, les légumes, les produits alimentaires	-2 hrs
4.4	les produits propres aux pays différents.	- 1 hr
4.5	La négation	-1 hr
4.6	Le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbes irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

#### Unit V (12 hours - Leçon 7)

5.1	Fixer un rendez-vous avec le médecin	- 2 hrs
5.2	L'heure et Les nombres de 51 à 100	- 2 hrs
5.3	Les verbes <i>sortir</i> et <i>partir</i>	- 1 hr
5.4	L'interrogation avec <i>est-ce que</i>	- 2 hrs
5.5	Les parties du corps, <i>avoir</i> + les expressions et les maladies communes	- 1 hr
5.6	Les adjectifs possessifs – <i>notre/nos, votre/vos, sa/ses/son, ...</i>	- 1 hr
5.7	Le COI	- 1 hr
5.8	L'entraînement DELF et épreuves	- 2 hrs

#### References:

##### Prescribed text book

1. Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

##### Recommended Reading :

CAPELLE Guy; MENAND, Robert *Taxi-1*, Hachette, Paris, 2008

MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004

MIQUEL, Claire, *Vite et Bien-1*, CLE International, Paris, 2009

POISSON                      QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-1*, CLE International, Paris, 2011

##### Websites

<http://bouche-a-oreille.pagesperso-orange.fr>                      [www.franccparler.org](http://www.franccparler.org)  
[www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)                      [www.lepointdufle.net/](http://www.lepointdufle.net/)  
[www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

**SEMESTER – I**  
**PART II – FOUNDATION**  
**ENGLISH - I**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit- 1

(15 HOURS)

**Poetry**

1. RICHARD CORY by EDWIN ARLINGTON ROBINSON  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/44982>
2. Rich and Poor by Ella Wheeler Wilcox  
<https://www.poemhunter.com/best-poems/ella-wheeler-wilcox/rich-and-poor-6/>
3. Out, Out—' by Robert Frost  
[https://www.poets.org/poetsorg/poem/out-out%](https://www.poets.org/poetsorg/poem/out-out%27)
4. Peekabo, I Almost See You by Ogden Nash  
<https://www.poemhunter.com/poem/peekabo-i-almost-see-you/>
5. The Ballad of Rudolf Reed by Gwendolyn Brooks  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43320>

Unit -2

(10 HOURS)

**Prose**

1. The Shooting of an Elephant by George Orwell  
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner  
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. The Short Sighted Brothers Tales from China  
<http://www.english-for-students.com/Short-Sighted-Brothers.html>
4. The Three Runners Tales From Africa  
<http://www.english-for-students.com/The-Three-Runners.html>
5. Advice To Youth by Mark Twain  
<http://people.virginia.edu/~jdk3t/TwainAY.htm>

Unit- 3

(15 HOURS)

**Short Stories**

1. Lamb to the Slaughter by Roald Dahl  
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by OHenry  
[http://www.online-literature.com/o\\_henry/1019/](http://www.online-literature.com/o_henry/1019/)
3. The Sniper by Liam O'Flaherty  
<http://hennessey.lib.ok.us/sniper.htm>
4. The Case of the Lower Case Letter by Jack Delany  
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

Unit- 4

(15 HOURS)

**Indian Writing in English**

1. The Night of the Scorpion by Nissim Ezekiel  
<https://www.poemhunter.com/poem/night-of-the-scorpion/>
2. A Snake in the Grass by R. K. Narayan  
Catalyst A Multilevel English refresher
3. The Thief by Ruskin Bond  
<https://need2see.wordpress.com/wbut-hu-101english-language-technical-communication/the-thief-by-ruskin-bond/>
4. Celebrate Internet not Abuse It by Sashi Tharoor  
<http://www.dailymail.co.uk/indiahome/indianews/article-2192675/SHASHI-THAROOR-Celebrate-Internet-abuse-it.html>
5. Telephonic Monsoon Magic by Revathi Seshadri  
[http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition\\_618419\\_blog](http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition_618419_blog)

Unit -5

(5 HOURS)

**GRAMMAR - General English Component**

1. Articles, prepositions, prefix, suffix, antonyms and synonyms.

**References:**

All the works mentioned above are available on public portals online.  
A compilation of the works will be made available to the department.

NOTE:

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four questions out of Six questions (10 marks each).
- To include one compulsory question on Rearranging 10 given sentences in a proper sequence to form a meaningful paragraph. The exercise will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.



## SEMESTER – I

### PART III – CORE

#### INTRODUCTION TO SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand about Social Work.
- To gain insight about the historical development of Social Work.
- To learn various concepts and skills in Social Work.

UNIT- 1

(12 Hours)

**Introduction to Social Work:**

Definition, Concept, Objectives of Social Work. Meaning, Definition, Similarities and dissimilarities of Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movement, Social Action, Social Development and Empowerment, Social Security. Misconceptions of Social Work: Social Work as an alm- giving activity, Shramdan as a social work, Leadership activities are Social Work, Work in voluntary welfare agencies is a social work.

UNIT - 2

(12 Hours)

**Values, Principles, Philosophy of Social Work:**

Values of Social Work: Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency, Values relating to Social Work Practice.

Principles of Social Work: Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Tuning Behaviour, Social Learning, Confidentiality.

Philosophy of Social Work: The Nature of the Individual, The relations between Groups - groups and individuals - and between Individuals, The functions and methods of social work, and Social Maladjustment and Social Change.

UNIT - 3

(14 Hours)

**History of Social Work:**

History of Social Work in England and USA: Friendly Visitors, Elizabethan Poor Law, Work House and Alms House, Charity Organization Society (COS).

History of Social Work in India - Social Service, Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries, Gandhi and NGO's to Social Work.

UNIT – 4

(12 Hours)

**Fields and Thrust Areas of Social Work Practice:**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

**Skills of Social Work:**

Interviewing, Listening, Observing, Questioning, Supporting, Educating, Counseling, Explaining and Informing.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Anand,C.L	Equality, Justice and Reserve Discrimination.	1982	Popular book service, New Delhi.
2.	Chowdry Paul,D	Voluntary Social Welfare in India	1971	Sterling Publishers, New Delhi
3.	Chowdry Paul,D	Introduction to social work	1992	Atma ravi and sons, New Delhi
4.	Das gupta, Sugatha	Towards a philosophy of social work in India,	1967	Popular book service, New Delhi.
5.	Gangarade	Dimensions of social work in India,	1976	Marwah publications, New Delhi.
6.	Jainendra Kumar	An Introduction to Social Work	2002	Jha Anmol Publications Ltd, New Delhi.
7.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad.
8.	Sanjay Bhattacharya	Social work- an integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
9.	Timms,Noel	Social Work values: An Enquiry.	1983	Routledge and Kegan Paul, London
10.	Wadra A.R	History and philosophy of social work in India.	1983	Allied publishing, New Delhi.

**Prescribed Text Book:**

1.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
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**SEMESTER – I  
PART III - CORE**

**FIELD WORK- I**

**LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 day per week)**

**OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

**THE TOPICS FOR LAB SESSIONS (Activity Based)**

- **Interpersonal Relationships – (10 Hours)**  
(Concept, skills, importance and relevance to social work)
- **Communication Skills – (10 Hours)**  
(Concept, type, importance and relevance to social work)
- **Report Writing Skills. – (5 Hours)**  
(Concept, Types of Report, importance and relevance to social work)
- **Indian Social Problems. – (10 Hours)**  
(Concept, different Types of Social Problem, Causes and Consequences)
- **Societal Analysis – (10 Hours)**  
(Concept, Tools and techniques, importance and relevance to social work)
- **Understanding Group Behavior – (10 Hours)**  
(Concept, importance and relevance to social work)
- **Documentation – (5 Hours)**  
(Concept, Types of document, importance and relevance to social work)

**METHOD OF ASSESSMENT:**

- Participation in Lab Sessions.
- Presentation and Report Submission.

**SEMESTER – I**  
**PART III - ALLIED**

**SOCIOLOGY**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand sociology as a discipline and its relevance to social work.
- To provide knowledge about fundamental concept of sociology.

UNIT – 1 (15 Hours)

**Introduction to Sociology**

Sociology as a Discipline and its Relevance for Social Work, Definition of Sociology, Relationship Between Sociology and Social Work, Difference Between Sociology and Social Work.

Society: Definition, Types.

UNIT – 2 (15 Hours)

**Socialization**

Definition, Agents, Functions and Importance of Socialization. Social Control, Informal Means of Social Control, Formal Means of Social Control, Culture – Two Components of Culture and Cultural Lag.

UNIT – 3 (15 Hours)

**Social Groups and Social Institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics. Classification of Groups-Primary Group, Secondary Group, Reference Group. Social Institutions: Definition, Types and Functions – Family, Marriage, Kinship, Descent

UNIT – 4 (05 Hours)

**Social Stratification & Social Change**

Definition, Types- Caste, Class and Gender. Impact of Caste, Social Mobility. Concept of Social Change and Marx's Theory of Social Change.

UNIT - 5 (10 Hours)

**Social Problems in India**

Population, Poverty, Unemployment, Crime, Addiction, Gender Issues - Third Gender, Gender Discrimination, Health and Nutrition, Illiteracy and Environmental Issues, Juvenile Delinquency and Migration.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Adam Janrozik &	Sociology of Social Problems	1998	Cambridge University Press.
2.	Conklin,John,E	Sociology an Introduction.	1984	Macmillan Publishing Co. New York.
3.	Dhanagare D.N	Indian Sociology	1993	Rawat Publications, Jaipur
4.	Frances V. Moulder	Social problems of the Modern World	2000	Eve Hardward U.S.A
5.	MacIver, R.M & Page	Society: An Introductory Analysis	1990	Macmillan India Ltd. Madras
6.	Srinivas M.N.	Social change in India	1995	Orient Blackswan

**Prescribed Text Book:**

1.	Vidya Bhusan & D.R.Sachdeva	An Introduction to Sociology	2005	Kitab Mahal Publications.Allahabad
2.	Madan G.R.	Indian Social problems	1985	Allied Publishers Private Limited.
3.	CHAND S	Sociology – Principles of sociology with an introduction to social thought	2009	S. Chand & Company Pvt. Ltd, New Delhi.

## **SEMESTER - I**

### **SOFT SKILL – I**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 20**  
**(4 days per Semester)**

#### **OBJECTIVES:**

- To enable the students to develop their personal skills.
- To develop the coping mechanisms.

#### **TOPICS:**

- Self Esteem
- Self Concept
- Punctuality
- Sincerity
- Time Management
- Self care

## SEMESTER - I

### PART – IV

#### NON - MAJOR ELECTIVE

#### STRESS MANAGEMENT

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

UNIT – 1

(06 Hours)

**Stress**

Meaning, Definition, Historical foundations of stress, Types of Stress – Acute Stress and Chronic Stress.

UNIT – 2

(06 Hours)

**Causes and Consequences of stress:**

Causes of Stress – External and Internal, Sources of Stress – a) Survival Stress b) Internal Stress c) Environmental Stress d) Fatigue & Overwork.

Consequences of stress – Physical & Psychological.

Signs and Symptoms of Stress – Cognitive, Emotional, Physical and Behavioural.

UNIT – 3

(06 Hours)

**Stress Prevention and Coping with Stress:**

Stress Prevention – Knowing the priorities, Think about one thing at a time, Have a clear objective, Exercise, Eat Healthy, Meditate, Listen to Music, Good Sleep.

UNIT – 4

(06 Hours)

**Coping with Stress:**

Unhealthy way of coping with stress – Smoking, Drinking, over eating or under eating, with drawing from friends, family and activities, sleeping too much, Using pills or drugs, procrastinating.

Healthy way of coping with stress – Four A's, Avoid Unnecessary Stress, Alter the situation, Adapt to the Stressor and Accept the things you can't change.

Unit – 5

(06 Hours)

**Stress Management Techniques and Therapies:**

Relaxation techniques, Freeze – Frame Technique, Progressive Muscular Relaxation Technique, Relaxation Response Technique, Massage Therapy, Aroma Therapy, Cognitive Behavioural Therapy and Psycho Therapy.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill
2.	Murray MT	Stress management	2013	St. Louis: Mosby
3.	Dimsdale JE, et al	Stress and psychiatry	2009	Lippincott Williams and Wilkins.
4.	Weller S.	The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue	2000	Thorsons
5.	The Open University	Handling Stress	1992	The Open University Press

**Text Book**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill



SEMESTER - I

PART – IV

NON - MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I)

CREDITS: 2

TOTAL TEACHING HRS: 30

நோக்கம் ;

- தமிழ்மொழி அறியாதவர்களுக்கு மொழி பற்றிய அறிமுகம்.
- தமிழர் வாழ்வியலை அறிமுகப்படுத்துதல்.

அலகு : 1

(6 Hours)

எழுத்துக்கள்

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

1. உயிர் எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து
4. ஆய்த எழுத்து

அலகு : 2

(6 Hours)

சொற்கள்

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு : 3

(6 Hours)

எண்கள், உறவுகள் அறிமுகம்

1. எண்கள்(Numerals),
2. உறவுப் பெயர்கள்
3. வாழ்விடங்கள்

அலகு : 4

(6 Hours)

அறிமுகம்

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

அலகு : 5

(6 Hours)

**தமிழ்ப்புதிர்**

1. கோடிட்ட இடங்களை நிரப்புதல்
2. குறுக்கெழுத்துப் புதிர்

**பார்வை நூல்கள் (Reference Books)**

**தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்**

**NOTE:**

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

## **SEMESTER - I**

### **COMPULSORY EXTENSION SERVICE**

#### **NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30 per Semester**

#### **Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the First semester, he / she shall have to compensate the same during the subsequent semester.

**SEMESTER-II**  
**PART – I - FOUNDATION**  
**TAMIL - II**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

நோக்கம் ;

- சிற்றிலக்கியம் பற்றிய அறிமுகமும், அவற்றின் வகைப்பாடுகளை விளக்குவதும் ஆகும்.
- செய்யுளில் காணப்படும் இலக்கணக்குறிப்புகளை அடையாளம் கண்டு இலக்கணக்குறிப்பு தருதல்.
- கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய தமிழ்த்தொண்டினை விவரித்தல்.

அலகு : 1

(20 Hours)

**தமிழ் இலக்கிய வரலாறு**

அ. சிற்றிலக்கிய வரலாறு

ஆ. கிறித்துவ இலக்கிய வரலாறு

இ. இசுலாமிய இலக்கிய வரலாறு

ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10 Hours)

**செய்யுள்**

1. நந்திக் கலம்பகம்

2. முத்தொள்ளாயிரம்

3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10 Hours)

**செய்யுள்**

1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)

2. முக்கூடல் பள்ளு (நாட்டு வளம்)

3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5 செய்யுள்கள்)

அலகு : 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(15 Hours)

**செய்யுள்**

1. நளவெண்பா (கலி நீங்கு காண்டம்)

2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5

(05 Hours)

**மொழிப் பயிற்சி**

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை

உம்மைத் தொகை, உருவகம், உவமைத் தொகை,

வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப்

பண்புத்தொகை

ஒரு பொருள் குறித்த பல சொற்கள்

பல பொருள் குறித்த ஒரு சொல்

அகர வரிசைப்படுத்துதல்

ஒருமை - பன்மை மயக்கம்

பிறமொழிச் சொற்களை நீக்குதல்

**பார்வை நூல்கள் (Reference Books)**

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.

முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.

இராதாகிருஷ்ணன், செ., தமிழ் விடுதாது, முல்லை நிலையம், சென்னை, 2004.

புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.

புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983

அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000

புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2010.

இத்ரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

## SEMESTER- II

### PART – I - FOUNDATION

#### FRENCH - II

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### Objectives

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

#### COURSE PLAN

##### Unit I (12 hours - leçon 8)

5.1	Acheter un billet	- 2 hrs
5.2	Les nombres au-delà de 100	- 1 hr
5.3	Les différents types de places (fumeur, non fumeur, aller-retour)	- 1 hr
5.4	Les adjectifs démonstratifs	- 1 hr
5.5	L'interrogation avec inversion	- 1 hr
5.6	Les vêtements	- 1 hr
5.7	L'entraînement DELF	- 2 hrs
5.8	Compréhension/Production écrite	- 2 hrs
5.9	Épreuves	- 1 hr

##### Unit II (12 hours – leçons 9 et 10 du texte prescrit I)

1.1	Discuter les plats au restaurant	- 2 hrs
1.2	Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays	- 1 hr
1.3	Le passé récent	- 2 hrs
1.5	Les pronoms toniques	- 1 hr
1.6	<i>Il faut</i> + infinitif, Le pronom <i>en</i>	- 1 hr
1.7	Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays	- 2 hrs
1.8	Le futur proche et les adverbes, le <i>il</i> impersonnel, le pronom <i>y</i>	- 2 hrs
1.9	Épreuves et entraînement DELF	- 1 hr

##### Unit III (12 hours – leçon 1 du texte prescrit II)

2.1	Le passé composé	- 3 hrs
2.2	Les pronoms relatifs (qui, que)	- 1 hr
2.3	Québec et son histoire	- 2 hrs
2.4	Parler du passé et de soi	- 2 hrs
2.5	Compréhension/ production écrite	- 1 hr
2.6	Entraînement DELF	- 2 hrs
2.7	Épreuves	- 1 hr

#### **Unit IV (12 hours – leçon 2 du texte prescrit II)**

3.1	Les verbes réfléchis	- 2 hrs
3.2	Les pronoms relatifs (dont, où)	- 2 hrs
3.3	L'impératif négatif	- 1 hr
3.4	Québec et son histoire	- 1 hr
3.5	Parler du passé et de soi	- 2 hrs
3.6	Compréhension/ production écrite	- 1 hr
3.7	Entraînement DELF	- 2 hrs
3.8	Épreuves	- 1 hr

#### **Unit V (12 hours – leçon 3 du texte prescrit II)**

4.1	L'imparfait	- 3 hrs
4.2	La place des pronoms doubles	- 2 hrs
4.3	Décrire les mœurs et les pays	- 1 hr
4.4	La Réunion	- 2 hrs
4.5	Compréhension/ production écrite	- 1 hr
4.6	Entraînement DELF	- 2 hrs
4.7	Épreuves	- 1 hr

Reference book:

#### **Prescribed Textbook**

- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

#### **Syllabus**

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

#### **Recommended Reading:**

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 20011

#### **Websites**

- ü <http://bouche-a-oreille.pagesperso-orange.fr>
- ü [www.franparler.org](http://www.franparler.org)
- ü [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- ü [www.lepointdufle.net/](http://www.lepointdufle.net/)
- ü [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## SEMESTER- II

### PART II - FOUNDATION

#### ENGLISH - II

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

#### Unit -1

(15 HOURS)

##### Poetry

1. A Poison Tree by William Blake  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
2. Two Kinds of People by Ella Wheeler Wilcox  
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
3. IF by Rudyard Kipling  
<https://www.poemhunter.com/poem/if/>
4. More About People by Ogden Nash  
<https://www.poemhunter.com/poem/more-about-people/>
5. The Road Not Taken by Robert Frost  
<https://www.poetryfoundation.org/resources/learning/core-poems/detail/44272>

#### Unit -2

(10 HOURS)

##### Prose

1. A Well Educated Mind Vs A Well Formed Mind by Sashi Tharoor  
<http://singjupost.com/dr-shashi-tharoor-on-a-well-educated-mind-vs-a-well-formed-mind-full-transcript/>
2. The Pleasure of Books by William Lyon Phelps  
<http://www.historyplace.com/speeches/phelps.htm>
3. My Financial Career by Stephen Leacock  
<http://www.bartleby.com/380/prose/273.html>
4. On Umbrella Morals by A. G. Gardiner  
<http://www.englishinccce.in/2014/05/on-umbrella-morals.html>

#### Unit -3

(15 HOURS)

##### Drama

1. The Ugly Duckling by A. A. Milne  
[http://www.emcp.com/product\\_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php](http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php)
2. Refund by Fritz Karinthy  
<http://rafiq-lis.blogspot.in/2013/02/the-refund-hilarious-literary-play.html>
3. The Dear Departed by Stanley Houghton  
[https://archive.org/stream/cu31924013627256/cu31924013627256\\_djvu.txt](https://archive.org/stream/cu31924013627256/cu31924013627256_djvu.txt)



4.The Sheriff's Kitchen by Ronald Gow  
Source: Panorama English for Communication Emerald Publishers

Unit -4 (15 HOURS)

**Short Stories**

1. When Papa swore in Hindustani by P.G.Wodehouse  
<https://americanliterature.com/author/p-g-wodehouse/short-story/when-papa-swore-in-hindustani>
2. A Retrieved Reformation by O Henry  
[https://americanenglish.state.gov/files/ae/resource\\_files/a-retrieved-reformation.pdf](https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf)
3. Clean Sweep Ignatius by Geoffrey Archer  
<http://mgimo.ru/uploads/files2/UNIT%202%20STUDENT.pdf>(page 9)
4. The Story of an Hour by Kate Chopin  
<http://archive.vcu.edu/english/engweb/webtexts/hour/>
5. Passing by Langston Hughes

<https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&s>  
(Short Story 4)

Unit -5 (5 HOURS)

**Grammar General English Component**

1. Prefix suffix, Antonym, Synonym, form Sentences.

**References:**

- All the works mentioned above are available on public portals online.
- A compilation of the works will be made available to the department.

**NOTE:**

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four Questions out of Six Questions (10 marks each).
- To include one compulsory question in which a passage will be given with ten blanks. Against each blank, choice of Five words will be given. Students need to choose the most appropriate word and fill in the blanks.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

## SEMESTER- II

### PART III – CORE SOCIAL WORK PROFESSION

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To gain an understanding about Social Work as a Profession.
- To provide insight about social work education.
- To throw light on Social Work Practice.

UNIT- 1 (12 Hours)

#### **Social Work Profession:**

Profession - Meaning, Traits of a Profession: Skill based on Theoretical Knowledge, Provision of Training and Occupation, Test of Competence of Members and Organization, Adherence to a Professional Code of Conduct, Altruistic Service. Social Work Profession - Definition and Meaning. Code of Ethics.

Professional Organizations for Social Work: International Federation of Social Workers (IFSW). Social Worker's Associations – Professional Social Worker's Association (PSWA), International Association Of Schools Of Social Work (IASSW), National Association Of Professional Social Workers In India (NAPSWI), National Association Of Social Workers (NASW).

UNIT-2 (12 Hours)

#### **Social Work Education:**

History of Social Work Education in India.

Methods of Social Work: Case Work, Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

UNIT-3 (12 Hours)

#### **Social Work Practice:**

Levels of Social Work Practice: Micro, Mezzo and Macro.

Social Work Tools: Conscious use of Self, Constructive use of relationship, Programme planning and its use,

Scope of Social Work – Public Assistance, Social Insurance, Family Services, Child Welfare Service, Community Welfare Service, International Social Services, Welfare Services for differently abled, Women Welfare service and Labour Welfare Service. Current Trends and Issues in Social Work Practice.

UNIT-4 (12 hours)

#### **Field Work and Recording**

Field Work – Objectives. Recording - Meaning, Types of Recording – Summative Recording, Narrative Recording, Process Recording and Electronic Recording.

Importance of Recording.

UNIT-5

(12 hours)

**International Social Work:**

History and Goals of International Social Work, Approaches - Psychosocial Approach, Functional Approach, Behavioral Modification, Family Intervention, Developmental Approach, Interactionist Approach, Remedial Approach.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Armaity S.Desai,	A study of Social Work education in TISS	1994	Bombay Tata Institute of
2.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
3.	Das gupta, sugatha	Towards a philosophy of social work in India.	1967	Popular book service, New Delhi.
4.	Gangarade	Dimensions of social work in India.	1976	New Delhi, Marwah Publications
5.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad
6.	Nair.T.K.	Social Work education and Social work Practice in India	1981	ASSWI
7.	Wadra AR-	History and philosophy of social work in India.	1968	Allied publishing, New Delhi.
8.	Watson David (ed)	A code of ethics of Social	1985	Routledge and Kegan Paul, London.

**Prescribed Text Book:**

1.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
2.	Sanjay Bhattacharya	Social work- An Integrated approach	2000	Deep and deep publication pvt. Ltd.

## **SEMESTER – II**

### **PART III – CORE**

#### **FIELD WORK-II**

#### **LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(1 DAY/WEEK)**

#### **OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

#### **THE TOPICS FOR LAB SESSIONS:**

- Tools for Effective Development Communication (Street Play, Folk Songs/Music/Dance Etc.) – (15 Hours)
- Net Working. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Fund Raising. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Need Analysis (Concept, Procedure, Relevance to social work) – (10 Hours)
- Visual Aids Presentations (Models, Charts, ppts etc.) - (10 Hours)
- Public Speaking. (Concept, Techniques, Exercises) – (10 Hours)
- Public Relations. (Concept, Techniques, Relevance to social work) – (5 Hours)

#### **METHOD OF ASSESSMENT:**

- Participation in Lab Sessions
- Presentation and Report Submission

## SEMESTER - II

### PART III – ALLIED

#### HUMAN GROWTH AND DEVELOPMENT

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop an overall understanding of principles of human growth
- To develop an understanding of the needs, tasks during the various stages of life
- To understand the interaction of development & behavior
- To learn to apply the knowledge of human growth and behavior in social work practice.

#### UNIT-1

##### **Life Span:**

(12 Hours)

Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.

#### UNIT-2

(12 Hours)

##### **Infancy and Babyhood:**

Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Focus on Socialization Agents, Needs, Developmental Tasks and Problems. **Role of Social Worker.**

#### UNIT-3

(12 Hours)

##### **Childhood:**

Early and Late Childhood - Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop- Out. **Role of Social Worker.**

#### UNIT-4

(12 Hours)

##### **Puberty and Adolescence:**

Physical Changes, Emotional, Cognitive and Social Aspects of Development. Cultural Context of Youth: Gender Identities, Education and Career Concerns, Relationship Problems, **Role of Social Worker.**

#### UNIT-5

(12 Hours)

##### **Adulthood & Elderly:**

Adulthood: Early, Middle and Late Adulthood

Elderly: Physical and Emotional Changes. Problems and **Role of Social Worker.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 <sup>nd</sup> Edition	1984	Happer & Row Publishers, New York
2.	Munn, L. Norman Fernald, Dodge.C	Introduction to Psychology	1976	Oxford & IBH Publishing Co, New Delhi
3.	Saraswathi, T.S.	Developmental Psychology in India	1975- 1988	Sage Publications, New Delhi
4.	Dutta, Ranjana,	An Annotated Bibliography	1987	Sage Publications, New Delhi

**Prescribed Text Books:**

1.	Hurlock, Elizabeth	Child development, 6 <sup>th</sup> Edition, International Student Edition	1988	McGraw Hill Publishing Co.USA
2.	Hurlock, Elizabeth	Developmental Psychology - A Life- Span	1982	Tata McGraw Hill publishing Co. Ltd.

**SEMESTER – II**

**SOFT SKILL - II**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 DAYS)**

**OBJECTIVES**

- To sensitize the students in the development of their personal skills
- To prepare the students to develop their coping skills.

**TOPICS:**

- Motivation and Self Actualization
- Positive Thinking, Critical Thinking
- Study Habits
- Coping With Anger and Verbal Abuse

## SEMESTER – II

### PART IV – NON - MAJOR ELECTIVE

#### SUSTAINABLE TOURISM AND SOCIAL WORK

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop knowledge about tourism
- To understand the various paradigms of tourism
- To sensitize the students in conservation of natural and cultural heritage and diversity

#### UNIT – 1

**Introduction of Tourism:** (05 Hours)

Meaning, Definition, Forms of Tourism – Religious, Historical, Social, Adventure, Health, Business, Conference, Sports, Senior Tourism, and special interest tourism like Nature and Ethnic tourism sites.

#### UNIT – 2

**Factors inhibiting the growth of tourism:** (05 Hours)

Social, Economic, Historical, Religious and Cultural.

#### UNIT – 3

(06 Hours)

#### **Global Scenario**

Global Tourism Scenario in the 21<sup>st</sup> Century. UN declaration for sustainable tourism.

#### UNIT – 4

(07 Hours)

#### **Tourism Paradigms:**

Eco Tourism, Green Tourism, Alternate Tourism, Heritage Tourism, Rural Tourism, Tribal Tourism, Sustainable Tourism, Cultural Tourism, Medical Tourism and Responsible Tourism.

#### Unit – 5

(07 Hours)

#### **Role of Social Worker in Sustainable Tourism:**

Sustainable Tourism: Concept, Issues and Challenges.

Role of Social Worker in conservation of natural and cultural heritage and diversity.

#### **Not for external assessment**

**Field Visits and Reports:** Exposure to Eco, Green, Heritage, Rural, Tribal and Cultural tourist places.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Mill and Morrison	The Tourism system an Introductory Text	1992	Prentice Hall
2.	Cooper & Fletcher	Tourism, Principles and practices	1993	Pitman
3.	Burkart and Medlik	Tourism, Past, Present and Future	1981	Heinemann, ELBS
4.	Black, R., & Cottrell, S	Sustainable Tourism & the Millennium Development Goals	2013	Jones & Bartlett Learning
5.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

**Text Book**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

**SEMESTER – II**  
**PART IV – NON - MAJOR ELECTIVE**  
**BASIC TAMIL – II**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

1. மாணவர்களிடையே ஒழுக்கத்தை வளர்க்க நீதி நூல்களை, பழமொழிகளை அறிமுகப்படுத்துதல்.
2. நீதிநூல்களை இயற்றிய தமிழ்ப்புலவர்களைப் பற்றிக் கூறுதல்.

அலகு - 1

(6 Hours)

**நீதி நூல்கள்**

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
  1. அகர முதல ... (1)
  2. செயற்கரிய ... (26)
  3. மனத்துக்கண் ... (34)
  4. கற்க கசடறக் ... (391)
  5. எப்பொருள் யார்யார் ... (423)

அலகு - 2

(6 Hours)

**நீதிக் கதைகள்**

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு - 3

(6 Hours)

**பழமொழிகள்**

1. கல்வி சார்ந்த பழமொழிகள் (5)
2. அறம் சார்ந்த பழமொழிகள் (5)

அலகு - 4

(6 Hours)

**நீதி நூல்களை இயற்றிய புலவர்கள்**

1. ஆண்பாற் புலவர்கள்
2. பெண்பாற் புலவர்கள்

**வாழ்வியல் நீதி (திருக்குறள் வழி)**

1. குடும்பத்தில் கடைப்பிடிக்க வேண்டிய நீதி
2. சமூகத்தில் கடைப்பிடிக்க வேண்டிய நீதி

**பார்வை நூல்கள் (Reference Books)**

- 1.ஆத்திதூடி மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
- 2.கொன்றைவேந்தன் மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி- 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
- 3.திருக்குறள் கவிஞர் சிற்பி பாலசுப்பிரமணியம் உரை, புதுமலர் பதிப்பகம், 20- 33, வெண்முகில் வளாகம், திருவள்ளூர் நகர் (கிழக்கு), கோவை - 641 045.
- 4.பீர்பால் கதைகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
- 5.பரமார்த்த குருவின் கதைகள், கங்கை புத்தக நிலையம், 13, தீனதயாளு தெரு, தி.நகர், சென்னை - 17
- 6.பழமொழிகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

**NOTE:**

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

## **SEMSTER - II**

### **COMPULSORY EXTENSION SERVICE**

#### **NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

#### **Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER –III

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS - I

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand the objectives, values of working with individuals and groups.
- To gain knowledge about the problems of individuals and groups
- To develop the necessary skills to apply the methods of working with individuals and groups

Unit-1

(15Hours)

#### **Social Case Work :**

Definition of Social Case Work. Objectives, Values, Goals of Social Case Work and Historical development of Social Case Work. Principles of Social Case Work – Acceptance, Individualization, Client Participation, Controlled Emotional Involvement, Confidentiality, Objectivity.

Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Relationship.

Unit-2

(10 Hours)

#### **Skills of Social Case Work:**

Nature and Types of Problems of Individuals. Skills of Social Case Work: – Observation, Listening, Interview, Relationship Building, Communicating with Empathy and Authenticity, Skills in Exploring and Focusing.

Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

#### **Group and Social Group Work:**

Definition of Group, Stages of Group Development – Forming, Norming, Performing, Adjourning. Nature and Types of Problems of Group.

Definition of Social Group Work, Objectives, Historical background of Social Group Work, Principles of Social Group Work – Purposeful Program Planning, Guiding Group Interaction, Handling Conflict, Building Team Spirit, Monitoring, Evaluation, Follow Up. Goals of Social Group Work.

Unit-4

(10 Hours)

#### **Types of Groups:**

Social Groups, Closed and Open Groups, Treatment Group- Educational , Growth, Remedial and Socialization. Task Groups - Committees, Councils, Teams. Therapeutic Groups- T-Groups and Group Counseling.

Unit-5

(10 Hours)

#### **Skill and Techniques of Working with Groups:**

Skills in Identifying Potential Groups, Skills in Forming Groups, Skills in Strengthening Groups, Facilitations and Leadership.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview,	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work relationship	1957	London, George, Allen and Unwin
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work – Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice Hall, Inc.
7.	Toseland, R.W Rivas, R,F	An Introduction to group work practice.	1984	Macmillan Publication Co, New York

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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**SEMESTER –III**  
**PART III – CORE**

**SOCIAL WORK PRACTICE WITH COMMUNITIES -I**

**CREDITS – 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study about the community
- To develop an understanding about leadership.
- To gain knowledge about Community Organization

Unit- 1 (15 Hours)

**Community:**

Concept of Community, Definition, and Community as a System, Sub- Systems of the Community, Types and Characteristics of Communities: Rural, Urban and Tribal. Problems Related to the Communities.

Unit-2 (10 Hours)

**Community Power:**

Definition and Meaning of Power. Concept of Community Power, Types of Community Power. Power Structure of India: Social, Economical, Political and Judicial.

Unit- 3 (10 Hours)

**Community Leadership:**

Definition, Meaning, Types of Leadership, Functions, and Qualities of a Good Leader.

Unit-4 (10 Hours)

**Community Organization:**

Definition, Historical Development, Principles of Community Organization – Specific Objectives, Planning, People Participation, Inter Group Approach, Flexible Organization, Democratic Functioning, Optimum Utilizations of Indigenous Resources, Cultural Orientations.

Unit- 5 (15 Hours)

**Community Organization Process:**

Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow Up, PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book:**

1.	Christopher A.J., Thomas	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi
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**SEMESTER –III  
PART III – CORE**

**FIELDS OF SOCIAL WORK**

**CREDIT: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To develop an understanding on the different fields of Social Work and the services available in the respective fields.
- To develop an ability to apply the principles of Social Work and Intervention Process in various fields of Social Work.

UNIT – 1

(12 Hours)

**Social Work with Marginalized Community:**

Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. **Role of Social Worker.**

UNIT – 2

(12 Hours)

**Social Work in Health Settings:**

Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues. Scope of Medical and Psychiatric Social Work. **Role of Social Worker in Medical and Psychiatric Setting.**

UNIT – 3

(12 Hours)

**Social Work in Family settings (Child, Youth & Elderly):**

Meaning Of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. **Role of Social Worker.**

UNIT – 4

(12 Hours)

**Social Work in Correctional settings:**

Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2000. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. **Role of Social Worker.**

UNIT – 5

(12 Hours)

**Social Work in Industrial settings:**

**Industrial Social Work: Definition. Importance and scope of social work profession in industrial setting. Role and functions of social worker in industrial settings. Problems of workers/employees in an industry.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Antony A. Vars	Social Work competences	1996	Saji Publication, New York
2.	Fink A.E,	The Field of Social Work,	1942	Henry Holt and Co., New York
3.	Nordshog, J.E	Analyzing Social Problems	1992	The Dryden Press, New York
4.	Misra, P.D .	Social Work Philosophy	1994	Inter-India Publications, New Delhi
5.	Verma. R.K, Gopal Varma.	Research Methodology	2004	Common Wealth Publications

**Prescribed Text Book:**

1.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
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**SEMESTER –III  
PART III – CORE**

**FIELD WORK – III**

**OBSERVATION VISITS**

**CREDITS: 4**

**TOTAL NO OF VISITS: 10 per Semester**

**OBJECTIVES:**

- To provide exposure to various NGOs and Government Organizations.
- To acquire skills of observation and develop a spirit of inquiry.
- To develop an appreciation of the significances of social work intervention in various institutions.

**Visits to the Institutions working for:**

- Children
- Women
- Elderly
- Differently Abled
- Bonded Labour
- Human Trafficking
- Migrant Issues
- Refugees
- Health
- Environment

**Method of Assessment:**

- Group Conference / Interaction.
- Report Submission of every visit.

**SEMESTER –III**  
**PART III – ALLIED**

**ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand Indian and International Economic and Political Systems.
- To familiarize the issues associated with Agriculture, Industry & Service Sector.
- To study the Political & Economic processes in the context of development in India.

**UNIT-1**

(12 Hours)

**Concepts Related to Economics:**

Definition of Economics, Micro Economics and Macro Economics. Economic Systems - Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development, Under Development, Five Year Plan, Union and State Budgets. Economics as a discipline and its relevance to Social Work.

**UNIT-2**

(12 Hours)

**Concepts Related to Politics:**

Evolution of the discipline of Political Science; Meaning, Nature & Scope of Political Science; State - Meaning and Elements of State; Sovereignty - Meaning and Characteristics; Law – Meaning and kinds of Law; Rights: Meaning and kinds; Liberty: Meaning and kinds; Equality: Meaning and kinds. Political Science as a discipline and its relevance to Social Work.

**UNIT-3**

(12 Hours)

**Macro - Economic Indicators:**

Population, Poverty, Unemployment, Urbanization, Industrialization, Rural – Urban Gap, Gross Domestic Product (GDP), Gross National Product (GNP), Gender Empowerment Measure (GEM), Gender Development Index (GDI).

**UNIT-4**

(12 Hours)

**Indian Polity:**

Framing of the Indian Constitution, Preamble, Salient Features of the Indian Constitution, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. Union Parliament and State Legislatures - Composition, Power and Functions. Union and State Executives - President, Vice - President, Prime Minister and Council of Ministers; Governor, Chief Minister and State Council of Ministers – Role, Powers and Functions. Judiciary - Supreme Court and State High Courts – Composition and Jurisdiction.

**UNIT-5**

(12 Hours)

**Indian Economy and Indian Polity – Problems:**

Problems in Agricultural Sector - Small and fragmented land-holdings, Use of chemical Fertilizers, Lack of mechanization, Poor Irrigation Facilities and Agricultural Marketing, Inadequate storage and transport facilities.

Problems in Industrial Sector – Poor Capital Formation, Lack of Infrastructural Facilities, Poor Performance of the Agricultural Sector, Gaps between Targets and Achievements, Concentration of Wealth, Regional Imbalances and Industrial Sickness.

Problems in Service Sector – Poor Infrastructure, Unfair Competition in Telecom sector, Lack of innovation, Improper Training for Work force, Poor backing by Primary and Secondary Sectors.

Problems in Indian Political System - Coalition governments, Family politics, Caste politics, Businessmen in politics.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	R.C.Agarwal	Constitutional development & National Movement of India	1998	Vikas Publication New Delhi
2.	Bhatnagar. S	Political theory : An Introduction	1985	Meerut,Meenaksh, Prakashan
3.	Eddy Asirvatham, K.K.Misra	Political Theory	2000	Chand & company Ltd. New Delhi
4.	Misra, S. K. and V. K. Puri	Indian Economy	2000	Himalaya Publishing House
5.	B.L. Fadia	Indian Government and Politics	2016	Sahitya Bhawan
6.	Hall R. Varian	Intermediate Microeconomics: A Modern Approach	2010	East West publication
7.	Dwivedi D.N	Macroeconomics Theory and Policy	2008	Tata Mc Graw Hill
8.	Chacholiades. M	The Pure Theory of International Trade	1973	McMillian press

**Prescribed Text Book:**

1.	Samuelson P.A	Economics: An Introductory Analysis	1961	McGraw - Hill
2.	D.D. Basu	Introduction to Constitution of India	2011	Lexis Nexis

**SEMESTER –III**  
**PART IV – NON – MAJOR ELECTIVE**

**VALUE EDUCATION**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVE:**

- To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.
- To build excellent citizens and leaders for the country
- To develop successful and happy members to the society

UNIT- 1

(6 Hours)

**Introduction to Value Education:**

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level-

UNIT- 2

(6 Hours)

**Salient values for life:**

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills, Conflict resolution : Win-lose, lose-lose, win-win outcomes - Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT- 3

(6 Hours)

**Duties and responsibilities:**

Responsible citizenship, National Integration, Dr. A P J Kalam's ten points for enlightened citizenship, the role of media and social media in value building. Challenges faced by youth

UNIT- 4

(6 Hours)

**Positive & Negative Values learnt from the lives of select Indian Personalities:**

Mary Clubwala Jadhav, Mahatma Gandhiji, A.P.J. Abdul Kalam, Medha Patkar, Kailash Sathyarathi, Mariappan Thangavelu.

Ramalinga Raju, Vijay Mallaya, Lalit Modi.

UNIT- 5

(6 Hours)

**Positive & Negative Values learnt from the lives of select International Personalities**

Mother Teresa, Abraham Lincoln, Martin Luther King, Nelson Mandela, Nick Vujicic, Malala Yousafai.

Hanse Cronje, Lance Armstrong, Maria Sharapova.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	M.G.Chitakra	Education and Human Values	2003	A.P.H.Publishing Corporation, New Delhi
2.	Chakravarthy, S.K.	Values and ethics for Organizations: Theory and Practice	1999	Oxford University Press, New Delhi
3.	Satchidananda, M.K	Ethics, Education, Indian Unity and Culture	1991	Ajantha Publications, Delhi
4.	Das, M.S. & Gupta, V.K	Social Values among Young adults: A changing Scenario	1995	M.D. Publications, New Delhi
5.	Bandiste, D.D	Humanist Values: A Source Book	1999	B.R. Publishing Corporation, Delhi
6.	Ruhela, S.P	Human Values and education	1986	Sterling Publications, New Delhi
7.	Kaul, G.N	Values and Education in Independent Indian	1975	Associated Publishers, Mumbai
8.	NCERT	Education in Values	1992	New Delhi

**Prescribed Text Book:**

1.	Xavier Alphonse S.J	We Shall Overcome – A Textbook on life coping skills	2008	ICRDCE Publication, Chennai
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## SEMESTER –III

### SOFT SKILL- III

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

#### **OBJECTIVES:**

- To develop their personal skills
- To enable the students to develop their coping skills

#### **TOPICS:**

- Conflicts Management
- Problem solving
- Decision Making
- Crisis Management



## **SEMESTER –III**

### **COMPULSORY EXTENSION SERVICE NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II

CREDITS-4

TOTAL TEACHING HRS:60

#### OBJECTIVES:

- To understand the significance of the methods and their uses.
- To develop professional attitude and behavior

#### UNIT-1

(15 Hours)

##### **Case work process:**

Individual helping process (case work process): Intake, Study, diagnosis, treatment/intervention, evaluation, termination and follow up.

#### UNIT-2

(10 Hours)

##### **Intervention of Individuals:**

Enhancing client's problem-solving skills, assertiveness and stress management-modifying environment, developing resources and planning-enhancing family relationship.

#### UNIT-3

(15 Hours)

##### **Group work process:**

Group helping process (group work process): Planning phase- selection of members, orienting the members, environment preparation. Beginning phase-preparing for group work, first meetings- interviewing, rules for group work meetings, goal setting, motivation, Assessment of communication and interaction. Middle phase: Intervening with group members, problem solving, dealing with difficult members. Ending phase: Evaluations, termination, follow up.

#### UNIT-4

(10 Hours)

##### **Recording:**

Meaning, types – Process recording, Summative recording, Verbatim and Non verbatim recording, uses of recording, importance of recording for individuals and groups.

#### UNIT-5

(10 Hours)

##### **Role of case worker and group worker in various settings:**

School, Hospital, Community, Industrial and Correctional setting. Illustrations from Indian context.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Benjamin A	The helping interview	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work Relationship	1957	George, Allen and Unwin, London
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice hall, Inc.
7.	Toseland, R. W, Rivas, R, F	An introduction to group work practice.	1984	Macmillan publication Co. New York
8.	Kemp, C.G	Perspectives on the group process.	1970	Houghton

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH COMMUNITIES –II

**CREDITS-4**

**TOTAL TEACHING HRS-60**

#### **OBJECTIVES:**

- To understand the approaches and models of Community Organization and Social Action.
- To develop ability to utilize appropriate approaches and skills to work with communities.

UNIT-1

(05 Hours)

#### **Community organization approaches & Models:**

Community Organisation Approaches: Concept, Scope, Types: Specific content, general content, process content, participatory approaches.

Community Organisation Models: Rothman's model of Community Organisation and its types: Locality Development Model, Social Planning Model, Social Action Model.

UNIT- 2

(20 Hours)

#### **Social Action:**

Meaning, Principles of Social Action – Principle of Credibility, Principle of Legitimization, Principle of Dramatization, Principle of Dual Approach, Principle of Multiple Strategies, Principle of Manifold Programme, Strategies – Campaign/Promotional Strategy, Collaborative Strategy, Advocacy Strategy, Negotiate Strategy, Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organization Strategy, Economic Organization Strategy, Conflict management Strategy, Situation Modification Strategy. Approaches: Paulo Freire, Saul Alinsky.

UNIT-3

(15 Hours)

#### **Community Organization and Social Action in different settings:**

Health, Family and Child Welfare, Women, Marginalized groups like SC/STs. Role of Community Organizer.

UNIT-4

(10 Hours)

#### **Skills in Community Organization:**

Conceptual understanding, Communication, Organizing, Mobilizing Resources, Negotiating, Liasoning, Advocacy, Participatory Skills, Documenting Community Processes and Situations.

UNIT-5

(10 Hours)

#### **NGOs and CBOs in Community Organization:**

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization. Illustrations from Indian context.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	*Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book**

1	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi
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## SEMESTER-IV

### PART III -CORE

#### SOCIAL DEVELOPMENT AND SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand the concept of development and development issues in India.
- To learn about developmental organizations in India.
- To understand the role of legislations in relation to development.

UNIT - 1

(10 Hours)

#### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT - 2

(12 Hours)

#### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3

(15 Hours)

#### **Developmental Organizations:**

Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

Non – Governmental Organizations: Oxfam, World Vision, Amnesty International and Myrada.

UNIT – 4

(12 Hours)

#### **Sustainable Development Goals: (Concept, Targets, Status – Indian Context)**

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions 17. Partnerships for the Goals.

UNIT-5

(11 Hours)

#### **Government Policies and Programmes:**

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

Five Year Plans and NITI Aayog (National Institution for Transforming India). UNDP. SAARC.

**References:**

SNo	Author (s)	Name of the Book	Year	Publications
1.	Agarwal A.N	Indian economy: Nature, Problem and Progress	1975	Vikas Niraj prakash, New Delhi
2.	Ministry of Home	Census of India	2000	Government of India
3.	Dandekar V.M.	Indian economy	1999	Sage Publications
4.	Dutt & Sundaram	Indian Economy	2001	S.Chand Publishing
5.	Ghosh, B.N.	Political economy new colonialism for third World countries	1985	Sterling Publishers
6.	Kumar B	Planning poverty and economic Development	1984	Deep & Deep Publications
7.	Michel Todaro	Economic	2000	Addison Wesley
9.	Thirwall A.P	Growth and Development and special reference to developing countries.	2003	Palgrave Macmillan: London

**Prescribed Text Book:**

1.	New Media Wing	India – 2016 (Latest Version)	2016	Ministry of Information and Broadcasting.
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**Important Websites:**

1. [www.socialjustice.nic.in](http://www.socialjustice.nic.in)
2. [www.india.gov.in](http://www.india.gov.in)
3. [www.disabilityaffairs.gov.in](http://www.disabilityaffairs.gov.in)
4. [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
5. [www.un.org](http://www.un.org)

**SEMESTER-IV**  
**PART III – CORE**  
**FIELD WORK- IV**  
**PROJECT FIELD WORK**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(1 DAY/ WEEK)**

**OBJECTIVES:**

- To study the various problems of the community
- To plan and execute appropriate programmes
- To develop documentation and presentation skills.

**TOPICS RELATED TO:**

- Children
- Women
- Elderly
- Environment
- Any current/ contemporary social issues during the current year.

**METHOD OF ASSESSMENT:**

Assessment will be on the student's contribution towards the problem identification, analysis and Programme execution. Their personal skills will be taken into account for assessment.



**SEMESTER-IV**  
**PART III – ALLIED**  
**PSYCHOLOGY**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand basic concepts of human behavior and relevance to social work practice.
- To gain knowledge on psychological base of human behavior.

UNIT-1 (12 Hours)

**Psychology**

Meaning, Concepts, History, Fields of Psychology: Developmental, Educational, Abnormal, Clinical, Environmental, Geo, Forensic, Neuro, Comparative and School. **Methods of Study of Human Behavior: Introspection, Observation, Experimental, Clinical / Case study, Survey, Genetic and Testing.**

**Perception**

Meaning, Perceptual Process, Factors in Perception and Perceptual Selectivity.

UNIT-2 (12 Hours)

**Learning, Memory and Intelligence**

Meaning, Process, Theories of Learning: Classical Conditioning and Operant Conditioning. Types of Learning: Verbal Learning, Motor Learning, Concept Learning, Problem Solving, Serial Learning, Paired associate learning.

**Memory:** Meaning, Process: Registration, Retention and Recall.

Unit – 3

**Intelligence:** Meaning, Level of Intelligence. Theories of Intelligence: Unitary Theory, Multifactor Theory, Spearman's two factor theory & Vernon's Hierarchical Theory.

**Emotions:** Nature and Characteristics, Emotional Expressions, Adaptive and Disruptive Qualities of Emotions. Emotional Intelligence.

UNIT-4 (12 Hours)

**Motivation, Motives and Emotions**

Meaning, Theories: Freud's Instinctive theory & Abraham Maslow's theory of Hierarchical needs.

**Motives:** Meaning. Types of Motives: Primary Motive, Secondary Motive.

UNIT-5 (12 Hours)

**Personality, Attitude and Adjustment**

Definition, Theories of personality: Psychoanalytic theory & Eysenck's theory.

Attitude: Meaning, Attitude formation, Attitude change, Stereo types and prejudices.

Adjustment: Meaning of adjustment and mal adjustment. Defense mechanism: Meaning. Types: Regression, Repression, Reaction Formation, Displacement, Sublimation, Denial, Projection, Rationalization.

### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 <sup>rd</sup> edition	1991	Houghton Muffin company, Boston.
3.	Feldaman	Introduction to general Psychology	1990	McGraw-Hill Company
4.	Morgan, Clifford,T	Introduction to Psychology	1986	McGraw-Hill Book Company- New York
5.	Munn L.Norman	Introduction to Psychology	1975	Oxford & IBH Publication
6.	Saraswathi T.S	Developmental Psychology in India	1975	Sage Publications
7.	Sherif & Sherif	Social Psychology	1969	Harper & Row Publishers
8.	Stephen P. Robbins	Organizational behavior 9th edition	2001	San Diego State University Prentice Hall

### Prescribed Text Book

1.	S K Mangal	General Psychology	2015	Sterling Publishers Private, Ltd
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## SEMESTER-IV

### PART IV

#### ENVIRONMENTAL STUDIES

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**Objectives:**

- To highlight the environmental issues.
- To develop the knowledge of the students about natural resources.
- To sensitize the students about environmental pollution and the need for environment conservation.

**Unit 1:**

**Multidisciplinary nature of environmental studies**

(5 Hours)

Definition, scope and importance, Need for Public awareness.

**Natural Resources:** Natural resources and associated problems.

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

**Unit 2:**

(5 Hours)

**Ecosystems**

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

**Unit 3:**

(5 Hours)

**Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.

- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

**Unit 4:** (5Hours)

**Environmental Pollution & Waste management**

Definition, Causes, effects and control measures of:-

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Wasteland reclamation.
- Role of an individual in prevention of pollution.

**Unit 5: Environmental Issues** (10 Hours)

- Disaster management: floods, earthquake, cyclone and landslides
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

**Additional Study (Does not form part of assessment)**

- Visit to a local area to document environmental assets river/ forest / grassland /hill / mountain (or)
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural (or)
- Study of common plants, insects, birds. (or)
- Study of simple ecosystems-pond, river, hill slopes, etc.

**Prescribed Text Book:**

1.	Textbook of Environmental Studies for Under Graduate Courses	Erach Bharucha	2005	University Grants Commission
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**SEMESTER-IV**  
**SOFT SKILL – IV**  
**COMPUTER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

**Objectives:**

- To enhance computer literacy of students.
- To provide insight on applying technology in Social Work Profession.

**TOPICS**

- MS Office Pack: MS Word, Excel, Power Point Presentation
- Photoshop
- Prezi (Presentation)
- Introduction to SPSS
- Social surfing – safe guards.

Note: The students will be given hands-on training on the prescribed topics.

**SEMESTER-IV**  
**COMPULSORY EXTENSION SERVICE**

**NSS/SPORTS**

**CREDITS: 1**

**TOTAL HRS: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

**Cumulative Hours (I to IV Semesters): 120**

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 120 hours till fourth semester. Students those who complete minimum attendance of 120 hours and more in Two Years will get ONE CREDIT during the IV Semester.

## SEMESTER-V

### PART III – CORE

#### COMMUNICATION FOR SOCIAL WORK

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand theoretical models of communication
- To increase knowledge on various communication methods and their use in the process of social change
- Acquire ability to use communication skills in the practice of social work methods.

#### UNIT-1

(10 Hours)

##### **Communication:**

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous, Communication Skill (Do's & Don't's) – Verbal, Written and Visual.

#### UNIT-2

(10 Hours)

##### **Media:**

Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, The Phenomenon of Audio-Visual Culture And Mass Culture, Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices.

#### UNIT-3

(15 Hours)

##### **Use of Audio & Visual Aids:**

Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Photo Language, Lettering, Simple Drawing and Cartoons. Projects Aids: Slides, OHP and Film Strips. Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.

#### Unit – 4

(10 Hours)

##### **Use of other Communication Methods:**

Use of Other Methods: Drama, Role-Play, Panel Discussions, Group Discussions, Seminar, Conferences, Demonstration, Exhibition, Public Meetings, Public Speaking, Print Media, Press and Advertising.

#### UNIT-5

(10 Hours)

##### **Communication Media and Ethics:**

Communication and media in India, their scope, and limitations, utilizing media to deal with basic problems of India, utilization of internet and Social Media, communication for social change, social action, and social development.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Harry Shefter	How To Prepare Talks And Oral Reports.	1963	Pocket Publication, South Glamorgan
2.	Joseph Kivlin et all	Communication in India: experiments in Introducing Change.	1968	National Institute of Community Development: India
3.	Kaul, H.K	The Craft of Writing	1978	New Delhi: Arnold-Heinemann.
4.	Murphy	Mass Communication and Human Interaction	1977	Hardcover Publications
5.	Narasimma Reddy.V	How to Be A Good PRO	1974	Sharada Publications, Hyderabad.
6.	Sam Black	Practical Public Relations	1966	Pitman Publishing, London

**Prescribed Text Book**

1	Joyce Lishman	Communication in Social Work	2009	Palgrave Macmillan
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**SEMESTER - V**  
**PART III – CORE**  
**SOCIAL WORK RESEARCH AND STATISTICS**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- Develop an understanding of the foundations of social work research.
- Acquire skills in conducting research and prepare appropriate tools
- To collect, Analyze and interpret data.

**UNIT – 1**

(10 Hours)

**Introduction to Social Work Research:**

Definition of Research, Social Work Research, Importance of Social Work Research. Social Work Research as a method of Social Work, Social Work Research Ethics.

Social Work Research process, Identifying and Formulating a Problem Relevant to Social Work. Raising Research Questions and Deriving Objectives. Clarification of Concepts: Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

**UNIT – 2**

(15 Hours)

**Types of Research Methodology, Research Design & Sampling:**

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

Sampling: Meaning, Types of Sampling: Probability - Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, Cluster Sampling. Non – Probability Sampling: Convenience Sampling, Snow Ball Sampling, Purposive Sampling and Quota Sampling.

**UNIT – 3**

(10 Hours)

**Sources of Data, Tools & Techniques for data collection:**

Sources of Data: Primary and Secondary, Quantitative & Qualitative data. Tools of Data Collection – Observation, Interview schedule, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques.

**UNIT – 4**

(10 Hours)

**Data Processing:**

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation. Uses of computer for data processing.

**UNIT – 5**

(15 Hours)

**Data Analysis:**

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Arithmetic Mean, Median, Mode & Measure of Dispersion - Standard Deviation (including Manual calculations). Data Interpretation, Guidelines for Report writing: Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, References, Annexure.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony Joseph	Methodology for Research	1986	Theological Publications in India, Bangalore
2.	Bajpai	Methods of Social Survey and Research	1992	Kanpur, Kilah Ghar
3.	Gupta	Statistical Methods,	1985	Sultan Chand and Sons New Delhi
4.	Hans Raj	Theory and Practice in Social Research	1992	Surjeet Publications, New Delhi
5.	Hubert M.Blalock Jr	An introduction to Social Research	1970	New Jersey, Prentice Hall

**Prescribed Text Book**

1.	Kothari C R	Research Methodology – Methods & Techniques	2012, 2015	New Age International Pvt., Ltd.
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**SEMESTER - V**  
**PART III – CORE**  
**DIMENSIONS OF HEALTH**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.
- To gain knowledge about various Diseases, Prevention and Treatment.
- To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

**Health Overview:**

Definition of Health, Health Concepts. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants of Health: Human Biology, Environment, Ways of Living, Economic Status and Health Services.

Philosophy of Health: Fundamental Right, Essence of productive life, health is inter - sectoral, health is central to the concept of quality of life, health involve responsibility, health is world wide social goal.

Indicators of Health: Comprehensive Indicators - Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators - Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services.

UNIT – 2

(10 Hours)

**Personal Factors Affecting Health: Personal Hygiene & Nutrition:**

Concept of hygiene, Personal Hygiene. Problems Associated with lack of Personal Hygiene – Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene.

Nutrition: Meaning of Nutrition, Meaning of Malnutrition, Nutritional Diseases: Protein Energy Malnutrition (PEM), Vitamin Deficiency Diseases. Role of social worker in nutritional care.

UNIT – 3

(15 Hours)

**Social and Environmental Factors Affecting Health:**

Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

Environment Factors Affecting Health: Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection.

UNIT – 4

(15 Hours)

**Disease:**

Concept of Disease, Illness, Sickness.

Communicable Diseases: Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases.

Non-Communicable Diseases: Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

Mental Health: Meaning of Mental Health, Mental Illness and Mental Retardation. Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

UNIT – 5

(05 Hours)

**Promotion to Health:**

Self Care: Exercise, Lifestyle management, Nutrition.

Indigenous Methods: Ayurveda, Yoga, Unani, Siddha, Homeopathy (AYUSH), Naturopathy, Relaxation Therapy, Meditation.

Modern: Medical Intervention, Wellness Centres.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Abraham Verghese	Introduction to Psychiatry	1996	B1 Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar: Anand Publishing

**Prescribed Text Book:**

1.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
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**SEMESTER - V**  
**PART III – CORE**

**FIELD WORK- V**

**RURAL CAMP**

**CREDITS: 4**

**NO OF DAYS ON CAMP: 5-7 Days**

**OBJECTIVES:**

- To expose the students to rural life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

**ASSESSMENT:**

- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

**Regulations:**

1. Selection of place (Rural Area - Tamil Nadu)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp.

**SEMESTER - V**  
**PART III – ALLIED**

**SOCIAL WORK WITH SENIOR CITIZENS**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the problems of Senior Citizens in India.
- To acquire knowledge about the services for Senior Citizens.
- To study the legal provisions for the Senior Citizens.

**UNIT – 1**

(12 Hours)

**Definition of Senior Citizen:**

Definition, Meaning - Social, Cultural and Medical. Aging, Concept of Geriatrics, Gerontology, Geriatric Social Work, Gerontological Social Work.

**UNIT – 2**

(15 Hours)

**Physical and Social Changes:**

Physical Changes: Change of Physical Characteristics like Vision, Bones and Muscles. Common Illness: Urinary Incontinence, Respiratory disorders, Cardiac disorders, Diabetes, Arthritis and Parkinson's disease, Dementia, Alzheimer's disease – Causes, Symptoms and Management.

Social Changes: Changing roles and functions in the family and society. Alienation from the mainstream of society, Elder abuse, Empty Nest Syndrome.

Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens. Role of Geriatric Social Worker.

Factors underlying the institutionalization & Deinstitutionalization of the Elderly care, Assisted living for Elderly; Community care of elderly.

**UNIT – 3**

(12 Hours)

**Economic and Psychological Changes:**

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

**UNIT – 4**

**Non – Governmental Services (NGOs) in Elderly Care:**

(9 Hours)

Day Care Centers, Special Holiday Camps, Outings, Pre – Retirement Counseling, Counseling for this Stage of Life, Counseling to Family Members for understanding the Aged and Living with them. Mobile Health Services, Meals – on – Wheels, Recreation Centers, Senior Citizen's Clubs, Self Employment Schemes, Creation Of Employment Opportunities And Voluntary Work for the Senior Citizens in the Existing Structure of Society, Involvement of the Senior Citizens in Initiating and Management of their Services. Community Education of Senior Citizens, Help Age India, Help line–1800-180-1253.

**Governmental Services for Elderly Care:**

Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme. Open University Scheme, Adult Education.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Binstock, R.H and Shahas, E	Handbook of aging and the Social Sciences	1976	Van Nostrand Reinhold Company, New York
2.	Borgatta, E.F and McCluskey N.G	Aging and Society: Current Research and policy perspectives	1980	Beverly Hills/ London – Sage Publications
3.	Desal, K.G	Aging in India	1982	TISS Series 52
4.	Lowy, Louis	Social work with the aging – The Challenge and Promise of later years.	1979	Harper and Row, New York

**Prescribed Text Book:**

1.	Marshall, Mary	Social Work with Old People	1983	The Macmillan Press.Ltd., London
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## SEMESTER - V

### PART IV – NON – MAJOR ELECTIVE

#### DISABILITY

##### (OPTION 1)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To sensitize the students about Disability.
- To realize the responsibilities towards persons with disabilities.

#### **UNIT – 1**

(06 Hours)

##### **Disability**

Concepts: impairment, handicapped and rehabilitation. Types of disabilities: Visual disability, Hearing disability, mental disability, orthopedic disability including spastics children and leprosy cured.

#### **UNIT – 2**

(06 Hours)

##### **Causes & Prevention of disabilities**

**Causes of Disabilities:**

Malnutrition, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents.

Prevention of Disabilities at Primary, Secondary & Tertiary levels.

#### **UNIT – 3**

(06 Hours)

##### **Legislations related to disability**

Persons with Disability Act 1995 - Objectives, Scope, Salient Features.

#### **UNIT – 4**

(06 Hours)

##### **Government Interventions:**

Government Organisations: NIEPMD, NIVH, NIPH, NIMH, NIDCD.

Government schemes for disabled offered by state commissioner for disabled

(a) Special education (b) Training programme (c) Employment of persons with disability (d) Self Employment for disabled and (e) Supplying of aids and appliances

#### **UNIT – 5**

(06 Hours)

##### **Rehabilitation of the disabled:**

Role of family & Care Givers in the treatment, training and rehabilitation of the disabled. Social work interventions for the disabled.

Process of Rehabilitation: Early identification, Treatment and Integration.

Types of Rehabilitation: Physical, Educational, Vocational and Societal.

Disabled-friendly Interface: Ramp, Software, Audio.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Baquer, Ali; and Sharma, Anjali	Disability: Challenge Vs Response	1997	Concerned Action Now
2.	Ministry of Law, Justice & Company Affairs	The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995	1996	The gazette of India.
3.	National Sample Survey Organisation	A report on disabled persons,	1994	Department of Statistics, New Delhi.
4.	World Health Organisation	International Classification of Impairments, Disabilities, and Handicaps	1980	Geneva : World Health Organization.

**Prescribed Text Book:**

1.	Pandey , R.S and Advani, Lal	Perspective is Disability and Rehabilitation,	1995	Vikas Publishing House, New Delhi.
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## SEMESTER - V

### PART IV – NON – MAJOR ELECTIVE

#### DISASTER MANAGEMENT

(OPTION 2)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To understand the process of Disaster Management.
- To present the role of social worker in disaster management.

#### **Unit 1 (6 Hours)**

##### **Disasters**

Concept and definition of disaster, hazards, vulnerability. Types of disaster – natural and manmade: Tsunami; Cyclone, flood, landslide, fire, earthquake, avalanches, forest fires, oil fires, oil spills, nuclear disasters.

#### **Unit 2 (6 Hours)**

##### **Disaster Management:**

Disaster Management: Concept.

Disaster Management Cycle: Prevention, mitigation, preparedness, response, relief, recovery and rehabilitation.

#### **Unit 3 (6 Hours)**

##### **Legislations for Disaster management**

Disaster Management Act, 2005, Recommendation of the World Conference on Disaster Reduction (most recent), HYOGO framework for action.

#### **Unit 4 (6 Hours)**

##### **Role of Various organizations in disaster management**

Role of State, NDMA: Roles & Responsibilities, Armed Forces / NGOs, INGOs, philanthropists in disaster situations, Role of community, development workers, volunteers and media.

#### **Unit 5 (6 Hours)**

##### **Management issues related to disasters relevant for social work practice**

Mitigation through capacity building, pre disaster and vulnerability reduction, Post disaster recovery and rehabilitation; disaster related infrastructure development, mitigation measures, risk management, risk-reducing measures.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bose, B., C	Disaster Management in India	2007	Rajat Publication, New Delhi
2.	Bose, B., C	Disaster Management in 21 <sup>st</sup> Century	2007	Rajat, New Delhi
3.	Goel, S., L	Encyclopedia of Disaster Management.	2000	Deep & Deep Publications, New Delhi
4.	Prabhas, Chandra, Sinha	Disaster Management Process, Law, Policy & Strategy	2006	SBS Publications, New Delhi.
5.	Prabhas, Chandra, Sinha	Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance	2006	SBS Publications, New Delhi.
6.	Prabhas, Chandra, Sinha	Disaster Vulnerabilities & Risks.	2006	SBS Publications, New Delhi.
	Prabhas, Chandra, Sinha.	Disaster Mitigation, Preparedness, Recovery & Response.	2006	SBS Publications, New Delhi.

**Prescribed Text Book:**

1.	Singh, R., B.	Disaster Management.	2000	Rawat Publications, Jaipur.
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**SEMESTER - V**

**SOFT SKILL- V**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

**OBJECTIVES:**

- To understand the ways and means of team building
- To take on the leadership role where ever it is necessary with courage and confidence.

**TOPICS:**

- Leadership
- Team work
- Goal setting
- Personality development

## SEMESTER-VI

### PART III - CORE

#### SOCIAL WELFARE ADMINISTRATION

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES**

- To understand the administration process in the organization.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- To study legislations related to Social Welfare Administration.

#### **UNIT-1**

(15 Hours)

##### **Evolution of Social Welfare Administration:**

Evolution of Social Welfare Administration, Concepts, Public Administration, Social Service, Social Welfare Services, Philosophies of Social Welfare and Social Development, Principles and Values of Social Welfare Administration.

#### **UNIT-2**

(15 Hours)

##### **Agency Administration:**

Administration in Voluntary Organization, Constitution and Bye Laws, Boards and Committees, Organization as a System, Structure, Functions of Central Social Welfare Board, State Social Welfare Board, Directorate of Social Welfare, Social Defense.

#### **Unit – 3**

(15 Hours)

##### **Elements of Administration:**

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation. Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

#### **UNIT-4**

(15 Hours)

##### **Laws Related to NGO:**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912

#### **UNIT-5**

(05 Hours)

##### **Role of Social Worker in Welfare Administration among Vulnerable people:**

Role of Social Worker in working with Children, Women, Senior citizens, Person with Disability, Minority Groups.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Chaturvedi, T.N. and Chandran	Social administration development and change	1977	Sage Publications, New.Delhi
2.	Danis,Kathi,	Human behavior at work,	1977	Mcgraw Hill New Delhi
3.	Lalitha ,N.V	Status of voluntary effort in social welfare	1982	NIPCCD, New Delhi
4.	Man Mohan Prasa	Management concepts and practice	2008	Himalaya Publishing House.
5.	S.L Goel and R.K.Jain	Social welfare administration	2002	Deep & Deep Publications
6.	Ramesthiwari Devi, Rani Prakash	Social Work and Social welfare Administration	2001	Jaipur: Mangal deep Publications.

**Prescribed Text Book:**

1.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
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**SEMESTER - VI**  
**PART III - CORE**  
**WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand the perspectives of women's development in Indian society.
- To develop a capacity to examine the social systems that affect women.
- To study the status of women's empowerment in India.

**UNIT-1**

(10 Hours)

**Introduction to Women's Development:**

Women's Development – Meaning, Status of Women in ancient, medieval, and modern periods. Women's Development theoretical approaches - Welfare approach, women in development (WID), Women and development (WAD), Gender and development (GAD), The effectiveness approach (EA), Main stream gender equality (MGE), Women development Indicators: Demographic indicators, Gender related development indicators (GDI), Gender empowerment measure (GEM), Gender Equity Index (GEI), Gender Gap Index (GGI), Cultural Indicators, International Indicators.

**UNIT- 2**

(10 Hours)

**Patriarchy:**

Concept of Sex, Gender, Patriarchy, Matriarchy and Feminism.

Difference between Sex & Gender, Difference between Patriarchy & Matriarchy.

Impact of Patriarchy on Women in the Family, in Education, in Employment and in Politics.

**UNIT-3**

(10 Hours)

**Issues and Concerns:**

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, reproductive health, Women in Media. General division of labour, Glass ceiling, Girl child rights.

**UNIT- 4**

(20 Hours)

**Legislations Related To Women:**

Legal Rights of Women with reference to Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace Act, 2013, Dowry Prohibition Act, 1961

**UNIT-5**

(10 Hours)

**Women's Empowerment:**

Women's Empowerment: Meaning, Types: Social, Economic, Political.

Government initiatives for women's empowerment (State and Central

Ministry), Five Year Plans, Commissions, Policy: National policy for the empowerment of women - 2001.

Programmes and schemes: Bharathiya Mahila Bank (BMB), Support to training and employment programme for women (STEP), Rashtriya Mahila Kosh, Indra Gandhi Matritva Sahyog Yojana(IGMSY), Mann Deshi Mahila Sahakari, Beti Bachao, Beti Padhao Scheme, Women Help Line Scheme, Working Women Hostel, UJAWALA, Rajive Gandhi National Creche Scheme for Children of Working Mothers, Nari Shakti Puraskar, Mahila E-Haat, Mahila police volunteers, MCTS, CMB, SABLA.

Women Welfare Schemes for Tamil Nadu: Annai Teresa Ninaivu Orphan Girls Marriage Assistance Scheme, Dr. Dharmambal Ammaiyar Ninaivu Widow Remarriage Scheme, Thamizhaga Arasu Intercaste Marriage Assistance Scheme, Dr. Muthulakshmi Reddy Memorial Maternity Assistance Scheme, Sivagami Ammaiyar Memorial Girl Child Protection Scheme, Self Help Group (SHG) Movement: (1989), Entrepreneurship Awareness Programme, Sathiyavani Muthu Ammaiyar Ninaivu Free Supply of Sewing Machine Scheme, Vazhndhu Kattuvom Project.

International Initiatives for women's empowerment: CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls, World Conferences on women, Conventions.

#### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
4.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication

#### Prescribed Text Books:

1.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books
2	Mira Seth	Women and Development	2001	Sage Publication
3	Zain Rahman	Women and Society	1987	Ajanta Publication
4	A N Panda	Situating Indian Women	2008	Abhijeet Publication, New Delhi
5	Sanjay Roy	Women in Contemporary India	2009	Akansha Publishing House



## SEMESTER - VI

### PART III - CORE

#### RESEARCH PROJECT

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(Project Guidance: 5 hours / week)**

#### **OBJECTIVES:**

- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.
- To equip the students to compile a project report.

#### **RESEARCH REPORT FORMAT**

Title Page

Acknowledgement

Certificate

Declaration

Table of Contents

List of Tables

List of Charts

#### **Chapter I - Introduction**

- General view about your research problem
- National and International issues related to the research problem
- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

#### **Chapter II - Review of literature**

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 1990's and classical works.

#### **Chapter III - Research Methodology**

- Title of the study
- Operational definition
- Aim of the study

- Objectives of the study
- Statement of the problem
- Scope of the study
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)
- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 3 samples)
- Limitations of the study
- Chapterisation

#### **Chapter IV - Data Analysis and Interpretation**

- Simple tables
- Percentage analysis
- Diagrammatic Representation

#### **Chapter V - Findings, Suggestions and Conclusion**

Summary, Findings, Discussions, Suggestions, Conclusion

References: APA Format – 6<sup>th</sup> Edition

#### **Appendix**

### **RESEARCH GUIDELINES**

1. Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in “TIMES NEW ROMAN” font, Size12.
5. Should be typed in one side of the A4 sheet.
6. Project should be hard bound and the cover should be in uniform colour. (as prescribed by the Department)

## **SEMESTER - VI**

### **PART III - CORE**

#### **FIELD WORK – VI**

#### **CONCURRENT FIELD WORK**

**CREDITS: 4**

**NO OF DAYS: 20 DAYS PER SEMESTER**

#### **OBJECTIVES:**

- To provide an opportunity to learn the skills of primary methods of Social Work (Case Work, Group Work, Community Organization).
- To inculcate professional growth and development.

#### **TASKS:**

- To study the profile of the agency.
- To involve in activities of the agency.
- Case Work - 1
- Group Work - 1
- Community Organization Programme - 1

#### **METHOD OF ASSESSMENT:**

- Individual conference
- Report submission

## SEMESTER - VI

### PART – III ALLIED

#### HUMAN RIGHTS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand Human Rights and Social Justice.
- To know the Role of Social Work in Relation to Human Rights.

UNIT- 1 (10 Hours)

#### **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; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.

UNIT-2 (15 Hours)

#### **Historical Overview of Human Rights (National & International Perspectives):**

UN charter- Universal Declaration of Human Rights- Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India, Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence. Globalization and Its Impact on Human Rights. Social Work as a Human Rights Approach.

UNIT-3 (10 Hours)

#### **Fundamental Duties and Rights**

Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy, Law and Social Justice in India - A Critical Assessment.

UNIT- 4 (10 Hours)

#### **Human Rights of Vulnerable Groups:**

Human Rights with Specific Reference to Women, Children, Refugees, Dalit and Tribes.

UNIT- 5 (15 Hours)

#### **Role of social work in relation to human rights:**

Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy, Role of Social Action.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Agarwal, H.O	International Law and Human Rights	2002	Central law Publications
2.	Alok Chakravati	Protecting Human rights	2003	Reference Press
3.	Bajwa G.S	Human rights in India	1995	Anmol Publishers
4.	Gupta, D.N	Human Rights Acts, Statutes and Constitutional	2003	Kalpaz Publications
5.	Jayashre. P.M	Dalit human Rights Violation Vol.1	2000	National Campaign
6.	Khanna, H.R	The Judicial System	1980	11 P.A, New Delhi
7.	Ramphal	Perspectives in human rights	2001	Rajat publications

**Prescribed Text Book:**

1.	Kohli S. A	Human Rights and Social Work- Issues, Challenges and Response	2004	Kanishka Publishers, New Delhi.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**INTRODUCTION TO WORKFORCE MANAGEMENT**

**(OPTION 1)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVES:**

- To introduce the basic concepts, functions and processes of human resource management.
- To facilitate the students in practical knowledge on Workforce problems
- To equip the students on the knowledge of social security legislations.

UNIT – 1 (6 Hours)

**Workforce Management**

Human Resource Management: Definition, Functions, Importance and Scope. Qualities and skills of a good HR Professional.

UNIT – 2 (6 Hours)

**Social Security & Employee Welfare:**

Definition, Concept, Importance, Types of Social Security & Employee Welfare; Workplace counselling: Meaning & Importance; Role of International Labour Organization (ILO) in employee welfare.

UNIT -3 (6 Hours)

**Social Security Legislations in the Indian Context:**

Objectives and scope of: Minimum Wages Act 1948, Employees State Insurance Act 1948, Employees Provident Fund and Miscellaneous Provisions Act 1952, Workmen's Compensation Act 1923, Payment of Gratuity Act 1972, The Unorganized Workers' Social Security Act, 2008

UNIT – 4 (6 Hours)

**Human Resources in the Organized Industrial sector:**

Organized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in organized Industrial sector.

UNIT – 5 (6 Hours)

**Human Resources in the Unorganized Industrial sector:**

Unorganized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in unorganized Industrial sector.

**Additional Study (Does not form part of Assessment)**

**FIELD WORK/INDUSTRIAL VISIT:** Study on problems faced by employees or Employer (or) Visit to Industrial/HR Settings

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	K.Aswathappa	Human Resource Management, 8th Edition	2011	Tata Mc Graw – Hill Publishing Company Limited, Delhi
2.	V.S.P.Rao	Human Resource Management, 2nd Edition	2005	Excel Books Publisher.
3.	Michael Reddy	The Managers Guide to Counselling at Work	1987	Universities Press (India) Limited.
4.	K.Shanmuga Velayutham	Social Legislation and Social Change	1988	Vazgha Valamudan
5.	B.D.Singh	Industrial Relations and	2008	Excel Books

**Prescribed Text Book:**

1.	K.Aswathappa	Organizational Behaviour	2011	Himalaya Publishing House.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**SOCIAL ENTREPRENEURSHIP**  
**(OPTION 2)**

**CREDITS - 2**

**TOTAL TEACHING HOURS: 30 HRS**

**OBJECTIVES:**

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

**UNIT-I**

**(10HRS)**

**Entrepreneur and Entrepreneurship:**

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur.

Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship

Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude, Innovation, Ability to Introduce New Technologies, Catalyst, Ability to Generate Opportunity for Profit or Reward.

Entrepreneurship Development in India. Scope of Entrepreneur Development.

**UNIT-II**

**(15 HRS)**

**Social Entrepreneur, Social Entrepreneurship:**

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Social Enterprises. Characteristics of Social Entrepreneurship - Explicitly Formulated Mission to Create and Sustain Social Value and to Benefit the Communities, High Degree of Economic Risk and Autonomy in Activities Related to Producing Goods and/or Selling Services, Pursuit of new Opportunities and Exploration of Hidden Resources to Serve that Missions. Quest for Sustainable Models, Based on Well Elaborated Feasibility Study, Ongoing Engagement in Innovation, Adaption and Learning, Decision- Making Power not Based on Capital Ownership, Participatory and Collaborative Nature Involving Various Stake Holders, Limited Distribution of Profit and Minimum Amount of Paid, Change Opportunities Lying in The Hands of Every Individual.

Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

**UNIT-III**

**(5 HRS)**

**Skills of Social Entrepreneurship:**

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

**UNIT-IV-**

**(10 HRS)**

**Social Entrepreneurship in Practice:**

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college,



Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavor (TIDE).

UNIT-V

(5 HRS)

**Ethical Entrepreneurship & Challenges in Social Entrepreneurship:**

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government. Challenges in Social Entrepreneurship

**References:**

SN	Author (s)	Name of the Book	Year	Publicatio
1.	Robert A.Philips, Margret Bonefiel, Ritesh Sharma	Social Entrepreneurship The Next Big Business Opportunity	2011	Global Vision Publishing House, New Delhi.
2.	S.S.Khanka	Entrepreneurship In India - Perspective And Practice	2009	Akansha Publishing House, New Delhi
3.	Jill Kickul And Thomas S.Lyons	Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World	2012	Routledge Publications, New York.
4.	Vasanth Desai	Entrepreneurial Development	2008	Himalaya Publishing House

**WEB RESOURCES**

- Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* New York, NY: Oxford University Press.
- Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University  
[http://www.caseatduke.org/documents/dees\\_sedef.pdf](http://www.caseatduke.org/documents/dees_sedef.pdf)
- Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008

## **SEMESTER - VI**

### **SOFT SKILL – VI**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

#### **OBJECTIVES:**

- To prepare a student to develop good employability skills.
- To build better working environment.

#### **TOPICS:**

- Preparation for Aptitude Test/Interview/ Group discussions.
- Resume preparation
- Career Guidance
- Work Environment

## SEMESTER - VI

### STUDY TOUR

**REQUIRED FOR COURSE COMPLETION**

**NO.OF DAYS: 4 -5 DAYS**

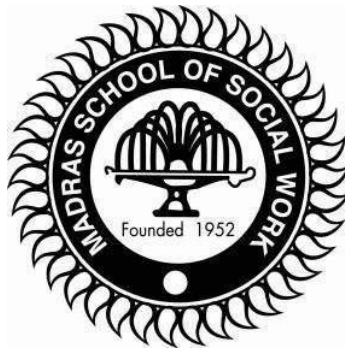
#### **Objectives:**

- To provide experiential learning and offer both group and self-directed activities and visit institutions of excellence (4-6 organizations to be visited) in social work field which enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for education and recreation.

A study tour is a travel experience with specific learning goals. It aims at learning through explorative and active participation. Participation in 5 days study tour excluding travel is mandatory for the completion of the course.

**MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**  
***32, Casa Major Road, Egmore, Chennai – 600 008***

***(Affiliated to the University of Madras)***



## **BACHELOR OF SOCIAL WORK (BSW)**

### **COURSE REGULATIONS AND SYLLABUS**

***(Effective from the Academic Year 2018 –2019 onwards)***

**Batch (2018-2021) and onwards**



## **I. OBJECTIVES OF THE COURSE IN BACHELOR OF SOCIAL WORK**

- To provide Professional Social Work foundation through integration of theory and practice in social work
- To demonstrate the ability to apply the knowledge, values and skills of Generalist Social Work practice.
- To enhance interdisciplinary perspective and understanding of social issues and concerns.
- To facilitate the ability to integrate field work experiences for effective Social Work practice.

## **II. ELIGIBILITY FOR ADMISSION TO BSW COURSE**

For the purpose of admission in to the BSW Programme a candidate should have:

- Passed the Higher Secondary Examination conducted by the Government of Tamil Nadu (or) an examination accepted as equivalent thereof by the Syndicate, of the University of Madras.
- Working knowledge of Tamil to enable the candidate to do effective field practicum.

## **III. COURSE DURATION:**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise of the first and second semesters, the second academic year the third and fourth semesters, and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semester from December to April of each year. There shall be not less than 90 working days for each semester.
- c) The duration of the BSW course is 3 academic years (6 Semesters).

## **IV. COURSES OF STUDY:**

The courses of study shall consist of the following:

1. Part – I – Foundation Courses– Tamil and French
  - (a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
  - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.
2. Part – II - Foundation Course – English

3. Part – III

a) Core courses: Consisting of Main Theory papers and Field Work.

b) Allied Subjects.

4. Part – IV

i) Non-Major Electives for 1<sup>st</sup> and 2<sup>nd</sup> Semesters

a. Not studied Tamil up to xii std, shall take Basic Tamil as Non Major Elective during I & II Semesters.

b. Studied Tamil upto xii std, can choose non-major elective comprising of two courses viz Stress Management during I Semester and Sustainable Tourism and Social Work during II Semester.

ii) Sem – 3: Value Education

iii) Sem – 4: Environmental Studies

iv) Sem – 5: Disability / Disaster Management

v) Sem – 6: Introduction to Workforce Management / Social Entrepreneurship

5. Part – V

Soft skills (One training per Semester) - 6 Soft Skills in total

6. Study Tour - Course Completion Requirement.

**V. COMPULSORY EXTENSION SERVICE:**

A candidate shall be awarded 1 Credit during the 4<sup>th</sup> semester for **Compulsory Extension Service** of minimum 120 hours @ 30 hours per semester, during the I, II, III and IV Semesters. All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross as part of compulsory extension service. If a student LACKS 60 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent year.

**VI. TEACHING METHODOLOGY:**

Lectures, Guest Lectures, Group Assignments, Group Discussions, Video/Documentary Presentations, Role Plays, Case Studies, Article Reviews, Reading Materials and Field Visits.

## **VII. ATTENDANCE REQUIREMENTS**

- All candidates must put in 75% of attendance in each theory paper and 100% for field work and soft skills training.
- Absence from field work will be viewed seriously. Students who do not have 100% attendance in their practical / field work will have to repeat the particular component of the practical / field work.
- If a candidate fails to put in the minimum attendance (75%) in any theory paper, the Principal can condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% to 75%). Condonation fee of Rs. 250/- for each Theory paper is payable. (For attendance percentage less than 65%, UNOM attendance regulations for the prevailing academic year will apply.)

## **VIII. PASSING MINIMUM AND ELIGIBILITY FOR THE AWARD OF THE DEGREE**

A candidate shall be declared to have passed in each paper / field practicum/project if he/she secures NOT LESS THAN 40% of the marks prescribed for the examination. He/ She shall be declared to have passed the whole examination if He/ She passes in all the papers, rural camp, field practicum and research project as per the schemes of examinations (spreading 6 semesters) earning 141 CREDITS and if He/ She shall fulfill all other course requirements as prescribed. Candidates who successfully qualify in the course will be recommended for the award of the BSW degree of the University of Madras.

## **IX. RESEARCH PROJECT / FIELD WORK REPORT:**

Every student is required to complete a research project / field work report under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of BSW department, who will guide the students on topics related to social work education/Field work activities.

The Research project / field work report shall be evaluated by two examiners.

### **INTERNAL ASSESSMENT:**

Faculty in Social Work of the department who has guided the students.

### **EXTERNAL ASSESSMENT:**

Another Social Work faculty of the BSW department.

The examiners shall evaluate the research project / field work report for 100 marks. The total marks for research project report / field work activities will be 100.



## X. QUESTION PAPER PATTERN FOR CORE, ALLIED, TAMIL, ENGLISH AND NME

### A. Internal Continuous Assessment (ICA) Pattern

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

Component	First Internal Continuous Assessment (I- ICA)	Second Internal Continuous Assessment (II- ICA)	Best	In Class Test (ICT)	Take Home Assignment (THA)	Total Marks	Percentage
Marks Allocated	25 Marks	25 Marks	25 Marks	10 Marks	15 Marks	50 Marks	40%
Passing Minimum			10/25	4/10	6/15	20/50	

### ICA QUESTION PAPER PATTERN

TOTAL MARKS :25 / TIME:1 HOUR

#### Option 1:

Part A. Answer ALL. (5\*2=10)

Part B. Answer any THREE (3 OUT OF 4) (3\*5=15)

#### Option 2:

Part A : 15 x 1 (Without choice) = 15 Marks

Part B : 2 out of 3 questions x 5 Marks each = 10 Marks.

#### Option 3:

Part A. Answer ALL (1\*25=25)

Portion for I – ICA : Unit – 1 & 2; Portion for II – ICA : Unit – 3 & 4

### B. END SEMESTER EXAMINATION QUESTION PAPER PATTERN

#### (i) FOR THEORY PAPERS OTHER THAN BASIC TAMIL I& II (NME)

SECTION – A (50 WORDS)

10 OUT OF 12 - 10\*2 MARKS = 20 MARKS

SECTION – B (300 WORDS)

4 OUT OF 6 – 4\*10 MARKS = 40 MARKS

SECTION-C (600 WORDS)

2 OUT OF 3 – 2\*20 MARKS = 40 MARKS

\*Refer English I & English II syllabus for internal choice specifications (for examination purposes).

**(ii) FOR BASIC TAMIL - I & BASIC TAMIL – II (ONLY)**

PART –A: Objective type Questions (50 Questions \* 2 marks =100)

\*Refer Basic Tamil - I & Basic Tamil - II syllabus for specifications for examination purposes.

**C. EVALUATION PATTERN FOR FIELD WORK COMPONENTS:**

**i) FIELD LAB SESSIONS (I&II) ( Semester I & Semester II)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**ii) OBSERVATION VISITS (Semester III)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**iii) PROJECT FIELD WORK (Semester IV)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li><li>• Resource Mobilization</li></ul>	10 10 10 10 10	50

2.	<b><u>EXTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Organization Profile</li> <li>• Village Profile</li> <li>• Presentation</li> <li>• Application of Theory</li> <li>• Consolidated report</li> </ul>	05 05 10 10 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

iv) **RURAL CAMP (Semester V)**

SN	Criteria	Marks	Total Marks
1.	<b>Internal Assessment - Pre Camp:</b>		
	<ol style="list-style-type: none"> <li>1. Submission of reports on time</li> <li>2. Conference Attendance</li> <li>3. Content of Report</li> </ol>	10 10 10	30
2.	<b>Internal Assessment - On Camp:</b>		
	<ol style="list-style-type: none"> <li>1. Involvement &amp; Participation in the camp activities</li> <li>2. Performance of the role assigned</li> <li>3. Time Management</li> <li>4. Behaviour in the group (Acceptance of differences, Tolerance, Team work, Attitude towards companions and interaction with the others)</li> </ol>	05 05 05 05	20
3.	<b>External Assessment:</b>		
	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Knowledge</li> <li>3. Learning</li> <li>4. Attitude</li> <li>5. Consolidated Report</li> </ol>	10 10 15 05 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

v) **CONCURRENT FIELD WORK (Semester VI)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Submission of Report</li> <li>• Conference/ Interaction</li> <li>• Content</li> <li>• Consolidated Report</li> </ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Organization Profile</li> <li>• Methods of Social Work</li> <li>• Attitude</li> <li>• Communication</li> <li>• *Agency Evaluation</li> </ul>	10 15 05 10 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

\*Agency Evaluation: (100 Marks will be converted to 10 Marks)

## Agency Evaluation Criteria

S.No	Attributes	Maximum Mark
1	Punctuality	10
2	Regularity	10
3	Aptitude for Work	10
4	Sense of Responsibility	10
5	Initiative and readiness to work	10
6	His/ Her involvement in the agency Programme and Activities	10
7	Ability to Co-operate with the Agency Personnel	10
8	Relationship with others	10
9	Performance at work	10
10	Attitude towards the whole training	10
<b>Total Marks (Converted to 10 Marks)</b>		<b>100</b>

### D. Evaluation for Soft Skills (Semesters I to VI) – only 2 Credits

#### Panel of Examiners for Field Work Assessment:

**Semesters 1 to 5:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras.

**Semester 6:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras and one Professional Social Work Practitioner from a NGO.

### E. Evaluation Pattern for Research Project

<b>Internal Assessment</b> (Max Marks = 50)	Topic Presentation (10 Marks)	Introduction & Review Submission (10 Marks)	Research Methodology & Tool Preparation (10 Marks)	Submission of Data & Data Analysis and Interpretation (15 Marks)	Punctuality and Regularity (5 Marks)
<b>External Assessment</b> (Max Marks = 50)	Problem Definition & Objectives (10 marks)	Research Methodology (10 marks)	Findings and Suggestions (10 marks)	Report Format (10 marks)	Viva discussion (10 marks)

**PAPER – CREDIT – CLASS HOURS – EXAM HOURS – MATRIX**

Semester	Title of the Subject	Type of paper	Total No. of Papers	Credit Per paper	Teaching hours per paper / per week @ 4 class days per week	Duration of ESE Exam Hours	Paper wise credit				Semester wise Credit total
							Foundati on	Core	Non-Core	Tota l	
I	Foundati	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
II	Foundati	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
III	Core	Theory	3	3	4	3	-	12	-	12	24
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
	CES**	NSS/sport	1	1	-	-	-	-	1	1	
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural	1	4	-	5-7 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	24
		Research Project	1	4	4	Only Viva	-	4	-	4	
		Field Work (Concurre	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	1	2	
	Soft Skill	-	1	2	2	-	-	-	2	2	
	CC***	Study Tour				4-5 Days					
<b>TOTAL CREDITS</b>										<b>141</b>	

\*NME-Non -Major Elective.

\*\*Compulsory Extension Service

\*\*\*Requirement for Course Completion

**SEMESTER – I**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – 1	BS/18/101A	3	60	3	50	50	100
	FRENCH - 1	BS/18/101B						
PART – II FOUNDATION	ENGLISH - 1	BS/18/102	3	60	3	50	50	100
PART – III CORE	INTRODUCTION TO SOCIAL WORK	BSW/18C/103	4	60	3	50	50	100
PART – III CORE	FIELD WORK - I	BSW/18C/105	4	-	-	50	50	100
PART – III ALLIED	SOCIOLOGY	BSW/18A/104	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – I	BS/18N/107A	2	30	3	50	50	100
	STRESS MANAGEMENT	BS/18N/107B						
PART – V SOFT SKILL	SOFT SKILL-I	BSW/18S/106	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

**SEMESTER – II**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – II	BS/18/201A	3	60	3	50	50	100
	FRENCH – II	BS/18/201B						
PART – II FOUNDATION	ENGLISH - II	BS/18/202	3	60	3	50	50	100
PART – III CORE	SOCIAL WORK PROFESSION	BSW/18C/203	4	60	3	50	50	100
PART – III CORE	FIELD WORK – II	BSW/18C/205	4	-	-	50	50	100
PART – III ALLIED	HUMAN GROWTH AND DEVELOPMENT	BSW/18A/204	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – II	BS/18N/206A	2	30	3	50	50	100
	SUSTAINABLE TOURISM & SOCIAL WORK	BS/18N/206B						
PART – V SOFT SKILL	SOFT SKILLS-II	BSW/18S/207	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

**SEMESTER – III**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-I	BSW/18C/301	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	BSW/18C/302	4	60	3	50	50	100
PART – III CORE	FIELDS OF SOCIAL WORK	BSW/18C/303	4	60	3	50	50	100
PART – III CORE	FIELD WORK - III	BSW/18C/305	4	-	-	50	50	100
PART – III ALLIED	ECONOMIC AND POLITICAL SYSTEMS & PROCESSES	BSW/18A/304	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	VALUE EDUCATION	BS/18N/307	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-III	BSW/18S/306	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	24 CREDITS							



**SEMESTER – IV**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II	BSW/18C/401	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-II	BSW/18C/402	4	60	3	50	50	100
PART – III CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	BSW/18C/403	4	60	3	50	50	100
PART – III CORE	FIELD WORK - IV	BSW/18C/405	4	-	-	50	50	100
PART – III ALLIED	PSYCHOLOGY	BSW/18A/404	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	ENVIRONMENTAL STUDIES	BS/18N/406	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-IV	BSW/18S/407	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS	BSW/18X/001	1	30				
TOTAL	25 CREDITS							

**SEMESTER –V**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	COMMUNICATION FOR SOCIAL WORK	BS/18C/501	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK RESEARCH AND STATISTICS	BS/18C/502	4	60	3	50	50	100
PART – III CORE	DIMENSIONS OF HEALTH	BS/18C/503	4	60	3	50	50	100
PART – III CORE	FIELD WORK - V	BS/18C/505	4	-	-	50	50	100
PART – III ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	BS/18A/504	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	DISABILITY	BS/18N/507A	2	30	3	50	50	100
	DISASTER MANAGEMENT	BS/18N/507B						
PART – V SOFT SKILL	SOFT SKILLS-V	BSW/18S/506	2	20	CREDITS ONLY			
TOTAL	24 CREDITS							

**SEMESTER –VI**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WELFARE ADMINISTRATION	BS/18C/601	4	60	3	50	50	100
PART – III CORE	WOMEN'S DEVELOPMENT – ISSUES AND CONCERNS	BS/18C/602	4	60	3	50	50	100
PART – III CORE	RESEARCH PROJECT	BS/18C/605	4	60	-	50	50	100
PART – III CORE	FIELD WORK - VI	BS/18C/604	4	-	-	50	50	100
PART – III ALLIED	HUMAN RIGHTS	BS/18A/603	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	INTRODUCTION TO WORK FORCE MANAGEMENT	BS/18N/607A	2	30	2	50	50	100
	SOCIAL ENTREPRENEURSHIP	BS/18N/607B						
PART – V SOFT SKILL	SOFT SKILLS-VI	BSW/18S/606	2	20	CREDITS ONLY			
PART – V CC	STUDY TOUR	BSW/18R/608	REQUIREMNET FOR COURSE COMPLETION					
TOTAL	24 CREDITS							

### FIELD WORK SCHEDULE

SEMESTER	FIELD WORK	NO.OF DAYS	NO.OF HOURS	CREDITS
I	LAB SESSIONS	15	60	4
II	LAB SESSIONS	15	60	4
III	OBSERVATION VISITS	NO. OF VISITS :10	60	4
IV	PROJECT FIELD WORK	15	60	4
V	RURAL CAMP	5 – 7 (ON CAMP)	60	4
VI	CONCURRENT FIELD WORK	20 Days	140	4

### TOTAL NUMBER OF CREDITS

SL.NO.	SEMESTER	CREDITS
1	I	22
2	II	22
3	III	24
4	IV	25
5	V	24
6	VI	24
TOTAL CREDITS		141

**SEMESTER-I**  
**PART I –FOUNDATION**  
**TAMIL – I (BS/18/101A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம்:

- நாட்டுப்புற இலக்கியம் பற்றிய அறிமுகம். கவிதை – கதை குறத்த அறிவு.
- மாணவர்களின் கவிதை, கதை எழுதும் திறனை வளர்த்தல்.
- தவறில்லாமல் எழுத வழிகாட்டுதல்.

அலகு - 1

(15

Hours)

**தமிழ் இலக்கிய வரலாறு**

1. நாட்டுப்புற இலக்கிய வரலாறு  
நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,  
நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்
2. உரைநடை இலக்கிய வரலாறு  
சிறுகதைகள் தோற்றமும் வளர்ச்சியும்  
புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்
3. கவிதை இலக்கிய வரலாறு  
மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்  
புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்  
(சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு - 2

(15 Hours)

**செய்யுள் இலக்கியம்**

1. தமிழ்த்தாய் வாழ்த்து (மனோன்மனீயம் – நாடக நூல்)
2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்
  1. தாலாட்டு
  2. காதல்
  3. ஒப்பாரி
3. புதுமைப்பித்தன் சிறுகதைகள்
  1. கடவுளும் கந்தசாமிப் பிள்ளையும்
  2. செல்லம்மா
  3. மனித எந்திரம்
  4. ஆற்றங்கரைப் பிள்ளையார்

அலகு - 3

(10

Hours)

**கவிதைகள்**

(i) பாரதியார்

1. காணி நிலம் வேண்டும்

2. நல்லதோர் வீணை
- (ii) பாரதிதாசன்:
  1. தமிழ்க் காதல்
  2. தமிழ் வளர்ச்சி
  3. ஏந்நாளோ?
- (iii) கவிமணி தேசிய விநாயகம் பிள்ளை:
  1. குழந்தைக்கவி
  2. ஆறு தன் வரலாறு கூறுதல்

அலகு - 4

(10

Hours)

#### கவிதைகள்

1. ந. பிச்சமூர்த்தி - வழித்துணை
2. சிற்பி - முள்.. முள்.. முள்
3. அப்துல் ரகுமான் - குருடர்களின் யானை

அலகு - 5

(10 Hours)

#### A. நாடகம், நாவல்

1. பம்மல் சம்பந்த முதலியார் - சந்திரகிரி
2. அசோகமித்திரன் - தண்ணீர்

#### B. மொழிப் பயிற்சி

1. பொருந்திய சொல் தருதல்
2. மரபுத் தொடர்கள்
3. கலைச் சொற்கள்

#### பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.

மெய்யப்பன், ச., (பதிப்பு), பாரதியார் கவிதைகள், தென்றல் நிலையம், சிதம்பரம், 2003.

பாரதிதாசன் கவிதைகள்

பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.

**SEMESTER – I**  
**PART I – FOUNDATION**

**FRENCH – I (BS/18/101B)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**Objectives:**

- To teach basic skills in written and spoken French.
- To encourage students in oral and written mastery of the French language.

**COURSE CONTENT**

**Unit I (12 hours – Leçons 1 et 2)**

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre congé	- 1 hr
1.3	La présentation, <i>s'appeler</i> et <i>être</i> et pronoms sujets, <i>c'est / il est / elle est</i> .	- 1 hr
1.5	Articles définis / indéfinis, <i>Voici / voilà/il y a</i>	- 1 hr
1.6	Des cartes d'identité.	- 1 hr
1.7	Présenter quelqu'un	- 2 hrs
1.8	Parler de soi	- 1 hr
1.9	Les nationalités, les verbes <i>er</i> (commencer, habiter...)	- 2 hrs
1.2.1	Les chiffres 1 à 50.	
1.2.2	Des vedettes et leurs nationalités.	- 30 minutes
1.2.1	Épreuves	- 1 hr

**Unit II (12 hours – Leçons 3 et 4)**

2.1	Exprimer ses goûts, ses préférences.	- 1 hr
2.2	La négation, les articles définis.	- 1 hr
2.3	Les mois et les jours / le calendrier.	- 1 hr
2.4	Les verbes <i>er</i> (suite).	- 1 hr
2.5	L'interrogation avec intonation.	- 1 hr
2.6	Décrire un lieu, les noms des différentes salles...	- 2 hrs
2.7	Les adjectifs qualificatifs et les articles partitif	- 1 hr
2.8	Les verbes <i>ir</i> et <i>re</i> , les verbes <i>venir, devoir, faire</i> .	- 2 hrs
2.9	Les adjectifs possessifs <i>mon, ma, mes</i> et <i>notre, nos</i> .	- 1 hr
2.9.1	Épreuves	- 1 hr

**Unit III (12 hours - Leçon 5)**

3.1	Donner des directions / localiser un lieu/ trouver un lieu	- 2 hrs
3.2	Les verbes <i>aller</i> et <i>mettre</i> .	- 2 hrs
3.3	L'article contracté et les prépositions de lieu (en, à, au...)	- 2 hrs
3.4	L'impératif	- 2 hrs
3.5	Les mots de caractérisation d'un lieu et les lieux urbains	- 2 hrs
3.6	Les transports	- 2hrs

#### Unit IV (12 hours - Leçon 6)

4.1	Discuter et acheter des produits, <i>Ça fait...</i>	-2hrs
4.2	Les expressions de quantité	-1hr
4.3	Les fruits, les légumes, les produits alimentaires	-2 hrs
4.4	les produits propres aux pays différents.	- 1 hr
4.5	La négation	-1 hr
4.6	Le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbes irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

#### Unit V (12 hours - Leçon 7)

5.1	Fixer un rendez-vous avec le médecin	- 2 hrs
5.2	L'heure et Les nombres de 51 à 100	- 2 hrs
5.3	Les verbes <i>sortir</i> et <i>partir</i>	- 1 hr
5.4	L'interrogation avec <i>est-ce que</i>	- 2 hrs
5.5	Les parties du corps, <i>avoir</i> + les expressions et les maladies communes	- 1 hr
5.6	Les adjectifs possessifs – <i>notre/nos, votre/vos, sa/ses/son, ...</i>	- 1 hr
5.7	Le COI	- 1 hr
5.8	L'entraînement DELF et épreuves	- 2 hrs

#### References:

##### Prescribed text book

1. Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

##### Recommended Reading :

CAPELLE Guy; MENAND, Robert *Taxi-1*, Hachette, Paris, 2008

MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004

MIQUEL, Claire, *Vite et Bien-1*, CLE International, Paris, 2009

POISSON                      QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-1*, CLE International, Paris, 20011

##### Websites

<http://bouche-a-oreille.pagesperso-orange.fr>                      [www.franccparler.org](http://www.franccparler.org)  
[www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)                      [www.lepointdufle.net/](http://www.lepointdufle.net/)  
[www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)



## SEMESTER – I

### PART II – FOUNDATION

#### ENGLISH – I (BS/18/102)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit- 1

(15 HOURS)

#### **Poetry**

1. RICHARD CORY by EDWIN ARLINGTON ROBINSON  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/44982>
2. Rich and Poor by Ella Wheeler Wilcox  
<https://www.poemhunter.com/best-poems/ella-wheeler-wilcox/rich-and-poor-6/>
3. Out, Out—' by Robert Frost  
[https://www.poets.org/poetsorg/poem/out-out%](https://www.poets.org/poetsorg/poem/out-out%20)
4. Peekabo, I Almost See You by Ogden Nash  
<https://www.poemhunter.com/poem/peekabo-i-almost-see-you/>
5. The Ballad of Rudolf Reed by Gwendolyn Brooks  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43320>

Unit -2

(10 HOURS)

#### **Prose**

1. The Shooting of an Elephant by George Orwell  
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner  
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. AIR Speech “Teachers Should be Role Models.” By Dr. Abdul Kalam.  
<https://www.outlookindia.com/website/story/teachers-should-be-role-models/221300>
4. Advice To Youth by Mark Twain  
<http://people.virginia.edu/~jdk3t/Twain AY.html>.

Unit- 3

(15 HOURS)

#### **Short Stories**

1. Lamb to the Slaughter by Roald Dahl  
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by O Henry  
[http://www.online-literature.com/o\\_henry/1019/](http://www.online-literature.com/o_henry/1019/)
3. The Sniper by Liam O’Flaherty  
<http://hennessey.lib.ok.us/sniper.htm>
4. The Case of the Lower Case Letter by Jack Delany  
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

Unit- 4

(15 HOURS)

**Indian Writing in English**

1. The Night of the Scorpion by Nissim Ezekiel  
<https://www.poemhunter.com/poem/night-of-the-scorpion/>
2. A Snake in the Grass by R. K. Narayan  
Catalyst A Multilevel English refresher
3. The Thief by Ruskin Bond  
<https://need2see.wordpress.com/wbut-hu-101english-language-technical-communication/the-thief-by-ruskin-bond/>
4. Celebrate Internet not Abuse It by Sashi Tharoor  
<http://www.dailymail.co.uk/indiahome/indianews/article-2192675/SHASHI-THAROOR-Celebrate-Internet-abuse-it.html>
5. Telephonic Monsoon Magic by Revathi Seshadri  
[http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition\\_618419\\_blog](http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition_618419_blog)

Unit -5

(5 HOURS)

**GRAMMAR - General English Component**

1. Articles, prepositions, prefix, suffix, antonyms and synonyms.

**References:**

All the works mentioned above are available on public portals online.  
A compilation of the works will be made available to the department.

NOTE:

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of twelve questions. (2 mark each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four questions out of SIX questions (10 marks each).
- To include one compulsory question on Rearranging 10 given sentences in a proper sequence to form a meaningful paragraph. The exercise will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

Part C:

- Two questions out of THREE questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

## SEMESTER – I

### PART III – CORE

#### INTRODUCTION TO SOCIAL WORK (BSW/18C/103)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand about Social Work.
- To gain insight about the historical development of Social Work.
- To learn various concepts and skills in Social Work.

#### UNIT- 1

(12 Hours)

##### **Introduction to Social Work:**

Definition, Concept, Objectives of Social Work. Meaning, Definition, Similarities and dissimilarities of Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movement, Social Action, Social Development and Empowerment, Social Security. Misconceptions of Social Work: Social Work as an alm- giving activity, Shramdan as a social work, Leadership activities are Social Work, Work in voluntary welfare agencies is a social work.

#### UNIT - 2

(12 Hours)

##### **Values, Principles, Philosophy of Social Work:**

Values of Social Work: Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency, Values relating to Social Work Practice.

Principles of Social Work: Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Tuning Behaviour, Social Learning, Confidentiality.

Philosophy of Social Work: The Nature of the Individual, The relations between Groups - groups and individuals - and between Individuals, The functions and methods of social work, and Social Maladjustment and Social Change.

#### UNIT - 3

(14 Hours)

##### **History of Social Work:**

History of Social Work in England and USA: Friendly Visitors, Elizabethan Poor Law, Work House and Alms House, Charity Organization Society (COS).

History of Social Work in India - Social Service, Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries, Gandhi and NGO's to Social Work.

#### UNIT – 4

(12 Hours)

##### **Fields and Thrust Areas of Social Work Practice:**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

**Skills of Social Work:**

Interviewing, Listening, Observing, Questioning, Supporting, Educating, Counseling, Explaining and Informing.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Anand,C.L	Equality, Justice and Reserve Discrimination.	1982	Popular book service, New Delhi.
2.	Chowdry Paul,D	Voluntary Social Welfare in India	1971	Sterling Publishers, New Delhi
3.	Chowdry Paul,D	Introduction to social work	1992	Atma ravi and sons, New Delhi
4.	Das gupta, Sugatha	Towards a philosophy of social work in India,	1967	Popular book service, New Delhi.
5.	Gangarade	Dimensions of social work in India,	1976	Marwah publications, New Delhi.
6.	Jainendra Kumar	An Introduction to Social Work	2002	Jha Anmol Publications Ltd, New Delhi.
7.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad.
8.	Sanjay Bhattacharya	Social work- an integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
9.	Timms,Noel	Social Work values: An Enquiry.	1983	Routledge and Kegan Paul, London
10.	Wadra A.R	History and philosophy of social work in India.	1983	Allied publishing, New Delhi.

**Prescribed Text Book:**

1.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
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**SEMESTER – I  
PART III - CORE**

**FIELD WORK- I (BSW/18C/105)**

**LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 day per week)**

**OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

**THE TOPICS FOR LAB SESSIONS (Activity Based)**

- **Interpersonal Relationships – (10 Hours)**  
(Concept, skills, importance and relevance to social work)
- **Communication Skills – (10 Hours)**  
(Concept, type, importance and relevance to social work)
- **Report Writing Skills. – (5 Hours)**  
(Concept, Types of Report, importance and relevance to social work)
- **Indian Social Problems. – (10 Hours)**  
(Concept, different Types of Social Problem, Causes and Consequences)
- **Societal Analysis – (10 Hours)**  
(Concept, Tools and techniques, importance and relevance to social work)
- **Understanding Group Behavior – (10 Hours)**  
(Concept, importance and relevance to social work)
- **Documentation – (5 Hours)**  
(Concept, Types of document, importance and relevance to social work)

**METHOD OF ASSESSMENT:**

- Participation in Lab Sessions.
- Presentation and Report Submission.

**SEMESTER – I**  
**PART III - ALLIED**

**SOCIOLOGY (BSW/18A/104)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand sociology as a discipline and its relevance to social work.
- To provide knowledge about fundamental concept of sociology.

UNIT – 1 (15 Hours)

**Introduction to Sociology**

Sociology as a Discipline and its Relevance for Social Work, Definition of Sociology, Relationship Between Sociology and Social Work, Difference Between Sociology and Social Work.

Society: Definition, Types.

UNIT – 2 (15 Hours)

**Socialization**

Definition, Agents, Functions and Importance of Socialization. Social Control, Informal Means of Social Control, Formal Means of Social Control, Culture – Two Components of Culture and Cultural Lag.

UNIT – 3 (15 Hours)

**Social Groups and Social Institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics. Classification of Groups-Primary Group, Secondary Group, Reference Group. Social Institutions: Definition, Types and Functions – Family, Marriage, Kinship, Descent

UNIT – 4 (05 Hours)

**Social Stratification & Social Change**

Definition, Types- Caste, Class and Gender. Impact of Caste, Social Mobility. Concept of Social Change and Marx's Theory of Social Change.

UNIT - 5 (10 Hours)

**Social Problems in India**

Population, Poverty, Unemployment, Crime, Addiction, Gender Issues - Third Gender, Gender Discrimination, Health and Nutrition, Illiteracy and Environmental Issues, Juvenile Delinquency and Migration.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Adam Janrozik &	Sociology of Social Problems	1998	Cambridge University Press.
2.	Conklin,John,E	Sociology an Introduction.	1984	Macmillan Publishing Co. New York.
3.	Dhanagare D.N	Indian Sociology	1993	Rawat Publications, Jaipur
4.	Frances V. Moulder	Social problems of the Modern World	2000	Eve Hardward U.S.A
5.	MacIver, R.M & Page	Society: An Introductory Analysis	1990	Macmillan India Ltd. Madras
6.	Srinivas M.N.	Social change in India	1995	Orient Blackswan

**Prescribed Text Book:**

1.	Vidya Bhusan & D.R.Sachdeva	An Introduction to Sociology	2005	Kitab Mahal Publications.Allahabad
2.	Madan G.R.	Indian Social problems	1985	Allied Publishers Private Limited.
3.	CHAND S	Sociology – Principles of sociology with an introduction to social thought	2009	S. Chand & Company Pvt. Ltd, New Delhi.

## SEMESTER - I

### PART – IV

#### NON - MAJOR ELECTIVE

#### STRESS MANAGEMENT (BS/18N/107B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

UNIT – 1

(06 Hours)

**Stress**

Meaning, Definition, Historical foundations of stress, Types of Stress – Acute Stress and Chronic Stress.

UNIT – 2

(06 Hours)

**Causes and Consequences of stress:**

Causes of Stress – External and Internal, Sources of Stress – a) Survival Stress b) Internal Stress c) Environmental Stress d) Fatigue & Overwork.

Consequences of stress – Physical & Psychological.

Signs and Symptoms of Stress – Cognitive, Emotional, Physical and Behavioural.

UNIT – 3

(06 Hours)

**Stress Prevention and Coping with Stress:**

Stress Prevention – Knowing the priorities, Think about one thing at a time, Have a clear objective, Exercise, Eat Healthy, Meditate, Listen to Music, Good Sleep.

UNIT – 4

(06 Hours)

**Coping with Stress:**

Unhealthy way of coping with stress – Smoking, Drinking, over eating or under eating, with drawing from friends, family and activities, sleeping too much, Using pills or drugs, procrastinating.

Healthy way of coping with stress – Four A's, Avoid Unnecessary Stress, Alter the situation, Adapt to the Stressor and Accept the things you can't change.

Unit – 5

(06 Hours)

**Stress Management Techniques and Therapies:**

Relaxation techniques, Freeze – Frame Technique, Progressive Muscular Relaxation Technique, Relaxation Response Technique, Massage Therapy, Aroma Therapy, Cognitive Behavioural Therapy and Psycho Therapy.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill
2.	Murray MT	Stress management	2013	St. Louis: Mosby
3.	Dimsdale JE, et al	Stress and psychiatry	2009	Lippincott Williams and Wilkins.
4.	Weller S.	The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue	2000	Thorsons
5.	The Open University	Handling Stress	1992	The Open University Press

**Text Book**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill

**SEMESTER - I**

**PART – IV**

**NON - MAJOR ELECTIVE**

**அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I) (BS/18N/107A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

- தமிழ்மொழி அறியாதவர்களுக்கு மொழி பற்றிய அறிமுகம்.
- தமிழர் வாழ்வியலை அறிமுகப்படுத்துதல்.

அலகு : 1

(6 Hours)

**எழுத்துக்கள்**

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

1. உயிர் எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து
4. ஆய்த எழுத்து

அலகு : 2

(6 Hours)

**சொற்கள்**

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு : 3

(6 Hours)

**எண்கள், உறவுகள் அறிமுகம்**

1. எண்கள்(Numerals),
2. உறவுப் பெயர்கள்
3. வாழ்விடங்கள்

அலகு : 4

(6 Hours)

**அறிமுகம்**

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

அலகு : 5

(6 Hours)

**தமிழ்ப்புதிர்**

1. கோடிட்ட இடங்களை நிரப்புதல்
2. குறுக்கெழுத்துப் புதிர்

**பார்வை நூல்கள் (Reference Books)**

**தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்**

**NOTE:**

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

**SEMESTER - I  
PART – V**

**SOFT SKILL – I (BSW/18S/106)**

**COMMUNICATIVE SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 20  
(4 days per Semester)**

**OBJECTIVES:**

- To enable the students to develop their communication skills.
- To develop the written skills.

**TOPICS:**

- ✓ Speaking Skills
- ✓ Writing Skills

**SEMESTER - I**  
**COMPULSORY EXTENSION SERVICE**  
**NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30 per Semester**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the First semester, he / she shall have to compensate the same during the subsequent semester.

**SEMESTER-II**

**PART – I - FOUNDATION**

**TAMIL – II (BS/18/201A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம் ;

- சிற்றிலக்கியம் பற்றிய அறிமுகமும், அவற்றின் வகைப்பாடுகளை விளக்குவதும் ஆகும்.
- செய்யுளில் காணப்படும் இலக்கணக்குறிப்புகளை அடையாளம் கண்டு இலக்கணக்குறிப்பு தருதல்.
- கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய தமிழ்த்தொண்டினை விவரித்தல்.

அலகு : 1

(20

Hours)

**தமிழ் இலக்கிய வரலாறு**

அ. சிற்றிலக்கிய வரலாறு

ஆ. கிறித்துவ இலக்கிய வரலாறு

இ. இசுலாமிய இலக்கிய வரலாறு

ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. நந்திக் கலம்பகம்

2. முத்தொள்ளாயிரம்

3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)

2. முக்கூடல் பள்ளு (நாட்டு வளம்)

3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5 செய்யுள்கள்)

அலகு : 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(15

Hours)

**செய்யுள்**

1. நளவெண்பா (கலி நீங்கு காண்டம்)
2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5

(05

Hours)

### **மொழிப் பயிற்சி**

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை

உம்மைத் தொகை, உருவகம், உவமைத் தொகை,

வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப்

பண்புத்தொகை

ஒரு பொருள் குறித்த பல சொற்கள்

பல பொருள் குறித்த ஒரு சொல்

அகர வரிசைப்படுத்துதல்

ஒருமை - பன்மை மயக்கம்

பிறமொழிச் சொற்களை நீக்குதல்

### **பார்வை நூல்கள் (Reference Books)**

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.

முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.

இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை, 2004.

புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.

புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983

அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000

புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸீசெண்பகா பதிப்பகம், சென்னை, 2010.

இத்ரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

## SEMESTER- II

### PART – I - FOUNDATION

#### FRENCH – II (BS/18/201B)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### Objectives

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

#### COURSE PLAN

##### Unit I (12 hours - leçon 8)

5.1 Acheter un billet	- 2 hrs
5.2 Les nombres au-delà de 100	- 1 hr
5.3 Les différents types de places (fumeur, non fumeur, aller-retour)	- 1 hr
5.4 Les adjectifs démonstratifs	- 1 hr
5.5 L'interrogation avec inversion	- 1 hr
5.6 Les vêtements	- 1 hr
5.7 L'entraînement DELF	- 2 hrs
5.8 Compréhension/Production écrite	- 2 hrs
5.9 Épreuves	- 1 hr

##### Unit II (12 hours – leçons 9 et 10 du texte prescrit I)

1.1 Discuter les plats au restaurant	- 2 hrs
1.2 Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays	- 1 hr
1.3 Le passé récent	- 2 hrs
1.5 Les pronoms toniques	- 1 hr
1.6 <i>Il faut</i> + infinitif, Le pronom <i>en</i>	- 1 hr
1.7 Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays	- 2 hrs
1.8 Le futur proche et les adverbes, le <i>il</i> impersonnel, le pronom <i>y</i>	- 2 hrs
1.9 Épreuves et entraînement DELF	- 1 hr

##### Unit III (12 hours – leçon 1 du texte prescrit II)

2.1 Le passé composé	- 3 hrs
2.2 Les pronoms relatifs (qui, que)	- 1 hr
2.3 Québec et son histoire	- 2 hrs
2.4 Parler du passé et de soi	- 2 hrs
2.5 Compréhension/ production écrite	- 1 hr
2.6 Entraînement DELF	- 2 hrs
2.7 Épreuves	- 1 hr



#### Unit IV (12 hours – leçon 2 du texte prescrit II)

3.1	Les verbes réfléchis	- 2 hrs
3.2	Les pronoms relatifs (dont, où)	- 2 hrs
3.3	L'impératif négatif	- 1 hr
3.4	Québec et son histoire	- 1 hr
3.5	Parler du passé et de soi	- 2 hrs
3.6	Compréhension/ production écrite	- 1 hr
3.7	Entraînement DELF	- 2 hrs
3.8	Épreuves	- 1 hr

#### Unit V (12 hours – leçon 3 du texte prescrit II)

4.1	L'imparfait	- 3 hrs
4.2	La place des pronoms doubles	- 2 hrs
4.3	Décrire les mœurs et les pays	- 1 hr
4.4	La Réunion	- 2 hrs
4.5	Compréhension/ production écrite	- 1 hr
4.6	Entraînement DELF	- 2 hrs
4.7	Épreuves	- 1 hr

Reference book:

#### Prescribed Textbook

- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

#### Syllabus

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

#### Recommended Reading:

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 20011

#### Websites

- ü <http://bouche-a-oreille.pagesperso-orange.fr>
- ü [www.franparler.org](http://www.franparler.org)
- ü [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- ü [www.lepointdufle.net/](http://www.lepointdufle.net/)
- ü [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## SEMESTER- II

### PART II - FOUNDATION

#### ENGLISH – II (BS/18/202)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

#### Unit -1

(15 HOURS)

##### Poetry

- 1.A Poison Tree by William Blake  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
- 2.Two Kinds of People by Ella Wheeler Wilcox  
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
- 3.IF by Rudyard Kipling  
<https://www.poemhunter.com/poem/if/>
- 4.More About People by Ogden Nash  
<https://www.poemhunter.com/poem/more-about-people/>
- 5.Mending Wall by Robert Frost  
<https://www.poetryfoundation.org/poems/44266/mending-wall>

#### Unit -2

(10 HOURS)

##### Prose

1. A Well Educated Mind Vs A Well Formed Mind by Sashi Tharoor  
<http://singjupost.com/dr-shashi-tharoor-on-a-well-educated-mind-vs-a-well-formed-mind-full-transcript/>
2. The Pleasure of Books by William Lyon Phelps  
<http://www.historyplace.com/speeches/phelps.htm>
3. My Financial Career by Stephen Leacock  
<http://www.bartleby.com/380/prose/273.html>
4. On Umbrella Morals by A. G. Gardiner  
<http://www.englishinccce.in/2014/05/on-umbrella-morals.html>

#### Unit -3

(15 HOURS)

##### Drama

- 1.The Ugly Duckling by A. A. Milne  
[http://www.emcp.com/product\\_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php](http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php)
- 2.Refund by Fritz Karinthy  
<http://rafiq-lis.blogspot.in/2013/02/the-refund-hilarious-literary-play.html>
- 3.The Dear Departed by Stanley Houghton  
[https://archive.org/stream/cu31924013627256/cu31924013627256\\_djvu.txt](https://archive.org/stream/cu31924013627256/cu31924013627256_djvu.txt)

4.The Sheriff's Kitchen by Ronald Gow  
Source: Panorama English for Communication Emerald Publishers

Unit -4 (15 HOURS)

**Short Stories**

1. When Papa swore in Hindustani by P.G.Wodehouse  
<https://americanliterature.com/author/p-g-wodehouse/short-story/when-papa-swore-in-hindustani>
2. A Retrieved Reformation by O Henry  
[https://americanenglish.state.gov/files/ae/resource\\_files/a-retrieved-reformation.pdf](https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf)
3. Clean Sweep Ignatius by Geoffrey Archer  
<http://mgimo.ru/uploads/files2/UNIT%20%20STUDENT.pdf>(page 9)
4. The Story of an Hour by Kate Chopin  
<http://archive.vcu.edu/english/engweb/webtexts/hour/>
5. Passing by Langston Hughes

<https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&context=book>  
(Short Story 4)

Unit -5 (5 HOURS)

**Grammar General English Component**

1. Prefix suffix, Antonym, Synonym, form Sentences.

**References:**

- All the works mentioned above are available on public portals online.
- A compilation of the works will be made available to the department.

**NOTE:**

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four Questions out of Six Questions (10 marks each).
- To include one compulsory question in which a passage will be given with ten blanks. Against each blank, choice of Five words will be given. Students need to choose the most appropriate word and fill in the blanks.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

## SEMESTER- II

### PART III – CORE

#### SOCIAL WORK PROFESSION (BSW/18C/203)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To gain an understanding about Social Work as a Profession.
- To provide insight about social work education.
- To throw light on Social Work Practice.

#### UNIT- 1

(12 Hours)

##### **Social Work Profession:**

Profession - Meaning, Traits of a Profession: Skill based on Theoretical Knowledge, Provision of Training and Occupation, Test of Competence of Members and Organization, Adherence to a Professional Code of Conduct, Altruistic Service. Social Work Profession - Definition and Meaning. Code of Ethics.

Professional Organizations for Social Work: International Federation of Social Workers (IFSW). Social Worker's Associations – Professional Social Worker's Association (PSWA), International Association Of Schools Of Social Work (IASSW), National Association Of Professional Social Workers In India (NAPSWI), National Association Of Social Workers (NASW).

#### UNIT-2

(12 Hours)

##### **Social Work Education:**

History of Social Work Education in India.

Methods of Social Work: Case Work, Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

#### UNIT-3

(12 Hours)

##### **Social Work Practice:**

Levels of Social Work Practice: Micro, Mezzo and Macro.

Social Work Tools: Conscious use of Self, Constructive use of relationship, Programme planning and its use, Interaction.

Scope of Social Work – Public Assistance, Social Insurance, Family Services, Child Welfare Service, Community Welfare Service, International Social Services, Welfare Services for differently abled, Women Welfare service and Labour Welfare Service. Current Trends and Issues in Social Work Practice.

#### UNIT-4

(12 hours)

##### **Field Work and Recording**

Field Work – Objectives. Recording - Meaning, Types of Recording – Summative Recording, Narrative Recording, Process Recording and Electronic Recording. Importance of Recording.

**International Social Work:**

History and Goals of International Social Work, Approaches – Psychosocial Approach, Functional Approach, Behavioral Modification, Family Intervention, Developmental Approach, Interactionist Approach, Remedial Approach.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Armaity S.Desai,	A study of Social Work education in TISS	1994	Bombay Tata Institute of
2.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
3.	Das gupta, sugatha	Towards a philosophy of social work in India.	1967	Popular book service, New Delhi.
4.	Gangarade	Dimensions of social work in India.	1976	New Delhi, Marwah Publications
5.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad
6.	Nair.T.K.	Social Work education and Social work Practice in India	1981	ASSWI
7.	Wadra AR-	History and philosophy of social work in India.	1968	Allied publishing, New Delhi.
8.	Watson David (ed)	A code of ethics of Social	1985	Routledge and Kegan Paul, London.

**Prescribed Text Book:**

1.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
2.	Sanjay Bhattacharya	Social work- An Integrated approach	2000	Deep and deep publication pvt. Ltd.

## SEMESTER – II

### PART III – CORE

#### FIELD WORK - II (BSW/18C/205)

#### LAB SESSIONS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 DAY/WEEK)**

#### OBJECTIVES:

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

#### THE TOPICS FOR LAB SESSIONS:

- Tools for Effective Development Communication (Street Play, Folk Songs/Music/Dance Etc.) – (15 Hours)
- Net Working. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Fund Raising. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Need Analysis (Concept, Procedure, Relevance to social work) – (10 Hours)
- Visual Aids Presentations (Models, Charts, ppts etc.) - (10 Hours)
- Public Speaking. (Concept, Techniques, Exercises) – (10 Hours)
- Public Relations. (Concept, Techniques, Relevance to social work) – (5 Hours)

#### METHOD OF ASSESSMENT:

- Participation in Lab Sessions
- Presentation and Report Submission

## SEMESTER - II

### PART III – ALLIED

#### HUMAN GROWTH AND DEVELOPMENT (BSW/18A/204)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop an overall understanding of principles of human growth
- To develop an understanding of the needs, tasks during the various stages of life
- To understand the interaction of development & behavior
- To learn to apply the knowledge of human growth and behavior in social work practice.

#### UNIT-1

**Life Span:** (12 Hours)

Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.

#### UNIT-2

(12 Hours)

#### **Infancy and Babyhood:**

Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Focus on Socialization Agents, Needs, Developmental Tasks and Problems. **Role of Social Worker.**

#### UNIT-3

(12 Hours)

#### **Childhood:**

Early and Late Childhood - Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop- Out. **Role of Social Worker.**

#### UNIT-4

(12 Hours)

#### **Puberty and Adolescence:**

Physical Changes, Emotional, Cognitive and Social Aspects of Development. Cultural Context of Youth: Gender Identities, Education and Career Concerns, Relationship Problems, **Role of Social Worker.**

#### UNIT-5

(12 Hours)

#### **Adulthood & Elderly:**

Adulthood: Early, Middle and Late Adulthood

Elderly: Physical and Emotional Changes. Problems and **Role of Social Worker.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 <sup>nd</sup> Edition	1984	Happer & Row Publishers, New York
2.	Munn, L. Norman Fernald, Dodge.C	Introduction to Psychology	1976	Oxford & IBH Publishing Co, New Delhi
3.	Saraswathi, T.S.	Developmental Psychology in India	1975- 1988	Sage Publications, New Delhi
4.	Dutta, Ranjana,	An Annotated Bibliography	1987	Sage Publications, New Delhi

**Prescribed Text Books:**

1.	Hurlock, Elizabeth	Child development, 6 <sup>th</sup> Edition, International Student Edition	1988	McGraw Hill Publishing Co.USA
2.	Hurlock, Elizabeth	Developmental Psychology - A Life- Span	1982	Tata McGraw Hill publishing Co. Ltd.



## SEMESTER – II

### PART IV – NON - MAJOR ELECTIVE

#### SUSTAINABLE TOURISM AND SOCIAL WORK (BS/18N/206B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop knowledge about tourism
- To understand the various paradigms of tourism
- To sensitize the students in conservation of natural and cultural heritage and diversity

#### UNIT – 1

##### **Introduction of Tourism:** (05 Hours)

Meaning, Definition, Forms of Tourism – Religious, Historical, Social, Adventure, Health, Business, Conference, Sports, Senior Tourism, and special interest tourism like Nature and Ethnic tourism sites.

#### UNIT – 2

##### **Factors inhibiting the growth of tourism:** (05 Hours)

Social, Economic, Historical, Religious and Cultural.

#### UNIT – 3

(06 Hours)

##### **Global Scenario**

Global Tourism Scenario in the 21<sup>st</sup> Century. UN declaration for sustainable tourism.

#### UNIT – 4

(07 Hours)

##### **Tourism Paradigms:**

Eco Tourism, Green Tourism, Alternate Tourism, Heritage Tourism, Rural Tourism, Tribal Tourism, Sustainable Tourism, Cultural Tourism, Medical Tourism and Responsible Tourism.

#### Unit – 5

(07 Hours)

##### **Role of Social Worker in Sustainable Tourism:**

Sustainable Tourism: Concept, Issues and Challenges.

Role of Social Worker in conservation of natural and cultural heritage and diversity.

#### **Not for external assessment**

**Field Visits and Reports:** Exposure to Eco, Green, Heritage, Rural, Tribal and Cultural tourist places.

### References:

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Mill and Morrison	The Tourism system an Introductory Text	1992	Prentice Hall
2.	Cooper & Fletcher	Tourism, Principles and practices	1993	Pitman
3.	Burkart and Medlik	Tourism, Past, Present and Future	1981	Heinemann, ELBS
4.	Black, R., & Cottrell, S	Sustainable Tourism & the Millennium Development Goals	2013	Jones & Bartlett Learning
5.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

### Text Book

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

**SEMESTER – II**  
**PART IV – NON - MAJOR ELECTIVE**  
**BASIC TAMIL – II (BS/18N/206A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

1. மாணவர்களிடையே ஒழுக்கத்தை வளர்க்க நீதி நூல்களை, பழமொழிகளை அறிமுகப்படுத்துதல்.
2. நீதிநூல்களை இயற்றிய தமிழ்ப்புலவர்களைப் பற்றிக் கூறுதல்.

அலகு - 1

(6

Hours)

**நீதி நூல்கள்**

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
  1. அகர முதல ... (1)
  2. செயற்கரிய ... (26)
  3. மனத்துக்கண் ... (34)
  4. கற்க கசடறக் ... (391)
  5. எப்பொருள் யார்யார் ... (423)

அலகு - 2

(6 Hours)

**நீதிக் கதைகள்**

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு - 3

(6

Hours)

**பழமொழிகள்**

1. கல்வி சார்ந்த பழமொழிகள் (5)
2. அறம் சார்ந்த பழமொழிகள் (5)

அலகு - 4

(6

Hours)

**நீதி நூல்களை இயற்றிய புலவர்கள்**

1. ஆண்பாற் புலவர்கள்
2. பெண்பாற் புலவர்கள்

அலகு - 5

(6 Hours)

### வாழ்வியல் நீதி (திருக்குறள் வழி)

1. குடும்பத்தில் கடைப்பிடிக்க வேண்டிய நீதி
2. சமூகத்தில் கடைப்பிடிக்க வேண்டிய நீதி

### பார்வை நூல்கள் (Reference Books)

1.ஆத்திசூடி மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

2.கொன்றைவேந்தன் மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி- 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

3.திருக்குறள் கவிஞர் சிற்பி பாலசுப்பிரமணியம் உரை, புதுமலர் பதிப்பகம், 20- 33, வெண்முகில் வளாகம், திருவள்ளூர் நகர் (கிழக்கு), கோவை - 641 045.

4.பீர்பால் கதைகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

5.பரமார்த்த குருவின் கதைகள், கங்கை புத்தக நிலையம், 13, தீனதயாளு தெரு, தி.நகர், சென்னை - 17

6.பழமொழிகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

### NOTE:

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

**SEMESTER – II  
PART – V**

**SOFT SKILL – II (BSW/18S/207)**

**COMPUTER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To enhance computer literacy of students.
- To provide insight on applying technology in Social Work Profession.

**TOPICS:**

- ✓ MS Office Pack: MS Word, Excel, Power Point Presentation
- ✓ Photoshop
- ✓ Prezi (Presentation)
- ✓ Introduction to SPSS
- ✓ Social surfing – safe guards.

## **SEMSTER - II**

### **COMPULSORY EXTENSION SERVICE**

#### **NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

#### **Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

**SEMESTER-III  
PARTIII-CORE**

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I (BSW/18C/301)**

**CREDITS:4**

**TOTAL TEACHING HOURS:60**

**OBJECTIVES:**

- To understand the objectives, values of working with individuals and groups.
- To gain knowledge about the problems of individuals and groups.
- To develop the necessary skills to apply the methods of working with individuals and groups

Unit-1

(15Hours)

**Social Case Work :**

Definition of Social Case Work. Objectives, Values, Goals of Social Case Work and Historical development of Social Case Work. Principles of Social Case Work – Acceptance, Individualization, Client Participation, Controlled Emotional Involvement, Confidentiality, Objectivity.

Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Relationship.

Unit-2

(10 Hours)

**Skills of Social Case Work:**

Nature and Types of Problems of Individuals. Skills of Social Case Work: – Observation, Listening, Interview, Relationship Building, Communicating with Empathy and Authenticity, Skills in Exploring and Focusing.

Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

**Group and Social Group Work:**

Definition of Group, Stages of Group Development – Forming, Norming, Performing, Adjourning. Nature and Types of Problems of Group.

Definition of Social Group Work, Objectives, Historical background of Social Group Work, Principles of Social Group Work – Purposive Program Planning, Guiding Group Interaction, Handling Conflict, Building Team Spirit, Monitoring, Evaluation, Follow Up. Goals of Social Group Work.

Unit-4

(10 Hours)

**Types of Groups:**

Social Groups, Closed and Open Groups, Treatment Group - Educational, Growth, Remedial and Socialization. Task Groups - Committees, Councils, Teams. Therapeutic Groups- T-Groups and Group Counseling.

Unit-5

(10 Hours)

**Skill and Techniques of Working with Groups:**

Skills in Identifying Potential Groups, Skills in Forming Groups, Skills in Strengthening Groups, Facilitations and Leadership.

**References:**

SN	Author(s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview,	1967	N. Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Casework relationship	1957	London, George, Allen and Unwin
3.	Davidson E.H	Social casework.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social groupwork – Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice Hall, Inc.
7.	Toseland, R. W Rivas, R, F	An Introduction to group work practice.	1984	Macmillan Publication Co, New York

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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**SEMESTER –III**  
**PART III – CORE**

**SOCIAL WORK PRACTICE WITH COMMUNITIES –I (BSW/18C/302)**

**CREDITS – 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study about the community
- To develop an understanding about leadership.
- To gain knowledge about Community Organization

Unit- 1

(15 Hours)

**Community:**

Concept of Community, Definition, and Community as a System, Sub- Systems of the Community, Types and Characteristics of Communities: Rural, Urban and Tribal. Problems Related to the Communities.

Unit-2

(10 Hours)

**Community Power:**

Definition and Meaning of Power. Concept of Community Power, Types of Community Power. Power Structure of India: Social, Economical, Political and Judicial.

Unit- 3

(10 Hours)

**Community Leadership:**

Definition, Meaning, Types of Leadership, Functions, and Qualities of a Good Leader.

Unit-4

(10 Hours)

**Community Organization:**

Definition, Historical Development, Principles of Community Organization – Specific Objectives, Planning, People Participation, Inter Group Approach, Flexible Organization, Democratic Functioning, Optimum Utilizations of Indigenous Resources, Cultural Orientations.

Unit- 5

(15 Hours)

**Community Organization Process:**

Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow Up, PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book:**

1.	Christopher A.J., Thomas	Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi
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**SEMESTER –III  
PART III – CORE**

**FIELDS OF SOCIAL WORK (BSW/18C/303)**

**CREDIT: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To develop an understanding on the different fields of Social Work and the services available in the respective fields.
- To develop an ability to apply the principles of Social Work and Intervention Process in various fields of Social Work.

UNIT – 1

(12 Hours)

**Social Work with Marginalized Community:**

Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. **Role of Social Worker.**

UNIT – 2

(12 Hours)

**Social Work in Health Settings:**

Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues. Scope of Medical and Psychiatric Social Work. **Role of Social Worker in Medical and Psychiatric Setting.**

UNIT – 3

(12 Hours)

**Social Work in Family settings (Child, Youth & Elderly):**

Meaning Of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. **Role of Social Worker.**

UNIT – 4

(12 Hours)

**Social Work in Correctional settings:**

Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2000. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. **Role of Social Worker.**

UNIT – 5

(12 Hours)

**Social Work in Industrial settings:**

Industrial Social Work: Definition. Importance and scope of social work profession in industrial setting. **Role and functions of social worker in industrial settings.** Problems of workers/employees in an industry.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony A. Vars	Social Work competences	1996	Saji Publication, New York
2.	Fink A.E,	The Field of Social Work,	1942	Henry Holt and Co., New York
3.	Nordshog, J.E	Analyzing Social Problems	1992	The Dryden Press, New York
4.	Misra, P.D .	Social Work Philosophy	1994	Inter-India Publications, New Delhi
5.	Verma. R.K, Gopal Varma.	Research Methodology	2004	Common Wealth Publications

**Prescribed Text Book:**

1.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
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**SEMESTER –III  
PART III – CORE**

**FIELD WORK – III (BSW/18C/305)**

**OBSERVATION VISITS**

**CREDITS: 4**

**TOTAL NO OF VISITS: 10 per Semester**

**OBJECTIVES:**

- To provide exposure to various NGOs and Government Organizations.
- To acquire skills of observation and develop a spirit of inquiry.
- To develop an appreciation of the significances of social work intervention in various institutions.

**Visits to the Institutions working for:**

- Children
- Women
- Elderly
- Differently Abled
- Bonded Labour
- Human Trafficking
- Migrant Issues
- Refugees
- Health
- Environment

**Method of Assessment:**

- Group Conference / Interaction.
- Report Submission of every visit.

**SEMESTER –III**  
**PART III – ALLIED**

**ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES (BSW/18A/304)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand Indian and International Economic and Political Systems.
- To familiarize the issues associated with Agriculture, Industry & Service Sector.
- To study the Political & Economic processes in the context of development in India.

UNIT-1 (12 Hours)

**Concepts Related to Economics:**

Definition of Economics, Micro Economics and Macro Economics. Economic Systems - Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development, Under Development, Five Year Plan, Union and State Budgets. Economics as a discipline and its relevance to Social Work.

UNIT-2 (12 Hours)

**Concepts Related to Politics:**

Evolution of the discipline of Political Science; Meaning, Nature & Scope of Political Science; State - Meaning and Elements of State; Sovereignty - Meaning and Characteristics; Law – Meaning and kinds of Law; Rights: Meaning and kinds; Liberty: Meaning and kinds; Equality: Meaning and kinds. Political Science as a discipline and its relevance to Social Work.

UNIT-3 (12 Hours)

**Macro - Economic Indicators:**

Population, Poverty, Unemployment, Urbanization, Industrialization, Rural – Urban Gap, Gross Domestic Product (GDP), Gross National Product (GNP), Gender Empowerment Measure (GEM), Gender Development Index (GDI).

UNIT-4 (12 Hours)

**Indian Polity:**

Framing of the Indian Constitution, Preamble, Salient Features of the Indian Constitution, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. Union Parliament and State Legislatures - Composition, Power and Functions. Union and State Executives - President, Vice - President, Prime Minister and Council of Ministers; Governor, Chief Minister and State Council of Ministers – Role, Powers and Functions. Judiciary - Supreme Court and State High Courts – Composition and Jurisdiction.

UNIT-5 (12 Hours)

**Indian Economy and Indian Polity – Problems:**

Problems in Agricultural Sector - Small and fragmented land-holdings, Use of chemical Fertilizers, Lack of mechanization, Poor Irrigation Facilities and Agricultural Marketing, Inadequate storage and transport facilities.

Problems in Industrial Sector – Poor Capital Formation, Lack of Infrastructural Facilities, Poor Performance of the Agricultural Sector, Gaps between Targets and Achievements, Concentration of Wealth, Regional Imbalances and Industrial Sickness.

Problems in Service Sector – Poor Infrastructure, Unfair Competition in Telecom sector, Lack of innovation, Improper Training for Work force, Poor backing by Primary and Secondary Sectors.

Problems in Indian Political System - Coalition governments, Family politics, Caste politics, Businessmen in politics.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	R.C.Agarwal	Constitutional development & National Movement of India	1998	Vikas Publication New Delhi
2.	Bhatnagar. S	Political theory : An Introduction	1985	Meerut,Meenaksh, Prakashan
3.	Eddy Asirvatham, K.K.Misra	Political Theory	2000	Chand & company Ltd. New Delhi
4.	Misra, S. K. and V. K. Puri	Indian Economy	2000	Himalaya Publishing House
5.	B.L. Fadia	Indian Government and Politics	2016	Sahitya Bhawan
6.	Hall R. Varian	Intermediate Microeconomics: A Modern Approach	2010	East West publication
7.	Dwivedi D.N	Macroeconomics Theory and Policy	2008	Tata Mc Graw Hill
8.	Chacholiades. M	The Pure Theory of International Trade	1973	McMillian press

**Prescribed Text Book:**

1.	Samuelson P.A	Economics: An Introductory Analysis	1961	McGraw - Hill
2.	D.D. Basu	Introduction to Constitution of India	2011	Lexis Nexis

**SEMESTER –III**  
**PART IV – NON – MAJOR ELECTIVE**

**VALUE EDUCATION (BS/18N/307)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVE:**

- To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.
- To build excellent citizens and leaders for the country
- To develop successful and happy members to the society

UNIT- 1

(6 Hours)

**Introduction to Value Education:**

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level-.

UNIT- 2

(6 Hours)

**Salient values for life:**

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills, Conflict resolution : Win-lose, lose-lose, win-win outcomes - Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT- 3

(6 Hours)

**Duties and responsibilities:**

Responsible citizenship, National Integration, Dr. A P J Kalam's ten points for enlightened citizenship, the role of media and social media in value building. Challenges faced by youth

UNIT- 4

(6 Hours)

**Positive & Negative Values learnt from the lives of select Indian Personalities:**

Mary Clubwala Jadhav, Mahatma Gandhiji, A.P.J. Abdul Kalam, Medha Patkar, Kailash Sathyarathi, Mariappan Thangavelu.

Ramalinga Raju, Vijay Mallaya, Lalit Modi.

UNIT- 5

(6 Hours)

**Positive & Negative Values learnt from the lives of select International Personalities**

Mother Teresa, Abraham Lincoln, Martin Luther King, Nelson Mandela, Nick Vujicic, Malala Yousafai.

Hanse Cronje, Lance Armstrong, Maria Sharapova.



**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	M.G.Chitakra	Education and Human Values	2003	A.P.H.Publishing Corporation, New Delhi
2.	Chakravarthy, S.K.	Values and ethics for Organizations: Theory and Practice	1999	Oxford University Press, New Delhi
3.	Satchidananda, M.K	Ethics, Education, Indian Unity and Culture	1991	Ajantha Publications, Delhi
4.	Das, M.S. & Gupta, V.K	Social Values among Young adults: A changing Scenario	1995	M.D. Publications, New Delhi
5.	Bandiste, D.D	Humanist Values: A Source Book	1999	B.R. Publishing Corporation, Delhi
6.	Ruhela, S.P	Human Values and education	1986	Sterling Publications, New Delhi
7.	Kaul, G.N	Values and Education in Independent Indian	1975	Associated Publishers, Mumbai
8.	NCERT	Education in Values	1992	New Delhi

**Prescribed Text Book:**

1.	Xavier Alphonse S.J	We Shall Overcome – A Textbook on life coping skills	2008	ICRDCE Publication, Chennai
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**SEMESTER –III  
PART - V**

**SOFT SKILL - III (BSW/18S/306)**

**SIGN LANGUAGE COMMUNICATION SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To learn sign language symbols to communicate with differently able.
- To enable the students to work efficiently in the institutions for differently able.

**TOPICS:**

- ✓ For hearing and speech impaired

## **SEMESTER –III**

### **COMPULSORY EXTENSION SERVICE NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II (BSW/18C/401)

CREDITS-4

TOTAL TEACHING HRS: 60

#### OBJECTIVES:

- To understand the significance of the methods and their uses.
- To develop professional attitude and behavior

UNIT-1 (15 Hours)

#### **Case work process:**

Individual helping process (case work process): Intake, Study, diagnosis, treatment/intervention, evaluation, termination and follow up.

UNIT-2 (10 Hours)

#### **Intervention of Individuals:**

Enhancing client's problem-solving skills, assertiveness and stress management-modifying environment, developing resources and planning-enhancing family relationship.

UNIT-3 (15 Hours)

#### **Group work process:**

Group helping process (group work process): Planning phase- selection of members, orienting the members, environment preparation. Beginning phase-preparing for group work, first meetings- interviewing, rules for group work meetings, goal setting, motivation, Assessment of communication and interaction. Middle phase: Intervening with group members, problem solving, dealing with difficult members. Ending phase: Evaluations, termination, follow up.

UNIT-4 (10 Hours)

#### **Recording:**

Meaning, types – Process recording, Summative recording, Verbatim and Non verbatim recording, uses of recording, importance of recording for individuals and groups.

UNIT-5 (10 Hours)

#### **Role of case worker and group worker in various settings:**

School, Hospital, Community, Industrial and Correctional setting. Illustrations from Indian context.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work Relationship	1957	George, Allen and Unwin, London
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice hall, Inc.
7.	Toseland, R. W, Rivas, R, F	An introduction to group work practice.	1984	Macmillan publication Co. New York
8.	Kemp, C.G	Perspectives on the group process.	1970	Houghton

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH COMMUNITIES –II (BSW/18C/402)

**CREDITS-4**

**TOTAL TEACHING HRS-60**

#### **OBJECTIVES:**

- To understand the approaches and models of Community Organization and Social Action.
- To develop ability to utilize appropriate approaches and skills to work with communities.

#### UNIT-1

(05 Hours)

#### **Community organization approaches & Models:**

Community Organisation Approaches: Concept, Scope, Types: Specific content, general content, process content, participatory approaches.

Community Organisation Models: Rothman's model of Community Organisation and its types: Locality Development Model, Social Planning Model, Social Action Model.

#### UNIT- 2

(20 Hours)

#### **Social Action:**

Meaning, Principles of Social Action – Principle of Credibility, Principle of Legitimization, Principle of Dramatization, Principle of Dual Approach, Principle of Multiple Strategies, Principle of Manifold Programme, Strategies – Campaign/Promotional Strategy, Collaborative Strategy, Advocacy Strategy, Negotiate Strategy, Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organization Strategy, Economic Organization Strategy, Conflict management Strategy, Situation Modification Strategy. Approaches: Paulo Freire, Saul Alinsky.

#### UNIT-3

(15 Hours)

#### **Community Organization and Social Action in different settings:**

Health, Family and Child Welfare, Women, Marginalized groups like SC/STs. Role of Community Organizer.

#### UNIT-4

(10 Hours)

#### **Skills in Community Organization:**

Conceptual understanding, Communication, Organizing, Mobilizing Resources, Negotiating, Liasoning, Advocacy, Participatory Skills, Documenting Community Processes and Situations.

#### UNIT-5

(10 Hours)

#### **NGOs and CBOs in Community Organization:**

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization. Illustrations from Indian context.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Ross, Murray, G.	*Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book**

1	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi
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## SEMESTER-IV

### PART III -CORE

#### SOCIAL DEVELOPMENT AND SOCIAL WORK (BSW/18C/403)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand the concept of development and development issues in India.
- To learn about developmental organizations in India.
- To understand the role of legislations in relation to development.

UNIT - 1

(10 Hours)

#### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT - 2

(12 Hours)

#### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3

(15 Hours)

#### **Developmental Organizations:**

Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

Non – Governmental Organizations: Oxfam, World Vision, Amnesty International and Myrada.

UNIT – 4

(12 Hours)

#### **Sustainable Development Goals: (Concept, Targets, Status – Indian Context)**

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions 17. Partnerships for the Goals.

UNIT-5

(11 Hours)

#### **Government Policies and Programmes:**

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

Five Year Plans and NITI Aayog (National Institution for Transforming India). UNDP. SAARC.



**References:**

SNo	Author (s)	Name of the Book	Year	Publications
1.	Agarwal A.N	Indian economy: Nature, Problem and Progress	1975	Vikas Niraj prakash, New Delhi
2.	Ministry of Home	Census of India	2000	Government of India
3.	Dandekar V.M.	Indian economy	1999	Sage Publications
4.	Dutt & Sundaram	Indian Economy	2001	S.Chand Publishing
5.	Ghosh, B.N.	Political economy new colonialism for third World countries	1985	Sterling Publishers
6.	Kumar B	Planning poverty and economic Development	1984	Deep & Deep Publications
7.	Michel Todaro	Economic	2000	Addison Wesley
9.	Thirwall A.P	Growth and Development and special reference to developing countries.	2003	Palgrave Macmillan: London

**Prescribed Text Book:**

1.	New Media Wing	India – 2016 (Latest Version)	2016	Ministry of Information and Broadcasting.
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**Important Websites:**

1. [www.socialjustice.nic.in](http://www.socialjustice.nic.in)
2. [www.india.gov.in](http://www.india.gov.in)
3. [www.disabilityaffairs.gov.in](http://www.disabilityaffairs.gov.in)
4. [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
5. [www.un.org](http://www.un.org)

**SEMESTER-IV**

**PART III – CORE**

**FIELD WORK- IV**

**PROJECT FIELD WORK (BSW/18C/405)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 DAY/ WEEK)**

**OBJECTIVES:**

- To study the various problems of the community
- To plan and execute appropriate programmes
- To develop documentation and presentation skills.

**TOPICS RELATED TO:**

- Children
- Women
- Elderly
- Environment
- Any current/ contemporary social issues during the current year.

**METHOD OF ASSESSMENT:**

Assessment will be on the student's contribution towards the problem identification, analysis and Programme execution. Their personal skills will be taken into account for assessment.

## SEMESTER-IV

### PART III – ALLIED

#### PSYCHOLOGY (BSW/18A/404)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand basic concepts of human behavior and relevance to social work practice.
- To gain knowledge on psychological base of human behavior.

UNIT-1 (12 Hours)

#### **Psychology**

Meaning, Concepts, History, Fields of Psychology: Developmental, Educational, Abnormal, Clinical, Environmental, Geo, Forensic, Neuro, Comparative and School.

Methods of Study of Human Behavior: Introspection, Observation, Experimental, Clinical / Case study, Survey, Genetic and Testing.

#### **Perception**

Meaning, Perceptual Process, Factors in Perception and Perceptual Selectivity.

UNIT-2 (12 Hours)

#### **Learning and Memory**

Meaning, Process, Theories of Learning: Classical Conditioning and Operant Conditioning. Types of Learning: Verbal Learning, Motor Learning, Concept Learning, Problem Solving, Serial Learning, Paired associate learning.

**Memory:** Meaning, Process: Registration, Retention and Recall.

Unit – 3 (12 Hours)

#### **Intelligence and Emotions**

Meaning, Types of Intelligence. Theories of Intelligence: Unitary Theory, Multifactor Theory, Spearman's two factor theory & Vernon's Hierarchical Theory.

**Emotions:** Nature and Characteristics, Emotional Expressions, Adaptive and Disruptive Qualities of Emotions. Emotional Intelligence.

UNIT-4 (12 Hours)

#### **Motivation and Motives**

Meaning, Theories: Freud's Instinctive theory & Abraham Maslow's theory of Hierarchical needs.

**Motives:** Meaning. Types of Motives: Primary Motive, Secondary Motive.

UNIT-5 (12 Hours)

#### **Personality, Attitude and Adjustment**

Definition, Theories of personality: Psychoanalytic theory & Eysenck's theory.

Attitude: Meaning, Attitude formation, Attitude change, Stereo types and prejudices.

Adjustment: Meaning of adjustment and mal adjustment. Defense mechanism: Meaning. Types: Regression, Repression, Reaction Formation, Displacement, Sublimation, Denial, Projection, Rationalization.

### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 <sup>rd</sup> edition	1991	Houghton Muffin company, Boston.
3.	Feldaman	Introduction to general Psychology	1990	McGraw-Hill Company
4.	Morgan, Clifford, T	Introduction to Psychology	1986	McGraw-Hill Book Company- New York
5.	Munn L. Norman	Introduction to Psychology	1975	Oxford & IBH Publication
6.	Saraswathi T.S	Developmental Psychology in India	1975	Sage Publications
7.	Sherif & Sherif	Social Psychology	1969	Harper & Row Publishers
8.	Stephen P. Robbins	Organizational behavior 9th edition	2001	San Diego State University Prentice Hall

### Prescribed Text Book

1.	S K Mangal	General Psychology	2015	Sterling Publishers Private, Ltd
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## SEMESTER-IV

### PART IV

#### ENVIRONMENTAL STUDIES (BSW/18N/406)

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**Objectives:**

- To highlight the environmental issues.
- To develop the knowledge of the students about natural resources.
- To sensitize the students about environmental pollution and the need for environment conservation.

**Unit 1:**

**Multidisciplinary nature of environmental studies**

(5 Hours)

Definition, scope and importance, Need for Public awareness.

**Natural Resources:** Natural resources and associated problems.

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

**Unit 2:**

(5 Hours)

**Ecosystems**

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

**Unit 3:**

(5 Hours)

**Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.

- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

**Unit 4:**

(5Hours)

**Environmental Pollution & Waste management**

Definition, Causes, effects and control measures of:-

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Wasteland reclamation.
- Role of an individual in prevention of pollution.

**Unit 5: Environmental Issues**

(10 Hours)

- Disaster management: floods, earthquake, cyclone and landslides
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

**Additional Study (Does not form part of assessment)**

- Visit to a local area to document environmental assets river/ forest / grassland /hill / mountain (or)
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural (or)
- Study of common plants, insects, birds. (or)
- Study of simple ecosystems-pond, river, hill slopes, etc.

**Prescribed Text Book:**

1.	Textbook of Environmental Studies for Under Graduate Courses	Erach Bharucha	2005	University Grants Commission
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**SEMESTER-IV**  
**PART - V**  
**SOFT SKILL – IV (BSW/18S/407)**  
**Life Saving Skills**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

**Objectives:**

- To provide the training on first aid to the students.
- To give training on Disaster Management

**TOPICS**

- ✓ First Aid
- ✓ Disaster Management

**SEMESTER-IV**  
**COMPULSORY EXTENSION SERVICE**

**NSS/SPORTS (BSW/18X/001)**

**CREDITS: 1**

**TOTAL HRS: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

**Cumulative Hours (I to IV Semesters): 120**

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 120 hours till fourth semester. Students those who complete minimum attendance of 120 hours and more in Two Years will get ONE CREDIT during the IV Semester.



## SEMESTER-V

### PART III – CORE

#### COMMUNICATION FOR SOCIAL WORK (BS/18C/501)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand theoretical models of communication
- To increase knowledge on various communication methods and their use in the process of social change
- Acquire ability to use communication skills in the practice of social work methods.

UNIT-1 (10 Hours)

#### **Communication:**

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous, Communication Skill (Do's & Don't's) – Verbal, Written and Visual.

UNIT-2 (10 Hours)

#### **Media:**

Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, The Phenomenon of Audio-Visual Culture And Mass Culture, Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices.

UNIT-3 (15 Hours)

#### **Use of Audio & Visual Aids:**

Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Photo Language, Lettering, Simple Drawing and Cartoons. Projects Aids: Slides, OHP and Film Strips. Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.

Unit – 4 (10 Hours)

#### **Use of other Communication Methods:**

Use of Other Methods: Drama, Role-Play, Panel Discussions, Group Discussions, Seminar, Conferences, Demonstration, Exhibition, Public Meetings, Public Speaking, Print Media, Press and Advertising.

UNIT-5 (10 Hours)

#### **Communication Media and Ethics:**

Communication and media in India, their scope, and limitations, utilizing media to deal with basic problems of India, utilization of internet and Social Media, communication for social change, social action, and social development.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Harry Shefter	How To Prepare Talks And Oral Reports.	1963	Pocket Publication, South Glamorgan
2.	Joseph Kivlin et all	Communication in India: experiments in Introducing Change.	1968	National Institute of Community Development: India
3.	Kaul, H.K	The Craft of Writing	1978	New Delhi: Arnold-Heinemann.
4.	Murphy	Mass Communication and Human Interaction	1977	Hardcover Publications
5.	Narasimma Reddy.V	How to Be A Good PRO	1974	Sharada Publications, Hyderabad.
6.	Sam Black	Practical Public Relations	1966	Pitman Publishing, London

**Prescribed Text Book**

1	Joyce Lishman	Communication in Social Work	2009	Palgrave Macmillan
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**SEMESTER – V**  
**PART III – CORE**

**SOCIAL WORK RESEARCH AND STATISTICS (BS/18C/502)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- Develop an understanding of the foundations of social work research.
- Acquire skills in conducting research and prepare appropriate tools
- To collect, Analyze and interpret data.

UNIT – 1 (10 Hours)

**Introduction to Social Work Research:**

Definition of Research, Social Work Research, Importance of Social Work Research. Social Work Research as a method of Social Work, Social Work Research Ethics.

Social Work Research process, Identifying and Formulating a Problem Relevant to Social Work. Raising Research Questions and Deriving Objectives. Clarification of Concepts: Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

UNIT – 2 (15 Hours)

**Types of Research Methodology, Research Design & Sampling:**

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

Sampling: Meaning, Types of Sampling: Probability – Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, Cluster Sampling. Non – Probability Sampling: Convenience Sampling, Snow Ball Sampling, Purposive Sampling and Quota Sampling.

UNIT – 3 (10 Hours)

**Sources of Data, Tools & Techniques for data collection:**

Sources of Data: Primary and Secondary, Quantitative & Qualitative data. Tools of Data Collection – Observation, Interview schedule, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques.

UNIT – 4 (10 Hours)

**Data Processing:**

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation. Uses of computer for data processing.

UNIT – 5 (15 Hours)

**Data Analysis:**

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Arithmetic Mean, Median, Mode & Measure of Dispersion – Standard Deviation (including Manual calculations). Data Interpretation, Guidelines for Report writing: Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, References, Annexure.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony Joseph	Methodology for Research	1986	Theological Publications in India, Bangalore
2.	Bajpai	Methods of Social Survey and Research	1992	Kanpur, Kila Ghar
3.	Gupta	Statistical Methods,	1985	Sultan Chand and Sons New Delhi
4.	Hans Raj	Theory and Practice in Social Research	1992	Surjeet Publications, New Delhi
5.	Hubert M. Blalock Jr	An introduction to Social Research	1970	New Jersey, Prentice Hall

**Prescribed Text Book**

1.	Kothari C R	Research Methodology – Methods & Techniques	2012, 2015	New Age International Pvt., Ltd.
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Note:

**ESE Question Paper Pattern:**

Theory = 80%

Problem = 20% (PART – C)

**SEMESTER – V**  
**PART III – CORE**  
**DIMENSIONS OF HEALTH (BS/18C/503)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.
- To gain knowledge about various Diseases, Prevention and Treatment.
- To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

**Health Overview:**

Definition of Health, Health Concepts. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants of Health: Human Biology, Environment, Ways of Living, Economic Status and Health Services.

Philosophy of Health: Fundamental Right, Essence of productive life, health is inter – sectoral, health is central to the concept of quality of life, health involve responsibility, health is worldwide social goal.

Indicators of Health: Comprehensive Indicators – Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators – Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services.

UNIT – 2

(10 Hours)

**Personal Factors Affecting Health: Personal Hygiene & Nutrition:**

Concept of hygiene, Personal Hygiene. Problems Associated with lack of Personal Hygiene – Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene.

Nutrition: Meaning of Nutrition, Meaning of Malnutrition, Nutritional Diseases: Protein Energy Malnutrition (PEM), Vitamin Deficiency Diseases. Role of social worker in nutritional care.

UNIT – 3

(15 Hours)

**Social and Environmental Factors Affecting Health:**

Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

Environment Factors Affecting Health: Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection.

UNIT – 4

(15 Hours)

**Disease:**

Concept of Disease, Illness, Sickness.

Communicable Diseases: Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases.

Non-Communicable Diseases: Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

Mental Health: Meaning of Mental Health, Mental Illness and Mental Retardation. Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

UNIT – 5

(05 Hours)

**Promotion to Health:**

Self Care: Exercise, Lifestyle management, Nutrition.

Indigenous Methods: Ayurveda, Yoga, Unani, Siddha, Homeopathy (AYUSH), Naturopathy, Relaxation Therapy, Meditation.

Modern: Medical Intervention, Wellness Centres.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Abraham Verghese	Introduction to Psychiatry	1996	B1 Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar:Anand Publishing

**Prescribed Text Book:**

1.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
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**SEMESTER – V**  
**PART III – CORE**

**FIELD WORK- V (BS/18C/505)**

**RURAL CAMP**

**CREDITS: 4**

**NO OF DAYS ON CAMP: 5-7 Days**

**OBJECTIVES:**

- To expose the students to rural life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

**ASSESSMENT:**

- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

**Regulations:**

1. Selection of place (Rural Area – Tamil Nadu)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp.

**SEMESTER – V**  
**PART III – ALLIED**

**SOCIAL WORK WITH SENIOR CITIZENS (BS/18A/504)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the problems of Senior Citizens in India.
- To acquire knowledge about the services for Senior Citizens.
- To study the legal provisions for the Senior Citizens.

UNIT – 1

(12 Hours)

**Definition of Senior Citizen:**

Definition, Meaning – Social, Cultural and Medical. Aging, Concept of Geriatrics, Gerontology, Geriatric Social Work, Gerontological Social Work.

UNIT – 2

(15 Hours)

**Physical and Social Changes:**

Physical Changes: Change of Physical Characteristics like Vision, Bones and Muscles. Common Illness: Urinary Incontinence, Respiratory disorders, Cardiac disorders, Diabetes, Arthritis and Parkinson's disease, Dementia, Alzheimer's disease – Causes, Symptoms and Management.

Social Changes: Changing roles and functions in the family and society. Alienation from the mainstream of society, Elder abuse, Empty Nest Syndrome.

Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens. Role of Geriatric Social Worker.

Factors underlying the institutionalization & Deinstitutionalization of the Elderly care, Assisted living for Elderly; Community care of elderly.

UNIT – 3

(12 Hours)

**Economic and Psychological Changes:**

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

UNIT – 4

**Non – Governmental Services (NGOs) in Elderly Care: (9 Hours)**

Day Care Centers, Special Holiday Camps, Outings, Pre – Retirement Counseling, Counseling for this Stage of Life, Counseling to Family Members for understanding the Aged and Living with them. Mobile Health Services, Meals – on – Wheels, Recreation Centers, Senior Citizen's Clubs, Self Employment Schemes, Creation Of Employment Opportunities And Voluntary Work for the Senior Citizens in the Existing Structure of Society, Involvement of the Senior Citizens in Initiating and Management of their Services. Community Education of Senior Citizens, Help Age India, Help line-1800-180-1253.



**Governmental Services for Elderly Care:**

Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme. Open University Scheme, Adult Education.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Binstock, R.H and Shahas, E	Handbook of aging and the Social Sciences	1976	Van Nostrand Reinhold Company, New York
2.	Borgatta, E.F and McCluskey N.G	Aging and Society: Current Research and policy perspectives	1980	Beverly Hills/ London – Sage Publications
3.	Desal, K.G	Aging in India	1982	TISS Series 52
4.	Lowy, Louis	Social work with the aging – The Challenge and Promise of later years.	1979	Harper and Row, New York

**Prescribed Text Book:**

1.	Marshall, Mary	Social Work with Old People	1983	The Macmilan Press.Ltd., London
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## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISABILITY (BS/18N/507A)

##### (OPTION 1)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To sensitize the students about Disability.
- To realize the responsibilities towards persons with disabilities.

#### **UNIT – 1**

(06 Hours)

##### **Disability**

Concepts: impairment, handicapped and rehabilitation. Types of disabilities: Visual disability, Hearing disability, mental disability, orthopedic disability including spastics children and leprosy cured.

#### **UNIT – 2**

(06 Hours)

##### **Causes & Prevention of disabilities**

###### **Causes of Disabilities:**

Malnutrition, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents.

Prevention of Disabilities at Primary, Secondary & Tertiary levels.

#### **UNIT – 3**

(06 Hours)

##### **Legislations related to disability**

Rights of Persons with Disabilities Act 2016 - Objectives, Scope, Salient Features.

Rehabilitation Council of India Act, 1992

#### **UNIT – 4**

(06 Hours)

##### **Government and Non Government Interventions:**

**Government Organizations:** National Institute for Mental Health and Neurosciences (NIMHANS), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute for the Empowerment of Persons with Visually Handicapped (NIEPVD), National Institute of Public Health (NIPH), National Institute for Mentally Handicapped (NIMH), National Institute on Deafness and other Communication Disorders (NIDCD).

**Non Government Organizations:** Schizophrenic Research Foundation (SCARF), Banyan, Madhuram Narayanan Center for Exceptional children, Sri Arunodhayam charitable trust

Government schemes for disabled offered by state commissioner for disabled

(a) Special education (b) Training programme (c) Employment of persons with disability (d) Self Employment for disabled and (e) Supplying of aids and appliances

**UNIT – 5**

(06 Hours)

**Rehabilitation of the disabled:**

Role of family &amp; Care Givers in the treatment, training and rehabilitation of the disabled.

Social work interventions for the disabled.

Process of Rehabilitation: Early identification, Treatment and Integration.

Types of Rehabilitation: Physical, Educational, Vocational and Societal.

Disabled-friendly Interface: Ramp, Software, Audio.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Baquer, Ali; and Sharma, Anjali	Disability: Challenge Vs Response	1997	Concerned Action Now
2.	Ministry of Law, Justice & Company Affairs	The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995	1996	The gazette of India.
3.	National Sample Survey Organisation	A report on disabled persons,	1994	Department of Statistics, New Delhi.
4.	World Health Organisation	International Classification of Impairments, Disabilities, and Handicaps	1980	Geneva : World Health Organization.

**Prescribed Text Book:**

1.	Pandey , R.S and Advani, Lal	Perspective is Disability and Rehabilitation,	1995	Vikas Publishing House, New Delhi.
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## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISASTER MANAGEMENT (BS/18N/507B)

(OPTION 2)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To understand the process of Disaster Management.
- To present the role of social worker in disaster management.

#### **Unit 1 (6 Hours)**

##### **Disasters**

Concept and definition of disaster, hazards, vulnerability. Types of disaster – natural and manmade: Tsunami; Cyclone, flood, landslide, fire, earthquake, avalanches, forest fires, oil fires, oil spills, nuclear disasters.

#### **Unit 2 (6 Hours)**

##### **Disaster Management:**

Disaster Management: Concept.

Disaster Management Cycle: Prevention, mitigation, preparedness, response, relief, recovery and rehabilitation.

#### **Unit 3 (6 Hours)**

##### **Legislations for Disaster management**

Disaster Management Act, 2005, Recommendation of the World Conference on Disaster Reduction (most recent), HYOGO framework for action 2005-2015, Sendai Framework for Disaster Risk Reduction 2015-2030.

#### **Unit 4 (6 Hours)**

##### **Role of Various organizations in disaster management**

Role of State, NDMA: Roles & Responsibilities, Armed Forces / NGOs, INGOs, Role of UN: UNISDR, philanthropists in disaster situations, Role of community, development workers, volunteers and media.

#### **Unit 5 (6 Hours)**

##### **Management issues related to disasters relevant for social work practice**

Mitigation through capacity building, pre disaster and vulnerability reduction, Post disaster recovery and rehabilitation; disaster related infrastructure development, mitigation measures, risk management, risk- reducing measures.

Psychological Counseling, Psycho-social care in disaster management – Importance of Psychosocial Care, Role of Psychosocial caregivers and Seven basic Techniques of Psychosocial Care

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bose, B., C	Disaster Management in India	2007	Rajat Publication, New Delhi
2.	Bose, B., C	Disaster Management in 21 <sup>st</sup> Century	2007	Rajat, New Delhi
3.	Goel, S., L	Encyclopedia of Disaster Management.	2000	Deep & Deep Publications, New Delhi
4.	Prabhas, Chandra, Sinha	Disaster Management Process, Law, Policy & Strategy	2006	SBS Publications, New Delhi.
5.	Prabhas, Chandra, Sinha	Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance	2006	SBS Publications, New Delhi.
6.	Prabhas, Chandra, Sinha	Disaster Vulnerabilities & Risks.	2006	SBS Publications, New Delhi.
7.	Prabhas, Chandra, Sinha	Disaster Mitigation, Preparedness, Recovery & Response.	2006	SBS Publications, New Delhi.
8	Dr. K. Sekar., et.,al.,	Psycho-social care in disaster management manual for Training of Trainers in Natural Disasters by National Institute for Mental Health and Neurosciences	2005	NIMHANS, Bangalore & CARE India

**Prescribed Text Book:**

1.	Singh, R., B.	Disaster Management.	2000	Rawat Publications, Jaipur.
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**SEMESTER – V**

**PART –V**

**SOFT SKILL – V (BSW/18S/506)**

**APTITUDE SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

**(4 days per Semester)**

**OBJECTIVES:**

- To prepare a student for competitive /entrance examinations
- To increase the confidence level and to promote the students intelligence.

**TOPICS:**

- ✓ Quantitative Aptitude
- ✓ Qualitative Aptitude ( Logical & Reasoning)

## SEMESTER-VI

### PART III - CORE

#### SOCIAL WELFARE ADMINISTRATION (BS/18C/601)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES**

- To understand the administration process in the organization.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- To study legislations related to Social Welfare Administration.

#### **UNIT-1**

(15 Hours)

##### **Evolution of Social Welfare Administration:**

Evolution of Social Welfare Administration, Concepts, Public Administration, Social Service, Social Welfare Services, Philosophies of Social Welfare and Social Development, Principles and Values of Social Welfare Administration.

#### **UNIT-2**

(15 Hours)

##### **Agency Administration:**

Administration in Voluntary Organization, Constitution and Bye Laws, Boards and Committees, Organization as a System, Structure, Functions of Central Social Welfare Board, State Social Welfare Board, Directorate of Social Welfare, Social Defense.

#### **Unit – 3**

(15 Hours)

##### **Elements of Administration:**

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation. Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

#### **UNIT-4**

(15 Hours)

##### **Laws Related to NGO:**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912

#### **UNIT-5**

(05 Hours)

##### **Role of Social Worker in Welfare Administration among Vulnerable people:**

Role of Social Worker in working with Children, Women, Senior citizens, Person with Disability, Minority Groups.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Chaturvedi, T.N. and Chandran	Social administration development and change	1977	Sage Publications, New.Delhi
2.	Danis,Kathi,	Human behavior at work,	1977	Mcgraw Hill New Delhi
3.	Lalitha ,N.V	Status of voluntary effort in social welfare	1982	NIPCCD, New Delhi
4.	Man Mohan Prasa	Management concepts and practice	2008	Himalaya Publishing House.
5.	S.L Goel and R.K.Jain	Social welfare administration	2002	Deep & Deep Publications
6.	Ramesthiwari Devi, Rani Prakash	Social Work and Social welfare Administration	2001	Jaipur: Mangal deep Publications.

**Prescribed Text Book:**

1.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
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**SEMESTER - VI**  
**PART III - CORE**  
**WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS (BS/18C/602)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand the perspectives of women's development in Indian society.
- To develop a capacity to examine the social systems that affect women.
- To study the status of women's empowerment in India.

**UNIT-1**

(10 Hours)

**Introduction to Women's Development:**

Women's Development – Meaning, Status of Women in ancient, medieval, and modern periods. Women's Development theoretical approaches - Welfare approach, women in development (WID), Women and development (WAD), Gender and development (GAD), The effectiveness approach (EA), Main stream gender equality (MGE), Women development Indicators: Demographic indicators, Gender related development indicators (GDI), Gender empowerment measure (GEM), Gender Equity Index (GEI), Gender Gap Index (GGI), Cultural Indicators, International Indicators.

**UNIT- 2**

(10 Hours)

**Patriarchy:**

Concept of Sex, Gender, Patriarchy, Matriarchy and Feminism.

Difference between Sex & Gender, Difference between Patriarchy & Matriarchy.

Impact of Patriarchy on Women in the Family, in Education, in Employment and in Politics.

**UNIT-3**

(10 Hours)

**Issues and Concerns:**

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, reproductive health, Women in Media. General division of labour, Glass ceiling, Girl child rights.

**UNIT- 4**

(20 Hours)

**Legislations Related To Women:**

Legal Rights of Women with reference to Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace Act, 2013, Dowry Prohibition Act, 1961

**UNIT-5**

(10 Hours)

**Women's Empowerment:**

Women's Empowerment: Meaning, Types: Social, Economic, Political. Government initiatives for women's empowerment (State and Central Ministry), Five Year

Plans, Commissions, Policy: National policy for the empowerment of women - 2001. Programmes and schemes: Bharathiya Mahila Bank (BMB), Support to training and employment programme for women (STEP), Rashtriya Mahila Kosh, Indra Gandhi Matritva Sahyog Yojana(IGMSY), Mann Deshi Mahila Sahakari, Beti Bachao, Beti Padhao Scheme, Women Help Line Scheme, Working Women Hostel, UJAWALA, Rsajive Gandhi National Creche Scheme for Children of Working Mothers, Nari Shakti Puraskar, Mahila E-Haat, Mahila police volunteers, MCTS, CMB, SABLE.

Women Welfare Schemes for Tamil Nadu: Annai Teresa Ninaivu Orphan Girls Marriage Assistance Scheme, Dr. Dharmambal Ammaiyar Ninaivu Widow Remarriage Scheme, Thamizhaga Arasu Intercaste Marriage Assistance Scheme, Dr. Muthulakshmi Reddy Memorial Maternity Assistance Scheme, Sivagami Ammaiyar Memorial Girl Child Protection Scheme, Self Help Group (SHG) Movement: (1989), Entrepreneurship Awareness Programme, Sathiyavani Muthu Ammaiyar Ninaivu Free Supply of Sewing Machine Scheme, Vazhdhu Kattuvom Project.

International Initiatives for women's empowerment: CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls, World Conferences on women, Conventions.

#### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
4.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication

#### Prescribed Text Books:

1.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books
2	Mira Seth	Women and Development	2001	Sage Publication
3	Zain Rahman	Women and Society	1987	Ajanta Publication
4	A N Panda	Situating Indian Women	2008	Abhijeet Publication, New Delhi
5	Sanjay Roy	Women in Contemporary India	2009	Akansha Publishing House

## SEMESTER - VI

### PART III - CORE

#### RESEARCH PROJECT (BS/18C/605)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(Project Guidance: 5 hours / week)**

#### OBJECTIVES:

- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.
- To equip the students to compile a project report.

#### RESEARCH REPORT FORMAT

Title Page  
Acknowledgement  
Certificate  
Declaration  
Table of Contents  
List of Tables  
List of Charts

#### Chapter I - Introduction

- General view about your research problem
- National and International issues related to the research problem
- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

#### Chapter II - Review of literature

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 1990's and classical works.

#### Chapter III - Research Methodology

- Title of the study
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Definition (Conceptual and Operational)
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)

- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 3 samples)
- Limitations of the study
- Chapterisation

#### **Chapter IV - Data Analysis and Interpretation**

- Simple tables
- Percentage analysis
- Diagrammatic Representation

#### **Chapter V - Findings, Suggestions and Conclusion**

Findings, Suggestions, Conclusion

#### **Bibliography: APA Format – 6<sup>th</sup> Edition**

In Bibliography, each page should be numbered following on from the last page of the Chapter. Every Book, Article, Thesis, Document etc., Should be arranged in alphabetical order of the Authors' Names. There is a need for division, such as Books, Journal, Newspapers, and Document etc., In bibliography the Surname precedes the initials of the first name.

##### **For Books**

1) Author's Name 2) Initial of Author's Name 3) Name of the Book 4) Place of Publication 5) Publisher's Name 6) Year. No page number should be mentioned except for Journal Articles. If it runs to second line the second line should be indented.

Example: Argyris. C. Personality and Organisation. New York: Harper Publishing Company, 2001.

##### **For Journals**

Author's Name 2) Year 3) Title of the Article 4) Name of the Journal 5) Volume No, Issue No and Page Number.

Example:

Turner, L. C. F 1968. The Russian Mobilization in 1914. Journal of Contemporary History. Vol. 3 (6). Pg. 65-67.

#### **Appendix**

#### **RESEARCH GUIDELINES**

1. Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in "TIMES NEW ROMAN" font, Size 12.
5. Should be typed in one side of the A4 sheet.
6. Project should be hard bound and the cover should be in uniform colour. (as prescribed by the Department)

## **SEMESTER - VI**

### **PART III - CORE**

#### **FIELD WORK – VI (BS/18C/604)**

#### **CONCURRENT FIELD WORK**

**CREDITS: 4**

**NO OF DAYS: 20 DAYS PER SEMESTER**

#### **OBJECTIVES:**

- To provide an opportunity to learn the skills of primary methods of Social Work (Case Work, Group Work, Community Organization).
- To inculcate professional growth and development.

#### **TASKS:**

- To study the profile of the agency.
- To involve in activities of the agency.
- Case Work - 1
- Group Work - 1
- Community Organization Programme - 1

#### **METHOD OF ASSESSMENT:**

- Individual conference
- Report submission

## SEMESTER - VI

### PART – III ALLIED (BS/18A/603)

#### HUMAN RIGHTS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand Human Rights and Social Justice.
- To know the Role of Social Work in Relation to Human Rights.

UNIT- 1 (10 Hours)

**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; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.

UNIT-2 (15 Hours)

**Historical Overview of Human Rights (National & International Perspectives):**

UN charter- Universal Declaration of Human Rights- Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India, Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence. Globalization and Its Impact on Human Rights. Social Work as a Human Rights Approach.

UNIT-3 (10 Hours)

**Fundamental Duties and Rights**

Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy, Law and Social Justice in India - A Critical Assessment.

UNIT- 4 (10 Hours)

**Human Rights of Vulnerable Groups:**

Human Rights with Specific Reference to Women, Children, Refugees, Dalit and Tribes.

UNIT- 5 (15 Hours)

**Role of social work in relation to human rights:**

Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy, Role of Social Action.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Agarwal, H.O	International Law and Human Rights	2002	Central law Publications
2.	Alok Chakravati	Protecting Human rights	2003	Reference Press
3.	Bajwa G.S	Human rights in India	1995	Anmol Publishers
4.	Gupta, D.N	Human Rights Acts, Statutes and Constitutional	2003	Kalpaz Publications
5.	Jayashre. P.M	Dalit human Rights Violation Vol.1	2000	National Campaign
6.	Khanna, H.R	The Judicial System	1980	11 P.A, New Delhi
7.	Ramphal	Perspectives in human rights	2001	Rajat publications

**Prescribed Text Book:**

1.	Kohli S. A	Human Rights and Social Work- Issues, Challenges and Response	2004	Kanishka Publishers, New Delhi.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**INTRODUCTION TO WORKFORCE MANAGEMENT (BS/18N/607A)**  
**(OPTION 1)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVES:**

- To introduce the basic concepts, functions and processes of human resource management.
- To facilitate the students in practical knowledge on Workforce problems
- To equip the students on the knowledge of social security legislations.

UNIT – 1 (6 Hours)

**Workforce Management**

Human Resource Management: Definition, Functions, Importance and Scope. Qualities and skills of a good HR Professional.

UNIT – 2 (6 Hours)

**Social Security & Employee Welfare:**

Definition, Concept, Importance, Types of Social Security & Employee Welfare; Workplace counselling: Meaning & Importance; Role of International Labour Organization (ILO) in employee welfare.

UNIT -3 (6 Hours)

**Social Security Legislations in the Indian Context:**

Objectives and scope of: Minimum Wages Act 1948, Employees State Insurance Act 1948, Employees Provident Fund and Miscellaneous Provisions Act 1952, Workmen's Compensation Act 1923, Payment of Gratuity Act 1972, The Unorganized Workers' Social Security Act, 2008

UNIT – 4 (6 Hours)

**Human Resources in the Organized Industrial sector:**

Organized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in organized Industrial sector.

UNIT – 5 (6 Hours)

**Human Resources in the Unorganized Industrial sector:**

Unorganized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in unorganized Industrial sector.

**Additional Study (Does not form part of Assessment)**

**FIELD WORK/INDUSTRIAL VISIT:** Study on problems faced by employees or Employer (or) Visit to Industrial/HR Settings



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	K.Asathappa	Human Resource Management, 8th Edition	2011	Tata Mc Graw – Hill Publishing Company Limited, Delhi
2.	V.S.P.Rao	Human Resource Management, 2nd Edition	2005	Excel Books Publisher.
3.	Michael Reddy	The Managers Guide to Counselling at Work	1987	Universities Press (India) Limited.
4.	K.Shanmuga Velayutham	Social Legislation and Social Change	1988	Vazgha Valamudan
5.	B.D.Singh	Industrial Relations and	2008	Excel Books

**Prescribed Text Book:**

1.	K.Asathappa	Organizational Behaviour	2011	Himalaya Publishing House.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**SOCIAL ENTREPRENEURSHIP (BS/18N/607B)**  
**(OPTION 2)**

**CREDITS - 2**

**TOTAL TEACHING HOURS: 30 HRS**

**OBJECTIVES:**

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

**UNIT-I**

(10HRS)

**Entrepreneur and Entrepreneurship:**

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur.

Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship

Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude, Innovation, Ability to Introduce New Technologies, Catalyst, Ability to Generate Opportunity for Profit or Reward.

Entrepreneurship Development in India. Scope of Entrepreneur Development.

**UNIT-II**

(15 HRS)

**Social Entrepreneur, Social Entrepreneurship:**

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Social Enterprises. Characteristics of Social Entrepreneurship - Explicitly Formulated Mission to Create and Sustain Social Value and to Benefit the Communities, High Degree of Economic Risk and Autonomy in Activities Related to Producing Goods and/or Selling Services, Pursuit of new Opportunities and Exploration of Hidden Resources to Serve that Missions. Quest for Sustainable Models, Based on Well Elaborated Feasibility Study, Ongoing Engagement in Innovation, Adaption and Learning, Decision- Making Power not Based on Capital Ownership, Participatory and Collaborative Nature Involving Various Stake Holders, Limited Distribution of Profit and Minimum Amount of Paid, Change Opportunities Lying in The Hands of Every Individual.

Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

**UNIT-III**

(5 HRS)

**Skills of Social Entrepreneurship:**

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

**UNIT-IV**

(10 HRS)

**Social Entrepreneurship in Practice:**

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college,

Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavor (TIDE).

UNIT-V

(5 HRS)

**Ethical Entrepreneurship & Challenges in Social Entrepreneurship:**

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government.  
Challenges in Social Entrepreneurship

**References:**

SN	Author (s)	Name of the Book	Year	Publicatio
1.	Robert A.Philips, Margret Bonefiel, Ritesh Sharma	Social Entrepreneurship The Next Big Business Opportunity	2011	Global Vision Publishing House, New Delhi.
2.	S.S.Khanka	Entrepreneurship In India - Perspective And Practice	2009	Akansha Publishing House, New Delhi
3.	Jill Kickul And Thomas S.Lyons	Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World	2012	Routledge Publications, New York.
4.	Vasanth Desai	Entrepreneurial Development	2008	Himalaya Publishing House

**WEB RESOURCES**

- Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* New York, NY: Oxford University Press.
- Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University  
[http://www.caseatduke.org/documents/dees\\_sedef.pdf](http://www.caseatduke.org/documents/dees_sedef.pdf)  
Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008

**SEMESTER - VI**  
**PART - V**  
**SOFT SKILL – VI (BSW/18S/606)**

**CAREER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

**OBJECTIVES:**

- To prepare a student to develop good employability skills.
- To build better working environment.

**TOPICS:**

- ✓ Resume preparation
- ✓ Group discussions
- ✓ Career Guidance
- ✓ Work Environment

## SEMESTER - VI

### STUDY TOUR (BSW/18R/608)

**REQUIRED FOR COURSE COMPLETION**

**NO.OF DAYS: 4 -5 DAYS**

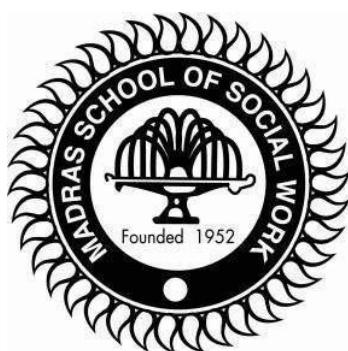
#### **Objectives:**

- To provide experiential learning and offer both group and self-directed activities and visit institutions of excellence (4-6 organizations to be visited) in social work field which enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for education and recreation.

A study tour is a travel experience with specific learning goals. It aims at learning through explorative and active participation. Participation in 5 days study tour excluding travel is mandatory for the completion of the course.

**MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**  
***32, Casa Major Road, Egmore, Chennai – 600 008***

***(Affiliated to the University of Madras)***



## **BACHELOR OF SOCIAL WORK (BSW)**

### **COURSE REGULATIONS AND SYLLABUS**

***(Effective from the Academic Year 2018 –2019 onwards)***

**Batch (2018-2021) and onwards**



## **I. OBJECTIVES OF THE COURSE IN BACHELOR OF SOCIAL WORK**

- To provide Professional Social Work foundation through integration of theory and practice in social work
- To demonstrate the ability to apply the knowledge, values and skills of Generalist Social Work practice.
- To enhance interdisciplinary perspective and understanding of social issues and concerns.
- To facilitate the ability to integrate field work experiences for effective Social Work practice.

## **II. ELIGIBILITY FOR ADMISSION TO BSW COURSE**

For the purpose of admission in to the BSW Programme a candidate should have:

- Passed the Higher Secondary Examination conducted by the Government of Tamil Nadu (or) an examination accepted as equivalent thereof by the Syndicate, of the University of Madras.
- Working knowledge of Tamil to enable the candidate to do effective field practicum.

## **III. COURSE DURATION:**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise of the first and second semesters, the second academic year the third and fourth semesters, and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semester from December to April of each year. There shall be not less than 90 working days for each semester.
- c) The duration of the BSW course is 3 academic years (6 Semesters).

## **IV. COURSES OF STUDY:**

The courses of study shall consist of the following:

1. Part – I – Foundation Courses– Tamil and French
  - (a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
  - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.
2. Part – II - Foundation Course – English



3. Part – III

a) Core courses: Consisting of Main Theory papers and Field Work.

b) Allied Subjects.

4. Part – IV

i) Non-Major Electives for 1<sup>st</sup> and 2<sup>nd</sup> Semesters

a. Not studied Tamil up to xii std, shall take Basic Tamil as Non Major Elective during I & II Semesters.

b. Studied Tamil upto xii std, can choose non-major elective comprising of two courses viz Stress Management during I Semester and Sustainable Tourism and Social Work during II Semester.

ii) Sem – 3: Value Education

iii) Sem – 4: Environmental Studies

iv) Sem – 5: Disability / Disaster Management

v) Sem – 6: Introduction to Workforce Management / Social Entrepreneurship

5. Part – V

Soft skills (One training per Semester) - 6 Soft Skills in total

6. Study Tour - Course Completion Requirement.

**V. COMPULSORY EXTENSION SERVICE:**

A candidate shall be awarded 1 Credit during the 4<sup>th</sup> semester for **Compulsory Extension Service** of minimum 120 hours @ 30 hours per semester, during the I, II, III and IV Semesters. All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross as part of compulsory extension service. If a student LACKS 60 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent year.

**VI. TEACHING METHODOLOGY:**

Lectures, Guest Lectures, Group Assignments, Group Discussions, Video/Documentary Presentations, Role Plays, Case Studies, Article Reviews, Reading Materials and Field Visits.

## **VII. ATTENDANCE REQUIREMENTS**

- All candidates must put in 75% of attendance in each theory paper and 100% for field work and soft skills training.
- Absence from field work will be viewed seriously. Students who do not have 100% attendance in their practical / field work will have to repeat the particular component of the practical / field work.
- If a candidate fails to put in the minimum attendance (75%) in any theory paper, the Principal can condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% to 75%). Condonation fee of Rs. 250/- for each Theory paper is payable. (For attendance percentage less than 65%, UNOM attendance regulations for the prevailing academic year will apply.)

## **VIII. PASSING MINIMUM AND ELIGIBILITY FOR THE AWARD OF THE DEGREE**

A candidate shall be declared to have passed in each paper / field practicum/project if he/she secures NOT LESS THAN 40% of the marks prescribed for the examination. He/ She shall be declared to have passed the whole examination if He/ She passes in all the papers, rural camp, field practicum and research project as per the schemes of examinations (spreading 6 semesters) earning 141 CREDITS and if He/ She shall fulfill all other course requirements as prescribed. Candidates who successfully qualify in the course will be recommended for the award of the BSW degree of the University of Madras.

## **IX. RESEARCH PROJECT / FIELD WORK REPORT:**

Every student is required to complete a research project / field work report under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of BSW department, who will guide the students on topics related to social work education/Field work activities.

The Research project / field work report shall be evaluated by two examiners.

### **INTERNAL ASSESSMENT:**

Faculty in Social Work of the department who has guided the students.

### **EXTERNAL ASSESSMENT:**

Another Social Work faculty of the BSW department.

The examiners shall evaluate the research project / field work report for 100 marks. The total marks for research project report / field work activities will be 100.

## X. QUESTION PAPER PATTERN FOR CORE, ALLIED, TAMIL, ENGLISH AND NME

### A. Internal Continuous Assessment (ICA) Pattern

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

Component	First Internal Continuous Assessment (I- ICA)	Second Internal Continuous Assessment (II- ICA)	Best	In Class Test (ICT)	Take Home Assignment (THA)	Total Marks	Percentage
Marks Allocated	25 Marks	25 Marks	25 Marks	10 Marks	15 Marks	50 Marks	40%
Passing Minimum			10/25	4/10	6/15	20/50	

### ICA QUESTION PAPER PATTERN

TOTAL MARKS :25 / TIME:1 HOUR

#### Option 1:

Part A. Answer ALL. (5\*2=10)

Part B. Answer any THREE (3 OUT OF 4) (3\*5=15)

#### Option 2:

Part A : 15 x 1 (Without choice) = 15 Marks

Part B : 2 out of 3 questions x 5 Marks each = 10 Marks.

#### Option 3:

Part A. Answer ALL (1\*25=25)

Portion for I – ICA : Unit – 1 & 2; Portion for II – ICA : Unit – 3 & 4

### B. END SEMESTER EXAMINATION QUESTION PAPER PATTERN

#### (i) FOR THEORY PAPERS OTHER THAN BASIC TAMIL I& II (NME)

SECTION – A (50 WORDS)

10 OUT OF 12 - 10\*2 MARKS = 20 MARKS

SECTION – B (300 WORDS)

4 OUT OF 6 – 4\*10 MARKS = 40 MARKS

SECTION-C (600 WORDS)

2 OUT OF 3 – 2\*20 MARKS = 40 MARKS

\*Refer English I & English II syllabus for internal choice specifications (for examination purposes).

**(ii) FOR BASIC TAMIL - I & BASIC TAMIL – II (ONLY)**

PART –A: Objective type Questions (50 Questions \* 2 marks =100)

\*Refer Basic Tamil - I & Basic Tamil - II syllabus for specifications for examination purposes.

**C. EVALUATION PATTERN FOR FIELD WORK COMPONENTS:**

**i) FIELD LAB SESSIONS (I&II) ( Semester I & Semester II)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**ii) OBSERVATION VISITS (Semester III)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**iii) PROJECT FIELD WORK (Semester IV)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li><li>• Resource Mobilization</li></ul>	10 10 10 10 10	50

2.	<b><u>EXTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Organization Profile</li> <li>• Village Profile</li> <li>• Presentation</li> <li>• Application of Theory</li> <li>• Consolidated report</li> </ul>	05 05 10 10 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

iv) **RURAL CAMP (Semester V)**

SN	Criteria	Marks	Total Marks
1.	<b>Internal Assessment - Pre Camp:</b>		
	<ol style="list-style-type: none"> <li>1. Submission of reports on time</li> <li>2. Conference Attendance</li> <li>3. Content of Report</li> </ol>	10 10 10	30
2.	<b>Internal Assessment - On Camp:</b>		
	<ol style="list-style-type: none"> <li>1. Involvement &amp; Participation in the camp activities</li> <li>2. Performance of the role assigned</li> <li>3. Time Management</li> <li>4. Behaviour in the group (Acceptance of differences, Tolerance, Team work, Attitude towards companions and interaction with the others)</li> </ol>	05 05 05 05	20
3.	<b>External Assessment:</b>		
	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Knowledge</li> <li>3. Learning</li> <li>4. Attitude</li> <li>5. Consolidated Report</li> </ol>	10 10 15 05 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

v) **CONCURRENT FIELD WORK (Semester VI)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Submission of Report</li> <li>• Conference/ Interaction</li> <li>• Content</li> <li>• Consolidated Report</li> </ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b>		
	<ul style="list-style-type: none"> <li>• Organization Profile</li> <li>• Methods of Social Work</li> <li>• Attitude</li> <li>• Communication</li> <li>• *Agency Evaluation</li> </ul>	10 15 05 10 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

\*Agency Evaluation: (100 Marks will be converted to 10 Marks)

## Agency Evaluation Criteria

S.No	Attributes	Maximum Mark
1	Punctuality	10
2	Regularity	10
3	Aptitude for Work	10
4	Sense of Responsibility	10
5	Initiative and readiness to work	10
6	His/ Her involvement in the agency Programme and Activities	10
7	Ability to Co-operate with the Agency Personnel	10
8	Relationship with others	10
9	Performance at work	10
10	Attitude towards the whole training	10
<b>Total Marks (Converted to 10 Marks)</b>		<b>100</b>

### D. Evaluation for Soft Skills (Semesters I to VI) – only 2 Credits

#### Panel of Examiners for Field Work Assessment:

**Semesters 1 to 5:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras.

**Semester 6:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras and one Professional Social Work Practitioner from a NGO.

### E. Evaluation Pattern for Research Project

<b>Internal Assessment</b> (Max Marks = 50)	Topic Presentation (10 Marks)	Introduction & Review Submission (10 Marks)	Research Methodology & Tool Preparation (10 Marks)	Submission of Data & Data Analysis and Interpretation (15 Marks)	Punctuality and Regularity (5 Marks)
<b>External Assessment</b> (Max Marks = 50)	Problem Definition & Objectives (10 marks)	Research Methodology (10 marks)	Findings and Suggestions (10 marks)	Report Format (10 marks)	Viva discussion (10 marks)

**PAPER – CREDIT – CLASS HOURS – EXAM HOURS – MATRIX**

Semester	Title of the Subject	Type of paper	Total No. of Papers	Credit Per paper	Teaching hours per paper / per week @ 4 class days per week	Duration of ESE Exam Hours	Paper wise credit				Semester wise Credit total
							Foundati on	Core	Non-Core	Tota l	
I	Foundati	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
II	Foundati	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
III	Core	Theory	3	3	4	3	-	12	-	12	24
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
	CES**	NSS/sport	1	1	-	-	-	-	1	1	
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural	1	4	-	5-7 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	24
		Research Project	1	4	4	Only Viva	-	4	-	4	
		Field Work (Concurre	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	1	2	
	Soft Skill	-	1	2	2	-	-	-	2	2	
	CC***	Study Tour				4-5 Days					
<b>TOTAL CREDITS</b>										<b>141</b>	

\*NME-Non -Major Elective.

\*\*Compulsory Extension Service

\*\*\*Requirement for Course Completion

**SEMESTER – I**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – 1	BS/18/101A	3	60	3	50	50	100
	FRENCH - 1	BS/18/101B						
PART – II FOUNDATION	ENGLISH - 1	BS/18/102	3	60	3	50	50	100
PART – III CORE	INTRODUCTION TO SOCIAL WORK	BSW/18C/103	4	60	3	50	50	100
PART – III CORE	FIELD WORK - I	BSW/18C/105	4	-	-	50	50	100
PART – III ALLIED	SOCIOLOGY	BSW/18A/104	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – I	BS/18N/107A	2	30	3	50	50	100
	STRESS MANAGEMENT	BS/18N/107B						
PART – V SOFT SKILL	SOFT SKILL-I	BSW/18S/106	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							



**SEMESTER – II**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – II	BS/18/201A	3	60	3	50	50	100
	FRENCH – II	BS/18/201B						
PART – II FOUNDATION	ENGLISH - II	BS/18/202	3	60	3	50	50	100
PART – III CORE	SOCIAL WORK PROFESSION	BSW/18C/203	4	60	3	50	50	100
PART – III CORE	FIELD WORK – II	BSW/18C/205	4	-	-	50	50	100
PART – III ALLIED	HUMAN GROWTH AND DEVELOPMENT	BSW/18A/204	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – II	BS/18N/206A	2	30	3	50	50	100
	SUSTAINABLE TOURISM & SOCIAL WORK	BS/18N/206B						
PART – V SOFT SKILL	SOFT SKILLS-II	BSW/18S/207	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

### SEMESTER – III

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-I	BSW/18C/301	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	BSW/18C/302	4	60	3	50	50	100
PART – III CORE	FIELDS OF SOCIAL WORK	BSW/18C/303	4	60	3	50	50	100
PART – III CORE	FIELD WORK - III	BSW/18C/305	4	-	-	50	50	100
PART – III ALLIED	ECONOMIC AND POLITICAL SYSTEMS & PROCESSES	BSW/18A/304	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	VALUE EDUCATION	BS/18N/307	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-III	BSW/18S/306	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	24 CREDITS							

**SEMESTER – IV**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II	BSW/18C/401	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-II	BSW/18C/402	4	60	3	50	50	100
PART – III CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	BSW/18C/403	4	60	3	50	50	100
PART – III CORE	FIELD WORK - IV	BSW/18C/405	4	-	-	50	50	100
PART – III ALLIED	PSYCHOLOGY	BSW/18A/404	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	ENVIRONMENTAL STUDIES	BS/18N/406	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-IV	BSW/18S/407	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS	BSW/18X/001	1	30				
TOTAL	25 CREDITS							

**SEMESTER –V**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	COMMUNICATION FOR SOCIAL WORK	BS/18C/501	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK RESEARCH AND STATISTICS	BS/18C/502	4	60	3	50	50	100
PART – III CORE	DIMENSIONS OF HEALTH	BS/18C/503	4	60	3	50	50	100
PART – III CORE	FIELD WORK - V	BS/18C/505	4	-	-	50	50	100
PART – III ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	BS/18A/504	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	DISABILITY	BS/18N/507A	2	30	3	50	50	100
	DISASTER MANAGEMENT	BS/18N/507B						
PART – V SOFT SKILL	SOFT SKILLS-V	BSW/18S/506	2	20	CREDITS ONLY			
TOTAL	24 CREDITS							

**SEMESTER –VI**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WELFARE ADMINISTRATION	BS/18C/601	4	60	3	50	50	100
PART – III CORE	WOMEN'S DEVELOPMENT – ISSUES AND CONCERNS	BS/18C/602	4	60	3	50	50	100
PART – III CORE	RESEARCH PROJECT	BS/18C/605	4	60	-	50	50	100
PART – III CORE	FIELD WORK - VI	BS/18C/604	4	-	-	50	50	100
PART – III ALLIED	HUMAN RIGHTS	BS/18A/603	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	INTRODUCTION TO WORK FORCE MANAGEMENT	BS/18N/607A	2	30	2	50	50	100
	SOCIAL ENTREPRENEURSHIP	BS/18N/607B						
PART – V SOFT SKILL	SOFT SKILLS-VI	BSW/18S/606	2	20	CREDITS ONLY			
PART – V CC	STUDY TOUR	BSW/18R/608	REQUIREMNET FOR COURSE COMPLETION					
TOTAL	24 CREDITS							

### FIELD WORK SCHEDULE

SEMESTER	FIELD WORK	NO.OF DAYS	NO.OF HOURS	CREDITS
I	LAB SESSIONS	15	60	4
II	LAB SESSIONS	15	60	4
III	OBSERVATION VISITS	NO. OF VISITS :10	60	4
IV	PROJECT FIELD WORK	15	60	4
V	RURAL CAMP	5 – 7 (ON CAMP)	60	4
VI	CONCURRENT FIELD WORK	20 Days	140	4

### TOTAL NUMBER OF CREDITS

SL.NO.	SEMESTER	CREDITS
1	I	22
2	II	22
3	III	24
4	IV	25
5	V	24
6	VI	24
TOTAL CREDITS		141

**SEMESTER-I**  
**PART I –FOUNDATION**  
**TAMIL – I (BS/18/101A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம்:

- நாட்டுப்புற இலக்கியம் பற்றிய அறிமுகம். கவிதை – கதை குறத்த அறிவு.
- மாணவர்களின் கவிதை, கதை எழுதும் திறனை வளர்த்தல்.
- தவறில்லாமல் எழுத வழிகாட்டுதல்.

அலகு - 1

(15

Hours)

**தமிழ் இலக்கிய வரலாறு**

1. நாட்டுப்புற இலக்கிய வரலாறு  
நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,  
நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்
2. உரைநடை இலக்கிய வரலாறு  
சிறுகதைகள் தோற்றமும் வளர்ச்சியும்  
புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்
3. கவிதை இலக்கிய வரலாறு  
மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்  
புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்  
(சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு - 2

(15 Hours)

**செய்யுள் இலக்கியம்**

1. தமிழ்த்தாய் வாழ்த்து (மனோன்மனீயம் – நாடக நூல்)
2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்
  1. தாலாட்டு
  2. காதல்
  3. ஒப்பாரி
3. புதுமைப்பித்தன் சிறுகதைகள்
  1. கடவுளும் கந்தசாமிப் பிள்ளையும்
  2. செல்லம்மா
  3. மனித எந்திரம்
  4. ஆற்றங்கரைப் பிள்ளையார்

அலகு - 3

(10

Hours)

**கவிதைகள்**

(i) பாரதியார்

1. காணி நிலம் வேண்டும்

2. நல்லதோர் வீணை
- (ii) பாரதிதாசன்:
  1. தமிழ்க் காதல்
  2. தமிழ் வளர்ச்சி
  3. எந்நாளோ?
- (iii) கவிமணி தேசிய விநாயகம் பிள்ளை:
  1. குழந்தைக்கவி
  2. ஆறு தன் வரலாறு கூறுதல்

அலகு - 4

(10

Hours)

#### கவிதைகள்

1. ந. பிச்சமூர்த்தி - வழித்துணை
2. சிற்பி - முள்.. முள்.. முள்
3. அப்துல் ரகுமான் - குருடர்களின் யானை

அலகு - 5

(10 Hours)

#### A. நாடகம், நாவல்

1. பம்மல் சம்பந்த முதலியார் - சந்திரகிரி
2. அசோகமித்திரன் - தண்ணீர்

#### B. மொழிப் பயிற்சி

1. பொருந்திய சொல் தருதல்
2. மரபுத் தொடர்கள்
3. கலைச் சொற்கள்

#### பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.

மெய்யப்பன், ச., (பதிப்பு), பாரதியார் கவிதைகள், தென்றல் நிலையம், சிதம்பரம், 2003.

பாரதிதாசன் கவிதைகள்

பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.



**SEMESTER – I**  
**PART I – FOUNDATION**

**FRENCH – I (BS/18/101B)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**Objectives:**

- To teach basic skills in written and spoken French.
- To encourage students in oral and written mastery of the French language.

**COURSE CONTENT**

**Unit I (12 hours – Leçons 1 et 2)**

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre congé	- 1 hr
1.3	La présentation, <i>s'appeler</i> et <i>être</i> et pronoms sujets, <i>c'est / il est / elle est</i> .	- 1 hr
1.5	Articles définis / indéfinis, <i>Voici / voilà / il y a</i>	- 1 hr
1.6	Des cartes d'identité.	- 1 hr
1.7	Présenter quelqu'un	- 2 hrs
1.8	Parler de soi	- 1 hr
1.9	Les nationalités, les verbes <i>er</i> (commencer, habiter...)	- 2 hrs
1.2.1	Les chiffres 1 à 50.	
1.2.2	Des vedettes et leurs nationalités.	- 30 minutes
1.2.1	Épreuves	- 1 hr

**Unit II (12 hours – Leçons 3 et 4)**

2.1	Exprimer ses goûts, ses préférences.	- 1 hr
2.2	La négation, les articles définis.	- 1 hr
2.3	Les mois et les jours / le calendrier.	- 1 hr
2.4	Les verbes <i>er</i> (suite).	- 1 hr
2.5	L'interrogation avec intonation.	- 1 hr
2.6	Décrire un lieu, les noms des différentes salles...	- 2 hrs
2.7	Les adjectifs qualificatifs et les articles partitif	- 1 hr
2.8	Les verbes <i>ir</i> et <i>re</i> , les verbes <i>venir</i> , <i>devoir</i> , <i>faire</i> .	- 2 hrs
2.9	Les adjectifs possessifs <i>mon</i> , <i>ma</i> , <i>mes</i> et <i>notre</i> , <i>nos</i> .	- 1 hr
2.9.1	Épreuves	- 1 hr

**Unit III (12 hours - Leçon 5)**

3.1	Donner des directions / localiser un lieu/ trouver un lieu	- 2 hrs
3.2	Les verbes <i>aller</i> et <i>mettre</i> .	- 2 hrs
3.3	L'article contracté et les prépositions de lieu (en, à, au...)	- 2 hrs
3.4	L'impératif	- 2 hrs
3.5	Les mots de caractérisation d'un lieu et les lieux urbains	- 2 hrs
3.6	Les transports	- 2hrs

#### Unit IV (12 hours - Leçon 6)

4.1	Discuter et acheter des produits, <i>Ça fait...</i>	-2hrs
4.2	Les expressions de quantité	-1hr
4.3	Les fruits, les légumes, les produits alimentaires	-2 hrs
4.4	les produits propres aux pays différents.	- 1 hr
4.5	La négation	-1 hr
4.6	Le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbes irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

#### Unit V (12 hours - Leçon 7)

5.1	Fixer un rendez-vous avec le médecin	- 2 hrs
5.2	L'heure et Les nombres de 51 à 100	- 2 hrs
5.3	Les verbes <i>sortir</i> et <i>partir</i>	- 1 hr
5.4	L'interrogation avec <i>est-ce que</i>	- 2 hrs
5.5	Les parties du corps, <i>avoir</i> + les expressions et les maladies communes	- 1 hr
5.6	Les adjectifs possessifs – <i>notre/nos, votre/vos, sa/ses/son, ...</i>	- 1 hr
5.7	Le COI	- 1 hr
5.8	L'entraînement DELF et épreuves	- 2 hrs

#### References:

##### Prescribed text book

1. Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

##### Recommended Reading :

CAPELLE Guy; MENAND, Robert *Taxi-1*, Hachette, Paris, 2008

MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004

MIQUEL, Claire, *Vite et Bien-1*, CLE International, Paris, 2009

POISSON                      QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-1*,  
CLE International, Paris, 20011

##### Websites

<http://bouche-a-oreille.pagesperso-orange.fr>                      [www.francparler.org](http://www.francparler.org)  
[www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)                      [www.lepointdufle.net/](http://www.lepointdufle.net/)  
[www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## SEMESTER – I

### PART II – FOUNDATION

#### ENGLISH – I (BS/18/102)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

#### Unit- 1

(15 HOURS)

##### **Poetry**

1. RICHARD CORY by EDWIN ARLINGTON ROBINSON  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/44982>
2. Rich and Poor by Ella Wheeler Wilcox  
<https://www.poemhunter.com/best-poems/ella-wheeler-wilcox/rich-and-poor-6/>
3. Out, Out—' by Robert Frost  
[https://www.poets.org/poetsorg/poem/out-out%](https://www.poets.org/poetsorg/poem/out-out%20)
4. Peekabo, I Almost See You by Ogden Nash  
<https://www.poemhunter.com/poem/peekabo-i-almost-see-you/>
5. The Ballad of Rudolf Reed by Gwendolyn Brooks  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43320>

#### Unit -2

(10 HOURS)

##### **Prose**

1. The Shooting of an Elephant by George Orwell  
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner  
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. AIR Speech “Teachers Should be Role Models.” By Dr. Abdul Kalam.  
<https://www.outlookindia.com/website/story/teachers-should-be-role-models/221300>
4. Advice To Youth by Mark Twain  
<http://people.virginia.edu/~jdk3t/Twain AY.html>.

#### Unit- 3

(15 HOURS)

##### **Short Stories**

1. Lamb to the Slaughter by Roald Dahl  
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by O Henry  
[http://www.online-literature.com/o\\_henry/1019/](http://www.online-literature.com/o_henry/1019/)
3. The Sniper by Liam O’Flaherty  
<http://hennessey.lib.ok.us/sniper.htm>
4. The Case of the Lower Case Letter by Jack Delany  
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

Unit- 4

(15 HOURS)

**Indian Writing in English**

1. The Night of the Scorpion by Nissim Ezekiel  
<https://www.poemhunter.com/poem/night-of-the-scorpion/>
2. A Snake in the Grass by R. K. Narayan  
Catalyst A Multilevel English refresher
3. The Thief by Ruskin Bond  
<https://need2see.wordpress.com/wbut-hu-101english-language-technical-communication/the-thief-by-ruskin-bond/>
4. Celebrate Internet not Abuse It by Sashi Tharoor  
<http://www.dailymail.co.uk/indiahome/indianews/article-2192675/SHASHI-THAROOR-Celebrate-Internet-abuse-it.html>
5. Telephonic Monsoon Magic by Revathi Seshadri  
[http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition\\_618419\\_blog](http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition_618419_blog)

Unit -5

(5 HOURS)

**GRAMMAR - General English Component**

1. Articles, prepositions, prefix, suffix, antonyms and synonyms.

**References:**

All the works mentioned above are available on public portals online.  
A compilation of the works will be made available to the department.

NOTE:

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of twelve questions. (2 mark each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four questions out of SIX questions (10 marks each).
- To include one compulsory question on Rearranging 10 given sentences in a proper sequence to form a meaningful paragraph. The exercise will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

Part C:

- Two questions out of THREE questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

## SEMESTER – I

### PART III – CORE

#### INTRODUCTION TO SOCIAL WORK (BSW/18C/103)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand about Social Work.
- To gain insight about the historical development of Social Work.
- To learn various concepts and skills in Social Work.

#### UNIT- 1

(12 Hours)

##### **Introduction to Social Work:**

Definition, Concept, Objectives of Social Work. Meaning, Definition, Similarities and dissimilarities of Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movement, Social Action, Social Development and Empowerment, Social Security. Misconceptions of Social Work: Social Work as an alm- giving activity, Shramdan as a social work, Leadership activities are Social Work, Work in voluntary welfare agencies is a social work.

#### UNIT - 2

(12 Hours)

##### **Values, Principles, Philosophy of Social Work:**

Values of Social Work: Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency, Values relating to Social Work Practice.

Principles of Social Work: Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Tuning Behaviour, Social Learning, Confidentiality.

Philosophy of Social Work: The Nature of the Individual, The relations between Groups - groups and individuals - and between Individuals, The functions and methods of social work, and Social Maladjustment and Social Change.

#### UNIT - 3

(14 Hours)

##### **History of Social Work:**

History of Social Work in England and USA: Friendly Visitors, Elizabethan Poor Law, Work House and Alms House, Charity Organization Society (COS).

History of Social Work in India - Social Service, Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries, Gandhi and NGO's to Social Work.

#### UNIT – 4

(12 Hours)

##### **Fields and Thrust Areas of Social Work Practice:**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

**Skills of Social Work:**

Interviewing, Listening, Observing, Questioning, Supporting, Educating, Counseling, Explaining and Informing.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Anand,C.L	Equality, Justice and Reserve Discrimination.	1982	Popular book service, New Delhi.
2.	Chowdry Paul,D	Voluntary Social Welfare in India	1971	Sterling Publishers, New Delhi
3.	Chowdry Paul,D	Introduction to social work	1992	Atma ravi and sons, New Delhi
4.	Das gupta, Sugatha	Towards a philosophy of social work in India,	1967	Popular book service, New Delhi.
5.	Gangarade	Dimensions of social work in India,	1976	Marwah publications, New Delhi.
6.	Jainendra Kumar	An Introduction to Social Work	2002	Jha Anmol Publications Ltd, New Delhi.
7.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad.
8.	Sanjay Bhattacharya	Social work- an integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
9.	Timms,Noel	Social Work values: An Enquiry.	1983	Routledge and Kegan Paul, London
10.	Wadra A.R	History and philosophy of social work in India.	1983	Allied publishing, New Delhi.

**Prescribed Text Book:**

1.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
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**SEMESTER – I  
PART III - CORE**

**FIELD WORK- I (BSW/18C/105)**

**LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 day per week)**

**OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

**THE TOPICS FOR LAB SESSIONS (Activity Based)**

- **Interpersonal Relationships – (10 Hours)**  
(Concept, skills, importance and relevance to social work)
- **Communication Skills – (10 Hours)**  
(Concept, type, importance and relevance to social work)
- **Report Writing Skills. – (5 Hours)**  
(Concept, Types of Report, importance and relevance to social work)
- **Indian Social Problems. – (10 Hours)**  
(Concept, different Types of Social Problem, Causes and Consequences)
- **Societal Analysis – (10 Hours)**  
(Concept, Tools and techniques, importance and relevance to social work)
- **Understanding Group Behavior – (10 Hours)**  
(Concept, importance and relevance to social work)
- **Documentation – (5 Hours)**  
(Concept, Types of document, importance and relevance to social work)

**METHOD OF ASSESSMENT:**

- Participation in Lab Sessions.
- Presentation and Report Submission.

**SEMESTER – I**  
**PART III - ALLIED**

**SOCIOLOGY (BSW/18A/104)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand sociology as a discipline and its relevance to social work.
- To provide knowledge about fundamental concept of sociology.

UNIT – 1 (15 Hours)

**Introduction to Sociology**

Sociology as a Discipline and its Relevance for Social Work, Definition of Sociology, Relationship Between Sociology and Social Work, Difference Between Sociology and Social Work.

Society: Definition, Types.

UNIT – 2 (15 Hours)

**Socialization**

Definition, Agents, Functions and Importance of Socialization. Social Control, Informal Means of Social Control, Formal Means of Social Control, Culture – Two Components of Culture and Cultural Lag.

UNIT – 3 (15 Hours)

**Social Groups and Social Institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics. Classification of Groups-Primary Group, Secondary Group, Reference Group. Social Institutions: Definition, Types and Functions – Family, Marriage, Kinship, Descent

UNIT – 4 (05 Hours)

**Social Stratification & Social Change**

Definition, Types- Caste, Class and Gender. Impact of Caste, Social Mobility. Concept of Social Change and Marx's Theory of Social Change.

UNIT - 5 (10 Hours)

**Social Problems in India**

Population, Poverty, Unemployment, Crime, Addiction, Gender Issues - Third Gender, Gender Discrimination, Health and Nutrition, Illiteracy and Environmental Issues, Juvenile Delinquency and Migration.



**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Adam Janrozik &	Sociology of Social Problems	1998	Cambridge University Press.
2.	Conklin,John,E	Sociology an Introduction.	1984	Macmillan Publishing Co. New York.
3.	Dhanagare D.N	Indian Sociology	1993	Rawat Publications, Jaipur
4.	Frances V. Moulder	Social problems of the Modern World	2000	Eve Hardward U.S.A
5.	MacIver, R.M & Page	Society: An Introductory Analysis	1990	Macmillan India Ltd. Madras
6.	Srinivas M.N.	Social change in India	1995	Orient Blackswan

**Prescribed Text Book:**

1.	Vidya Bhusan & D.R.Sachdeva	An Introduction to Sociology	2005	Kitab Mahal Publications.Allahabad
2.	Madan G.R.	Indian Social problems	1985	Allied Publishers Private Limited.
3.	CHAND S	Sociology – Principles of sociology with an introduction to social thought	2009	S. Chand & Company Pvt. Ltd, New Delhi.

## SEMESTER - I

### PART – IV

#### NON - MAJOR ELECTIVE

#### STRESS MANAGEMENT (BS/18N/107B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

UNIT – 1

(06 Hours)

**Stress**

Meaning, Definition, Historical foundations of stress, Types of Stress – Acute Stress and Chronic Stress.

UNIT – 2

(06 Hours)

**Causes and Consequences of stress:**

Causes of Stress – External and Internal, Sources of Stress – a) Survival Stress b) Internal Stress c) Environmental Stress d) Fatigue & Overwork.

Consequences of stress – Physical & Psychological.

Signs and Symptoms of Stress – Cognitive, Emotional, Physical and Behavioural.

UNIT – 3

(06 Hours)

**Stress Prevention and Coping with Stress:**

Stress Prevention – Knowing the priorities, Think about one thing at a time, Have a clear objective, Exercise, Eat Healthy, Meditate, Listen to Music, Good Sleep.

UNIT – 4

(06 Hours)

**Coping with Stress:**

Unhealthy way of coping with stress – Smoking, Drinking, over eating or under eating, with drawing from friends, family and activities, sleeping too much, Using pills or drugs, procrastinating.

Healthy way of coping with stress – Four A's, Avoid Unnecessary Stress, Alter the situation, Adapt to the Stressor and Accept the things you can't change.

Unit – 5

(06 Hours)

**Stress Management Techniques and Therapies:**

Relaxation techniques, Freeze – Frame Technique, Progressive Muscular Relaxation Technique, Relaxation Response Technique, Massage Therapy, Aroma Therapy, Cognitive Behavioural Therapy and Psycho Therapy.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill
2.	Murray MT	Stress management	2013	St. Louis: Mosby
3.	Dimsdale JE, et al	Stress and psychiatry	2009	Lippincott Williams and Wilkins.
4.	Weller S.	The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue	2000	Thorsons
5.	The Open University	Handling Stress	1992	The Open University Press

**Text Book**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill

**SEMESTER - I**

**PART – IV**

**NON - MAJOR ELECTIVE**

**அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I) (BS/18N/107A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

- தமிழ்மொழி அறியாதவர்களுக்கு மொழி பற்றிய அறிமுகம்.
- தமிழர் வாழ்வியலை அறிமுகப்படுத்துதல்.

அலகு : 1

(6 Hours)

**எழுத்துக்கள்**

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

1. உயிர் எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து
4. ஆய்த எழுத்து

அலகு : 2

(6 Hours)

**சொற்கள்**

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு : 3

(6 Hours)

**எண்கள், உறவுகள் அறிமுகம்**

1. எண்கள்(Numerals),
2. உறவுப் பெயர்கள்
3. வாழ்விடங்கள்

அலகு : 4

(6 Hours)

**அறிமுகம்**

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

அலகு : 5

(6 Hours)

**தமிழ்ப்புதிர்**

1. கோடிட்ட இடங்களை நிரப்புதல்
2. குறுக்கெழுத்துப் புதிர்

**பார்வை நூல்கள் (Reference Books)**

**தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்**

**NOTE:**

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

**SEMESTER - I  
PART – V**

**SOFT SKILL – I (BSW/18S/106)**

**COMMUNICATIVE SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 20  
(4 days per Semester)**

**OBJECTIVES:**

- To enable the students to develop their communication skills.
- To develop the written skills.

**TOPICS:**

- ✓ Speaking Skills
- ✓ Writing Skills

**SEMESTER - I**  
**COMPULSORY EXTENSION SERVICE**  
**NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30 per Semester**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the First semester, he / she shall have to compensate the same during the subsequent semester.

**SEMESTER-II**

**PART – I - FOUNDATION**

**TAMIL – II (BS/18/201A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம் ;

- சிற்றிலக்கியம் பற்றிய அறிமுகமும், அவற்றின் வகைப்பாடுகளை விளக்குவதும் ஆகும்.
- செய்யுளில் காணப்படும் இலக்கணக்குறிப்புகளை அடையாளம் கண்டு இலக்கணக்குறிப்பு தருதல்.
- கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய தமிழ்த்தொண்டினை விவரித்தல்.

அலகு : 1

(20

Hours)

**தமிழ் இலக்கிய வரலாறு**

அ. சிற்றிலக்கிய வரலாறு

ஆ. கிறித்துவ இலக்கிய வரலாறு

இ. இசுலாமிய இலக்கிய வரலாறு

ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. நந்திக் கலம்பகம்

2. முத்தொள்ளாயிரம்

3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)

2. முக்கூடல் பள்ளு (நாட்டு வளம்)

3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5 செய்யுள்கள்)

அலகு : 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(15

Hours)

**செய்யுள்**



1. நளவெண்பா (கலி நீங்கு காண்டம்)
2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5

(05

Hours)

### மொழிப் பயிற்சி

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை

உம்மைத் தொகை, உருவகம், உவமைத் தொகை,

வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப்

பண்புத்தொகை

ஒரு பொருள் குறித்த பல சொற்கள்

பல பொருள் குறித்த ஒரு சொல்

அகர வரிசைப்படுத்துதல்

ஒருமை - பன்மை மயக்கம்

பிறமொழிச் சொற்களை நீக்குதல்

### பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரவேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.

முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.

இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை, 2004.

புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.

புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983

அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000

புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2010.

இதரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

## SEMESTER- II

### PART – I - FOUNDATION

### FRENCH – II (BS/18/201B)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### Objectives

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

### COURSE PLAN

#### Unit I (12 hours - leçon 8)

5.1 Acheter un billet	- 2 hrs
5.2 Les nombres au-delà de 100	- 1 hr
5.3 Les différents types de places (fumeur, non fumeur, aller-retour)	- 1 hr
5.4 Les adjectifs démonstratifs	- 1 hr
5.5 L'interrogation avec inversion	- 1 hr
5.6 Les vêtements	- 1 hr
5.7 L'entraînement DELF	- 2 hrs
5.8 Compréhension/Production écrite	- 2 hrs
5.9 Épreuves	- 1 hr

#### Unit II (12 hours – leçons 9 et 10 du texte prescrit I)

1.1 Discuter les plats au restaurant	- 2 hrs
1.2 Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays	- 1 hr
1.3 Le passé récent	- 2 hrs
1.5 Les pronoms toniques	- 1 hr
1.6 <i>Il faut</i> + infinitif, Le pronom <i>en</i>	- 1 hr
1.7 Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays	- 2 hrs
1.8 Le futur proche et les adverbes, le <i>il</i> impersonnel, le pronom <i>y</i>	- 2 hrs
1.9 Épreuves et entraînement DELF	- 1 hr

#### Unit III (12 hours – leçon 1 du texte prescrit II)

2.1 Le passé composé	- 3 hrs
2.2 Les pronoms relatifs (qui, que)	- 1 hr
2.3 Québec et son histoire	- 2 hrs
2.4 Parler du passé et de soi	- 2 hrs
2.5 Compréhension/ production écrite	- 1 hr
2.6 Entraînement DELF	- 2 hrs
2.7 Épreuves	- 1 hr

#### Unit IV (12 hours – leçon 2 du texte prescrit II)

3.1	Les verbes réfléchis	- 2 hrs
3.2	Les pronoms relatifs (dont, où)	- 2 hrs
3.3	L'impératif négatif	- 1 hr
3.4	Québec et son histoire	- 1 hr
3.5	Parler du passé et de soi	- 2 hrs
3.6	Compréhension/ production écrite	- 1 hr
3.7	Entraînement DELF	- 2 hrs
3.8	Épreuves	- 1 hr

#### Unit V (12 hours – leçon 3 du texte prescrit II)

4.1	L'imparfait	- 3 hrs
4.2	La place des pronoms doubles	- 2 hrs
4.3	Décrire les mœurs et les pays	- 1 hr
4.4	La Réunion	- 2 hrs
4.5	Compréhension/ production écrite	- 1 hr
4.6	Entraînement DELF	- 2 hrs
4.7	Épreuves	- 1 hr

Reference book:

#### Prescribed Textbook

- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

#### Syllabus

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

#### Recommended Reading:

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 20011

#### Websites

- ü <http://bouche-a-oreille.pagesperso-orange.fr>
- ü [www.franparler.org](http://www.franparler.org)
- ü [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- ü [www.lepointdufle.net/](http://www.lepointdufle.net/)
- ü [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

## SEMESTER- II

### PART II - FOUNDATION

#### ENGLISH – II (BS/18/202)

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES:

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

#### Unit -1

(15 HOURS)

##### Poetry

- 1.A Poison Tree by William Blake  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
- 2.Two Kinds of People by Ella Wheeler Wilcox  
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
- 3.IF by Rudyard Kipling  
<https://www.poemhunter.com/poem/if/>
- 4.More About People by Ogden Nash  
<https://www.poemhunter.com/poem/more-about-people/>
- 5.Mending Wall by Robert Frost  
<https://www.poetryfoundation.org/poems/44266/mending-wall>

#### Unit -2

(10 HOURS)

##### Prose

1. A Well Educated Mind Vs A Well Formed Mind by Sashi Tharoor  
<http://singjupost.com/dr-shashi-tharoor-on-a-well-educated-mind-vs-a-well-formed-mind-full-transcript/>
2. The Pleasure of Books by William Lyon Phelps  
<http://www.historyplace.com/speeches/phelps.htm>
3. My Financial Career by Stephen Leacock  
<http://www.bartleby.com/380/prose/273.html>
4. On Umbrella Morals by A. G. Gardiner  
<http://www.englishinccce.in/2014/05/on-umbrella-morals.html>

#### Unit -3

(15 HOURS)

##### Drama

- 1.The Ugly Duckling by A. A. Milne  
[http://www.emcp.com/product\\_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php](http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php)
- 2.Refund by Fritz Karinthy  
<http://rafiq-lis.blogspot.in/2013/02/the-refund-hilarious-literary-play.html>
- 3.The Dear Departed by Stanley Houghton  
[https://archive.org/stream/cu31924013627256/cu31924013627256\\_djvu.txt](https://archive.org/stream/cu31924013627256/cu31924013627256_djvu.txt)

4. The Sheriff's Kitchen by Ronald Gow  
Source: Panorama English for Communication Emerald Publishers

Unit -4 (15 HOURS)

**Short Stories**

1. When Papa swore in Hindustani by P.G.Wodehouse  
<https://americanliterature.com/author/p-g-wodehouse/short-story/when-papa-swore-in-hindustani>
2. A Retrieved Reformation by O Henry  
[https://americanenglish.state.gov/files/ae/resource\\_files/a-retrieved-reformation.pdf](https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf)
3. Clean Sweep Ignatius by Geoffrey Archer  
<http://mgimo.ru/uploads/files2/UNIT%20%20STUDENT.pdf>(page 9)
4. The Story of an Hour by Kate Chopin  
<http://archive.vcu.edu/english/engweb/webtexts/hour/>
5. Passing by Langston Hughes

<https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&context=book>  
(Short Story 4)

Unit -5 (5 HOURS)

**Grammar General English Component**

1. Prefix suffix, Antonym, Synonym, form Sentences.

**References:**

- All the works mentioned above are available on public portals online.
- A compilation of the works will be made available to the department.

**NOTE:**

**ESE Question Paper Pattern:**

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four Questions out of Six Questions (10 marks each).
- To include one compulsory question in which a passage will be given with ten blanks. Against each blank, choice of Five words will be given. Students need to choose the most appropriate word and fill in the blanks.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

## SEMESTER- II

### PART III – CORE

#### SOCIAL WORK PROFESSION (BSW/18C/203)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To gain an understanding about Social Work as a Profession.
- To provide insight about social work education.
- To throw light on Social Work Practice.

UNIT- 1

(12 Hours)

**Social Work Profession:**

Profession - Meaning, Traits of a Profession: Skill based on Theoretical Knowledge, Provision of Training and Occupation, Test of Competence of Members and Organization, Adherence to a Professional Code of Conduct, Altruistic Service. Social Work Profession - Definition and Meaning. Code of Ethics.

Professional Organizations for Social Work: International Federation of Social Workers (IFSW). Social Worker's Associations – Professional Social Worker's Association (PSWA), International Association Of Schools Of Social Work (IASSW), National Association Of Professional Social Workers In India (NAPSWI), National Association Of Social Workers (NASW).

UNIT-2

(12 Hours)

**Social Work Education:**

History of Social Work Education in India.

Methods of Social Work: Case Work, Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

UNIT-3

(12 Hours)

**Social Work Practice:**

Levels of Social Work Practice: Micro, Mezzo and Macro.

Social Work Tools: Conscious use of Self, Constructive use of relationship, Programme planning and its use, Interaction.

Scope of Social Work – Public Assistance, Social Insurance, Family Services, Child Welfare Service, Community Welfare Service, International Social Services, Welfare Services for differently abled, Women Welfare service and Labour Welfare Service. Current Trends and Issues in Social Work Practice.

UNIT-4

(12 hours)

**Field Work and Recording**

Field Work – Objectives. Recording - Meaning, Types of Recording – Summative Recording, Narrative Recording, Process Recording and Electronic Recording. Importance of Recording.

**International Social Work:**

History and Goals of International Social Work, Approaches – Psychosocial Approach, Functional Approach, Behavioral Modification, Family Intervention, Developmental Approach, Interactionist Approach, Remedial Approach.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Armaity S.Desai,	A study of Social Work education in TISS	1994	Bombay Tata Institute of
2.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
3.	Das gupta, sugatha	Towards a philosophy of social work in India.	1967	Popular book service, New Delhi.
4.	Gangarade	Dimensions of social work in India.	1976	New Delhi, Marwah Publications
5.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad
6.	Nair.T.K.	Social Work education and Social work Practice in India	1981	ASSWI
7.	Wadra AR-	History and philosophy of social work in India.	1968	Allied publishing, New Delhi.
8.	Watson David (ed)	A code of ethics of Social	1985	Routledge and Kegan Paul, London.

**Prescribed Text Book:**

1.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
2.	Sanjay Bhattacharya	Social work- An Integrated approach	2000	Deep and deep publication pvt. Ltd.

## SEMESTER – II

### PART III – CORE

#### FIELD WORK - II (BSW/18C/205)

#### LAB SESSIONS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 DAY/WEEK)**

#### OBJECTIVES:

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

#### THE TOPICS FOR LAB SESSIONS:

- Tools for Effective Development Communication (Street Play, Folk Songs/Music/Dance Etc.) – (15 Hours)
- Net Working. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Fund Raising. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Need Analysis (Concept, Procedure, Relevance to social work) – (10 Hours)
- Visual Aids Presentations (Models, Charts, ppts etc.) - (10 Hours)
- Public Speaking. (Concept, Techniques, Exercises) – (10 Hours)
- Public Relations. (Concept, Techniques, Relevance to social work) – (5 Hours)

#### METHOD OF ASSESSMENT:

- Participation in Lab Sessions
- Presentation and Report Submission



## SEMESTER - II

### PART III – ALLIED

#### HUMAN GROWTH AND DEVELOPMENT (BSW/18A/204)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop an overall understanding of principles of human growth
- To develop an understanding of the needs, tasks during the various stages of life
- To understand the interaction of development & behavior
- To learn to apply the knowledge of human growth and behavior in social work practice.

#### UNIT-1

**Life Span:** (12 Hours)

Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.

#### UNIT-2

(12 Hours)

#### **Infancy and Babyhood:**

Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Focus on Socialization Agents, Needs, Developmental Tasks and Problems. **Role of Social Worker.**

#### UNIT-3

(12 Hours)

#### **Childhood:**

Early and Late Childhood - Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop- Out. **Role of Social Worker.**

#### UNIT-4

(12 Hours)

#### **Puberty and Adolescence:**

Physical Changes, Emotional, Cognitive and Social Aspects of Development. Cultural Context of Youth: Gender Identities, Education and Career Concerns, Relationship Problems, **Role of Social Worker.**

#### UNIT-5

(12 Hours)

#### **Adulthood & Elderly:**

Adulthood: Early, Middle and Late Adulthood

Elderly: Physical and Emotional Changes. Problems and **Role of Social Worker.**

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 <sup>nd</sup> Edition	1984	Happer & Row Publishers, New York
2.	Munn, L. Norman Fernald, Dodge.C	Introduction to Psychology	1976	Oxford & IBH Publishing Co, New Delhi
3.	Saraswathi, T.S.	Developmental Psychology in India	1975- 1988	Sage Publications, New Delhi
4.	Dutta, Ranjana,	An Annotated Bibliography	1987	Sage Publications, New Delhi

**Prescribed Text Books:**

1.	Hurlock, Elizabeth	Child development, 6 <sup>th</sup> Edition, International Student Edition	1988	McGraw Hill Publishing Co.USA
2.	Hurlock, Elizabeth	Developmental Psychology - A Life- Span	1982	Tata McGraw Hill publishing Co. Ltd.

## SEMESTER – II

### PART IV – NON - MAJOR ELECTIVE

#### SUSTAINABLE TOURISM AND SOCIAL WORK (BS/18N/206B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop knowledge about tourism
- To understand the various paradigms of tourism
- To sensitize the students in conservation of natural and cultural heritage and diversity

#### UNIT – 1

##### **Introduction of Tourism:** (05 Hours)

Meaning, Definition, Forms of Tourism – Religious, Historical, Social, Adventure, Health, Business, Conference, Sports, Senior Tourism, and special interest tourism like Nature and Ethnic tourism sites.

#### UNIT – 2

##### **Factors inhibiting the growth of tourism:** (05 Hours)

Social, Economic, Historical, Religious and Cultural.

#### UNIT – 3

(06 Hours)

##### **Global Scenario**

Global Tourism Scenario in the 21<sup>st</sup> Century. UN declaration for sustainable tourism.

#### UNIT – 4

(07 Hours)

##### **Tourism Paradigms:**

Eco Tourism, Green Tourism, Alternate Tourism, Heritage Tourism, Rural Tourism, Tribal Tourism, Sustainable Tourism, Cultural Tourism, Medical Tourism and Responsible Tourism.

#### Unit – 5

(07 Hours)

##### **Role of Social Worker in Sustainable Tourism:**

Sustainable Tourism: Concept, Issues and Challenges.

Role of Social Worker in conservation of natural and cultural heritage and diversity.

#### **Not for external assessment**

**Field Visits and Reports:** Exposure to Eco, Green, Heritage, Rural, Tribal and Cultural tourist places.

### References:

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Mill and Morrison	The Tourism system an Introductory Text	1992	Prentice Hall
2.	Cooper & Fletcher	Tourism, Principles and practices	1993	Pitman
3.	Burkart and Medlik	Tourism, Past, Present and Future	1981	Heinemann, ELBS
4.	Black, R., & Cottrell, S	Sustainable Tourism & the Millennium Development Goals	2013	Jones & Bartlett Learning
5.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

### Text Book

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

**SEMESTER – II**  
**PART IV – NON - MAJOR ELECTIVE**  
**BASIC TAMIL – II (BS/18N/206A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

1. மாணவர்களிடையே ஒழுக்கத்தை வளர்க்க நீதி நூல்களை, பழமொழிகளை அறிமுகப்படுத்துதல்.
2. நீதிநூல்களை இயற்றிய தமிழ்ப்புலவர்களைப் பற்றிக் கூறுதல்.

அலகு - 1

(6

Hours)

**நீதி நூல்கள்**

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
  1. அகர முதல ... (1)
  2. செயற்கரிய ... (26)
  3. மனத்துக்கண் ... (34)
  4. கற்க கசடறக் ... (391)
  5. எப்பொருள் யார்யார் ... (423)

அலகு - 2

(6 Hours)

**நீதிக் கதைகள்**

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு - 3

(6

Hours)

**பழமொழிகள்**

1. கல்வி சார்ந்த பழமொழிகள் (5)
2. அறம் சார்ந்த பழமொழிகள் (5)

அலகு - 4

(6

Hours)

**நீதி நூல்களை இயற்றிய புலவர்கள்**

1. ஆண்பாற் புலவர்கள்
2. பெண்பாற் புலவர்கள்

அலகு - 5

(6 Hours)

### வாழ்வியல் நீதி (திருக்குறள் வழி)

1. குடும்பத்தில் கடைப்பிடிக்க வேண்டிய நீதி
2. சமூகத்தில் கடைப்பிடிக்க வேண்டிய நீதி

### பார்வை நூல்கள் (Reference Books)

1.ஆத்திசூடி மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

2.கொன்றைவேந்தன் மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி- 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

3.திருக்குறள் கவிஞர் சிற்பி பாலசுப்பிரமணியம் உரை, புதுமலர் பதிப்பகம், 20- 33, வெண்முகில் வளாகம், திருவள்ளூர் நகர் (கிழக்கு), கோவை - 641 045.

4.பீர்பால் கதைகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

5.பரமார்த்த குருவின் கதைகள், கங்கை புத்தக நிலையம், 13, தீனதயாளு தெரு, தி.நகர், சென்னை - 17

6.பழமொழிகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

### NOTE:

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

**SEMESTER – II  
PART – V**

**SOFT SKILL – II (BSW/18S/207)**

**COMPUTER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To enhance computer literacy of students.
- To provide insight on applying technology in Social Work Profession.

**TOPICS:**

- ✓ MS Office Pack: MS Word, Excel, Power Point Presentation
- ✓ Photoshop
- ✓ Prezi (Presentation)
- ✓ Introduction to SPSS
- ✓ Social surfing – safe guards.

## **SEMSTER - II**

### **COMPULSORY EXTENSION SERVICE**

#### **NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

#### **Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.



**SEMESTER-III  
PARTIII-CORE**

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I (BSW/18C/301)**

**CREDITS:4**

**TOTAL TEACHING HOURS:60**

**OBJECTIVES:**

- To understand the objectives, values of working with individuals and groups.
- To gain knowledge about the problems of individuals and groups.
- To develop the necessary skills to apply the methods of working with individuals and groups

Unit-1

(15Hours)

**Social Case Work :**

Definition of Social Case Work. Objectives, Values, Goals of Social Case Work and Historical development of Social Case Work. Principles of Social Case Work – Acceptance, Individualization, Client Participation, Controlled Emotional Involvement, Confidentiality, Objectivity.

Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Relationship.

Unit-2

(10 Hours)

**Skills of Social Case Work:**

Nature and Types of Problems of Individuals. Skills of Social Case Work: – Observation, Listening, Interview, Relationship Building, Communicating with Empathy and Authenticity, Skills in Exploring and Focusing.

Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

**Group and Social Group Work:**

Definition of Group, Stages of Group Development – Forming, Norming, Performing, Adjourning. Nature and Types of Problems of Group.

Definition of Social Group Work, Objectives, Historical background of Social Group Work, Principles of Social Group Work – Purposive Program Planning, Guiding Group Interaction, Handling Conflict, Building Team Spirit, Monitoring, Evaluation, Follow Up. Goals of Social Group Work.

Unit-4

(10 Hours)

**Types of Groups:**

Social Groups, Closed and Open Groups, Treatment Group - Educational, Growth, Remedial and Socialization. Task Groups - Committees, Councils, Teams. Therapeutic Groups- T-Groups and Group Counseling.

Unit-5

(10 Hours)

**Skill and Techniques of Working with Groups:**

Skills in Identifying Potential Groups, Skills in Forming Groups, Skills in Strengthening Groups, Facilitations and Leadership.

**References:**

SN	Author(s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview,	1967	N. Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Casework relationship	1957	London, George, Allen and Unwin
3.	Davidson E.H	Social casework.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social groupwork – Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice Hall, Inc.
7.	Toseland, R. W Rivas, R, F	An Introduction to group work practice.	1984	Macmillan Publication Co, New York

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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**SEMESTER –III**  
**PART III – CORE**

**SOCIAL WORK PRACTICE WITH COMMUNITIES –I (BSW/18C/302)**

**CREDITS – 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study about the community
- To develop an understanding about leadership.
- To gain knowledge about Community Organization

Unit- 1 (15 Hours)

**Community:**

Concept of Community, Definition, and Community as a System, Sub- Systems of the Community, Types and Characteristics of Communities: Rural, Urban and Tribal. Problems Related to the Communities.

Unit-2 (10 Hours)

**Community Power:**

Definition and Meaning of Power. Concept of Community Power, Types of Community Power. Power Structure of India: Social, Economical, Political and Judicial.

Unit- 3 (10 Hours)

**Community Leadership:**

Definition, Meaning, Types of Leadership, Functions, and Qualities of a Good Leader.

Unit-4 (10 Hours)

**Community Organization:**

Definition, Historical Development, Principles of Community Organization – Specific Objectives, Planning, People Participation, Inter Group Approach, Flexible Organization, Democratic Functioning, Optimum Utilizations of Indigenous Resources, Cultural Orientations.

Unit- 5 (15 Hours)

**Community Organization Process:**

Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow Up, PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book:**

1.	Christopher A.J., Thomas	Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi
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**SEMESTER –III  
PART III – CORE**

**FIELDS OF SOCIAL WORK (BSW/18C/303)**

**CREDIT: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To develop an understanding on the different fields of Social Work and the services available in the respective fields.
- To develop an ability to apply the principles of Social Work and Intervention Process in various fields of Social Work.

UNIT – 1

(12 Hours)

**Social Work with Marginalized Community:**

Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. **Role of Social Worker.**

UNIT – 2

(12 Hours)

**Social Work in Health Settings:**

Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues. Scope of Medical and Psychiatric Social Work. **Role of Social Worker in Medical and Psychiatric Setting.**

UNIT – 3

(12 Hours)

**Social Work in Family settings (Child, Youth & Elderly):**

Meaning Of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. **Role of Social Worker.**

UNIT – 4

(12 Hours)

**Social Work in Correctional settings:**

Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2000. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. **Role of Social Worker.**

UNIT – 5

(12 Hours)

**Social Work in Industrial settings:**

Industrial Social Work: Definition. Importance and scope of social work profession in industrial setting. Role and functions of social worker in industrial settings. Problems of workers/employees in an industry.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony A. Vars	Social Work competences	1996	Saji Publication, New York
2.	Fink A.E,	The Field of Social Work,	1942	Henry Holt and Co., New York
3.	Nordshog, J.E	Analyzing Social Problems	1992	The Dryden Press, New York
4.	Misra, P.D .	Social Work Philosophy	1994	Inter-India Publications, New Delhi
5.	Verma. R.K, Gopal Varma.	Research Methodology	2004	Common Wealth Publications

**Prescribed Text Book:**

1.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
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**SEMESTER –III  
PART III – CORE**

**FIELD WORK – III (BSW/18C/305)**

**OBSERVATION VISITS**

**CREDITS: 4**

**TOTAL NO OF VISITS: 10 per Semester**

**OBJECTIVES:**

- To provide exposure to various NGOs and Government Organizations.
- To acquire skills of observation and develop a spirit of inquiry.
- To develop an appreciation of the significances of social work intervention in various institutions.

**Visits to the Institutions working for:**

- Children
- Women
- Elderly
- Differently Abled
- Bonded Labour
- Human Trafficking
- Migrant Issues
- Refugees
- Health
- Environment

**Method of Assessment:**

- Group Conference / Interaction.
- Report Submission of every visit.

**SEMESTER –III**  
**PART III – ALLIED**

**ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES (BSW/18A/304)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand Indian and International Economic and Political Systems.
- To familiarize the issues associated with Agriculture, Industry & Service Sector.
- To study the Political & Economic processes in the context of development in India.

UNIT-1 (12 Hours)

**Concepts Related to Economics:**

Definition of Economics, Micro Economics and Macro Economics. Economic Systems - Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development, Under Development, Five Year Plan, Union and State Budgets. Economics as a discipline and its relevance to Social Work.

UNIT-2 (12 Hours)

**Concepts Related to Politics:**

Evolution of the discipline of Political Science; Meaning, Nature & Scope of Political Science; State - Meaning and Elements of State; Sovereignty - Meaning and Characteristics; Law – Meaning and kinds of Law; Rights: Meaning and kinds; Liberty: Meaning and kinds; Equality: Meaning and kinds. Political Science as a discipline and its relevance to Social Work.

UNIT-3 (12 Hours)

**Macro - Economic Indicators:**

Population, Poverty, Unemployment, Urbanization, Industrialization, Rural – Urban Gap, Gross Domestic Product (GDP), Gross National Product (GNP), Gender Empowerment Measure (GEM), Gender Development Index (GDI).

UNIT-4 (12 Hours)

**Indian Polity:**

Framing of the Indian Constitution, Preamble, Salient Features of the Indian Constitution, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. Union Parliament and State Legislatures - Composition, Power and Functions. Union and State Executives - President, Vice - President, Prime Minister and Council of Ministers; Governor, Chief Minister and State Council of Ministers – Role, Powers and Functions. Judiciary - Supreme Court and State High Courts – Composition and Jurisdiction.

UNIT-5 (12 Hours)

**Indian Economy and Indian Polity – Problems:**

Problems in Agricultural Sector - Small and fragmented land-holdings, Use of chemical Fertilizers, Lack of mechanization, Poor Irrigation Facilities and Agricultural Marketing, Inadequate storage and transport facilities. Problems in Industrial Sector – Poor Capital Formation, Lack of Infrastructural Facilities, Poor Performance of the Agricultural Sector, Gaps between Targets and Achievements, Concentration of Wealth, Regional Imbalances and Industrial Sickness.



Problems in Service Sector – Poor Infrastructure, Unfair Competition in Telecom sector, Lack of innovation, Improper Training for Work force, Poor backing by Primary and Secondary Sectors.

Problems in Indian Political System - Coalition governments, Family politics, Caste politics, Businessmen in politics.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	R.C.Agarwal	Constitutional development & National Movement of India	1998	Vikas Publication New Delhi
2.	Bhatnagar. S	Political theory : An Introduction	1985	Meerut,Meenaksh, Prakashan
3.	Eddy Asirvatham, K.K.Misra	Political Theory	2000	Chand & company Ltd. New Delhi
4.	Misra, S. K. and V. K. Puri	Indian Economy	2000	Himalaya Publishing House
5.	B.L. Fadia	Indian Government and Politics	2016	Sahitya Bhawan
6.	Hall R. Varian	Intermediate Microeconomics: A Modern Approach	2010	East West publication
7.	Dwivedi D.N	Macroeconomics Theory and Policy	2008	Tata Mc Graw Hill
8.	Chacholiades. M	The Pure Theory of International Trade	1973	McMillian press

**Prescribed Text Book:**

1.	Samuelson P.A	Economics: An Introductory Analysis	1961	McGraw - Hill
2.	D.D. Basu	Introduction to Constitution of India	2011	Lexis Nexis

**SEMESTER –III**  
**PART IV – NON – MAJOR ELECTIVE**

**VALUE EDUCATION (BS/18N/307)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVE:**

- To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.
- To build excellent citizens and leaders for the country
- To develop successful and happy members to the society

UNIT- 1

(6 Hours)

**Introduction to Value Education:**

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level-.

UNIT- 2

(6 Hours)

**Salient values for life:**

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills, Conflict resolution : Win-lose, lose-lose, win-win outcomes - Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT- 3

(6 Hours)

**Duties and responsibilities:**

Responsible citizenship, National Integration, Dr. A P J Kalam's ten points for enlightened citizenship, the role of media and social media in value building. Challenges faced by youth

UNIT- 4

(6 Hours)

**Positive & Negative Values learnt from the lives of select Indian Personalities:**

Mary Clubwala Jadhav, Mahatma Gandhiji, A.P.J. Abdul Kalam, Medha Patkar, Kailash Sathyarathi, Mariappan Thangavelu.

Ramalinga Raju, Vijay Mallaya, Lalit Modi.

UNIT- 5

(6 Hours)

**Positive & Negative Values learnt from the lives of select International Personalities**

Mother Teresa, Abraham Lincoln, Martin Luther King, Nelson Mandela, Nick Vujicic, Malala Yousafai.

Hanse Cronje, Lance Armstrong, Maria Sharapova.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	M.G.Chitakra	Education and Human Values	2003	A.P.H.Publishing Corporation, New Delhi
2.	Chakravarthy, S.K.	Values and ethics for Organizations: Theory and Practice	1999	Oxford University Press, New Delhi
3.	Satchidananda, M.K	Ethics, Education, Indian Unity and Culture	1991	Ajantha Publications, Delhi
4.	Das, M.S. & Gupta, V.K	Social Values among Young adults: A changing Scenario	1995	M.D. Publications, New Delhi
5.	Bandiste, D.D	Humanist Values: A Source Book	1999	B.R. Publishing Corporation, Delhi
6.	Ruhela, S.P	Human Values and education	1986	Sterling Publications, New Delhi
7.	Kaul, G.N	Values and Education in Independent Indian	1975	Associated Publishers, Mumbai
8.	NCERT	Education in Values	1992	New Delhi

**Prescribed Text Book:**

1.	Xavier Alphonse S.J	We Shall Overcome – A Textbook on life coping skills	2008	ICRDCE Publication, Chennai
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**SEMESTER –III  
PART - V**

**SOFT SKILL - III (BSW/18S/306)**

**SIGN LANGUAGE COMMUNICATION SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To learn sign language symbols to communicate with differently able.
- To enable the students to work efficiently in the institutions for differently able.

**TOPICS:**

- ✓ For hearing and speech impaired

## **SEMESTER –III**

### **COMPULSORY EXTENSION SERVICE NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II (BSW/18C/401)

CREDITS-4

TOTAL TEACHING HRS: 60

#### OBJECTIVES:

- To understand the significance of the methods and their uses.
- To develop professional attitude and behavior

UNIT-1 (15 Hours)

#### **Case work process:**

Individual helping process (case work process): Intake, Study, diagnosis, treatment/intervention, evaluation, termination and follow up.

UNIT-2 (10 Hours)

#### **Intervention of Individuals:**

Enhancing client's problem-solving skills, assertiveness and stress management-modifying environment, developing resources and planning-enhancing family relationship.

UNIT-3 (15 Hours)

#### **Group work process:**

Group helping process (group work process): Planning phase- selection of members, orienting the members, environment preparation. Beginning phase-preparing for group work, first meetings- interviewing, rules for group work meetings, goal setting, motivation, Assessment of communication and interaction. Middle phase: Intervening with group members, problem solving, dealing with difficult members. Ending phase: Evaluations, termination, follow up.

UNIT-4 (10 Hours)

#### **Recording:**

Meaning, types – Process recording, Summative recording, Verbatim and Non verbatim recording, uses of recording, importance of recording for individuals and groups.

UNIT-5 (10 Hours)

#### **Role of case worker and group worker in various settings:**

School, Hospital, Community, Industrial and Correctional setting. Illustrations from Indian context.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work Relationship	1957	George, Allen and Unwin, London
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice hall, Inc.
7.	Toseland, R. W, Rivas, R, F	An introduction to group work practice.	1984	Macmillan publication Co. New York
8.	Kemp, C.G	Perspectives on the group process.	1970	Houghton

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH COMMUNITIES –II (BSW/18C/402)

**CREDITS-4**

**TOTAL TEACHING HRS-60**

#### **OBJECTIVES:**

- To understand the approaches and models of Community Organization and Social Action.
- To develop ability to utilize appropriate approaches and skills to work with communities.

#### UNIT-1

(05 Hours)

#### **Community organization approaches & Models:**

Community Organisation Approaches: Concept, Scope, Types: Specific content, general content, process content, participatory approaches.

Community Organisation Models: Rothman's model of Community Organisation and its types: Locality Development Model, Social Planning Model, Social Action Model.

#### UNIT- 2

(20 Hours)

#### **Social Action:**

Meaning, Principles of Social Action – Principle of Credibility, Principle of Legitimization, Principle of Dramatization, Principle of Dual Approach, Principle of Multiple Strategies, Principle of Manifold Programme, Strategies – Campaign/Promotional Strategy, Collaborative Strategy, Advocacy Strategy, Negotiate Strategy, Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organization Strategy, Economic Organization Strategy, Conflict management Strategy, Situation Modification Strategy. Approaches: Paulo Freire, Saul Alinsky.

#### UNIT-3

(15 Hours)

#### **Community Organization and Social Action in different settings:**

Health, Family and Child Welfare, Women, Marginalized groups like SC/STs. Role of Community Organizer.

#### UNIT-4

(10 Hours)

#### **Skills in Community Organization:**

Conceptual understanding, Communication, Organizing, Mobilizing Resources, Negotiating, Liasoning, Advocacy, Participatory Skills, Documenting Community Processes and Situations.

#### UNIT-5

(10 Hours)

#### **NGOs and CBOs in Community Organization:**

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization. Illustrations from Indian context.



**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Ross, Murray, G.	*Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book**

1	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi
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## SEMESTER-IV

### PART III -CORE

#### SOCIAL DEVELOPMENT AND SOCIAL WORK (BSW/18C/403)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand the concept of development and development issues in India.
- To learn about developmental organizations in India.
- To understand the role of legislations in relation to development.

UNIT - 1 (10 Hours)

#### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT - 2 (12 Hours)

#### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3 (15 Hours)

#### **Developmental Organizations:**

Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

Non – Governmental Organizations: Oxfam, World Vision, Amnesty International and Myrada.

UNIT – 4 (12 Hours)

#### **Sustainable Development Goals: (Concept, Targets, Status – Indian Context)**

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions 17. Partnerships for the Goals.

UNIT-5 (11 Hours)

#### **Government Policies and Programmes:**

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

Five Year Plans and NITI Aayog (National Institution for Transforming India). UNDP. SAARC.

**References:**

SNo	Author (s)	Name of the Book	Year	Publications
1.	Agarwal A.N	Indian economy: Nature, Problem and Progress	1975	Vikas Niraj prakash, New Delhi
2.	Ministry of Home	Census of India	2000	Government of India
3.	Dandekar V.M.	Indian economy	1999	Sage Publications
4.	Dutt & Sundaram	Indian Economy	2001	S.Chand Publishing
5.	Ghosh, B.N.	Political economy new colonialism for third World countries	1985	Sterling Publishers
6.	Kumar B	Planning poverty and economic Development	1984	Deep & Deep Publications
7.	Michel Todaro	Economic	2000	Addison Wesley
9.	Thirwall A.P	Growth and Development and special reference to developing countries.	2003	Palgrave Macmillan: London

**Prescribed Text Book:**

1.	New Media Wing	India – 2016 (Latest Version)	2016	Ministry of Information and Broadcasting.
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**Important Websites:**

1. [www.socialjustice.nic.in](http://www.socialjustice.nic.in)
2. [www.india.gov.in](http://www.india.gov.in)
3. [www.disabilityaffairs.gov.in](http://www.disabilityaffairs.gov.in)
4. [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
5. [www.un.org](http://www.un.org)

**SEMESTER-IV**

**PART III – CORE**

**FIELD WORK- IV**

**PROJECT FIELD WORK (BSW/18C/405)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 DAY/ WEEK)**

**OBJECTIVES:**

- To study the various problems of the community
- To plan and execute appropriate programmes
- To develop documentation and presentation skills.

**TOPICS RELATED TO:**

- Children
- Women
- Elderly
- Environment
- Any current/ contemporary social issues during the current year.

**METHOD OF ASSESSMENT:**

Assessment will be on the student's contribution towards the problem identification, analysis and Programme execution. Their personal skills will be taken into account for assessment.

## SEMESTER-IV

### PART III – ALLIED

#### PSYCHOLOGY (BSW/18A/404)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand basic concepts of human behavior and relevance to social work practice.
- To gain knowledge on psychological base of human behavior.

UNIT-1 (12 Hours)

#### **Psychology**

Meaning, Concepts, History, Fields of Psychology: Developmental, Educational, Abnormal, Clinical, Environmental, Geo, Forensic, Neuro, Comparative and School. Methods of Study of Human Behavior: Introspection, Observation, Experimental, Clinical / Case study, Survey, Genetic and Testing.

#### **Perception**

Meaning, Perceptual Process, Factors in Perception and Perceptual Selectivity.

UNIT-2 (12 Hours)

#### **Learning and Memory**

Meaning, Process, Theories of Learning: Classical Conditioning and Operant Conditioning. Types of Learning: Verbal Learning, Motor Learning, Concept Learning, Problem Solving, Serial Learning, Paired associate learning.

**Memory:** Meaning, Process: Registration, Retention and Recall.

Unit – 3 (12 Hours)

#### **Intelligence and Emotions**

Meaning, Types of Intelligence. Theories of Intelligence: Unitary Theory, Multifactor Theory, Spearman's two factor theory & Vernon's Hierarchical Theory.

**Emotions:** Nature and Characteristics, Emotional Expressions, Adaptive and Disruptive Qualities of Emotions. Emotional Intelligence.

UNIT-4 (12 Hours)

#### **Motivation and Motives**

Meaning, Theories: Freud's Instinctive theory & Abraham Maslow's theory of Hierarchical needs.

**Motives:** Meaning. Types of Motives: Primary Motive, Secondary Motive.

UNIT-5 (12 Hours)

#### **Personality, Attitude and Adjustment**

Definition, Theories of personality: Psychoanalytic theory & Eysenck's theory.

Attitude: Meaning, Attitude formation, Attitude change, Stereo types and prejudices.

Adjustment: Meaning of adjustment and mal adjustment. Defense mechanism: Meaning. Types: Regression, Repression, Reaction Formation, Displacement, Sublimation, Denial, Projection, Rationalization.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 <sup>rd</sup> edition	1991	Houghton Muffin company, Boston.
3.	Feldaman	Introduction to general Psychology	1990	McGraw-Hill Company
4.	Morgan, Clifford, T	Introduction to Psychology	1986	McGraw-Hill Book Company- New York
5.	Munn L. Norman	Introduction to Psychology	1975	Oxford & IBH Publication
6.	Saraswathi T.S	Developmental Psychology in India	1975	Sage Publications
7.	Sherif & Sherif	Social Psychology	1969	Harper & Row Publishers
8.	Stephen P. Robbins	Organizational behavior 9th edition	2001	San Diego State University Prentice Hall

**Prescribed Text Book**

1.	S K Mangal	General Psychology	2015	Sterling Publishers Private, Ltd
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## SEMESTER-IV

### PART IV

#### ENVIRONMENTAL STUDIES (BSW/18N/406)

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

**Objectives:**

- To highlight the environmental issues.
- To develop the knowledge of the students about natural resources.
- To sensitize the students about environmental pollution and the need for environment conservation.

**Unit 1:**

**Multidisciplinary nature of environmental studies**

(5 Hours)

Definition, scope and importance, Need for Public awareness.

**Natural Resources:** Natural resources and associated problems.

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

**Unit 2:**

(5 Hours)

**Ecosystems**

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

**Unit 3:**

(5 Hours)

**Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.

- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

#### Unit 4:

(5Hours)

#### **Environmental Pollution & Waste management**

Definition, Causes, effects and control measures of:-

- a. Air pollution
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Wasteland reclamation.
- Role of an individual in prevention of pollution.

#### Unit 5: Environmental Issues

(10 Hours)

- Disaster management: floods, earthquake, cyclone and landslides
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

#### **Additional Study (Does not form part of assessment)**

- Visit to a local area to document environmental assets river/ forest / grassland /hill / mountain (or)
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural (or)
- Study of common plants, insects, birds. (or)
- Study of simple ecosystems-pond, river, hill slopes, etc.

#### **Prescribed Text Book:**

1.	Textbook of Environmental Studies for Under Graduate Courses	Erach Bharucha	2005	University Grants Commission
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**SEMESTER-IV**

**PART - V**

**SOFT SKILL – IV (BSW/18S/407)**

**Life Saving Skills**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

**Objectives:**

- To provide the training on first aid to the students.
- To give training on Disaster Management

**TOPICS**

- ✓ **First Aid**
- ✓ **Disaster Management**

**SEMESTER-IV**  
**COMPULSORY EXTENSION SERVICE**

**NSS/SPORTS (BSW/18X/001)**

**CREDITS: 1**

**TOTAL HRS: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

**Cumulative Hours (I to IV Semesters): 120**

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 120 hours till fourth semester. Students those who complete minimum attendance of 120 hours and more in Two Years will get ONE CREDIT during the IV Semester.

## SEMESTER-V

### PART III – CORE

#### COMMUNICATION FOR SOCIAL WORK (BS/18C/501)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand theoretical models of communication
- To increase knowledge on various communication methods and their use in the process of social change
- Acquire ability to use communication skills in the practice of social work methods.

UNIT-1 (10 Hours)

#### **Communication:**

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous, Communication Skill (Do's & Don't's) – Verbal, Written and Visual.

UNIT-2 (10 Hours)

#### **Media:**

Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, The Phenomenon of Audio-Visual Culture And Mass Culture, Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices.

UNIT-3 (15 Hours)

#### **Use of Audio & Visual Aids:**

Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Photo Language, Lettering, Simple Drawing and Cartoons. Projects Aids: Slides, OHP and Film Strips. Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.

Unit – 4 (10 Hours)

#### **Use of other Communication Methods:**

Use of Other Methods: Drama, Role-Play, Panel Discussions, Group Discussions, Seminar, Conferences, Demonstration, Exhibition, Public Meetings, Public Speaking, Print Media, Press and Advertising.

UNIT-5 (10 Hours)

#### **Communication Media and Ethics:**

Communication and media in India, their scope, and limitations, utilizing media to deal with basic problems of India, utilization of internet and Social Media, communication for social change, social action, and social development.

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Harry Shefter	How To Prepare Talks And Oral Reports.	1963	Pocket Publication, South Glamorgan
2.	Joseph Kivlin et all	Communication in India: experiments in Introducing Change.	1968	National Institute of Community Development: India
3.	Kaul, H.K	The Craft of Writing	1978	New Delhi: Arnold-Heinemann.
4.	Murphy	Mass Communication and Human Interaction	1977	Hardcover Publications
5.	Narasimma Reddy.V	How to Be A Good PRO	1974	Sharada Publications, Hyderabad.
6.	Sam Black	Practical Public Relations	1966	Pitman Publishing, London

**Prescribed Text Book**

1	Joyce Lishman	Communication in Social Work	2009	Palgrave Macmillan
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**SEMESTER – V**  
**PART III – CORE**

**SOCIAL WORK RESEARCH AND STATISTICS (BS/18C/502)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- Develop an understanding of the foundations of social work research.
- Acquire skills in conducting research and prepare appropriate tools
- To collect, Analyze and interpret data.

UNIT – 1 (10 Hours)

**Introduction to Social Work Research:**

Definition of Research, Social Work Research, Importance of Social Work Research. Social Work Research as a method of Social Work, Social Work Research Ethics.

Social Work Research process, Identifying and Formulating a Problem Relevant to Social Work. Raising Research Questions and Deriving Objectives. Clarification of Concepts: Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

UNIT – 2 (15 Hours)

**Types of Research Methodology, Research Design & Sampling:**

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

Sampling: Meaning, Types of Sampling: Probability – Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, Cluster Sampling. Non – Probability Sampling: Convenience Sampling, Snow Ball Sampling, Purposive Sampling and Quota Sampling.

UNIT – 3 (10 Hours)

**Sources of Data, Tools & Techniques for data collection:**

Sources of Data: Primary and Secondary, Quantitative & Qualitative data. Tools of Data Collection – Observation, Interview schedule, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques.

UNIT – 4 (10 Hours)

**Data Processing:**

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation. Uses of computer for data processing.

UNIT – 5 (15 Hours)

**Data Analysis:**

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Arithmetic Mean, Median, Mode & Measure of Dispersion – Standard Deviation (including Manual calculations). Data Interpretation, Guidelines for Report writing: Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, References, Annexure.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony Joseph	Methodology for Research	1986	Theological Publications in India, Bangalore
2.	Bajpai	Methods of Social Survey and Research	1992	Kanpur, Kilah Ghar
3.	Gupta	Statistical Methods,	1985	Sultan Chand and Sons New Delhi
4.	Hans Raj	Theory and Practice in Social Research	1992	Surjeet Publications, New Delhi
5.	Hubert M.Blalock Jr	An introduction to Social Research	1970	New Jersey, Prentice Hall

**Prescribed Text Book**

1.	Kothari C R	Research Methodology – Methods & Techniques	2012, 2015	New Age International Pvt., Ltd.
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Note:

**ESE Question Paper Pattern:**

Theory = 80%

Problem = 20% (PART – C)

**SEMESTER – V**  
**PART III – CORE**  
**DIMENSIONS OF HEALTH (BS/18C/503)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.
- To gain knowledge about various Diseases, Prevention and Treatment.
- To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

**Health Overview:**

Definition of Health, Health Concepts. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants of Health: Human Biology, Environment, Ways of Living, Economic Status and Health Services.

Philosophy of Health: Fundamental Right, Essence of productive life, health is inter – sectoral, health is central to the concept of quality of life, health involve responsibility, health is worldwide social goal.

Indicators of Health: Comprehensive Indicators – Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators – Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services.

UNIT – 2

(10 Hours)

**Personal Factors Affecting Health: Personal Hygiene & Nutrition:**

Concept of hygiene, Personal Hygiene. Problems Associated with lack of Personal Hygiene – Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene.

Nutrition: Meaning of Nutrition, Meaning of Malnutrition, Nutritional Diseases: Protein Energy Malnutrition (PEM), Vitamin Deficiency Diseases. Role of social worker in nutritional care.

UNIT – 3

(15 Hours)

**Social and Environmental Factors Affecting Health:**

Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

Environment Factors Affecting Health: Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection.

UNIT – 4

(15 Hours)

**Disease:**

Concept of Disease, Illness, Sickness.

Communicable Diseases: Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases.

Non-Communicable Diseases: Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

Mental Health: Meaning of Mental Health, Mental Illness and Mental Retardation. Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

UNIT – 5

(05 Hours)

**Promotion to Health:**

Self Care: Exercise, Lifestyle management, Nutrition.

Indigenous Methods: Ayurveda, Yoga, Unani, Siddha, Homeopathy (AYUSH), Naturopathy, Relaxation Therapy, Meditation.

Modern: Medical Intervention, Wellness Centres.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Abraham Verghese	Introduction to Psychiatry	1996	B1 Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar:Anand Publishing

**Prescribed Text Book:**

1.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
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**SEMESTER – V**  
**PART III – CORE**

**FIELD WORK- V (BS/18C/505)**

**RURAL CAMP**

**CREDITS: 4**

**NO OF DAYS ON CAMP: 5-7 Days**

**OBJECTIVES:**

- To expose the students to rural life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

**ASSESSMENT:**

- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

**Regulations:**

1. Selection of place (Rural Area – Tamil Nadu)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp.

**SEMESTER – V**  
**PART III – ALLIED**

**SOCIAL WORK WITH SENIOR CITIZENS (BS/18A/504)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the problems of Senior Citizens in India.
- To acquire knowledge about the services for Senior Citizens.
- To study the legal provisions for the Senior Citizens.

UNIT – 1

(12 Hours)

**Definition of Senior Citizen:**

Definition, Meaning – Social, Cultural and Medical. Aging, Concept of Geriatrics, Gerontology, Geriatric Social Work, Gerontological Social Work.

UNIT – 2

(15 Hours)

**Physical and Social Changes:**

Physical Changes: Change of Physical Characteristics like Vision, Bones and Muscles. Common Illness: Urinary Incontinence, Respiratory disorders, Cardiac disorders, Diabetes, Arthritis and Parkinson's disease, Dementia, Alzheimer's disease – Causes, Symptoms and Management.

Social Changes: Changing roles and functions in the family and society. Alienation from the mainstream of society, Elder abuse, Empty Nest Syndrome.

Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens. Role of Geriatric Social Worker.

Factors underlying the institutionalization & Deinstitutionalization of the Elderly care, Assisted living for Elderly; Community care of elderly.

UNIT – 3

(12 Hours)

**Economic and Psychological Changes:**

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

UNIT – 4

**Non – Governmental Services (NGOs) in Elderly Care: (9 Hours)**

Day Care Centers, Special Holiday Camps, Outings, Pre – Retirement Counseling, Counseling for this Stage of Life, Counseling to Family Members for understanding the Aged and Living with them. Mobile Health Services, Meals – on – Wheels, Recreation Centers, Senior Citizen's Clubs, Self Employment Schemes, Creation Of Employment Opportunities And Voluntary Work for the Senior Citizens in the Existing Structure of Society, Involvement of the Senior Citizens in Initiating and Management of their Services. Community Education of Senior Citizens, Help Age India, Help line-1800-180-1253.

**Governmental Services for Elderly Care:**

Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme. Open University Scheme, Adult Education.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Binstock, R.H and Shahas, E	Handbook of aging and the Social Sciences	1976	Van Nostrand Reinhold Company, New York
2.	Borgatta, E.F and McCluskey N.G	Aging and Society: Current Research and policy perspectives	1980	Beverly Hills/ London – Sage Publications
3.	Desal, K.G	Aging in India	1982	TISS Series 52
4.	Lowy, Louis	Social work with the aging – The Challenge and Promise of later years.	1979	Harper and Row, New York

**Prescribed Text Book:**

1.	Marshall, Mary	Social Work with Old People	1983	The Macmilan Press.Ltd., London
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## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISABILITY (BS/18N/507A)

##### (OPTION 1)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To sensitize the students about Disability.
- To realize the responsibilities towards persons with disabilities.

#### **UNIT – 1**

(06 Hours)

##### **Disability**

Concepts: impairment, handicapped and rehabilitation. Types of disabilities: Visual disability, Hearing disability, mental disability, orthopedic disability including spastics children and leprosy cured.

#### **UNIT – 2**

(06 Hours)

##### **Causes & Prevention of disabilities**

###### **Causes of Disabilities:**

Malnutrition, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents.

Prevention of Disabilities at Primary, Secondary & Tertiary levels.

#### **UNIT – 3**

(06 Hours)

##### **Legislations related to disability**

Rights of Persons with Disabilities Act 2016 - Objectives, Scope, Salient Features.

Rehabilitation Council of India Act, 1992

#### **UNIT – 4**

(06 Hours)

##### **Government and Non Government Interventions:**

**Government Organizations:** National Institute for Mental Health and Neurosciences (NIMHANS), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute for the Empowerment of Persons with Visually Handicapped (NIEPVD), National Institute of Public Health (NIPH), National Institute for Mentally Handicapped (NIMH), National Institute on Deafness and other Communication Disorders (NIDCD).

**Non Government Organizations:** Schizophrenic Research Foundation (SCARF), Banyan, Madhuram Narayanan Center for Exceptional children, Sri Arunodhayam charitable trust

Government schemes for disabled offered by state commissioner for disabled

(a) Special education (b) Training programme (c) Employment of persons with disability (d) Self Employment for disabled and (e) Supplying of aids and appliances

**UNIT – 5**

(06 Hours)

**Rehabilitation of the disabled:**

Role of family &amp; Care Givers in the treatment, training and rehabilitation of the disabled.

Social work interventions for the disabled.

Process of Rehabilitation: Early identification, Treatment and Integration.

Types of Rehabilitation: Physical, Educational, Vocational and Societal.

Disabled-friendly Interface: Ramp, Software, Audio.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Baquer, Ali; and Sharma, Anjali	Disability: Challenge Vs Response	1997	Concerned Action Now
2.	Ministry of Law, Justice & Company Affairs	The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995	1996	The gazette of India.
3.	National Sample Survey Organisation	A report on disabled persons,	1994	Department of Statistics, New Delhi.
4.	World Health Organisation	International Classification of Impairments, Disabilities, and Handicaps	1980	Geneva : World Health Organization.

**Prescribed Text Book:**

1.	Pandey , R.S and Advani, Lal	Perspective is Disability and Rehabilitation,	1995	Vikas Publishing House, New Delhi.
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## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISASTER MANAGEMENT (BS/18N/507B)

(OPTION 2)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To understand the process of Disaster Management.
- To present the role of social worker in disaster management.

#### **Unit 1 (6 Hours)**

##### **Disasters**

Concept and definition of disaster, hazards, vulnerability. Types of disaster – natural and manmade: Tsunami; Cyclone, flood, landslide, fire, earthquake, avalanches, forest fires, oil fires, oil spills, nuclear disasters.

#### **Unit 2 (6 Hours)**

##### **Disaster Management:**

Disaster Management: Concept.

Disaster Management Cycle: Prevention, mitigation, preparedness, response, relief, recovery and rehabilitation.

#### **Unit 3 (6 Hours)**

##### **Legislations for Disaster management**

Disaster Management Act, 2005, Recommendation of the World Conference on Disaster Reduction (most recent), HYOGO framework for action 2005-2015, Sendai Framework for Disaster Risk Reduction 2015-2030.

#### **Unit 4 (6 Hours)**

##### **Role of Various organizations in disaster management**

Role of State, NDMA: Roles & Responsibilities, Armed Forces / NGOs, INGOs, Role of UN: UNISDR, philanthropists in disaster situations, Role of community, development workers, volunteers and media.

#### **Unit 5 (6 Hours)**

##### **Management issues related to disasters relevant for social work practice**

Mitigation through capacity building, pre disaster and vulnerability reduction, Post disaster recovery and rehabilitation; disaster related infrastructure development, mitigation measures, risk management, risk- reducing measures.

Psychological Counseling, Psycho-social care in disaster management – Importance of Psychosocial Care, Role of Psychosocial caregivers and Seven basic Techniques of Psychosocial Care

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	Bose, B., C	Disaster Management in India	2007	Rajat Publication, New Delhi
2.	Bose, B., C	Disaster Management in 21 <sup>st</sup> Century	2007	Rajat, New Delhi
3.	Goel, S., L	Encyclopedia of Disaster Management.	2000	Deep & Deep Publications, New Delhi
4.	Prabhas, Chandra, Sinha	Disaster Management Process, Law, Policy & Strategy	2006	SBS Publications, New Delhi.
5.	Prabhas, Chandra, Sinha	Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance	2006	SBS Publications, New Delhi.
6.	Prabhas, Chandra, Sinha	Disaster Vulnerabilities & Risks.	2006	SBS Publications, New Delhi.
7.	Prabhas, Chandra, Sinha	Disaster Mitigation, Preparedness, Recovery & Response.	2006	SBS Publications, New Delhi.
8	Dr. K. Sekar., et.,al.,	Psycho-social care in disaster management manual for Training of Trainers in Natural Disasters by National Institute for Mental Health and Neurosciences	2005	NIMHANS, Bangalore & CARE India

**Prescribed Text Book:**

1.	Singh, R., B.	Disaster Management.	2000	Rawat Publications, Jaipur.
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**SEMESTER – V**

**PART –V**

**SOFT SKILL – V (BSW/18S/506)**

**APTITUDE SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

**(4 days per Semester)**

**OBJECTIVES:**

- To prepare a student for competitive /entrance examinations
- To increase the confidence level and to promote the students intelligence.

**TOPICS:**

- ✓ Quantitative Aptitude
- ✓ Qualitative Aptitude ( Logical & Reasoning)



## SEMESTER-VI

### PART III - CORE

#### SOCIAL WELFARE ADMINISTRATION (BS/18C/601)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES**

- To understand the administration process in the organization.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- To study legislations related to Social Welfare Administration.

#### **UNIT-1**

(15 Hours)

##### **Evolution of Social Welfare Administration:**

Evolution of Social Welfare Administration, Concepts, Public Administration, Social Service, Social Welfare Services, Philosophies of Social Welfare and Social Development, Principles and Values of Social Welfare Administration.

#### **UNIT-2**

(15 Hours)

##### **Agency Administration:**

Administration in Voluntary Organization, Constitution and Bye Laws, Boards and Committees, Organization as a System, Structure, Functions of Central Social Welfare Board, State Social Welfare Board, Directorate of Social Welfare, Social Defense.

#### **Unit – 3**

(15 Hours)

##### **Elements of Administration:**

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation. Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

#### **UNIT-4**

(15 Hours)

##### **Laws Related to NGO:**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912

#### **UNIT-5**

(05 Hours)

##### **Role of Social Worker in Welfare Administration among Vulnerable people:**

Role of Social Worker in working with Children, Women, Senior citizens, Person with Disability, Minority Groups.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Chaturvedi, T.N. and Chandran	Social administration development and change	1977	Sage Publications, New.Delhi
2.	Danis,Kathi,	Human behavior at work,	1977	Mcgraw Hill New Delhi
3.	Lalitha ,N.V	Status of voluntary effort in social welfare	1982	NIPCCD, New Delhi
4.	Man Mohan Prasa	Management concepts and practice	2008	Himalaya Publishing House.
5.	S.L Goel and R.K.Jain	Social welfare administration	2002	Deep & Deep Publications
6.	Ramesthiwari Devi, Rani Prakash	Social Work and Social welfare Administration	2001	Jaipur: Mangal deep Publications.

**Prescribed Text Book:**

1.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
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**SEMESTER - VI**  
**PART III - CORE**  
**WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS (BS/18C/602)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand the perspectives of women's development in Indian society.
- To develop a capacity to examine the social systems that affect women.
- To study the status of women's empowerment in India.

**UNIT-1**

(10 Hours)

**Introduction to Women's Development:**

Women's Development – Meaning, Status of Women in ancient, medieval, and modern periods. Women's Development theoretical approaches - Welfare approach, women in development (WID), Women and development (WAD), Gender and development (GAD), The effectiveness approach (EA), Main stream gender equality (MGE), Women development Indicators: Demographic indicators, Gender related development indicators (GDI), Gender empowerment measure (GEM), Gender Equity Index (GEI), Gender Gap Index (GGI), Cultural Indicators, International Indicators.

**UNIT- 2**

(10 Hours)

**Patriarchy:**

Concept of Sex, Gender, Patriarchy, Matriarchy and Feminism.

Difference between Sex & Gender, Difference between Patriarchy & Matriarchy.

Impact of Patriarchy on Women in the Family, in Education, in Employment and in Politics.

**UNIT-3**

(10 Hours)

**Issues and Concerns:**

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, reproductive health, Women in Media. General division of labour, Glass ceiling, Girl child rights.

**UNIT- 4**

(20 Hours)

**Legislations Related To Women:**

Legal Rights of Women with reference to Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace Act, 2013, Dowry Prohibition Act, 1961

**UNIT-5**

(10 Hours)

**Women's Empowerment:**

Women's Empowerment: Meaning, Types: Social, Economic, Political. Government initiatives for women's empowerment (State and Central Ministry), Five Year

Plans, Commissions, Policy: National policy for the empowerment of women - 2001. Programmes and schemes: Bharathiya Mahila Bank (BMB), Support to training and employment programme for women (STEP), Rashtriya Mahila Kosh, Indra Gandhi Matritva Sahyog Yojana(IGMSY), Mann Deshi Mahila Sahakari, Beti Bachao, Beti Padhao Scheme, Women Help Line Scheme, Working Women Hostel, UJAWALA, Rsajive Gandhi National Creche Scheme for Children of Working Mothers, Nari Shakti Puraskar, Mahila E-Haat, Mahila police volunteers, MCTS, CMB, SABLA.

Women Welfare Schemes for Tamil Nadu: Annai Teresa Ninaivu Orphan Girls Marriage Assistance Scheme, Dr. Dharmambal Ammaiyar Ninaivu Widow Remarriage Scheme, Thamizhaga Arasu Intercaste Marriage Assistance Scheme, Dr. Muthulakshmi Reddy Memorial Maternity Assistance Scheme, Sivagami Ammaiyar Memorial Girl Child Protection Scheme, Self Help Group (SHG) Movement: (1989), Entrepreneurship Awareness Programme, Sathiyavani Muthu Ammaiyar Ninaivu Free Supply of Sewing Machine Scheme, Vazhdhu Kattuvom Project.

International Initiatives for women's empowerment: CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls, World Conferences on women, Conventions.

#### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
4.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication

#### Prescribed Text Books:

1.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books
2	Mira Seth	Women and Development	2001	Sage Publication
3	Zain Rahman	Women and Society	1987	Ajanta Publication
4	A N Panda	Situating Indian Women	2008	Abhijeet Publication, New Delhi
5	Sanjay Roy	Women in Contemporary India	2009	Akansha Publishing House

## SEMESTER - VI

### PART III - CORE

#### RESEARCH PROJECT (BS/18C/605)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(Project Guidance: 5 hours / week)**

#### OBJECTIVES:

- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.
- To equip the students to compile a project report.

#### RESEARCH REPORT FORMAT

Title Page  
Acknowledgement  
Certificate  
Declaration  
Table of Contents  
List of Tables  
List of Charts

#### Chapter I - Introduction

- General view about your research problem
- National and International issues related to the research problem
- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

#### Chapter II - Review of literature

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 1990's and classical works.

#### Chapter III - Research Methodology

- Title of the study
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Definition (Conceptual and Operational)
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)

- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 3 samples)
- Limitations of the study
- Chapterisation

#### **Chapter IV - Data Analysis and Interpretation**

- Simple tables
- Percentage analysis
- Diagrammatic Representation

#### **Chapter V - Findings, Suggestions and Conclusion**

Findings, Suggestions, Conclusion

#### **Bibliography: APA Format – 6<sup>th</sup> Edition**

In Bibliography, each page should be numbered following on from the last page of the Chapter. Every Book, Article, Thesis, Document etc., Should be arranged in alphabetical order of the Authors' Names. There is a need for division, such as Books, Journal, Newspapers, and Document etc., In bibliography the Surname precedes the initials of the first name.

##### **For Books**

1) Author's Name 2) Initial of Author's Name 3) Name of the Book 4) Place of Publication 5) Publisher's Name 6) Year. No page number should be mentioned except for Journal Articles. If it runs to second line the second line should be indented.

Example: Argyris. C. Personality and Organisation. New York: Harper Publishing Company, 2001.

##### **For Journals**

Author's Name 2) Year 3) Title of the Article 4) Name of the Journal 5) Volume No, Issue No and Page Number.

Example:

Turner, L. C. F 1968. The Russian Mobilization in 1914. Journal of Contemporary History. Vol. 3 (6). Pg. 65-67.

#### **Appendix**

#### **RESEARCH GUIDELINES**

1. Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in "TIMES NEW ROMAN" font, Size 12.
5. Should be typed in one side of the A4 sheet.
6. Project should be hard bound and the cover should be in uniform colour. (as prescribed by the Department)

## **SEMESTER - VI**

### **PART III - CORE**

#### **FIELD WORK – VI (BS/18C/604)**

#### **CONCURRENT FIELD WORK**

**CREDITS: 4**

**NO OF DAYS: 20 DAYS PER SEMESTER**

#### **OBJECTIVES:**

- To provide an opportunity to learn the skills of primary methods of Social Work (Case Work, Group Work, Community Organization).
- To inculcate professional growth and development.

#### **TASKS:**

- To study the profile of the agency.
- To involve in activities of the agency.
- Case Work - 1
- Group Work - 1
- Community Organization Programme - 1

#### **METHOD OF ASSESSMENT:**

- Individual conference
- Report submission

## SEMESTER - VI

### PART – III ALLIED (BS/18A/603)

#### HUMAN RIGHTS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand Human Rights and Social Justice.
- To know the Role of Social Work in Relation to Human Rights.

UNIT- 1 (10 Hours)

**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; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.

UNIT-2 (15 Hours)

**Historical Overview of Human Rights (National & International Perspectives):**

UN charter- Universal Declaration of Human Rights- Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India, Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence. Globalization and Its Impact on Human Rights. Social Work as a Human Rights Approach.

UNIT-3 (10 Hours)

**Fundamental Duties and Rights**

Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy, Law and Social Justice in India - A Critical Assessment.

UNIT- 4 (10 Hours)

**Human Rights of Vulnerable Groups:**

Human Rights with Specific Reference to Women, Children, Refugees, Dalit and Tribes.

UNIT- 5 (15 Hours)

**Role of social work in relation to human rights:**

Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy, Role of Social Action.



**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Agarwal, H.O	International Law and Human Rights	2002	Central law Publications
2.	Alok Chakravati	Protecting Human rights	2003	Reference Press
3.	Bajwa G.S	Human rights in India	1995	Anmol Publishers
4.	Gupta, D.N	Human Rights Acts, Statutes and Constitutional	2003	Kalpaz Publications
5.	Jayashre. P.M	Dalit human Rights Violation Vol.1	2000	National Campaign
6.	Khanna, H.R	The Judicial System	1980	11 P.A, New Delhi
7.	Ramphal	Perspectives in human rights	2001	Rajat publications

**Prescribed Text Book:**

1.	Kohli S. A	Human Rights and Social Work- Issues, Challenges and Response	2004	Kanishka Publishers, New Delhi.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**INTRODUCTION TO WORKFORCE MANAGEMENT (BS/18N/607A)**  
**(OPTION 1)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVES:**

- To introduce the basic concepts, functions and processes of human resource management.
- To facilitate the students in practical knowledge on Workforce problems
- To equip the students on the knowledge of social security legislations.

UNIT – 1 (6 Hours)

**Workforce Management**

Human Resource Management: Definition, Functions, Importance and Scope. Qualities and skills of a good HR Professional.

UNIT – 2 (6 Hours)

**Social Security & Employee Welfare:**

Definition, Concept, Importance, Types of Social Security & Employee Welfare; Workplace counselling: Meaning & Importance; Role of International Labour Organization (ILO) in employee welfare.

UNIT -3 (6 Hours)

**Social Security Legislations in the Indian Context:**

Objectives and scope of: Minimum Wages Act 1948, Employees State Insurance Act 1948, Employees Provident Fund and Miscellaneous Provisions Act 1952, Workmen's Compensation Act 1923, Payment of Gratuity Act 1972, The Unorganized Workers' Social Security Act, 2008

UNIT – 4 (6 Hours)

**Human Resources in the Organized Industrial sector:**

Organized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in organized Industrial sector.

UNIT – 5 (6 Hours)

**Human Resources in the Unorganized Industrial sector:**

Unorganized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in unorganized Industrial sector.

**Additional Study (Does not form part of Assessment)**

**FIELD WORK/INDUSTRIAL VISIT:** Study on problems faced by employees or Employer (or) Visit to Industrial/HR Settings

**References:**

<b>SN</b>	<b>Author (s)</b>	<b>Name of the Book</b>	<b>Year</b>	<b>Publications</b>
1.	K.Aswathappa	Human Resource Management, 8th Edition	2011	Tata Mc Graw – Hill Publishing Company Limited, Delhi
2.	V.S.P.Rao	Human Resource Management, 2nd Edition	2005	Excel Books Publisher.
3.	Michael Reddy	The Managers Guide to Counselling at Work	1987	Universities Press (India) Limited.
4.	K.Shanmuga Velayutham	Social Legislation and Social Change	1988	Vazgha Valamudan
5.	B.D.Singh	Industrial Relations and	2008	Excel Books

**Prescribed Text Book:**

1.	K.Aswathappa	Organizational Behaviour	2011	Himalaya Publishing House.
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**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**SOCIAL ENTREPRENEURSHIP (BS/18N/607B)**  
**(OPTION 2)**

**CREDITS - 2**

**TOTAL TEACHING HOURS: 30 HRS**

**OBJECTIVES:**

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

**UNIT-I**

(10HRS)

**Entrepreneur and Entrepreneurship:**

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur.

Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship

Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude, Innovation, Ability to Introduce New Technologies, Catalyst, Ability to Generate Opportunity for Profit or Reward.

Entrepreneurship Development in India. Scope of Entrepreneur Development.

**UNIT-II**

(15 HRS)

**Social Entrepreneur, Social Entrepreneurship:**

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Social Enterprises. Characteristics of Social Entrepreneurship - Explicitly Formulated Mission to Create and Sustain Social Value and to Benefit the Communities, High Degree of Economic Risk and Autonomy in Activities Related to Producing Goods and/or Selling Services, Pursuit of new Opportunities and Exploration of Hidden Resources to Serve that Missions. Quest for Sustainable Models, Based on Well Elaborated Feasibility Study, Ongoing Engagement in Innovation, Adaption and Learning, Decision- Making Power not Based on Capital Ownership, Participatory and Collaborative Nature Involving Various Stake Holders, Limited Distribution of Profit and Minimum Amount of Paid, Change Opportunities Lying in The Hands of Every Individual.

Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

**UNIT-III**

(5 HRS)

**Skills of Social Entrepreneurship:**

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

**UNIT-IV**

(10 HRS)

**Social Entrepreneurship in Practice:**

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college,

Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavor (TIDE).

UNIT-V

(5 HRS)

**Ethical Entrepreneurship & Challenges in Social Entrepreneurship:**

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government.  
Challenges in Social Entrepreneurship

**References:**

SN	Author (s)	Name of the Book	Year	Publicatio
1.	Robert A.Philips, Margret Bonefiel, Ritesh Sharma	Social Entrepreneurship The Next Big Business Opportunity	2011	Global Vision Publishing House, New Delhi.
2.	S.S.Khanka	Entrepreneurship In India - Perspective And Practice	2009	Akansha Publishing House, New Delhi
3.	Jill Kickul And Thomas S.Lyons	Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World	2012	Routledge Publications, New York.
4.	Vasanth Desai	Entrepreneurial Development	2008	Himalaya Publishing House

**WEB RESOURCES**

- Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* New York, NY: Oxford University Press.
- Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University [http://www.caseatduke.org/documents/dees\\_sedef.pdf](http://www.caseatduke.org/documents/dees_sedef.pdf)
- Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008

**SEMESTER - VI**  
**PART - V**  
**SOFT SKILL – VI (BSW/18S/606)**

**CAREER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

**OBJECTIVES:**

- To prepare a student to develop good employability skills.
- To build better working environment.

**TOPICS:**

- ✓ Resume preparation
- ✓ Group discussions
- ✓ Career Guidance
- ✓ Work Environment

## SEMESTER - VI

### STUDY TOUR (BSW/18R/608)

**REQUIRED FOR COURSE COMPLETION**

**NO.OF DAYS: 4 -5 DAYS**

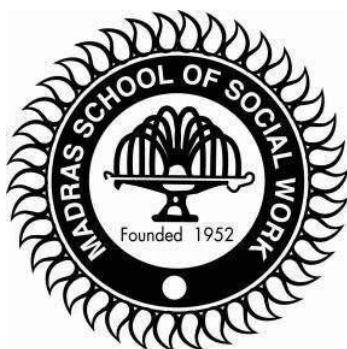
#### **Objectives:**

- To provide experiential learning and offer both group and self-directed activities and visit institutions of excellence (4-6 organizations to be visited) in social work field which enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for education and recreation.

A study tour is a travel experience with specific learning goals. It aims at learning through explorative and active participation. Participation in 5 days study tour excluding travel is mandatory for the completion of the course.

**MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**  
***32, Casa Major Road, Egmore, Chennai – 600 008***

***(Affiliated to the University of Madras)***



## **BACHELOR OF SOCIAL WORK (BSW)**

### **COURSE REGULATIONS AND SYLLABUS**

***(Effective from the Academic Year 2020 –2021 onwards)***

**Batch (2020-2023) and onwards**





## **I. INTRODUCTION**

The three-year Bachelor programme in Social Work is a preparatory course with a blend of theory and field practice. The uniqueness of this programme is that students are exposed to experiential learning. The main objective of the course is to impart education and training in professional social work and enhance understanding of social issues through interdisciplinary perspectives.

The course content has core subjects and allied subjects. Field practicum is an integral part of the course which consists of lab sessions, observation visits, project field work, rural camp and concurrent field work that enable the students to relate the theory learnt in the class to social settings.

Each student is expected to undertake a project report on his/her area of interest in the field of Social Work under the supervision and guidance of faculty members. The course is designed in such a way that it will impart essential soft skills to mould the overall personality of the students.

### **Vision**

To equip the under graduands with scientific knowledge and experiential learning on social work to serve the individuals, groups and communities, focusing on social justice and human rights for sustainable development.

### **Mission**

The BSW course prepares the under graduands for social work practice, through:

- \* An understanding about the fundamental education on social work, inter-disciplinary subjects and experiential learning through a well structured curriculum.
  
- \* Nurture committed social workers to understand the issues, problems and needs of the society through experiential learning by appropriate community outreach exposure.
  
- \*Develop the abilities and skills for research, analysis, planning, assessment and for intervention of issues, problems and needs of the society for a sustainable livelihood.

## **II. OBJECTIVES OF THE PROGRAMME IN BACHELOR OF SOCIAL WORK**

- To provide Professional Social Work foundation through integration of theory and practice in social work
- To demonstrate the ability to apply the knowledge, values and skills of Generalist Social Work practice.
- To enhance interdisciplinary perspective and understanding of social issues and concerns.
- To facilitate the ability to integrate field work experiences for effective Social Work practice.

## **III. LEARNING OUTCOME BASED CURRICULUM**

### **OVERVIEW**

Learning outcome enriches knowledge, skill, values and attitude to practice social work in an effective manner. Learning outcome fulfils the desires of the students through systematic delivery of course contents and also learning through field work.

### **Graduate Attributes**

#### 1. Disciplinary Knowledge:

- Conceptual knowledge and understanding of all basic concepts, values, principles, philosophies, methods, skills and techniques of Social Work.
- Declarative knowledge and understanding of inter disciplinary and the relevance to social work.

#### 2. Skills:

- Demonstrate basic skills of relationship skills, communication skills, observation skills, listening skills and advanced skills of social work practice.

#### 3. Field experiential knowledge:

- Apply the knowledge and skills in the work place and community through practice education.

#### 4. Research:

- Comprehensive knowledge and understanding about research in social work create to involve in social research

5. Self-directed learning:

- Ability to work independently, identify appropriate resources and to develop a plan of action to complete the task.

6. Social agent:

- Possess knowledge, skills, leadership qualities and attitude to transform the society towards positive social change.

**Qualification descriptors:**

- Basic knowledge and understanding of social work and its relevance to other related disciplines.
- Understanding of the latest development in social work education and learning the skills and techniques require for identifying the social issues and problems and to find out the solutions.
- Systematic knowledge in research by identification of problem, collection of data, analysis and interpretation by using various methodologies gives evidence based findings.
- Social work knowledge and skills provides plenty of job opportunities in all sectors.

**Programme Learning Outcome**

The Undergraduate programme in Social Work gives the fundamental knowledge to work with individuals, groups, and community. The curriculum will give insight about the national and global scenario of social work. Students will develop various skills through field work and exposure training. Knowledge on research encourages to involve in various research activities, proposal writing and to take projects, and thus creates dynamic professionals, leaders, change agents, and socially responsible citizens to transform the society.

**Tables of Programme learning outcomes**

Table No 1	Foundation Courses	:	Academic Aptitude
Table No 2	Foundation Courses	:	Personal and Professional Aptitude
Table No 3	Foundation Courses	:	Societal Aptitude
Table No4	Core Courses	:	Academic Aptitude
Table No 5	Core Courses	:	Personal and Professional Aptitude
Table No 6	Core Courses	:	Societal Aptitude
Table No 7	Allied Courses	:	Academic Aptitude
Table No 8	Allied Courses	:	Personal and Professional Aptitude
Table No 9	Allied Courses	:	Societal Aptitude
Table No 10	Non Major Elective	:	Academic Aptitude
Table No 11	Non Major Elective	:	Personal and Professional Aptitude

Table No 12	Non Major Elective	:	Societal Aptitude
Table No 13	Soft Skill	:	Academic Aptitude
Table No 14	Soft Skill	:	Personal and Professional Aptitude
Table No 15	Soft Skill	:	Societal Aptitude
Table No 16	Field Work	:	Academic Aptitude
Table No 17	Field Work	:	Personal and Professional Aptitude
Table No 18	Field Work	:	Societal Aptitude

### Foundation Courses (FC)

<b>TABLE 1</b>		
<b>Programme Outcomes</b>	<b>Foundation Course</b>	
	<b>FC1</b>	<b>FC2</b>
	<b>T1/F1</b>	<b>T2/F2</b>
<b>Academic Aptitude</b>		
1.1.Understanding of concept and History	x	x
1.2. Knowledge of Social work education and methods		
1.3.Evaluation of Different Fields and Services available		
1.4.Understanding of Individual/ Group / Community Issues		
1.5.Application of Scientific Knowledge & Skills		
1.6.Theoretical Knowledge	x	x
1.7.Impart Social Work Research Knowledge		
1.8.Knowledge of Programme Media & Information Literacy		
1.9.Critical Evaluation Social Work Theory and Practice		

'x' denotes Yes outcomes of the course

<b>TABLE 2</b>		
<b>Programme Outcomes</b>	<b>Foundation Course</b>	
	<b>FC1</b>	<b>FC1</b>
	<b>T1/F1</b>	<b>T1/F1</b>
<b>Personal and Professional Aptitude</b>		
2.1 Understanding the Principles	x	x

2.2 Ability to Develop Professional Skills	x	x
2.3 Application of Social Work Skills & Techniques		
2.4 Ability to work with Individual, Group & community		
2.5 Understanding the Ethical Knowledge	x	x

'x' denotes Yes outcomes of the course

<b>TABLE 3</b>		
<b>Programme Outcomes</b>	<b>Foundation Course</b>	
	<b>FC1</b>	<b>FC1</b>
	<b>T1/F1</b>	<b>T1/F1</b>
<b>Societal Aptitude</b>		
3.1 Moral, Ethical & Cultural Issues	x	x
3.2 Understanding social issues, Problems & Fields	x	x
3.3 Professional and Social Responsibility	x	x
3.4 Welfare of the Individual/ Group/ Community		
3.5 Participation & Cooperation	x	x

'x' denotes Yes outcomes of the course

### Core Course (CC)

<b>TABLE 4</b>														
<b>Programme Outcomes</b>	<b>Core Course</b>													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	ISW	SWP	SWP IG-I	SWP C-I	FSW	SWPI G II	SWP C-II	SDSW	CSW	SWRS	DH	SWA	WDIC	RP
<b>Academic Aptitude</b>														
4.1. Understanding of concept and History	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4.2. Knowledge of Social work education and	x	x	x	x	x	x	x	x	x	x	x	x	x	x

methods														
4.3. Evaluation of Different Fields and Services available		x	x	x	x	x		x	x	x	x	x		
4.4. Understanding of Individual/ Group / Community Issues			x	x	x	x								
4.5 Application of Scientific Knowledge & Skills	x	x	x	x	x	x	x	x	x	x	x	x		
4.6. Theoretical Knowledge	x	x	x	x			x	x	x	x	x	x		
4.7. Impart Social Work Research Knowledge	x			x				x		x				x
4.8 Knowledge of Programme Media & Information Literacy	x		x			x		x	x				x	x
4.9 .Critical Evaluation Social Work Theory and Practice	x	x	x	x	x	x	x	x	x				x	x

'x' denotes Yes outcomes of the course

TABLE 5														
Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	ISW	SWP	SWPIG-I	SWP C-I	FSW	SWPIG II	SWP C-II	SDSW	CSW	SWRS	DH	SWA	WDIC	RP
Personal and Professional Aptitude														
5.1 Understanding the Principles	x	x	x	x	x	x	x	x		x	x	x	x	
5.2 Ability to Develop Professional Skills	x		x	x		x	x		x	x		x	x	
5.3 Application of	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Social Work Skills & Techniques															
5.4 Ability to work with Individual, Group & community	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5.5 Understanding the Ethical Knowledge	x	x	x	x	x	x	x	x	x					x	

'x' denotes Yes outcomes of the course

TABLE 6															
Programme Outcomes	Core Course														
	CC 1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC1 1	CC1 2	CC1 3	CC1 4	
	ISW	SW P	SWPIG -I	SWP C -I	FS W	SWPI G II	SWP C -II	SDS W	CS W	SWR S	DH	SWA	WDI C	RP	
<b>Societal Aptitude</b>															
6.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6.2 Understanding social issues, Problems & Fields	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6.3 Professional and Social Responsibility	x	x	x	x	x		x	x		x	x	x	x	x	
6.4 Welfare of the Individual/ Group/ Community	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
6.5 Participation & Cooperation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

'x' denotes Yes outcomes of the course

### Allied Course (AC)

TABLE 7						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
<b>Academic Aptitude</b>						
7.1. Understanding of concept and History	x	x	x	x	x	x
7.2. Knowledge of			x		x	x



Social work education and methods						
7.3.Evaluation of Different Fields and Services available	x	x	x		x	x
7.4.Understanding of Individual/ Group / Community Issues		x	x		x	x
7.5.Application of Scientific Knowledge & Skills	x	x	x	x	x	x
7.6.Theoretical Knowledge	x	x	x	x	x	x
7.7.Impart Social Work Research Knowledge		x	x		x	x
7.8.Knowledge of Programme Media & Information Literacy						
7.9.Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 8						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
Personal and Professional Aptitude						
8.1 Understanding the Principles	x	x	x	x	x	x
8.2 Ability to Develop Professional Skills			x		x	x
8.3 Application of Social Work Skills & Techniques			x		x	x
8.4 Ability to work with Individual,		x	x		x	x

Group & community						
8.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

TABLE 9						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
Societal Aptitude						
9.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
9.2 Understanding social issues, Problems & Fields	x		x		x	x
9.3 Professional and Social Responsibility	x		x		x	x
9.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
9.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

### Non Major Elective (NME)

TABLE 10						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
Academic Aptitude						
10.1. Understanding of concept and History	x	x	x	x	x	x
10.2. Knowledge of Social work education and methods			x		x	x
10.3. Evaluation of Different Fields and Services available	x	x	x		x	x

10.4. Understanding of Individual/ Group / Community Issues		x	x		x	x
10.5. Application of Scientific Knowledge & Skills	x	x	x	x	x	x
10.6. Theoretical Knowledge	x	x	x	x	x	x
10.7. Impart Social Work Research Knowledge		x	x		x	x
10.8. Knowledge of Programme Media & Information Literacy						
10.9. Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 11						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
<b>Personal and Professional Aptitude</b>						
11.1 Understanding the Principles	x	x	x	x	x	x
11.2 Ability to Develop Professional Skills			x		x	x
11.3 Application of Social Work Skills & Techniques			x		x	x
11.4 Ability to work with Individual, Group & community		x	x		x	x
11.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

TABLE 12						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
<b>Societal Aptitude</b>						
12.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
12.2 Understanding social issues, Problems & Fields	x		x		x	x
12.3 Professional and Social Responsibility	x		x		x	x
12.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
12.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

### Soft Skills (SS)

TABLE 13						
Programme Outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
<b>Academic Aptitude</b>						
13.1. Understanding of concept and History	x	x	x	x	x	x
13.2. Knowledge of Social work education and methods			x		x	x
13.3. Evaluation of Different Fields and Services available	x	x	x		x	x
13.4. Understanding of Individual/ Group / Community Issues		x	x		x	x
13.5. Application of Scientific Knowledge & Skills	x	x	x	x	x	x
13.6. Theoretical Knowledge	x	x	x	x	x	x
13.7. Impart Social Work Research Knowledge		x	x		x	X

13.8.Knowledge of Programme Media & Information Literacy						
13.9.Critical Evaluation Social Work Theory and Practice						

‘x’ denotes Yes outcomes of the course

TABLE 14						
Programme outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
Personal and Professional Aptitude						
14.1 Understanding the Principles	x	x	x	x	x	x
14.2 Ability to Develop Professional Skills			x		x	x
14.3 Application of Social Work Skills & Techniques			x		x	x
14.4 Ability to work with Individual, Group & community		x	x		x	x
14.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

‘x’ denotes Yes outcomes of the course

TABLE 15						
Programme outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
Societal Aptitude						
15.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
15.2 Understanding social issues, Problems & Fields	x		x		x	x
15.3 Professional and Social	x		x		x	x

Responsibility						
15.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
15.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

### Field Work (FW)

TABLE 16						
Programme Outcomes	Field Work (FW)					
	FW - I	FW - II	FW - III	FW - IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
Academic Aptitude						
16.1.Understanding of concept and History	x	x	x	x	x	x
16.2.Knowledge of Social work education and methods			x		x	x
16.3.Evaluation of Different Fields and Services available	x	x	x		x	x
16.4.Understanding of Individual/ Group / Community Issues		x	x		x	x
16.5.Application of Scientific Knowledge & Skills	x	x	x	x	x	x
16.6.Theoretical Knowledge	x	x	x	x	x	x
16.7.Impart Social Work Research Knowledge		x	x		x	x
16.8.Knowledge of Programme Media & Information Literacy						
16.9.Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 17						
Programme outcomes	Field Work (FW)					
	FW - I	FW - II	FW - III	FW- IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
<b>Personal and Professional Aptitude</b>						
17.1 Understanding the Principles	x	x	x	x	x	x
17.2 Ability to Develop Professional Skills			x		x	x
17.3 Application of Social Work Skills & Techniques			x		x	x
17.4 Ability to work with Individual, Group & community		x	x		x	x
17.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

TABLE 18						
Programme outcomes	Field Work (FW)					
	FW - I	FW - II	FW - III	FW- IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
<b>Societal Aptitude</b>						
18.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
18.2 Understanding social issues, Problems & Fields	x		x		x	x
18.3 Professional and Social Responsibility	x		x		x	x
18.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
18.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

### Study Tour (ST)

**TABLE 19**

Programme Outcomes	Study Tour (ST)	
<b>Academic Aptitude</b>		
19.1.Understanding of concept and History		
19.2.Knowledge of Social work education and methods	X	
19.3.Evaluation of Different Fields and Services available	X	
19.4.Understanding of Individual/ Group / Community Issues	X	
19.5.Application of Scientific Knowledge & Skills	X	
19.6.Theoretical Knowledge		
19.7.Impart Social Work Research Knowledge	X	
19.8.Knowledge of Programme Media & Information Literacy	x	
19.9.Critical Evaluation Social Work Theory and Practice	x	

‘x’ denotes Yes outcomes of the course

**TABLE 20**

Programme outcomes	Study Tour (ST)	
	ST1	
<b>Personal and Professional Aptitude</b>		
20.1 Understanding the Principles	x	
20.2 Ability to Develop Professional Skills	x	
20.3 Application of Social Work	x	



Skills & Techniques	
20.4 Ability to work with Individual, Group & community	x
20.5 Understanding the Ethical Knowledge	x

'x' denotes Yes outcomes of the course

<b>TABLE 21</b>	
<b>Programme outcomes</b>	<b>Study Tour (ST)</b>
	<b>ST1</b>
<b>Societal Aptitude</b>	
21.1 Moral, Ethical & Cultural Issues	x
21.2 Understanding social issues, Problems & Fields	x
21.3 Professional and Social Responsibility	x
21.4 Welfare of the Individual/ Group/ Community	x
21.5 Participation & Cooperation	x

'x' denotes Yes outcomes of the course

#### National Service Scheme (NSS)

<b>TABLE 22</b>	
<b>Programme Outcomes</b>	<b>National Service Scheme (NSS)</b>
	<b>NSS1</b>
<b>Academic Aptitude</b>	
19.1. Understanding of concept and History	
19.2. Knowledge of Social work education and methods	X
19.3. Evaluation of Different Fields and Services available	X
19.4. Understanding of Individual/	X

Group / Community Issues	
19.5.Application of Scientific Knowledge & Skills	X
19.6.Theoretical Knowledge	
19.7.Impart Social Work Research Knowledge	X
19.8.Knowledge of Programme Media & Information Literacy	x
19.9.Critical Evaluation Social Work Theory and Practice	x

'x' denotes Yes outcomes of the course

<b>TABLE 23</b>	
<b>Programme outcomes</b>	<b>National Service Scheme (NSS)</b>
	<b>NSS1</b>
20.1 Understanding the Principles	x
20.2Ability to Develop Professional Skills	x
20.3 Application of Social Work Skills & Techniques	x
20.4 Ability to work with Individual, Group & community	x
20.5 Understanding the Ethical Knowledge	x

'x' denotes Yes outcomes of the course

<b>TABLE 24</b>	
<b>Programme outcomes</b>	<b>National Service Scheme (NSS)</b>
	<b>NSS1</b>
<b>Societal Aptitude</b>	
21.1 Moral, Ethical & Cultural Issues	x
21.2 Understanding social issues, Problems & Fields	x
21.3 Professional and Social Responsibility	x
21.4 Welfare of the Individual/ Group/ Community	x
21.5 Participation & Cooperation	x

'x' denotes Yes outcomes of the course

### **Structure of BSW**

#### **Foundation Course (FC)**

FC1

- Tamil - I
- French -I

FC2

- Tamil - II
- French - II

#### **Core Course (CC)**

CC1: Introduction to Social Work (ISW)

CC2: Social Work Profession (SWP)

CC3: Social Work Practice with Individuals and Groups - I (SWPIG - I)

CC4: Social Work Practice with Communities - I (SWPC - I)

CC5: Fields of Social Work (FSW)

CC6: Social Work Practice with Individuals and Groups - II (SWPIG - II)

CC7: Social Work Practice with Communities - II (SWPC - II)

CC8: Social Development and Social Work (SDSW)

CC9: Communication for Social Work (CSW)

CC10: Social Work Research and Statistics (SWRS)

CC11: Dimensions of Health (DH)

CC12: Social Welfare Administration (SWA)

CC13: Women's Development - Issues and Concerns (WDIC)

CC14: Research Project (RP)

**Allied Course (AC)**

AC1: Sociology (S)

AC2: Human Growth and Development (HGD)

AC3: Economic and Political Systems and Processes (EPSP)

AC4: Psychology (P)

AC5: Social Work with Senior Citizens (SWSC)

AC6: Human Rights (HR)

**Non Major Elective (NME)**

NME1

- Basic Tamil – I (BT1)
- Stress Management (SM)

NME2

- Basic Tamil – II (BT 2)
- Sustainable Tourism and Social Work (STSW)

NME3: Value Education (VE)

NME4: Environment Studies (EVS)

NME5:

- Disability (D)
- Disaster Management (DM)

NME6:

- Introduction to Work Force Management (IWFMM)
- Social Entrepreneurship (SE)

**Soft Skills (SS)**

SS1: Communicative Skills (CS1)

SS2: Computer Skills (CS2)

SS3: Sign Language Communication Skills (SLCS)

SS4: Life Saving Skills (LSS)

SS5: Aptitude Skills (AS)

SS6: Career Skills (CS)

**Field Work (FW)**

FW- I : Field Lab Sessions - I (FLS - I)

FW - II: Field Lab Sessions - II (FLS - II)

FW - III: Observation Visits (OV)

FW - IV: Project Field Work (PFW)

FW - V: Rural Camp (RC)

FW - VI: Concurrent Field Work (CFW)

**Course Completion (CC)**

Study Tour (ST)

NSS (NSS)

**IV. COURSE DURATION**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise of the first and second semesters, the second academic year the third and fourth semesters, and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semester from December to April of each year. There shall be not less than 90 working days for each semester.
- c) The duration of the BSW course is 3 academic years (6 Semesters)

**V. MEDIUM OF INSTRUCTION**

Medium of Instruction is English.

**VI. ELIGIBILITY FOR ADMISSION TO BSW COURSE**

For the purpose of admission in to the BSW Programme a candidate should have:

- Passed the Higher Secondary Examination conducted by the Government of Tamil Nadu (or) an examination accepted as equivalent thereof by the Syndicate, of the University of Madras.
- Working knowledge of Tamil to enable the candidate to do effective field practicum.

## **VII. ATTENDANCE REQUIREMENTS**

- All candidates must put in 75% of attendance in each theory paper and 100% for field work and soft skills training.
- Absence from field work will be viewed seriously. Students who do not have 100% attendance in their practical / field work will have to repeat the particular component of the practical / field work.
- If a candidate fails to put in the minimum attendance (75%) in any theory paper, the Principal can condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% to 75%). Condonation fee of Rs. 250/- for each Theory paper is payable. (For attendance percentage less than 65%, UNOM attendance regulations for the prevailing academic year will apply.)

## **VIII. PASSING MINIMUM AND ELIGIBILITY FOR THE AWARD OF THE DEGREE**

A candidate shall be declared to have passed in each paper / field practicum/project if he/she secures NOT LESS THAN 40% of the marks prescribed for the examination. He/ She shall be declared to have passed the whole examination if He/ She passes in all the papers, rural camp, field practicum and research project as per the schemes of examinations (spreading 6 semesters) earning 141 CREDITS and if He/ She shall fulfill all other course requirements as prescribed. Candidates who successfully qualify in the course will be recommended for the award of the BSW degree of the University of Madras.

## **IX. COURSES OF STUDY**

The courses of study shall consist of the following:

1. Part – I – Foundation Courses – Tamil and French
  - (a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
  - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.
2. Part – II - Foundation Course – English
3. Part – III
  - a) Core courses: Consisting of Main Theory papers, Research Project and Field Work.
  - b) Allied Subjects.
4. Part – IV
  - i) Non-Major Electives for 1<sup>st</sup> and 2<sup>nd</sup> Semesters
    - a. Not studied Tamil up to xii std, shall take Basic Tamil as Non Major Elective during I & II Semesters.
    - b. Studied Tamil upto xii std, can choose non-major elective comprising of two courses viz Stress Management during I Semester and Sustainable Tourism and Social Work during II Semester.
  - ii) Sem – 3: Value Education
  - iii) Sem – 4: Environmental Studies
  - iv) Sem – 5: Disability / Disaster Management
  - v) Sem – 6: Introduction to Workforce Management / Social Entrepreneurship

5. Part – V

Soft skills (One training per Semester) - 6 Soft Skills in total

6. Compulsory Extension Service:

A candidate shall be awarded 1 Credit during the 4<sup>th</sup> semester for **Compulsory Extension Service** of minimum 120 hours @ 30 hours per semester, during the I, II, III and IV Semesters. All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross as part of compulsory extension service. If a student LACKS 60 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent year.

7. Study Tour - Course Completion Requirement.

8. Swayam online courses : not compulsory for Course Completion.

**X. TEACHING METHODOLOGY:**

Lectures, Guest Lectures, Group Assignments, Group Discussions, Video / Documentary Presentations, Role Plays, Case Studies, Article Reviews, Reading Materials and Field Visits.

**XI. QUESTION PAPER PATTERN FOR CORE, ALLIED, TAMIL, ENGLISH AND NME**

**A. Internal Continuous Assessment (ICA) Pattern**

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

Component	First Internal Continuous Assessment (I- ICA)	Second Internal Continuous Assessment (II- ICA)	Best	In Class Test (ICT)	Take Home Assignment (THA)	Total Marks	Percentage
Marks Allocated	25 Marks	25 Marks	25 Marks	10 Marks	15 Marks	50 Marks	
Passing Minimum			10/25	4/10	6/15	20/50	40%

**ICA QUESTION PAPER PATTERN**

TOTAL MARKS :25 / TIME:1 HOUR

**Option 1:**

Part A. Answer ALL. (5\*2=10)

Part B. Answer any THREE (3 OUT OF 4) (3\*5=15)

**Option 2:**

Part A : 15 x 1 (Without choice) = 15 Marks

Part B : 2 out of 3 questions x 5 Marks each = 10 Marks.

**Option 3:**

Part A. Answer ALL (1\*25=25)

Portion for I – ICA : Unit – 1 & 2; Portion for II – ICA : Unit – 3 & 4

## **B. END SEMESTER EXAMINATION QUESTION PAPER PATTERN**

### **(i) FOR THEORY PAPERS OTHER THAN BASIC TAMIL I& II (NME)**

SECTION – A (50 WORDS)

10 OUT OF 12 -  $10 \times 2$  MARKS = 20 MARKS

SECTION – B (300 WORDS)

4 OUT OF 6 –  $4 \times 10$  MARKS = 40 MARKS

SECTION-C (600 WORDS)

2 OUT OF 3 –  $2 \times 20$  MARKS = 40 MARKS

\*Refer English I & English II syllabus for internal choice specifications (for examination purposes).

### **(ii) FOR BASIC TAMIL - I & BASIC TAMIL – II (ONLY)**

PART –A: Objective type Questions (50 Questions \* 2 marks =100)

\*Refer Basic Tamil - I & Basic Tamil - II syllabus for specifications for examination purposes.

## **C. EVALUATION PATTERN FOR FIELD WORK COMPONENTS**

Every student is required to complete a field work report under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of BSW department, who will guide the students on topics related to social work education / Field work activities.

The Field Work report shall be evaluated by two examiners.

**INTERNAL ASSESSMENT:**

Faculty in Social Work of the department who has guided the students.

**EXTERNAL ASSESMENT:**

Another Social Work faculty of the BSW department.

The examiners shall evaluate the Field Work report for 100 marks. The total marks for Field Work activities will be 100.



**i) FIELD LAB SESSIONS (I&II) ( Semester I & Semester II)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**ii) OBSERVATION VISITS (Semester III)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li></ul>	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Knowledge</li><li>• Learning</li><li>• Attitude</li></ul>	10 20 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

**iii) PROJECT FIELD WORK (Semester IV)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Submission of Report</li><li>• Conference</li><li>• Content</li><li>• Interaction</li><li>• Resource Mobilization</li></ul>	10 10 10 10 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> <ul style="list-style-type: none"><li>• Communication</li><li>• Organization Profile</li><li>• Village Profile</li><li>• Presentation</li><li>• Application of Theory</li><li>• Consolidated report</li></ul>	05 05 10 10 15 05	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

iv) **RURAL CAMP (Semester V)**

SN	Criteria	Marks	Total Marks
1.	<b>Internal Assessment - Pre Camp:</b> 1. Submission of reports on time 2. Conference Attendance 3. Content of Report	10 10 10	30
2.	<b>Internal Assessment - On Camp:</b> 1. Involvement & Participation in the camp activities 2. Performance of the role assigned 3. Time Management 4. Behaviour in the group (Acceptance of differences, Tolerance, Team work, Attitude towards companions and interaction with the others)	05 05 05 05	20
3.	<b>External Assessment:</b> 1. Communication 2. Knowledge 3. Learning 4. Attitude 5. Consolidated Report	10 10 15 05 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

v) **CONCURRENT FIELD WORK (Semester VI)**

SN	Criteria	Marks	Total Marks
1.	<b><u>INTERNAL ASSESMENT</u></b> • Submission of Report • Conference/ Interaction • Content • Consolidated Report	10 10 20 10	50
2.	<b><u>EXTERNAL ASSESMENT</u></b> • Organization Profile • Methods of Social Work • Attitude • Communication • *Agency Evaluation	10 15 05 10 10	50
<b>TOTAL MARKS</b>		<b>100</b>	<b>100</b>

\*Agency Evaluation: (100 Marks will be converted to 10 Marks)

**Agency Evaluation Criteria**

S.No	Attributes	Maximum Mark
1	Punctuality	10
2	Regularity	10
3	Aptitude for Work	10
4	Sense of Responsibility	10
5	Initiative and readiness to work	10
6	His/ Her involvement in the agency Programme and Activities	10

7	Ability to Co-operate with the Agency Personnel	10
8	Relationship with others	10
9	Performance at work	10
10	Attitude towards the whole training	10
<b>Total Marks (Converted to 10 Marks)</b>		<b>100</b>

**D. Evaluation for Soft Skills (Semesters I to VI) – only 2 Credits**

**E. Panel of Examiners for Field Work Assessment:**

**Semesters 1 to 5:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras.

**Semester 6:** Internal Assessment will be done by the concerned Faculty Supervisor of the BSW Department and External Assessment will be done by one external academician i.e., BSW Faculty Member from Other Colleges affiliated to the University of Madras and one Professional Social Work Practitioner from a NGO.

**F. Evaluation Pattern for Research Project**

Every student is required to complete a Research Project report under the supervision and guidance of a faculty with a MSW / M.Phil / Ph.D degree in Social Work of BSW department, who will guide the students on topics related to social work education/Field work activities.

The Research Project report shall be evaluated by two examiners.

**INTERNAL ASSESSMENT:**

Faculty in Social Work of the department who has guided the students.

**EXTERNAL ASSESSMENT:**

Another Social Work faculty of the BSW department.

The examiners shall evaluate the Research Project Report for 100 marks. The total marks for Research Project Report will be 100.

<b>Internal Assessment (Max Marks = 50)</b>	Topic Presentation (10 Marks)	Introduction & Review Submission (10 Marks)	Research Methodology & Tool Preparation (10 Marks)	Submission of Data & Data Analysis and Interpretation (15 Marks)	Punctuality and Regularity (5 Marks)
<b>External Assessment (Max Marks = 50)</b>	Problem Definition & Objectives (10 marks)	Research Methodology (10 marks)	Findings and Suggestions (10 marks)	Report Format (10 marks)	Viva discussion (10 marks)

**PAPER – CREDIT – CLASS HOURS – EXAM HOURS – MATRIX**

Semester	Title of the Subject	Type of paper	Total No. of Papers	Credit Per paper	Teaching hours per paper / per week @ 4 class days per week	Duration of ESE Exam Hours	Paper wise credit				Semester wise Credit total
							Foundation	Core	Non-Core	Total	
I	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
II	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
III	Core	Theory	3	3	4	3	-	12	-	12	24
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
	CES**	NSS/sports	1	1	-	-	-	1	1		
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural)	1	4	-	5-7 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	24
		Research Project	1	4	4	Only Viva	-	4	-	4	
		Field Work (Concurrent)	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	1	2	
	Soft Skill	-	1	2	2	-	-	-	2	2	
	CC***	Study Tour				4-5 Days	-				
<b>TOTAL CREDITS</b>										<b>141</b>	

\*NME-Non -Major Elective

\*\*Compulsory Extension Service

\*\*\*Requirement for Course Completion

### SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – I	BS/18/101A	3	60	3	50	50	100
	FRENCH - I	BS/18/101B						
PART – II FOUNDATION	ENGLISH - I	BS/18/102	3	60	3	50	50	100
PART – III CORE	INTRODUCTION TO SOCIAL WORK	BSW/18C/103	4	60	3	50	50	100
PART – III CORE	FIELD WORK - I	BSW/18C/105	4	-	-	50	50	100
PART – III ALLIED	SOCIOLOGY	BSW/18A/104	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – I	BS/18N/107A	2	30	3	50	50	100
	STRESS MANAGEMENT	BS/18N/107B						
PART – V SOFT SKILL	SOFT SKILL- I	BSW/18S/106	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

## SEMESTER – II

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
PART – I FOUNDATION	TAMIL – II	BS/18/201A	3	60	3	50	50	100
	FRENCH – II	BS/18/201B						
PART – II FOUNDATION	ENGLISH - II	BS/18/202	3	60	3	50	50	100
PART – III CORE	SOCIAL WORK PROFESSION	BSW/18C/203	4	60	3	50	50	100
PART – III CORE	FIELD WORK – II	BSW/18C/205	4	-	-	50	50	100
PART – III ALLIED	HUMAN GROWTH AND DEVELOPMENT	BSW/18A/204	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – II	BS/18N/206A	2	30	3	50	50	100
	SUSTAINABLE TOURISM & SOCIAL WORK	BS/18N/206B						
PART – V SOFT SKILL	SOFT SKILLS-II	BSW/18S/207	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

### SEMESTER – III

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-I	BSW/18C/301	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	BSW/18C/302	4	60	3	50	50	100
PART – III CORE	FIELDS OF SOCIAL WORK	BSW/18C/303	4	60	3	50	50	100
PART – III CORE	FIELD WORK - III	BSW/18C/305	4	-	-	50	50	100
PART – III ALLIED	ECONOMIC AND POLITICAL SYSTEMS & PROCESSES	BSW/18A/304	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	VALUE EDUCATION	BS/18N/307	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-III	BSW/18S/306	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	24 CREDITS							



**SEMESTER – IV**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II	BSW/18C/401	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-II	BSW/18C/402	4	60	3	50	50	100
PART – III CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	BSW/18C/403	4	60	3	50	50	100
PART – III CORE	FIELD WORK - IV	BSW/18C/405	4	-	-	50	50	100
PART – III ALLIED	PSYCHOLOGY	BSW/18A/404	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	ENVIRONMENTAL STUDIES	BSW/18N/406	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-IV	BSW/18S/407	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS	BSW/18X/001	1	30				
TOTAL	25 CREDITS							

**SEMESTER –V**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	COMMUNICATION FOR SOCIAL WORK	BS/18C/501	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK RESEARCH AND STATISTICS	BS/18C/502	4	60	3	50	50	100
PART – III CORE	DIMENSIONS OF HEALTH	BS/18C/503	4	60	3	50	50	100
PART – III CORE	FIELD WORK - V	BS/18C/505	4	-	-	50	50	100
PART – III ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	BS/18A/504	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	DISABILITY	BS/18N/507A	2	30	3	50	50	100
	DISASTER MANAGEMENT	BS/18N/507B						
PART – V SOFT SKILL	SOFT SKILLS-V	BSW/18S/506	2	20	CREDITS ONLY			
TOTAL	24 CREDITS							

**SEMESTER –VI**

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WELFARE ADMINISTRATION	BS/18C/601	4	60	3	50	50	100
PART – III CORE	WOMEN'S DEVELOPMENT – ISSUES AND CONCERNS	BS/18C/602	4	60	3	50	50	100
PART – III CORE	RESEARCH PROJECT	BS/18C/605	4	60	-	50	50	100
PART – III CORE	FIELD WORK - VI	BS/18C/604	4	-	-	50	50	100
PART – III ALLIED	HUMAN RIGHTS	BS/18A/603	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	INTRODUCTION TO WORK FORCE MANAGEMENT	BS/18N/607A	2	30	2	50	50	100
	SOCIAL ENTREPRENEURSHIP	BS/18N/607B						
PART – V SOFT SKILL	SOFT SKILLS-VI	BSW/18S/606	2	20	CREDITS ONLY			
PART – V CC	STUDY TOUR	BSW/18R/608	REQUIREMENT FOR COURSE COMPLETION					
TOTAL	24 CREDITS							

### FIELD WORK SCHEDULE

SEMESTER	FIELD WORK	NO.OF DAYS	NO.OF HOURS	CREDITS
I	LAB SESSIONS	15	60	4
II	LAB SESSIONS	15	60	4
III	OBSERVATION VISITS	NO. OF VISITS :10	60	4
IV	PROJECT FIELD WORK	15	60	4
V	RURAL CAMP	5 – 7 (ON CAMP)	60	4
VI	CONCURRENT FIELD WORK	20 Days	140	4

### TOTAL NUMBER OF CREDITS

SL.NO.	SEMESTER	CREDITS
1	I	22
2	II	22
3	III	24
4	IV	25
5	V	24
6	VI	24
TOTAL CREDITS		141

## **SWAYAM online courses**

### **Introduction**

University of Madras envisaged to list online courses for the U.G. Programme through swayam online courses. Based on that, the BSW Department listed the course names.

### **The Approved list of SWAYAM online courses for BSW programme**

<b>S.NO</b>	<b>COURSE NAME</b>	<b>INSTITUTE</b>	<b>DURATION</b>
1	Sports Administration and Management	Manipur University	8 Weeks
2	Crime and Society	Madurai Kamaraj University	8 Weeks
3	Counseling in Social Work	Roda Mistry College of Social Work	12 Weeks
4	Corporate Social Responsibility	IIT, KGP	8 Weeks
5	Psychology for Health and Well-being	University of Kashmir	4 Weeks
6	Water, Society & Sustainability	IIT, KGP	4 Weeks

### **Note:**

- The pursuit and completion of the SWAYAM online courses for BSW programme is not mandatory for course completion.
- The credits awarded for the SWAYAM online courses (by the respective online course coordinators) will not be included for CGPA calculation.

**SEMESTER-I**  
**PART I – FOUNDATION**  
**TAMIL – I (BS/18/101A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம்:

- நாட்டுப்புற இலக்கியம் பற்றிய அறிமுகம். கவிதை – கதை குறத்த அறிவு.
- மாணவர்களின் கவிதை, கதை எழுதும் திறனை வளர்த்தல்.
- தவறில்லாமல் எழுத வழிகாட்டுதல்.

அலகு - 1 தமிழ் இலக்கிய வரலாறு

(15 Hours)

1. நாட்டுப்புற இலக்கிய வரலாறு  
நாட்டுப்புறப் பாடல்கள், நாட்டுப்புறக் கதைகள்,  
நாட்டுப்புறக் கதைப் பாடல்கள், பழமொழிகள், விடுகதைகள்
2. உரைநடை இலக்கிய வரலாறு  
சிறுகதைகள் தோற்றமும் வளர்ச்சியும்  
புதினங்கள் (நாவல்கள்) தோற்றமும் வளர்ச்சியும்
3. கவிதை இலக்கிய வரலாறு  
மரபுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்  
புதுக் கவிதைகள் தோற்றமும் வளர்ச்சியும்
4. நாடக இலக்கியத்தின் தோற்றமும் வளர்ச்சியும்  
(சிலப்பதிகாரம் முதல் தற்கால நாடகம் வரை)

அலகு - 2 செய்யுள் இலக்கியம்

(15

Hours)

1. தமிழ்த்தாய் வாழ்த்து (மனோன்மணியம் – நாடக நூல்)
2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்
  1. தாலாட்டு
  2. காதல்
  3. ஒப்பாரி
3. புதுமைப்பித்தன் சிறுகதைகள்
  1. கடவுளும் கந்தசாமிப் பிள்ளையும்
  2. செல்லம்மா
  3. மனித எந்திரம்
  4. ஆற்றங்கரைப் பிள்ளையார்

அலகு - 3 கவிதைகள்

(10

Hours)

(i) பாரதியார்

1. காணி நிலம் வேண்டும்
2. நல்லதோர் வீணை

(ii) பாரதிதாசன்:

1. தமிழ்க் காதல்
2. தமிழ் வளர்ச்சி
3. எந்நாளோ?

(iii) கவிமணி தேசிய விநாயகம் பிள்ளை:

1. குழந்தைக்கவி
2. ஆறு தன் வரலாறு கூறுதல்

அலகு – 4 - கவிதைகள்

(10

Hours)

1. ந. பிச்சமூர்த்தி - வழித்துணை
2. சிற்பி - முள்.. முள்.. முள்
3. அப்துல் ரகுமான் - குருடர்களின் யானை

அலகு – 5

(10 Hours)

A. நாடகம், நாவல்

1. பம்மல் சம்பந்த முதலியார் - சந்திரகிரி
2. அசோகமித்திரன் - தண்ணீர்

B. மொழிப் பயிற்சி

1. பொருந்திய சொல் தருதல்
2. மரபுத் தொடர்கள்
3. கலைச் சொற்கள்

பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.

சக்திவேல், சு., நாட்டுப்புற இயல் ஆய்வு, மணிவாசகர் பதிப்பகம், சென்னை, 2006.

மெய்யப்பன், ச., (பதிப்பு), பாரதியார் கவிதைகள், தென்றல் நிலையம், சிதம்பரம், 2003.

பாரதிதாசன் கவிதைகள்

பம்மல் சம்பந்த முதலியார், சந்திரஹரி, முல்லை நிலையம், சென்னை, முதற்பதிப்பு 2003.

அசோகமித்திரன், தண்ணீர், நற்றிணை பதிப்பகம், சென்னை, இரண்டாம் பதிப்பு 2014.

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்
- கவிதை, கதை போன்ற படைப்பிலக்கியங்களின் இலக்கணத்தைப் புரிந்து கொள்கின்றனர்
- எழுத்துப் பிழை, சொற்பிழை இல்லாமல் எழுதவும் சாதனையாளர்களை நேர்காணவும் அறிந்து கொள்கின்றனர்

**SEMESTER – I**  
**PART I – FOUNDATION**

**FRENCH – I (BS/18/101B)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**Objectives:**

- To teach basic skills in written and spoken French.
- To encourage students in oral and written mastery of the French language.

**COURSE CONTENT**

**Unit I (12 hours – Leçons 1 et 2)**

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre congé	- 1 hr
1.3	La présentation, <i>s'appeler</i> et <i>être</i> et pronoms sujets, <i>c'est / il est / elle est</i> .	- 1 hr
1.5	Articles définis /indéfinis, Voici / voilà/il y a	- 1 hr
1.6	Des cartes d'identité.	- 1 hr
1.7	Présenter quelqu'un	- 2 hrs
1.8	Parler de soi	- 1 hr
1.9	Les nationalités, les verbes <i>er</i> (commencer, habiter...)	- 2 hrs
1.2.1	Les chiffres 1 à 50.	
1.2.2	Des vedettes et leurs nationalités.	- 30 minutes
1.2.1	Épreuves	- 1 hr

**Unit II (12 hours – Leçons 3 et 4)**

2.1	Exprimer ses goûts, ses préférences.	- 1 hr
2.2	La négation, les articles définis.	- 1 hr
2.3	Les mois et les jours / le calendrier.	- 1 hr
2.4	Les verbes <i>er</i> (suite).	- 1 hr
2.5	L'interrogation avec intonation.	- 1 hr
2.6	Décrire un lieu, les noms des différentes salles...	- 2 hrs
2.7	Les adjectifs qualificatifs et les articles partitif	- 1 hr
2.8	Les verbes <i>ir</i> et <i>re</i> , les verbes <i>venir</i> , <i>devoir</i> , <i>faire</i> .	- 2 hrs
2.9	Les adjectifs possessifs <i>mon</i> , <i>ma</i> , <i>mes</i> et <i>notre</i> , <i>nos</i> .	- 1 hr
2.9.1	Épreuves	- 1 hr

**Unit III (12 hours - Leçon 5)**

3.1	Donner des directions / localiser un lieu/ trouver un lieu	- 2 hrs
3.2	Les verbes <i>aller</i> et <i>mettre</i> .	- 2 hrs
3.3	L'article contracté et les prépositions de lieu (en, à, au...)	- 2 hrs
3.4	L'impératif	- 2 hrs
3.5	Les mots de caractérisation d'un lieu et les lieux urbains	- 2 hrs
3.6	Les transports	- 2hrs



#### Unit IV (12 hours - Leçon 6)

4.1	Discuter et acheter des produits, <i>Ça fait...</i>	-2hrs
4.2	Les expressions de quantité	- 1hr
4.3	Les fruits, les légumes, les produits alimentaires	- 2 hrs
4.4	les produits propres aux pays différents.	- 1 hr
4.5	La négation	- 1hr
4.6	Le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbes irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

#### Unit V (12 hours - Leçon 7)

5.1	Fixer un rendez-vous avec le médecin	- 2 hrs
5.2	L'heure et Les nombres de 51 à 100	- 2 hrs
5.3	Les verbes <i>sortir</i> et <i>partir</i>	- 1 hr
5.4	L'interrogation avec <i>est-ce que</i>	- 2 hrs
5.5	Les parties du corps, <i>avoir</i> + les expressions et les maladies communes	- 1 hr
5.6	Les adjectifs possessifs – <i>notre/nos, votre/vos, sa/ses/son, ...</i>	- 1 hr
5.7	Le COI	- 1 hr
5.8	L'entraînement DELF et épreuves	- 2 hrs

#### References:

##### Prescribed text book

1. Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.

##### Recommended Reading :

CAPELLE Guy; MENAND, Robert *Taxi-1*, Hachette, Paris, 2008

MERIEUX , Régine; LOISEAU, Yves, *Connexions-1*, Didier, Paris , 2004

MIQUEL, Claire, *Vite et Bien-1*, CLE International, Paris, 2009

POISSON                      QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-1*, CLE International, Paris, 20011

##### Websites

<http://bouche-a-oreille.pagesperso-orange.fr>                      [www.franccparler.org](http://www.franccparler.org)  
[www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)                      [www.lepointdufle.net/](http://www.lepointdufle.net/)  
[www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

#### Résultats d'apprentissage

##### Après l'achèvement, les étudiants seront en mesure de

- Se présenter et décrire son environnement en français simple
- Écrivez de courts paragraphes sur des sujets quotidiens comme la nourriture, les souvenirs du passé, les vacances, les routines quotidiennes, etc.
- Identifier et expliquer les caractéristiques uniques de divers francophones et de leurs cultures
- Comparer et contraster les similitudes et les différences entre leur propre culture et les cultures francophones
- Identifier les principales caractéristiques géographiques / topographiques de la France et des autres pays francophones

**SEMESTER – I**  
**PART II – FOUNDATION**  
**ENGLISH - I (BS/18/102)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit- 1

(15 HOURS)

**Poetry**

1. RICHARD CORY by EDWIN ARLINGTON ROBINSON  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/44982>
2. Rich and Poor by Ella Wheeler Wilcox  
<https://www.poemhunter.com/best-poems/ella-wheeler-wilcox/rich-and-poor-6/>
3. Out, Out—' by Robert Frost  
[https://www.poets.org/poetsorg/poem/out-out%](https://www.poets.org/poetsorg/poem/out-out%27)
4. Peekabo, I Almost See You by Ogden Nash  
<https://www.poemhunter.com/poem/peekabo-i-almost-see-you/>
5. The Ballad of Rudolf Reed by Gwendolyn Brooks  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/43320>

Unit -2

(10 HOURS)

**Prose**

1. The Shooting of an Elephant by George Orwell  
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner  
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. AIR Speech “Teachers Should be Role Models.” By Dr. Abdul Kalam.  
<https://www.outlookindia.com/website/story/teachers-should-be-role-models/221300>
4. Advice To Youth by Mark Twain  
<http://people.virginia.edu/~jdk3t/Twain AY.html>.

Unit- 3

(15 HOURS)

**Short Stories**

1. Lamb to the Slaughter by Roald Dahl  
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by O Henry  
[http://www.online-literature.com/o\\_henry/1019/](http://www.online-literature.com/o_henry/1019/)
3. The Sniper by Liam O’Flaherty  
<http://hennessey.lib.ok.us/sniper.htm>
4. The Case of the Lower Case Letter by Jack Delany  
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

Unit- 4

(15 HOURS)

**Indian Writing in English**

1. The Night of the Scorpion by Nissim Ezekiel

- <https://www.poemhunter.com/poem/night-of-the-scorpion/>
2. A Snake in the Grass by R. K. Narayan  
Catalyst A Multilevel English refresher
  3. The Thief by Ruskin Bond  
<https://need2see.wordpress.com/wbut-hu-101english-language-technical-communication/the-thief-by-ruskin-bond/>
  4. Celebrate Internet not Abuse It by Sashi Tharoor  
<http://www.dailymail.co.uk/indiahome/indianews/article-2192675/SHASHI-THAROOR-Celebrate-Internet-abuse-it.html>
  5. Telephonic Monsoon Magic by Revathi Seshadri  
[http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition\\_618419\\_blog](http://creative.sulekha.com/telephonic-monsoon-magic-short-story-for-sulekha-monsoon-magic-competition_618419_blog)

Unit -5

(5 HOURS)

### **GRAMMAR - General English Component**

1. Articles, prepositions, prefix, suffix, antonyms and synonyms.

#### **References:**

All the works mentioned above are available on public portals online.  
A compilation of the works will be made available to the department.

NOTE:

#### **ESE Question Paper Pattern:**

Part A:

- Ten questions out of twelve questions. (2 mark each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four questions out of SIX questions (10 marks each).
- To include one compulsory question on Rearranging 10 given sentences in a proper sequence to form a meaningful paragraph. The exercise will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

Part C:

- Two questions out of THREE questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

#### **Learning Outcomes**

**After completion of the course the students will be able to**

- Develop a taste for reading different genres (poetry, fiction and non-fiction) and gain an exposure to different styles of writing.
- Begin to recognize how literature addresses contemporary world problems as well as Indian issues specific to India and have their perspective enriched.
- Enhance their practical language and communication skills.

## SEMESTER – I

### PART III – CORE

#### INTRODUCTION TO SOCIAL WORK (BSW/18C/103)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand about Social Work.
- To gain insight about the historical development of Social Work.
- To learn various concepts and skills in Social Work.

#### UNIT- 1

(12 Hours)

##### **Introduction to Social Work:**

Definition, Concept, Objectives of Social Work. Meaning, Definition, Similarities and dissimilarities of Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movement, Social Action, Social Development and Empowerment, Social Security. Misconceptions of Social Work: Social Work as an alm- giving activity, Shramdan as a social work, Leadership activities are Social Work, Work in voluntary welfare agencies is a social work.

#### UNIT - 2

(12 Hours)

##### **Values, Principles, Philosophy of Social Work:**

Values of Social Work: Values relating to Individual, Values relating to Problem, Values relating to Relationship, Values relating to Social Agency, Values relating to Social Work Practice.

Principles of Social Work: Individualization, Meaningful Relationship, Self Determination, Acceptance, Social Functioning, Tuning Behaviour, Social Learning, Confidentiality.

Philosophy of Social Work: The Nature of the Individual, The relations between Groups - groups and individuals - and between Individuals, The functions and methods of social work, and Social Maladjustment and Social Change.

#### UNIT - 3

(14 Hours)

##### **History of Social Work:**

History of Social Work in England and USA: Friendly Visitors, Elizabethan Poor Law, Work House and Alms House, Charity Organization Society (COS).

History of Social Work in India - Social Service, Traditional Social Service Institutions, Contribution of Social Reformers, Christian Missionaries, Gandhi and NGO's to Social Work.

#### UNIT – 4

(12 Hours)

##### **Fields and Thrust Areas of Social Work Practice:**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

**Skills of Social Work:**

Interviewing, Listening, Observing, Questioning, Supporting, Educating, Counseling, Explaining and Informing.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Anand,C.L	Equality, Justice and Reserve Discrimination.	1982	Popular book service, New Delhi.
2.	Chowdry Paul,D	Voluntary Social Welfare in India	1971	Sterling Publishers, New Delhi
3.	Chowdry Paul,D	Introduction to social work	1992	Atma ravi and sons, New Delhi
4.	Das gupta, Sugatha	Towards a philosophy of social work in India,	1967	Popular book service, New Delhi.
5.	Gangarade	Dimensions of social work in India,	1976	Marwah publications, New Delhi.
6.	Jainendra Kumar	An Introduction to Social Work	2002	Jha Anmol Publications Ltd, New Delhi.
7.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad.
8.	Sanjay Bhattacharya	Social work- an integrated approach	2000	Deep and deep publication pvt. Ltd. New Delhi.
9.	Timms,Noel	Social Work values: An Enquiry.	1983	Routledge and Kegan Paul, London
10.	Wadra A.R	History and philosophy of social work in India.	1983	Allied publishing, New Delhi.

**Prescribed Text Book:**

1.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
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**Learning Outcomes**

**After completion of the course the students will be able to**

- Identify and define basic concepts of Social Work
- Discuss the principles and values of social work.
- Analyse the history of social work and social work practice in different fields.
- Discuss the skills of social work.

**SEMESTER – I**  
**PART III - CORE**  
**FIELD WORK- I (BSW/18C/105)**  
**LAB SESSIONS**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**(1 day per week)**

**OBJECTIVES:**

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

**THE TOPICS FOR LAB SESSIONS (Activity Based)**

- **Interpersonal Relationships – (10 Hours)**

**(Concept, skills, importance and relevance to social work)**

- **Communication Skills – (10 Hours)**

**(Concept, type, importance and relevance to social work)**

- **Report Writing Skills. – (5 Hours)**

**(Concept, Types of Report, importance and relevance to social work)**

- **Indian Social Problems. – (10 Hours)**

**(Concept, different Types of Social Problem, Causes and Consequences)**

- **Societal Analysis – (10 Hours)**

**(Concept, Tools and techniques, importance and relevance to social work)**

- **Understanding Group Behavior – (10 Hours)**

**(Concept, importance and relevance to social work)**

- **Documentation – (5 Hours)**

**(Concept, Types of document, importance and relevance to social work)**

**METHOD OF ASSESSMENT:**

- Participation in Lab Sessions.
- Presentation and Report Submission.

**Learning Outcomes**

**After completion of the course the students will be able to**

- Predict own behaviour and analyse its impact.
- Asses the skills to establish relationship with individuals, groups and communities.

**SEMESTER – I**  
**PART III - ALLIED**

**SOCIOLOGY (BSW/18A/104)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand sociology as a discipline and its relevance to social work.
- To provide knowledge about fundamental concept of sociology.

UNIT – 1 (15 Hours)

**Introduction to Sociology**

Sociology as a Discipline and its Relevance for Social Work, Definition of Sociology, Relationship Between Sociology and Social Work, Difference Between Sociology and Social Work.

Society: Definition, Types.

UNIT – 2 (15 Hours)

**Socialization**

Definition, Agents, Functions and Importance of Socialization. Social Control, Informal Means of Social Control, Formal Means of Social Control, Culture – Two Components of Culture and Cultural Lag.

UNIT – 3 (15 Hours)

**Social Groups and Social Institutions**

Social Groups: Meaning, Definition, Types, Functions and Characteristics. Classification of Groups-Primary Group, Secondary Group, Reference Group. Social Institutions: Definition, Types and Functions – Family, Marriage, Kinship, Descent

UNIT – 4 (05 Hours)

**Social Stratification & Social Change**

Definition, Types- Caste, Class and Gender. Impact of Caste, Social Mobility. Concept of Social Change and Marx's Theory of Social Change.

UNIT - 5 (10 Hours)

**Social Problems in India**

Population, Poverty, Unemployment, Crime, Addiction, Gender Issues - Third Gender, Gender Discrimination, Health and Nutrition, Illiteracy and Environmental Issues, Juvenile Delinquency and Migration.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Adam Janrozik &	Sociology of Social Problems	1998	Cambridge University Press.
2.	Conklin,John,E	Sociology an Introduction.	1984	Macmillan Publishing Co. New York.
3.	Dhanagare D.N	Indian Sociology	1993	Rawat Publications, Jaipur
4.	Frances V. Moulder	Social problems of the Modern World	2000	Eve Hardward U.S.A
5.	MacIver, R.M & Page	Society: An Introductory Analysis	1990	Macmillan India Ltd. Madras
6.	Srinivas M.N.	Social change in India	1995	Orient Blackswan

## Prescribed Text Book:

1.	Vidya Bhusan & D.R.Sachdeva	An Introduction to Sociology	2005	Kitab Mahal Publications.Allahabad
2.	Madan G.R.	Indian Social problems	1985	Allied Publishers Privatew Limited.
3.	CHAND S	Sociology – Principles of sociology with an introduction to social thought	2009	S. Chand & Company Pvt. Ltd, New Delhi.

## Learning Outcomes

### After completion of the course the students will be able to

- Know sociology as a discipline and its relevance to social work.
- Anlayse the concepts of sociology.
- Discuss the Indian Social Problems.



## SEMESTER - I

### PART – IV

#### NON - MAJOR ELECTIVE

#### STRESS MANAGEMENT (BS/18N/107B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

UNIT – 1

(06 Hours)

**Stress**

Meaning, Definition, Historical foundations of stress, Types of Stress – Acute Stress and Chronic Stress.

UNIT – 2

(06 Hours)

**Causes and Consequences of stress:**

Causes of Stress – External and Internal, Sources of Stress – a) Survival Stress b) Internal Stress c) Environmental Stress d) Fatigue & Overwork.

Consequences of stress – Physical & Psychological.

Signs and Symptoms of Stress – Cognitive, Emotional, Physical and Behavioural.

UNIT – 3

(06 Hours)

**Stress Prevention and Coping with Stress:**

Stress Prevention – Knowing the priorities, Think about one thing at a time, Have a clear objective, Exercise, Eat Healthy, Meditate, Listen to Music, Good Sleep.

UNIT – 4

(06 Hours)

**Coping with Stress:**

Unhealthy way of coping with stress – Smoking, Drinking, over eating or under eating, with drawing from friends, family and activities, sleeping too much, Using pills or drugs, procrastinating.

Healthy way of coping with stress – Four A's, Avoid Unnecessary Stress, Alter the situation, Adapt to the Stressor and Accept the things you can't change.

Unit – 5

(06 Hours)

**Stress Management Techniques and Therapies:**

Relaxation techniques, Freeze – Frame Technique, Progressive Muscular Relaxation Technique, Relaxation Response Technique, Massage Therapy, Aroma Therapy, Cognitive Behavioural Therapy and Psycho Therapy.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill
2.	Murray MT	Stress management	2013	St. Louis: Mosby
3.	Dimsdale JE, et al	Stress and psychiatry	2009	Lippincott Williams and Wilkins.
4.	Weller S.	The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue	2000	Thorsons
5.	The Open University	Handling Stress	1992	The Open University Press

## Text Book

SN	Author (s)	Name of the Book	Year	Publications
1.	Anspaugh DJ, et al.	Coping with and managing stress. In Wellness: Concepts and Applications 8th ed.,	2011	New York: McGraw-Hill

## Learning Outcomes

**After completion of the course the students will be able to**

- Identify and define the basic concepts of stress, its origin and the types.
- Analyze the causes, consequences, signs and symptoms of stress.
- Apply the knowledge on the ways of prevention of stress.
- Practice healthy ways of coping stress.
- Apply the various techniques and therapies of stress management.

**SEMESTER - I**

**PART – IV**

**NON - MAJOR ELECTIVE**

**அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I) (BS/18N/107A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் :

- தமிழ்மொழி அறியாதவர்களுக்கு மொழி பற்றிய அறிமுகம்.
- தமிழர் வாழ்வியலை அறிமுகப்படுத்துதல்.

அலகு : 1

(6 Hours)

**எழுத்துக்கள்**

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

1. உயிர் எழுத்து
2. மெய் எழுத்து
3. உயிர்மெய் எழுத்து
4. ஆய்த எழுத்து

அலகு : 2

(6 Hours)

**சொற்கள்**

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு : 3

(6 Hours)

**எண்கள், உறவுகள் அறிமுகம்**

1. எண்கள்(Numerals),
2. உறவுப் பெயர்கள்
3. வாழ்விடங்கள்

அலகு : 4

(6 Hours)

**அறிமுகம்**

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள் – சுவை – காய்கள் – பழங்கள்

அலகு : 5

(6 Hours)

## தமிழ்ப்புதிர்

1. கோடிட்ட இடங்களை நிரப்புதல்
2. குறுக்கெழுத்துப் புதிர்

பார்வை நூல்கள் (Reference Books)

தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்

### NOTE:

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- தமிழ் எழுத்துக்களை எழுதவும் படிக்கவும் தெரிந்து கொள்கின்றனர்
- சொற்களையும், எண்களையும், நிறங்களையும் தெரிந்து கொள்கின்றனர்
- தமிழர்களின் பழக்க வழக்கங்களைப் புரிந்து கொள்கின்றனர்

**SEMESTER - I  
PART – V**

**SOFT SKILL – I (BSW/18S/106)**

**COMMUNICATIVE SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HOURS: 20  
(4 days per Semester)**

**OBJECTIVES:**

- To enable the students to develop their communication skills.
- To develop the written skills.

**TOPICS:**

- ✓ Speaking Skills
- ✓ Writing Skills

**Learning Outcomes**

**After completion of the course the students will be able to**

- Demonstrate speaking skills.
- Explain the writing skills.

**SEMESTER - I**  
**COMPULSORY EXTENSION SERVICE**  
**NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30 per Semester**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the First semester, he / she shall have to compensate the same during the subsequent semester.

**Learning Outcomes**

**After completion of the course the students will be able to**

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development programme to be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

**SEMESTER-II**  
**PART – I – FOUNDATION**  
**TAMIL – II (BS/18/201A)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

நோக்கம் :

- சிற்றிலக்கியம் பற்றிய அறிமுகமும், அவற்றின் வகைப்பாடுகளை விளக்குவதும் ஆகும்.
- செய்யுளில் காணப்படும் இலக்கணக்குறிப்புகளை அடையாளம் கண்டு இலக்கணக்குறிப்பு தருதல்.
- கிறித்துவர்கள் மற்றும் இசுலாமியர்கள் ஆற்றிய தமிழ்த்தொண்டினை விவரித்தல்.

அலகு : 1

(20 Hours)

**தமிழ் இலக்கிய வரலாறு**

அ. சிற்றிலக்கிய வரலாறு

ஆ. கிறித்துவ இலக்கிய வரலாறு

இ. இசுலாமிய இலக்கிய வரலாறு

ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. நந்திக் கலம்பகம்
2. முத்தொள்ளாயிரம்
3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

**செய்யுள்**

1. திருக்குற்றாலக் குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)
2. முக்கூடல் பள்ளு (நாட்டு வளம்)
3. இயேசு பிரான் பிள்ளைத் தமிழ் (செங்கீரைப் பருவம் முதல் 5 செய்யுள்கள்)

அலகு : 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(15

Hours)

**செய்யுள்**

1. நளவெண்பா (கலி நீங்கு காண்டம்)
2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5

(05 Hours)

**மொழிப் பயிற்சி**

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை

உம்மைத் தொகை, உருவகம், உவமைத் தொகை,  
வேற்றுமைத் தொகை, அன்மொழித் தொகை, இருபெயரொட்டுப்  
பண்புத்தொகை  
ஒரு பொருள் குறித்த பல சொற்கள்  
பல பொருள் குறித்த ஒரு சொல்  
அகர வரிசைப்படுத்துதல்  
ஒருமை - பன்மை மயக்கம்  
பிறமொழிச் சொற்களை நீக்குதல்

#### பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.  
அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.  
முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.  
இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை, 2004.  
புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.  
புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983  
அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000  
புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2010.  
இத்ரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

#### கற்றதன் விளைவுகள்

##### படிப்பினை முடித்த பிறகு, மாணவர்கள்

- சிற்றிலக்கியங்களையும் அதன் வகைகளையும் தெரிந்து கொள்கின்றனர்
- வெளிநாட்டவர்களும் தமிழ்நாட்டவர்களும் மொழிக்கு ஆற்றிய தொண்டினை உணர்ந்து கொள்கின்றனர்
- செய்யுளில் பயின்று வரும் இலக்கணக் குறிப்புகளைப் புரிந்து கொள்கின்றனர்



**SEMESTER- II**  
**PART – I - FOUNDATION**  
**FRENCH – II (BS/18/201B)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**Objectives**

- To reinforce the basic skills in written and spoken French acquired in the first semester.
- To encourage greater written skills through letter writing and composition writing.

**COURSE PLAN**

**Unit I (12 hours - leçon 8)**

5.1	Acheter un billet	- 2 hrs
5.2	Les nombres au-delà de 100	- 1 hr
5.3	Les différents types de places (fumeur, non fumeur, aller-retour)	- 1 hr
5.4	Les adjectifs démonstratifs	- 1 hr
5.5	L'interrogation avec inversion	- 1 hr
5.6	Les vêtements	- 1 hr
5.7	L'entraînement DELF	- 2 hrs
5.8	Compréhension/Production écrite	- 2 hrs
5.9	Épreuves	- 1 hr

**Unit II (12 hours – leçons 9 et 10 du texte prescrit I)**

1.1	Discuter les plats au restaurant	- 2 hrs
1.2	Les recettes, des plats et boissons différents, les formules de cuisine, des recettes simples des différents pays	- 1 hr
1.3	Le passé récent	- 2 hrs
1.5	Les pronoms toniques	- 1 hr
1.6	<i>Il faut</i> + infinitif, Le pronom <i>en</i>	- 1 hr
1.7	Faire des projets pour les vacances, décrire le temps les lieux touristiques et le climat des différents pays	- 2 hrs
1.8	Le futur proche et les adverbes, le <i>il</i> impersonnel, le pronom <i>y</i>	- 2 hrs
1.9	Épreuves et entraînement DELF	- 1 hr

**Unit III (12 hours – leçon 1 du texte prescrit II)**

2.1	Le passé composé	- 3 hrs
2.2	Les pronoms relatifs (qui, que)	- 1 hr
2.3	Québec et son histoire	- 2 hrs
2.4	Parler du passé et de soi	- 2 hrs
2.5	Compréhension/ production écrite	- 1 hr
2.6	Entraînement DELF	- 2 hrs
2.7	Épreuves	- 1 hr

#### Unit IV (12 hours – leçon 2 du texte prescrit II)

3.1	Les verbes réfléchis	- 2 hrs
3.2	Les pronoms relatifs (dont, où)	- 2 hrs
3.3	L'impératif négatif	- 1 hr
3.4	Québec et son histoire	- 1 hr
3.5	Parler du passé et de soi	- 2 hrs
3.6	Compréhension/ production écrite	- 1 hr
3.7	Entraînement DELF	- 2 hrs
3.8	Épreuves	- 1 hr

#### Unit V (12 hours – leçon 3 du texte prescrit II)

4.1	L'imparfait	- 3 hrs
4.2	La place des pronoms doubles	- 2 hrs
4.3	Décrire les mœurs et les pays	- 1 hr
4.4	La Réunion	- 2 hrs
4.5	Compréhension/ production écrite	- 1 hr
4.6	Entraînement DELF	- 2 hrs
4.7	Épreuves	- 1 hr

Reference book:

#### Prescribed Textbook

- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - I*, Saraswathi House Pvt Ltd, India, 2011.
- Ø Krishnan, C & Albert Adeline, *Le Tramway Volant - II*, Saraswathi House Pvt Ltd, India, 2012.

#### Syllabus

- Lessons 8 to 10 taken from the prescribed textbook *Le Tramway Volant - I*
- Lessons 1 to 3 taken from the prescribed textbook *Le Tramway Volant - II*

#### Recommended Reading:

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 2001

#### Websites

- ü <http://bouche-a-oreille.pagesperso-orange.fr>
- ü [www.franparler.org](http://www.franparler.org)
- ü [www.francaisfacile.com/exercices/](http://www.francaisfacile.com/exercices/)
- ü [www.lepointdufle.net/](http://www.lepointdufle.net/)
- ü [www.ccdmd.qc.ca/fr/](http://www.ccdmd.qc.ca/fr/)

#### Résultats d'apprentissage

##### Après l'achèvement, les étudiants seront en mesure de

- Faire la différence entre les registres de la parole formels et informels en français.
- Évaluer et critiquer les performances orales et écrites de chacun
- Écoutez et répondez aux instructions de base du français parlé
- Développer davantage toutes leurs compétences linguistiques de base (LSRW)
- Commencez à utiliser des structures grammaticales plus complexes et un vocabulaire étendu

**SEMESTER- II**  
**PART II - FOUNDATION**  
**ENGLISH – II (BS/18/202)**

**CREDITS: 3**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- Give students an exposure to the works in English Literature.
- Enable the students to study different genres in order to appreciate the depth and variety of the written word.

Unit -1 (15 HOURS)

**Poetry**

- 1.A Poison Tree by William Blake  
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
- 2.Two Kinds of People by Ella Wheeler Wilcox  
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
- 3.IF by Rudyard Kipling  
<https://www.poemhunter.com/poem/if/>
- 4.More About People by Ogden Nash  
<https://www.poemhunter.com/poem/more-about-people/>
- 5.Mending Wall by Robert Frost  
<https://www.poetryfoundation.org/poems/44266/mending-wall>

Unit -2 (10 HOURS)

**Prose**

1. A Well Educated Mind Vs A Well Formed Mind by Sashi Tharoor  
<http://singjupost.com/dr-shashi-tharoor-on-a-well-educated-mind-vs-a-well-formed-mind-full-transcript/>
2. The Pleasure of Books by William Lyon Phelps  
<http://www.historyplace.com/speeches/phelps.htm>
3. My Financial Career by Stephen Leacock  
<http://www.bartleby.com/380/prose/273.html>
4. On Umbrella Morals by A. G. Gardiner  
<http://www.englishinccce.in/2014/05/on-umbrella-morals.html>

Unit -3 (15 HOURS)

**Drama**

- 1.The Ugly Duckling by A. A. Milne  
[http://www.emcp.com/product\\_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php](http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php)
  - 2.Refund by Fritz Karinthy  
<http://rafiq-lis.blogspot.in/2013/02/the-refund-hilarious-literary-play.html>
  - 3.The Dear Departed by Stanley Houghton  
[https://archive.org/stream/cu31924013627256/cu31924013627256\\_djvu.txt](https://archive.org/stream/cu31924013627256/cu31924013627256_djvu.txt)
  - 4.The Sheriff's Kitchen by Ronald Gow
- Source: Panorama English for Communication Emerald Publishers

Unit -4 (15 HOURS)

**Short Stories**

1. When Papa swore in Hindustani by P.G.Wodehouse  
<https://americanliterature.com/author/p-g-wodehouse/short-story/when-papa-swore-in-hindustani>

2. A Retrieved Reformation by O Henry  
[https://americanenglish.state.gov/files/ae/resource\\_files/a-retrieved-reformation.pdf](https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf)
3. Clean Sweep Ignatius by Geoffrey Archer  
<http://mgimo.ru/uploads/files2/UNIT%202%20STUDENT.pdf>(page 9)
4. The Story of an Hour by Kate Chopin  
<http://archive.vcu.edu/english/engweb/webtexts/hour/>
5. Passing by Langston Hughes  
[https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&as\\_scd=1](https://books.google.co.in/books?id=2ezS4cZXM6IC&pg=PA6&lpg=PA6&dq=langston+hughes+short+story+collections&as_scd=1)  
(Short Story 4)

Unit -5

(5 HOURS)

### **Grammar General English Component**

Prefix suffix, Antonym, Synonym, form Sentences.

#### **References:**

- All the works mentioned above are available on public portals online.
- A compilation of the works will be made available to the department.

#### **NOTE:**

#### **ESE Question Paper Pattern:**

Part A:

- Ten questions out of Twelve questions. (2 marks each).
- To include two compulsory questions on grammar from Unit V.

Part B:

- Four Questions out of Six Questions (10 marks each).
- To include one compulsory question in which a passage will be given with ten blanks. Against each blank, choice of Five words will be given. Students need to choose the most appropriate word and fill in the blanks.

Part C:

- Two questions out of Three questions (20 marks each).
- To include one General Comprehension question. The candidate is required to answer 5 questions of 4 marks each (no choice) based on the given passage. The passage will not be from the prescribed list of poems, prose, short stories and Indian writing in English.

### **Learning Outcomes**

**After completion of the course, the students will be able to**

- Expand their range of reading indifferent genres (poetry, fiction and non-fiction) and attain a better knowledge of different styles of writing
- Exposure to the genre of drama which offers ample scope for classroom performance that would aid conversational practice
- Appreciate the lyrical and aesthetic aspects of literary writing alongside social concerns
- Hone their linguistic competence in terms of writing, speaking and listening skills

## SEMESTER- II

### PART III – CORE

#### SOCIAL WORK PROFESSION (BSW/18C/203)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To gain an understanding about Social Work as a Profession.
- To provide insight about social work education.
- To throw light on Social Work Practice.

UNIT- 1

(12 Hours)

**Social Work Profession:**

Profession - Meaning, Traits of a Profession: Skill based on Theoretical Knowledge, Provision of Training and Occupation, Test of Competence of Members and Organization, Adherence to a Professional Code of Conduct, Altruistic Service. Social Work Profession - Definition and Meaning. Code of Ethics.

Professional Organizations for Social Work: International Federation of Social Workers (IFSW). Social Worker's Associations – Professional Social Worker's Association (PSWA), International Association Of Schools Of Social Work (IASSW), National Association Of Professional Social Workers In India (NAPSWI), National Association Of Social Workers (NASW).

UNIT-2

(12 Hours)

**Social Work Education:**

History of Social Work Education in India.

Methods of Social Work: Case Work, Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

UNIT-3

(12 Hours)

**Social Work Practice:**

Levels of Social Work Practice: Micro, Mezzo and Macro.

Social Work Tools: Conscious use of Self, Constructive use of relationship, Programme planning and its use, Interaction.

Scope of Social Work – Public Assistance, Social Insurance, Family Services, Child Welfare Service, Community Welfare Service, International Social Services, Welfare Services for differently abled, Women Welfare service and Labour Welfare Service. Current Trends and Issues in Social Work Practice.

UNIT-4

(12 hours)

**Field Work and Recording**

Field Work – Objectives. Recording - Meaning, Types of Recording – Summative Recording, Narrative Recording, Process Recording and Electronic Recording. Importance of Recording.

## UNIT-5

(12 hours)

**International Social Work:**

History and Goals of International Social Work, Approaches – Psychosocial Approach, Functional Approach, Behavioral Modification, Family Intervention, Developmental Approach, Interactionist Approach, Remedial Approach.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Armaity S.Desai,	A study of Social Work education in TISS	1994	Bombay Tata Institute of
2.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
3.	Das gupta, sugatha	Towards a philosophy of social work in India.	1967	Popular book service, New Delhi.
4.	Gangarade	Dimensions of social work in India.	1976	New Delhi, Marwah Publications
5.	Khinduka S. K.	Social work in India	1975	Kitab mahal pvt. Ltd, Allahabad
6.	Nair.T.K.	Social Work education and Social work Practice in India	1981	ASSWI
7.	Wadra AR-	History and philosophy of social work in India.	1968	Allied publishing, New Delhi.
8.	Watson David (ed)	A code of ethics of Social	1985	Routledge and Kegan Paul, London.

**Prescribed Text Book:**

1.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New
2.	Sanjay Bhattacharya	Social work- An Integrated approach	2000	Deep and deep publication pvt. Ltd.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Evaluate social work as a profession
- Identify social work education and methods of social work
- Evaluate the current trends in social work practice and its scope.
- Demonstrate the objectives of field work and the importance of recording.

## SEMESTER – II

### PART III – CORE

#### FIELD WORK - II (BSW/18C/205)

#### LAB SESSIONS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60  
(1 DAY/WEEK)**

#### OBJECTIVES:

- To develop the capacity to reflect over one's own behaviours, and its effect on self and others.
- To develop skills to establish relationship with individuals, groups and communities with reference to social work.

#### THE TOPICS FOR LAB SESSIONS:

- Tools for Effective Development Communication (Street Play, Folk Songs/Music/Dance Etc.) – (15 Hours)
- Networking. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Fund Raising. (Concept, Types, Techniques, Relevance to social work) – (5 Hours)
- Need Analysis (Concept, Procedure, Relevance to social work) – (10 Hours)
- Visual Aids Presentations (Models, Charts, ppts etc.) - (10 Hours)
- Public Speaking. (Concept, Techniques, Exercises) – (10 Hours)
- Public Relations. (Concept, Techniques, Relevance to social work) – (5 Hours)

#### METHOD OF ASSESSMENT:

- Participation in Lab Sessions
- Presentation and Report Submission

#### Learning Outcomes

##### After completion of the course, the students will be able to:

- Critique the effective tools for development communication.
- Outline the skills and establish relationship with individuals, groups and communities.

## SEMESTER - II

### PART III – ALLIED

#### HUMAN GROWTH AND DEVELOPMENT (BSW/18A/204)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To develop an overall understanding of principles of human growth
- To develop an understanding of the needs, tasks during the various stages of life
- To understand the interaction of development & behavior
- To learn to apply the knowledge of human growth and behavior in social work practice.

#### UNIT-1

**Life Span:** (12 Hours)

Meaning, Principles of Human Growth and Development. Prenatal Development - Conception, Stages of Prenatal Development, Factors Affecting Prenatal Development. Types of Birth – Natural or Spontaneous Birth, Breech Birth, Transverse Birth, Instrument Birth and Caesarean Section.

#### UNIT-2

(12 Hours)

#### **Infancy and Babyhood:**

Immunization, Nutrition, Physical Growth, Motor Development, Cognitive Development, Focus on Socialization Agents, Needs, Developmental Tasks and Problems. **Role of Social Worker.**

#### UNIT-3

(12 Hours)

#### **Childhood:**

Early and Late Childhood - Physical, Emotional, Cognitive, Social and Moral Development. Needs, Developmental Tasks, Scholastic Problems, School Drop- Out. **Role of Social Worker.**

#### UNIT-4

(12 Hours)

#### **Puberty and Adolescence:**

Physical Changes, Emotional, Cognitive and Social Aspects of Development. Cultural Context of Youth: Gender Identities, Education and Career Concerns, Relationship Problems, **Role of Social Worker.**

#### UNIT-5

(12 Hours)

#### **Adulthood & Elderly:**

Adulthood: Early, Middle and Late Adulthood

Elderly: Physical and Emotional Changes. Problems and **Role of Social Worker.**



## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 <sup>nd</sup> Edition	1984	Happer & Row Publishers, New York
2.	Munn, L. Norman Fernald, Dodge.C	Introduction to Psychology	1976	Oxford & IBH Publishing Co, New Delhi
3.	Saraswathi, T.S.	Developmental Psychology in India	1975- 1988	Sage Publications, New Delhi
4.	Dutta, Ranjana,	An Annotated Bibliography	1987	Sage Publications, New Delhi

## Prescribed Text Books:

1.	Hurlock, Elizabeth	Child development, 6 <sup>th</sup> Edition, International Student Edition	1988	McGraw Hill Publishing Co.USA
2.	Hurlock, Elizabeth	Developmental Psychology - A Life- Span Approach, 5 <sup>th</sup> Ed	1982	Tata McGraw Hill publishing Co. Ltd.

## Learning Outcomes

**After completion of the course, the students will be able to:**

- Discuss the various stages of development
- Explain the developmental tasks and problems
- Appreciate the role of social workers.

## SEMESTER – II

### PART IV – NON - MAJOR ELECTIVE

#### SUSTAINABLE TOURISM AND SOCIAL WORK (BS/18N/206B)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To develop knowledge about tourism
- To understand the various paradigms of tourism
- To sensitize the students in conservation of natural and cultural heritage and diversity

#### UNIT – 1

**Introduction of Tourism:** (05 Hours)

Meaning, Definition, Forms of Tourism – Religious, Historical, Social, Adventure, Health, Business, Conference, Sports, Senior Tourism, and special interest tourism like Nature and Ethnic tourism sites.

#### UNIT – 2

**Factors inhibiting the growth of tourism:** (05 Hours)

Social, Economic, Historical, Religious and Cultural.

#### UNIT – 3

(06 Hours)

#### **Global Scenario**

Global Tourism Scenario in the 21<sup>st</sup> Century. UN declaration for sustainable tourism.

#### UNIT – 4

(07 Hours)

#### **Tourism Paradigms:**

Eco Tourism, Green Tourism, Alternate Tourism, Heritage Tourism, Rural Tourism, Tribal Tourism, Sustainable Tourism, Cultural Tourism, Medical Tourism and Responsible Tourism.

#### Unit – 5

(07 Hours)

#### **Role of Social Worker in Sustainable Tourism:**

Sustainable Tourism: Concept, Issues and Challenges.

Role of Social Worker in conservation of natural and cultural heritage and diversity.

#### **Not for external assessment**

**Field Visits and Reports:** Exposure to Eco, Green, Heritage, Rural, Tribal and Cultural tourist places.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Mill and Morrison	The Tourism system an Introductory Text	1992	Prentice Hall
2.	Cooper & Fletcher	Tourism, Principles and practices	1993	Pitman
3.	Burkart and Medlik	Tourism, Past, Present and Future	1981	Heinemann, ELBS
4.	Black, R., & Cottrell, S	Sustainable Tourism & the Millennium Development Goals	2013	Jones & Bartlett Learning
5.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

## Text Book

SN	Author (s)	Name of the Book	Year	Publications
1.	John Swarbrooke,	Sustainable Tourism Management	1999	CABI Publishing

## Learning Outcomes

**After completion of the course, the students will be able to:**

- Demonstrate cultural and environmental sensitivity through an appreciation for various forms of diversity.
- Analyze the impact of tourism development locally, nationally and internationally
- Apply principles of sustainability to the practice of tourism in the local and global context
- Integrate the knowledge of Tourism to take socially responsible decisions in the field of community development.
- Increase the knowledge and explore new terrains, people, and culture through exposure visit.

**SEMESTER – II**  
**PART IV – NON - MAJOR ELECTIVE**  
**BASIC TAMIL – II (BS/18N/206A)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

நோக்கம் ;

1. மாணவர்களிடையே ஒழுக்கத்தை வளர்க்க நீதி நூல்களை, பழமொழிகளை அறிமுகப்படுத்துதல்.
2. நீதிநூல்களை இயற்றிய தமிழ்ப்புலவர்களைப் பற்றிக் கூறுதல்.

அலகு - 1

(6

Hours)

**நீதி நூல்கள்**

1. ஆத்தி சூடி (1-12)
2. கொன்றைவேந்தன் (1-8)
3. திருக்குறள் - 5
  1. அகர முதல ... (1)
  2. செயற்கரிய ... (26)
  3. மனத்துக்கண் ... (34)
  4. கற்க கசடறக் ... (391)
  5. எப்பொருள் யார்யார் ... (423)

அலகு - 2

(6 Hours)

**நீதிக் கதைகள்**

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு - 3

(6

Hours)

**பழமொழிகள்**

1. கல்வி சார்ந்த பழமொழிகள் (5)
2. அறம் சார்ந்த பழமொழிகள் (5)

அலகு - 4

(6

Hours)

**நீதி நூல்களை இயற்றிய புலவர்கள்**

1. ஆண்பாற் புலவர்கள்

## 2. பெண்பாற் புலவர்கள்

அலகு - 5

(6 Hours)

### வாழ்வியல் நீதி (திருக்குறள் வழி)

1. குடும்பத்தில் கடைப்பிடிக்க வேண்டிய நீதி
2. சமூகத்தில் கடைப்பிடிக்க வேண்டிய நீதி

#### பார்வை நூல்கள் (Reference Books)

1. ஆத்திசூடி மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
2. கொன்றைவேந்தன் மூலமும் உரையும், பதிப்பாசிரியர். எஸ். கௌமாரீஸ்வரி, சாரதா பதிப்பகம், ஜி- 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
3. திருக்குறள் கவிஞர் சிற்பி பாலசுப்பிரமணியம் உரை, புதுமலர் பதிப்பகம், 20- 33, வெண்முகில் வளாகம், திருவள்ளூர் நகர் (கிழக்கு), கோவை - 641 045.
4. பீர்பால் கதைகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14
5. பரமார்த்த குருவின் கதைகள், கங்கை புத்தக நிலையம், 13, தீனதயாளு தெரு, தி.நகர், சென்னை - 17
6. பழமொழிகள், சாரதா பதிப்பகம், ஜி - 4, சாந்தி அடுக்ககம், 3, ஸ்ரீ கிருஷ்ணாபுரம் தெரு, இராயப்பேட்டை, சென்னை - 14

#### NOTE:

Question Paper Pattern for End Semester Examination (Basic Tamil - I & Basic Tamil - II) is as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (Objective Type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கப்படவேண்டும்.

#### கற்றதன் விளைவுகள்

##### படிப்பினை முடித்த பிறகு, மாணவர்கள்

- ஆத்திசூடி, கொன்றை வேந்தன், திருக்குறள் ஆகிய நூல்களின் குறிப்பிட்ட பாடல்களைக் கற்றுக் கொள்கின்றனர்
- நீதிநூல்களை இயற்றிய புலவர்கள் சிலரைத் தெரிந்து கொள்கின்றனர்
- தமிழ் வாக்கியங்களைப் பயன்படுத்திக் கதை சொல்ல அறிந்து கொள்கின்றனர்

**SEMESTER – II  
PART – V**

**SOFT SKILL – II (BSW/18S/207)**

**COMPUTER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To enhance computer literacy of students.
- To provide insight on applying technology in Social Work Profession.

**TOPICS:**

- ✓ MS Office Pack: MS Word, Excel, Power Point Presentation
- ✓ Photoshop
- ✓ Prezi (Presentation)
- ✓ Introduction to SPSS
- ✓ Social surfing – safe guards.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Analyse the select computer packages.
- Identify safe guards in social surfing.

## SEMSTER - II

### COMPULSORY EXTENSION SERVICE

#### NSS/SPORTS

**Requirement for course completion**

**Total Hours: 30**

#### Objectives

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

#### Learning Outcomes

**After completion of the course, the students will be able to:**

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development program to be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

**SEMESTER-III  
PARTIII-CORE**

**SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I (BSW/18C/301)**

**CREDITS:4**

**TOTAL TEACHING HOURS:60**

**OBJECTIVES:**

- To understand the objectives, values of working with individuals and groups.
- To gain knowledge about the problems of individuals and groups.
- To develop the necessary skills to apply the methods of working with individuals and groups

Unit-1

(15Hours)

**Social Case Work :**

Definition of Social Case Work. Objectives, Values, Goals of Social Case Work and Historical development of Social Case Work. Principles of Social Case Work – Acceptance, Individualization, Client Participation, Controlled Emotional Involvement, Confidentiality, Objectivity.

Components of Social Case Work – Person, Place, Problem, Process, (4p's) and Relationship.

Unit-2

(10 Hours)

**Skills of Social Case Work:**

Nature and Types of Problems of Individuals. Skills of Social Case Work: – Observation, Listening, Interview, Relationship Building, Communicating with Empathy and Authenticity, Skills in Exploring and Focusing.

Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

**Group and Social Group Work:**

Definition of Group, Stages of Group Development – Forming, Norming, Performing, Adjourning. Nature and Types of Problems of Group.

Definition of Social Group Work, Objectives, Historical background of Social Group Work, Principles of Social Group Work – Purposive Program Planning, Guiding Group Interaction, Handling Conflict, Building Team Spirit, Monitoring, Evaluation, Follow Up. Goals of Social Group Work.

Unit-4

(10 Hours)

**Types of Groups:**

Social Groups, Closed and Open Groups, Treatment Group - Educational, Growth, Remedial and Socialization. Task Groups - Committees, Councils, Teams. Therapeutic Groups- T-Groups and Group Counseling.

Unit-5

(10 Hours)

**Skill and Techniques of Working with Groups:**

Skills in Identifying Potential Groups, Skills in Forming Groups, Skills in Strengthening Groups, Facilitations and Leadership.



**References:**

SN	Author(s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview,	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Casework relationship	1957	London, George, Allen and Unwin
3.	Davidson E.H	Social casework.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewoodcliffs: Prentice Hall
5.	Trecker, Harleigh B	Social groupwork – Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice Hall, Inc.
7.	Toseland, R.W Rivas, R.F	An Introduction to group work practice.	1984	Macmillan Publication Co, New York

**Prescribed Text Book:**

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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**Learning Outcomes****After completion of the course, the students will be able to:**

- Describe the origin, components of social case work and group work.
- Enumerate the meaning of group and stages of group development.
- Identify and define the various types of problems of individuals and groups.
- Compare and contrast the types of groups and define its characteristics.
- Apply the skills and techniques in the process of solving the individual problem or group.
- Apply the principles and values while working with individual and groups.

**SEMESTER –III**  
**PART III – CORE**

**SOCIAL WORK PRACTICE WITH COMMUNITIES –I (BSW/18C/302)**

**CREDITS – 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To study about the community
- To develop an understanding about leadership.
- To gain knowledge about Community Organization

Unit- 1 (15 Hours)

**Community:**

Concept of Community, Definition, and Community as a System, Sub- Systems of the Community, Types and Characteristics of Communities: Rural, Urban and Tribal. Problems Related to the Communities.

Unit-2 (10 Hours)

**Community Power:**

Definition and Meaning of Power. Concept of Community Power, Types of Community Power. Power Structure of India: Social, Economical, Political and Judicial.

Unit- 3 (10 Hours)

**Community Leadership:**

Definition, Meaning, Types of Leadership, Functions, and Qualities of a Good Leader.

Unit-4 (10 Hours)

**Community Organization:**

Definition, Historical Development, Principles of Community Organization – Specific Objectives, Planning, People Participation, Inter Group Approach, Flexible Organization, Democratic Functioning, Optimum Utilizations of Indigenous Resources, Cultural Orientations.

Unit- 5 (15 Hours)

**Community Organization Process:**

Study, Analysis, Intervention, Discussion, Implementation, Evaluation, Modification, and Follow Up, PRA Techniques – Social Mapping, Resource Mapping, Transect Walk, Seasonal Calendar, Venn Diagram, Trend Analysis, Priority Matrix & Time Line.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

**Prescribed Text Book:**

1.	Christopher A.J., Thomas	Community Organisation and Social Action	2006	Himalaya PUBLISHING House, Delhi
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Identify the different types of communities and the problems related to the communities.
- Asses the power, types and various power structures of India.
- Utilize the process of Community Organization and develop skills of PRA techniques

**SEMESTER –III  
PART III – CORE**

**FIELDS OF SOCIAL WORK (BSW/18C/303)**

**CREDIT: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To develop an understanding on the different fields of Social Work and the services available in the respective fields.
- To develop an ability to apply the principles of Social Work and Intervention Process in various fields of Social Work.

UNIT – 1 (12 Hours)

**Social Work with Marginalized Community:**

Meaning of Rural and Urban Community Development. Current Issues in Rural and Urban Areas. Different Services in the Field of Urban and Rural Community Development. Scope of Urban and Rural Community Development. Role of Social Worker.

UNIT – 2 (12 Hours)

**Social Work in Health Settings:**

Meaning of Medical and Psychiatric Social Work, Organization and Administration of Medical and Psychiatric Social Work Department in Hospitals, Major Health Issues. Scope of Medical and Psychiatric Social Work. **Role of Social Worker in Medical and Psychiatric Setting.**

UNIT – 3 (12 Hours)

**Social Work in Family settings (Child, Youth & Elderly):**

Meaning Of Family and Child Welfare. Indian Family: Problems, and Prospects. Problems Of Children, Children in Special Circumstances. Emerging Issues in the Area of Child Welfare, Different Services in the Field of Family, Child and Youth Welfare. Scope of Family and Child Welfare. **Role of Social Worker.**

UNIT – 4 (12 Hours)

**Social Work in Correctional settings:**

Meaning of Criminology. Crimes in India, Types of Crime, Criminal Justice System, Criminal and Correctional Laws – Juvenile Justice Act 2000. Need and Importance of Correctional Institutions. Scope of Criminology and Correctional Administration. **Role of Social Worker.**

UNIT – 5 (12 Hours)

**Social Work in Industrial settings:**

Industrial Social Work: Definition. Importance and scope of social work profession in industrial setting. **Role and functions of social worker in industrial settings.** Problems of workers/employees in an industry.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony A. Vars	Social Work competences	1996	Saji Publication, New York
2.	Fink A.E,	The Field of Social Work,	1942	Henry Holt and Co., New York
3.	Nordshog, J.E	Analyzing Social Problems	1992	The Dryden Press, New York
4.	Misra, P.D .	Social Work Philosophy	1994	Inter-India Publications, New Delhi
5.	Verma. R.K, Gopal Varma.	Research Methodology	2004	Common Wealth Publications

**Prescribed Text Book:**

1.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
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**Learning Outcomes****After completion of the course, the students will be able to:**

- Identify different fields of Social Work and the services available in the respective fields.
- Develop knowledge with regard to both rural and urban development in India.
- Demonstrate appropriate responses towards the effective functioning of family as a fundamental unit of Indian Society.
- Understand criminal justice system and how they influence correctional services.

**SEMESTER –III  
PART III – CORE**

**FIELD WORK – III (BSW/18C/305)**

**OBSERVATION VISITS**

**CREDITS: 4**

**TOTAL NO OF VISITS: 10 per Semester**

**OBJECTIVES:**

- To provide exposure to various NGOs and Government Organizations.
- To acquire skills of observation and develop a spirit of inquiry.
- To develop an appreciation of the significances of social work intervention in various institutions.

**Visits to the Institutions working for:**

- Children
- Women
- Elderly
- Differently Abled
- Bonded Labour
- Human Trafficking
- Migrant Issues
- Refugees
- Health
- Environment

**Method of Assessment:**

- Group Conference / Interaction.
- Report Submission of every visit.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Develop knowledge through exposure visits to NGOs and Government Organizations.
- Demonstrate skills of observation and develop a spirit of inquiry.
- Identify suitable social work interventions in various settings.
- Use contemplative inquiry; identify a social need.

**SEMESTER –III**  
**PART III – ALLIED**

**ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES (BSW/18A/304)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand Indian Economic and Political Systems.
- To familiarize the issues associated with Agriculture, Industry & Service Sector.
- To study the Political & Economic processes in the context of development in India.

UNIT-1 (12 Hours)

**Concepts Related to Economics:**

Definition of Economics, Micro Economics and Macro Economics. Economic Systems - Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development, Under Development, Five Year Plan, Union and State Budgets. Economics as a discipline and its relevance to Social Work.

UNIT-2 (12 Hours)

**Concepts Related to Politics:**

Evolution of the discipline of Political Science; Meaning, Nature & Scope of Political Science; State - Meaning and Elements of State; Sovereignty - Meaning and Characteristics; Law – Meaning and kinds of Law; Rights: Meaning and kinds; Liberty: Meaning and kinds; Equality: Meaning and kinds. Political Science as a discipline and its relevance to Social Work.

UNIT-3 (12 Hours)

**Macro - Economic Indicators:**

Population, Poverty, Unemployment, Urbanization, Industrialization, Rural – Urban Gap, Gross Domestic Product (GDP), Gross National Product (GNP), Gender Empowerment Measure (GEM), Gender Development Index (GDI).

UNIT-4 (12 Hours)

**Indian Polity:**

Framing of the Indian Constitution, Preamble, Salient Features of the Indian Constitution, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. Union Parliament and State Legislatures - Composition, Power and Functions. Union and State Executives - President, Vice - President, Prime Minister and Council of Ministers; Governor, Chief Minister and State Council of Ministers – Role, Powers and Functions. Judiciary - Supreme Court and State High Courts – Composition and Jurisdiction.

UNIT-5 (12 Hours)

**Indian Economy and Indian Polity – Problems:**

Problems in Agricultural Sector - Small and fragmented land-holdings, Use of chemical Fertilizers, Lack of mechanization, Poor Irrigation Facilities and Agricultural Marketing, Inadequate storage and transport facilities.

Problems in Industrial Sector – Poor Capital Formation, Lack of Infrastructural Facilities, Poor Performance of the Agricultural Sector, Gaps between Targets and Achievements, Concentration of Wealth, Regional Imbalances and Industrial Sickness.

Problems in Service Sector – Poor Infrastructure, Unfair Competition in Telecom sector, Lack of innovation, Improper Training for Work force, Poor backing by Primary and Secondary Sectors.

Problems in Indian Political System - Coalition governments, Family politics, Caste politics, Businessmen in politics.

### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	R.C.Agarwal	Constitutional development & National Movement of India	1998	Vikas Publication New Delhi
2.	Bhatnagar. S	Political theory : An Introduction	1985	Meerut,Meenaksh, Prakashan
3.	Eddy Asirvatham, K.K.Misra	Political Theory	2000	Chand & company Ltd. New Delhi
4.	Misra, S. K. and V. K. Puri	Indian Economy	2000	Himalaya Publishing House
5.	B.L. Fadia	Indian Government and Politics	2016	Sahitya Bhawan
6.	Hall R. Varian	Intermediate Microeconomics: A Modern Approach	2010	East West publication
7.	Dwivedi D.N	Macroeconomics Theory and Policy	2008	Tata Mc Graw Hill
8.	Chacholiades. M	The Pure Theory of International Trade	1973	McMillian press

### Prescribed Text Book:

1.	Samuelson P.A	Economics: An Introductory Analysis	1961	McGraw - Hill
2.	D.D. Basu	Introduction to Constitution of India	2011	Lexis Nexis

### Learning Outcomes

**After completion of the course, the students will be able to:**

- Know the basic concepts related to economics and politics
- Know the macro-economic indicators
- Know the preamble and features of Indian Constitution
- Understand the issues associated with agriculture, industry and service sectors.



**SEMESTER –III**  
**PART IV – NON – MAJOR ELECTIVE**

**VALUE EDUCATION (BS/18N/307)**

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

**OBJECTIVE:**

- To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.
- To build excellent citizens and leaders for the country
- To develop successful and happy members to the society

UNIT- 1

(6 Hours)

**Introduction to Value Education:**

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization-Holistic living – Balancing the outer and inner – Body, Mind and Intellectual level-.

UNIT- 2

(6 Hours)

**Salient values for life:**

Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills, Conflict resolution : Win-lose, lose-lose, win-win outcomes - Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT- 3

(6 Hours)

**Duties and responsibilities:**

Responsible citizenship, National Integration, Dr. A P J Kalam's ten points for enlightened citizenship, the role of media and social media in value building. Challenges faced by youth

UNIT- 4

(6 Hours)

**Positive & Negative Values learnt from the lives of select Indian Personalities:**

Mary Clubwala Jadhav, Mahatma Gandhiji, A.P.J. Abdul Kalam, Medha Patkar, Kailash Sathyarathi, Mariappan Thangavelu.

Ramalinga Raju, Vijay Mallaya, Lalit Modi.

UNIT- 5

(6 Hours)

**Positive & Negative Values learnt from the lives of select International Personalities**

Mother Teresa, Abraham Lincoln, Martin Luther King, Nelson Mandela, Nick Vujicic, Malala Yousafai.

Hanse Cronje, Lance Armstrong, Maria Sharapova.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	M.G.Chitakra	Education and Human Values	2003	A.P.H.Publishing Corporation, New Delhi
2.	Chakravarthy, S.K.	Values and ethics for Organizations: Theory and Practice	1999	Oxford University Press, New Delhi
3.	Satchidananda, M.K	Ethics, Education, Indian Unity and Culture	1991	Ajantha Publications, Delhi
4.	Das, M.S. & Gupta, V.K	Social Values among Young adults: A changing Scenario	1995	M.D. Publications, New Delhi
5.	Bandiste, D.D	Humanist Values: A Source Book	1999	B.R. Publishing Corporation, Delhi
6.	Ruhela, S.P	Human Values and education	1986	Sterling Publications, New Delhi
7.	Kaul, G.N	Values and Education in Independent Indian	1975	Associated Publishers, Mumbai
8.	NCERT	Education in Values	1992	New Delhi

**Prescribed Text Book:**

1.	Xavier Alphonse S.J	We Shall Overcome – A Textbook on life coping skills	2008	ICRDCE Publication, Chennai
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Achieve value based positive and purposeful lives for themselves and their communities.
- Build excellent citizens and leaders for the country
- Study successful and happy members to the society

**SEMESTER –III  
PART - V**

**SOFT SKILL - III (BSW/18S/306)**

**SIGN LANGUAGE COMMUNICATION SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20  
(4 days per Semester)**

**OBJECTIVES**

- To learn sign language symbols to communicate with differently able.
- To enable the students to work efficiently in the institutions for differently able.

**TOPICS:**

- ✓ For hearing and speech impaired

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Identify the types of sign language
- Use sign language symbols to communicate with Persons with disabilities.
- Work efficiently in the institutions for Persons with disabilities.
- Critically evaluate the relationship between the practices and perspectives of Indian Deaf culture
- Build inclusiveness in the future workplace

## **SEMESTER –III**

### **COMPULSORY EXTENSION SERVICE NSS/SPORTS**

**Requirement for course completion**

**Total Hours: 30**

#### **Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

All the Students shall have to enroll for NSS /Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 30 hours per semester. If a student LACKS 30 HOURS ATTENDANCE in the current semester, he/she shall have to compensate the same during the subsequent semester.

#### **Learning Outcomes**

**After completion of the course, the students will be able to:**

- Encourage the spirit of voluntarism.
- Instill sportsmanship among students.
- Evolve socially responsible citizen.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II (BSW/18C/401)

**CREDITS-4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand the significance of the methods and their uses.
- To develop professional attitude and behavior

UNIT-1 (15 Hours)

#### **Case work process:**

Individual helping process (case work process): Intake, Study, diagnosis, treatment/intervention, evaluation, termination and follow up.

UNIT-2 (10 Hours)

#### **Intervention of Individuals:**

Enhancing client's problem-solving skills, assertiveness and stress management-modifying environment, developing resources and planning-enhancing family relationship.

UNIT-3 (15 Hours)

#### **Group work process:**

Group helping process (group work process): Planning phase- selection of members, orienting the members, environment preparation. Beginning phase-preparing for group work, first meetings- interviewing, rules for group work meetings, goal setting, motivation, Assessment of communication and interaction. Middle phase: Intervening with group members, problem solving, dealing with difficult members. Ending phase: Evaluations, termination, follow up.

UNIT-4 (10 Hours)

#### **Recording:**

Meaning, types – Process recording, Summative recording, Verbatim and Non verbatim recording, uses of recording, importance of recording for individuals and groups.

UNIT-5 (10 Hours)

#### **Role of case worker and group worker in various settings:**

School, Hospital, Community, Industrial and Correctional setting. Illustrations from Indian context.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Benjamin A	The helping interview	1967	N.Y. Houghton, Muffin Co
2.	Biesteck F.P.	The Case work Relationship	1957	George, Allen and Unwin, London
3.	Davidson E.H	Social case work.	1965	Bailliere Tindall and Cox
4.	Friedlander W.A.	Concepts and Methods of Social Work	1978	Englewood cliffs: Prentice Hall
5.	Trecker, Harleigh B	Social group work Principles and Practice	1970	Association Press, New York
6.	Konopka, G	Social Group Work: Helping process.	1963	Prentice hall, Inc.
7.	Toseland, R.W, Rivas, R,F	An introduction to group work practice.	1984	Macmillan publication Co. New York
8.	Kemp, C.G	Perspectives on the group process.	1970	Houghton

## Prescribed Text Book:

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
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## Learning Outcomes

### After completion of the course, the students will be able to:

- Practice Social case work.
- Employ the various intervention skills and techniques.
- Practice group work process.
- Identify and define the meaning and types of recording which is used for case work and group work.
- Choose the appropriate types of recording for case work and group work by knowing it uses and importance.
- Examine the role of case worker and group worker in various settings with illustrations from Indian Context.

## SEMESTER-IV

### PART III – CORE

#### SOCIAL WORK PRACTICE WITH COMMUNITIES –II (BSW/18C/402)

**CREDITS-4**

**TOTAL TEACHING HRS-60**

#### **OBJECTIVES:**

- To understand the approaches and models of Community Organization and Social Action.
- To develop ability to utilize appropriate approaches and skills to work with communities.

UNIT-1

(05 Hours)

#### **Community organization approaches & Models:**

Community Organisation Approaches: Concept, Scope, Types: Specific content, general content, process content, participatory approaches.

Community Organisation Models: Rothman's model of Community Organisation and its types: Locality Development Model, Social Planning Model, Social Action Model.

UNIT- 2

(20 Hours)

#### **Social Action:**

Meaning, Principles of Social Action – Principle of Credibility, Principle of Legitimization, Principle of Dramatization, Principle of Dual Approach, Principle of Multiple Strategies, Principle of Manifold Programme, Strategies – Campaign/Promotional Strategy, Collaborative Strategy, Advocacy Strategy, Negotiate Strategy, Litigation Strategy, Conscientization Strategy, Human Relation Strategy, Political Organization Strategy, Economic Organization Strategy, Conflict management Strategy, Situation Modification Strategy. Approaches: Paulo Freire, Saul Alinsky.

UNIT-3

(15 Hours)

#### **Community Organization and Social Action in different settings:**

Health, Family and Child Welfare, Women, Marginalized groups like SC/STs. Role of Community Organizer.

UNIT-4

(10 Hours)

#### **Skills in Community Organization:**

Conceptual understanding, Communication, Organizing, Mobilizing Resources, Negotiating, Liasoning, Advocacy, Participatory Skills, Documenting Community Processes and Situations.

UNIT-5

(10 Hours)

#### **NGOs and CBOs in Community Organization:**

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization. Illustrations from Indian context.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Ross, Murray, G.	*Community Organisation: Theory and Principles,	1967	Harper and Brothers, Mumbai.
2.	Gangrade, K.D.	Community Organisation in India,	1971	Popular Prakashan, Mumbai
3.	Dunham, Arthur, E.	Community Organisation: Principles and Practice	1969	Thomas Y Crowell, New York
4.	Harper, E and Dunham, A.	Community Organisation in action	1959	Association Press, New York
5.	Syddiqui, H.Y.	Working with Communities	1997	Hira, New Delhi
6.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
7.	Murphy, Campbell.	Community Organisation Practice	1954	Houghton Mifflin Co, New York
9.	Murthy M.V –	Social Action	1966	Asia Publishing House, Mumbai
10.	Youngdahl, Benjamin, E	Social Action and Social Work	1966	New York Association Press
11.	Chowdry Paul	Introduction to social work	1992	Atma ravi and sons, New Delhi.

## Prescribed Text Book

1	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi
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## Learning Outcomes

### After completion of the course, the students will be able to:

- Demonstrate the approaches and models of community organization
- Demonstrate the social action, its principles, strategies and the approaches.
- Plan community organization and social action practice in different settings
- Apply the skills of community organiser and create interest to work with communities.
- Asses the contributions of NGOs and CBOs in the national development.



## SEMESTER-IV

### PART III -CORE

#### SOCIAL DEVELOPMENT AND SOCIAL WORK (BSW/18C/403)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand the concept of development and development issues in India.
- To learn about developmental organizations in India.
- To understand the role of legislations in relation to development.

UNIT - 1

(10 Hours)

#### **Social Development Concepts:**

Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT - 2

(12 Hours)

#### **Developmental Issues in India:**

Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3

(15 Hours)

#### **Developmental Organizations:**

Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

Non – Governmental Organizations: Oxfam, World Vision, Amnesty International and Myrada.

UNIT – 4

(12 Hours)

#### **Sustainable Development Goals: (Concept, Targets, Status – Indian Context)**

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions 17. Partnerships for the Goals.

UNIT-5

(11 Hours)

#### **Government Policies and Programmes:**

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development.

Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

Five Year Plans and NITI Aayog (National Institution for Transforming India). UNDP. SAARC.

**References:**

SNo	Author (s)	Name of the Book	Year	Publications
1.	Agarwal A.N	Indian economy: Nature, Problem and Progress	1975	Vikas Niraj prakash, New Delhi
2.	Ministry of Home	Census of India	2000	Government of India
3.	Dandekar V.M.	Indian economy	1999	Sage Publications
4.	Dutt & Sundaram	Indian Economy	2001	S.Chand Publishing
5.	Ghosh, B.N.	Political economy new colonialism for third World countries	1985	Sterling Publishers
6.	Kumar B	Planning poverty and economic Development	1984	Deep & Deep Publications
7.	Michel Todaro	Economic	2000	Addison Wesley
9.	Thirwall A.P	Growth and Development and special reference to developing countries.	2003	Palgrave Macmillan: London

**Prescribed Text Book:**

1.	New Media Wing	India – 2016 (Latest Version)	2016	Ministry of Information and Broadcasting.
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**Important Websites:**

1. [www.socialjustice.nic.in](http://www.socialjustice.nic.in)
2. [www.india.gov.in](http://www.india.gov.in)
3. [www.disabilityaffairs.gov.in](http://www.disabilityaffairs.gov.in)
4. [www.sustainabledevelopment.un.org](http://www.sustainabledevelopment.un.org)
5. [www.un.org](http://www.un.org)

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Learn the concept of development and development issues in India
- Study developmental organizations in India.
- Understand the role of legislations in relation to development.

**SEMESTER-IV**  
**PART III – CORE**  
**FIELD WORK- IV**  
**PROJECT FIELD WORK (BSW/18C/405)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(1 DAY/ WEEK)**

**OBJECTIVES:**

- To study the various problems of the community
- To plan and execute appropriate programmes
- To develop documentation and presentation skills.

**TOPICS RELATED TO:**

- Children
- Women
- Elderly
- Environment
- Any current/ contemporary social issues during the current year.

**METHOD OF ASSESSMENT:**

Assessment will be on the student's contribution towards the problem identification, analysis and Programme execution. Their personal skills will be taken into account for assessment.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Develop professional skills through learning how to utilize the knowledge for the study of the relevant fact, the analysis of problem and selection of the appropriate means of problem solving.
- The development of skills for problem solving in work at the micro level (individual, family, small group, community etc.) and change at the macro level in social institutions and process.
- Provide concurrent opportunity for the integration of class room learning in the field practice and vice versa.
- Develop professional attitude involving impartiality, non judgmental attitudes, objectively.
- Develop professional values and commitments such as respect for human dignity and worth and the right to participation and self determination compatible with the good of society.

## SEMESTER-IV

### PART III – ALLIED

#### PSYCHOLOGY (BSW/18A/404)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### **OBJECTIVES:**

- To understand basic concepts of human behavior and relevance to social work practice.
- To gain knowledge on psychological base of human behavior.

UNIT-1 (12 Hours)

#### **Psychology**

Meaning, Concepts, History, Fields of Psychology: Developmental, Educational, Abnormal, Clinical, Environmental, Geo, Forensic, Neuro, Comparative and School.

**Methods of Study of Human Behavior:** Introspection, Observation, Experimental, Clinical / Case study, Survey, Genetic and Testing.

#### **Perception**

Meaning, Perceptual Process, Factors in Perception and Perceptual Selectivity.

UNIT-2 (12 Hours)

#### **Learning and Memory**

Meaning, Process, Theories of Learning: Classical Conditioning and Operant Conditioning. Types of Learning: Verbal Learning, Motor Learning, Concept Learning, Problem Solving, Serial Learning, Paired associate learning.

**Memory:** Meaning, Process: Registration, Retention and Recall.

Unit – 3 (12 Hours)

#### **Intelligence and Emotions**

Meaning, Types of Intelligence. Theories of Intelligence: Unitary Theory, Multifactor Theory, Spearman's two factor theory & Vernon's Hierarchical Theory.

**Emotions:** Nature and Characteristics, Emotional Expressions, Adaptive and Disruptive Qualities of Emotions. Emotional Intelligence.

UNIT-4 (12 Hours)

#### **Motivation and Motives**

Meaning, Theories: Freud's Instinctive theory & Abraham Maslow's theory of Hierarchical needs.

**Motives:** Meaning. Types of Motives: Primary Motive, Secondary Motive.

UNIT-5 (12 Hours)

#### **Personality, Attitude and Adjustment**

Definition, Theories of personality: Psychoanalytic theory & Eysenck's theory.

Attitude: Meaning, Attitude formation, Attitude change, Stereo types and prejudices.

Adjustment: Meaning of adjustment and mal adjustment. Defense mechanism: Meaning. Types: Regression, Repression, Reaction Formation, Displacement, Sublimation, Denial, Projection, Rationalization.

### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 <sup>rd</sup> edition	1991	Houghton Muffin company, Boston.
3.	Feldaman	Introduction to general Psychology	1990	McGraw-Hill Company
4.	Morgan, Clifford, T	Introduction to Psychology	1986	McGraw-Hill Book Company- New York
5.	Munn L. Norman	Introduction to Psychology	1975	Oxford & IBH Publication
6.	Saraswathi T.S	Developmental Psychology in India	1975	Sage Publications
7.	Sherif & Sherif	Social Psychology	1969	Harper & Row Publishers
8.	Stephen P. Robbins	Organizational behavior 9th edition	2001	San Diego State University Prentice Hall

### Prescribed Text Book

1.	S K Mangal	General Psychology	2015	Sterling Publishers Private, Ltd
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### Learning Outcomes

After completion of the course, the students will be able to:

- Critique the knowledge in Psychology
- Analyse the ethical standards to evaluate psychological science and practice
- Identify various concepts and improve their relationship with clients

## SEMESTER-IV

### PART IV ENVIRONMENTAL STUDIES (BSW/18N/406)

**CREDITS: 2**

**TOTAL TEACHING HOURS: 30**

#### **Objectives:**

- To highlight the environmental issues.
- To develop the knowledge of the students about natural resources.
- To sensitize the students about environmental pollution and the need for environment conservation.

#### **Unit 1:**

##### **Multidisciplinary nature of environmental studies** (5 Hours)

Definition, scope and importance, Need for Public awareness.

**Natural Resources:** Natural resources and associated problems.

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

#### **Unit 2:**

(5 Hours)

##### **Ecosystems**

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

#### **Unit 3:**

(5 Hours)

##### **Biodiversity and its conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.

- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

**Unit 4: Environmental Pollution & Waste management (5Hours)**

Definition, Causes, effects and control measures of:-

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards

• Solid waste Management: Causes, effects and control measures of urban and industrial wastes.

• Wasteland reclamation.

• Role of an individual in prevention of pollution.

**Unit 5: Environmental Issues (10 Hours)**

- Disaster management: floods, earthquake, cyclone and landslides
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

**Additional Study (Does not form part of assessment)**

- Visit to a local area to document environmental assets river/ forest / grassland /hill / mountain (or)
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural (or)
- Study of common plants, insects, birds. (or)
- Study of simple ecosystems-pond, river, hill slopes, etc.

**Prescribed Text Book:**

1.	Textbook of Environmental Studies for Under Graduate Courses	Erach Bharucha	2005	University Grants Commission
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Study the environmental issues.
- Understand the natural resources.
- Learn environmental pollution
- Study the environment conservation.

## **SEMESTER-IV**

### **PART - V**

#### **SOFT SKILL – IV (BSW/18S/407)**

#### **Life Saving Skills**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

#### **Objectives:**

- To provide the training on first aid to the students.
- To give training on Disaster Management

#### **TOPICS**

- ✓ First Aid
- ✓ Disaster Management

#### **Learning Outcomes**

**After completion of the course, the students will be able to:**

- Develop skills required to handle emergency situations.
- Understand First Aider responsibilities and administer first aid in a needy situation.
- Recognize the need to demonstrate essential life saving skills.



**SEMESTER-IV**  
**COMPULSORY EXTENSION SERVICE**

**NSS/SPORTS (BSW/18X/001)**

**CREDITS: 1**

**TOTAL HRS: 30**

**Objectives**

- To encourage the spirit of voluntarism.
- To instill sportsmanship among students.
- To make the students evolve on to socially responsible citizen.

**Cumulative Hours (I to IV Semesters): 120**

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 120 hours till fourth semester. Students those who complete minimum attendance of 120 hours and more in Two Years will get ONE CREDIT during the IV Semester.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development programmesto be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

## SEMESTER-V

### PART III – CORE

#### COMMUNICATION FOR SOCIAL WORK (BS/18C/501)

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

#### **OBJECTIVES:**

- To understand theoretical models of communication
- To increase knowledge on various communication methods and their use in the process of social change
- Acquire ability to use communication skills in the practice of social work methods.

#### UNIT-1

(10 Hours)

##### **Communication:**

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous, Communication Skill (Do's & Don't's) – Verbal, Written and Visual.

#### UNIT-2

(10 Hours)

##### **Media:**

Function of Media In Development- Watch Dog, Opinion Forum, Educator, Entertainer, Value Promoter, The Phenomenon of Audio-Visual Culture And Mass Culture, Concept of Global Village, Public Services, Broadcasting In Diffusing Ideas and Practices.

#### UNIT-3

(15 Hours)

##### **Use of Audio & Visual Aids:**

Notice Boards, Flannel Graph, Exhibits, Models, Specimens, Posters, Charts, Collage, Paper Clippings, Photo Language, Lettering, Simple Drawing and Cartoons. Projects Aids: Slides, OHP and Film Strips. Use of Folk Media: Puppetry, Stories, Songs, Folklore, Slogans, Street Theatre and Villupattu.

#### Unit – 4

(10 Hours)

##### **Use of other Communication Methods:**

Use of Other Methods: Drama, Role-Play, Panel Discussions, Group Discussions, Seminar, Conferences, Demonstration, Exhibition, Public Meetings, Public Speaking, Print Media, Press and Advertising.

#### UNIT-5

(10 Hours)

##### **Communication Media and Ethics:**

Communication and media in India, their scope, and limitations, utilizing media to deal with basic problems of India, utilization of internet and Social Media, communication for social change, social action, and social development.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Harry Shefter	How To Prepare Talks And Oral Reports.	1963	Pocket Publication, South Glamorgan
2.	Joseph Kivlin et all	Communication in India: experiments in Introducing Change.	1968	National Institute of Community Development: India
3.	Kaul, H.K	The Craft of Writing	1978	New Delhi: Arnold-Heinemann.
4.	Murphy	Mass Communication and Human Interaction	1977	Hardcover Publications
5.	Narasimma Reddy. V	How to Be A Good PRO	1974	Sharada Publications, Hyderabad.
6.	Sam Black	Practical Public Relations	1966	Pitman Publishing, London

## Prescribed Text Book

1	Joyce Lishman	Communication in Social Work	2009	Palgrave Macmillan
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## Learning Outcomes

**After completion of the course, the students will be able to:**

- Demonstrate communication in social work through communication process, types and the principles
- Apply different communication methods and their uses in the processes of social change, social action and social development
- Prepare the print, broadcast and social media for the effective communication to practice social work.

**SEMESTER – V**  
**PART III – CORE**

**SOCIAL WORK RESEARCH AND STATISTICS (BS/18C/502)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- Develop an understanding of the foundations of social work research.
- Acquire skills in conducting research and prepare appropriate tools
- To collect, Analyze and interpret data.

UNIT – 1 (10 Hours)

**Introduction to Social Work Research:**

Definition of Research, Social Work Research, Importance of Social Work Research. Social Work Research as a method of Social Work, Social Work Research Ethics.

Social Work Research process, Identifying and Formulating a Problem Relevant to Social Work. Raising Research Questions and Deriving Objectives. Clarification of Concepts: Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

UNIT – 2 (15 Hours)

**Types of Research Methodology, Research Design & Sampling:**

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

Sampling: Meaning, Types of Sampling: Probability – Simple Random Sampling, Systematic Random Sampling, Stratified Random Sampling, Cluster Sampling. Non – Probability Sampling: Convenience Sampling, Snow Ball Sampling, Purposive Sampling and Quota Sampling.

UNIT – 3 (10 Hours)

**Sources of Data, Tools & Techniques for data collection:**

Sources of Data: Primary and Secondary, Quantitative & Qualitative data. Tools of Data Collection – Observation, Interview schedule, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques.

UNIT – 4 (10 Hours)

**Data Processing:**

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation. Uses of computer for data processing.

UNIT – 5 (15 Hours)

**Data Analysis:**

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Arithmetic Mean, Median, Mode & Measure of Dispersion – Standard Deviation (including Manual calculations). Data Interpretation, Guidelines for Report writing: Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, References, Annexure.

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Antony Joseph	Methodology for Research	1986	Theological Publications in India, Bangalore
2.	Bajpai	Methods of Social Survey and Research	1992	Kanpur, Kila Ghar
3.	Gupta	Statistical Methods,	1985	Sultan Chand and Sons New Delhi
4.	Hans Raj	Theory and Practice in Social Research	1992	Surjeet Publications, New Delhi
5.	Hubert M. Blalock Jr	An introduction to Social Research	1970	New Jersey, Prentice Hall

## Prescribed Text Book

1.	Kothari C R	Research Methodology – Methods & Techniques	2012, 2015	New Age International Pvt., Ltd.
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Note:

### ESE Question Paper Pattern:

Theory = 80%

Problem = 20% (PART – C)

## Learning Outcomes

**After completion of the course, the students will be able to:**

- Describe research, social work research, its importance and as a method of social work.
- Identify and define the basic concepts needed for doing research.
- Formulate research methodology, research design and choose the appropriate type of sampling for research.
- Apply appropriate research tools and techniques for data collection.
- Compute the data, create simple tables, graphs using computers and apply simple statistics for data analysis and to interpret the data.
- Write a research report by applying the appropriate research guidelines.

**SEMESTER – V**  
**PART III – CORE**  
**DIMENSIONS OF HEALTH (BS/18C/503)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.
- To gain knowledge about various Diseases, Prevention and Treatment.
- To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

**Health Overview:**

Definition of Health, Health Concepts. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants of Health: Human Biology, Environment, Ways of Living, Economic Status and Health Services.

Philosophy of Health: Fundamental Right, Essence of productive life, health is inter – sectoral, health is central to the concept of quality of life, health involve responsibility, health is worldwide social goal.

Indicators of Health: Comprehensive Indicators – Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators – Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services.

UNIT – 2

(10 Hours)

**Personal Factors Affecting Health: Personal Hygiene & Nutrition:**

Concept of hygiene, Personal Hygiene. Problems Associated with lack of Personal Hygiene – Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene.

Nutrition: Meaning of Nutrition, Meaning of Malnutrition, Nutritional Diseases: Protein Energy Malnutrition (PEM), Vitamin Deficiency Diseases. Role of social worker in nutritional care.

UNIT – 3

(15 Hours)

**Social and Environmental Factors Affecting Health:**

Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

Environment Factors Affecting Health: Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection.

UNIT – 4

(15 Hours)

**Disease:**

Concept of Disease, Illness, Sickness.

Communicable Diseases: Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases.

Non-Communicable Diseases: Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

Mental Health: Meaning of Mental Health, Mental Illness and Mental Retardation. Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

**UNIT – 5 Promotion to Health**

(05 Hours)

Self Care: Exercise, Lifestyle management, Nutrition.

Indigenous Methods: Ayurveda, Yoga, Unani, Siddha, Homeopathy (AYUSH), Naturopathy, Relaxation Therapy, Meditation.

Modern: Medical Intervention, Wellness Centres.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Abraham Verghese	Introduction to Psychiatry	1996	B1 Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar:Anand Publishing

**Prescribed Text Book:**

1.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Analyse the concepts of health
- Discuss the various personal factors affecting the health
- Analyze the environmental factors affecting the health.
- Outline the concept of disease, illness and sickness.
- Design the concepts of promotion of health.

**SEMESTER – V**  
**PART III – CORE**  
**FIELD WORK- V (BS/18C/505)**

**RURAL CAMP**

**CREDITS: 4**

**NO OF DAYS ON CAMP: 5-7 Days**

**OBJECTIVES:**

- To expose the students to rural life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

**ASSESSMENT:**

- Pre - camp – Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

Regulations:

1. Selection of place (Rural Area – Tamil Nadu)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp.

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Describe rural life and village administration.
- Practice group living and participate in development work in a village identified by the department and the students together.
- Write developmental projects after identifying local needs.
- Practice team work thereby breaking self-centered thinking.
- Experiment rural living by taking responsibilities, apply skills like management skills, planning skills, organizing skills.
- Prepare and conduct social surveys and societal analysis.



**SEMESTER – V**  
**PART III – ALLIED**

**SOCIAL WORK WITH SENIOR CITIZENS (BS/18A/504)**

**CREDITS: 4**

**TOTAL TEACHING HRS: 60**

**OBJECTIVES:**

- To understand the problems of Senior Citizens in India.
- To acquire knowledge about the services for Senior Citizens.
- To study the legal provisions for the Senior Citizens.

UNIT – 1

(12 Hours)

**Definition of Senior Citizen:**

Definition, Meaning – Social, Cultural and Medical. Aging, Concept of Geriatrics, Gerontology, Geriatric Social Work, Gerontological Social Work.

UNIT – 2

(15 Hours)

**Physical and Social Changes:**

Physical Changes: Change of Physical Characteristics like Vision, Bones and Muscles. Common Illness: Urinary Incontinence, Respiratory disorders, Cardiac disorders, Diabetes, Arthritis and Parkinson's disease, Dementia, Alzheimer's disease – Causes, Symptoms and Management.

Social Changes: Changing roles and functions in the family and society. Alienation from the mainstream of society, Elder abuse, Empty Nest Syndrome.

Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens. Role of Geriatric Social Worker.

Factors underlying the institutionalization & Deinstitutionalization of the Elderly care, Assisted living for Elderly; Community care of elderly.

UNIT – 3

(12 Hours)

**Economic and Psychological Changes:**

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

UNIT – 4

**Non – Governmental Services (NGOs) in Elderly Care: (9 Hours)**

Day Care Centers, Special Holiday Camps, Outings, Pre – Retirement Counseling, Counseling for this Stage of Life, Counseling to Family Members for understanding the Aged and Living with them. Mobile Health Services, Meals – on – Wheels, Recreation Centers, Senior Citizen's Clubs, Self Employment Schemes, Creation Of Employment Opportunities And Voluntary Work for the Senior Citizens in the Existing Structure of Society, Involvement of the Senior Citizens in Initiating and Management of their Services. Community Education of Senior Citizens, Help Age India, Help line-1800-180-1253.

**Governmental Services for Elderly Care:**

Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme. Open University Scheme, Adult Education.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Binstock, R.H and Shahas, E	Handbook of aging and the Social Sciences	1976	Van Nostrand Reinhold Company, New York
2.	Borgatta, E.F and McCluskey N.G	Aging and Society: Current Research and policy perspectives	1980	Beverly Hills/ London – Sage Publications
3.	Desal, K.G	Aging in India	1982	TISS Series 52
4.	Lowy, Louis	Social work with the aging – The Challenge and Promise of later years.	1979	Harper and Row, New York

**Prescribed Text Book:**

1.	Marshall, Mary	Social Work with Old People	1983	The Macmillan Press.Ltd., London
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Analyse the concepts of Ageing, Geriatric Social Work and Gerontological Social Work
- Analyse Physical, Social, Economic and Psychological changes and problems of senior citizens.
- Demonstrate the role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens.
- Assess the legal provisions for senior citizens, programmes and schemes of government and non-government organizations
- Plan to practice social work with senior citizens.

## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISABILITY (BS/18N/507A)

##### (OPTION 1)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### **OBJECTIVES:**

- To sensitize the students about Disability.
- To realize the responsibilities towards persons with disabilities.

#### **UNIT – 1**

(06 Hours)

##### **Disability**

Concepts: impairment, handicapped and rehabilitation. Types of disabilities: Visual disability, Hearing disability, mental disability, orthopedic disability including spastics children and leprosy cured.

#### **UNIT – 2**

(06 Hours)

##### **Causes & Prevention of disabilities**

##### **Causes of Disabilities:**

Malnutrition, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents.

Prevention of Disabilities at Primary, Secondary & Tertiary levels.

#### **UNIT – 3**

(06 Hours)

##### **Legislations related to disability**

Rights of Persons with Disabilities Act 2016 - Objectives, Scope, Salient Features.

Rehabilitation Council of India Act, 1992

#### **UNIT – 4**

(06 Hours)

##### **Government and Non Government Interventions:**

**Government Organizations:** National Institute for Mental Health and Neurosciences (NIMHANS), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute for the Empowerment of Persons with Visually Handicapped (NIEPVD), National Institute of Public Health(NIPH), National Institute for Mentally Handicapped (NIMH), National Institute on Deafness and other Communication Disorders (NIDCD).

**Non Government Organizations:** Schizophrenic Research Foundation (SCARF), Banyan, Madhuram Narayanan Center for Exceptional children, Sri Arunodhayam charitable trust  
Government schemes for disabled offered by state commissioner for disabled

- (a) Special education (b) Training programme (c) Employment of persons with disability  
(d) Self Employment for disabled and (e) Supplying of aids and appliances

**UNIT – 5**

(06 Hours)

**Rehabilitation of the disabled:**

Role of family &amp; Care Givers in the treatment, training and rehabilitation of the disabled.

Social work interventions for the disabled.

Process of Rehabilitation: Early identification, Treatment and Integration.

Types of Rehabilitation: Physical, Educational, Vocational and Societal.

Disabled-friendly Interface: Ramp, Software, Audio.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Baquer, Ali; and Sharma, Anjali	Disability: Challenge Vs Response	1997	Concerned Action Now
2.	Ministry of Law, Justice & Company Affairs	The persons with Disabilities (Equal Opportunities, Protection of rights and full participation) Act, 1995	1996	The gazette of India.
3.	National Sample Survey Organisation	A report on disabled persons,	1994	Department of Statistics, New Delhi.
4.	World Health Organisation	International Classification of Impairments, Disabilities, and Handicaps	1980	Geneva : World Health Organization.

**Prescribed Text Book:**

1.	Pandey , R.S and Advani, Lal	Perspective is Disability and Rehabilitation,	1995	Vikas Publishing House, New Delhi.
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**Learning Outcomes****After completion of the course, the students will be able to:**

- Understand about concepts of disability helps them to get insight.
- Identify the causes of disability.
- Get insight on legislations regarding disability.
- Gain knowledge about the organizations working for the disabled and its interventions.
- Understand about rehabilitation.

## SEMESTER – V

### PART IV – NON – MAJOR ELECTIVE

#### DISASTER MANAGEMENT (BS/18N/507B)

(OPTION 2)

**CREDITS: 2**

**TOTAL TEACHING HRS: 30**

#### OBJECTIVES:

- To understand the process of Disaster Management.
- To present the role of social worker in disaster management.

#### **Unit 1 (6 Hours)**

##### **Disasters**

Concept and definition of disaster, hazards, vulnerability. Types of disaster – natural and manmade: Tsunami; Cyclone, flood, landslide, fire, earthquake, avalanches, forest fires, oil fires, oil spills, nuclear disasters.

#### **Unit 2 (6 Hours)**

##### **Disaster Management:**

Disaster Management: Concept.

Disaster Management Cycle: Prevention, mitigation, preparedness, response, relief, recovery and rehabilitation.

#### **Unit 3 (6 Hours)**

##### **Legislations for Disaster management**

Disaster Management Act, 2005, Recommendation of the World Conference on Disaster Reduction (most recent), HYOGO framework for action 2005-2015, Sendai Framework for Disaster Risk Reduction 2015-2030.

#### **Unit 4 (6 Hours)**

##### **Role of Various organizations in disaster management**

Role of State, NDMA: Roles & Responsibilities, Armed Forces / NGOs, INGOs, Role of UN: UNISDR, philanthropists in disaster situations, Role of community, development workers, volunteers and media.

#### **Unit 5 (6 Hours)**

##### **Management issues related to disasters relevant for social work practice**

Mitigation through capacity building, pre disaster and vulnerability reduction, Post disaster recovery and rehabilitation; disaster related infrastructure development, mitigation measures, risk management, risk- reducing measures.

Psychological Counseling, Psycho-social care in disaster management – Importance of Psychosocial Care, Role of Psychosocial caregivers and Seven basic Techniques of Psychosocial Care

## References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bose, B., C	Disaster Management in India	2007	Rajat Publication, New Delhi
2.	Bose, B., C	Disaster Management in 21 <sup>st</sup> Century	2007	Rajat, New Delhi
3.	Goel, S., L	Encyclopedia of Disaster Management.	2000	Deep & Deep Publications, New
4.	Prabhas, Chandra, Sinha	Disaster Management Process, Law, Policy & Strategy	2006	SBS Publications, New Delhi.
5.	Prabhas, Chandra, Sinha	Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance	2006	SBS Publications, New Delhi.
6.	Prabhas, Chandra, Sinha	Disaster Vulnerabilities & Risks.	2006	SBS Publications, New Delhi.
7.	Prabhas, Chandra, Sinha.	Disaster Mitigation, Preparedness, Recovery & Response.	2006	SBS Publications, New Delhi.
8	Dr. K. Sekar., et.,al.,	Psycho-social care in disaster management manual for Training of Trainers in Natural Disasters by National Institute for Mental Health and Neurosciences	2005	NIMHANS, Bangalore & CARE India

## Prescribed Text Book:

1.	Singh, R., B.	Disaster Management.	2000	Rawat Publications, Jaipur.
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## Learning Outcomes

### After completion of the course, the students will be able to:

- Explain the basic concepts and types of Disaster.
- Outline the process of Disaster Management.
- Identify National and International policies and legislations pertaining to Disaster Management.
- Critically evaluate the role of multiple stake holders (Government, Non - Government, Community in disaster management.
- Identify the role of social worker in disaster management.

## SEMESTER – V

### PART –V

#### SOFT SKILL – V (BSW/18S/506)

#### APTITUDE SKILLS

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**

**(4 days per Semester)**

#### OBJECTIVES:

- To prepare a student for competitive /entrance examinations
- To increase the confidence level and to promote the students intelligence.

#### TOPICS:

- ✓ Quantitative Aptitude
- ✓ Qualitative Aptitude ( Logical & Reasoning)

#### Learning Outcomes

**After completion of the course, the students will be able to:**

- Describe the basic concepts of quantitative aptitude, logical reasoning and verbal reasoning
- Apply logical reasoning skills and verbal reasoning skills for getting employment.
- Compute aptitude covering quantitative Ability, logical Reasoning and verbal Ability
- Write competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.

## SEMESTER-VI

### PART III - CORE

#### SOCIAL WELFARE ADMINISTRATION (BS/18C/601)

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

#### OBJECTIVES

- To understand the administration process in the organization.
- To acquire knowledge and skills of the basic components of the administrative and organization process.
- To study legislations related to Social Welfare Administration.

#### UNIT-1

(15 Hours)

##### **Evolution of Social Welfare Administration:**

Evolution of Social Welfare Administration, Concepts, Public Administration, Social Service, Social Welfare Services, Philosophies of Social Welfare and Social Development, Principles and Values of Social Welfare Administration.

#### UNIT-2

(15 Hours)

##### **Agency Administration:**

Administration in Voluntary Organization, Constitution and Bye Laws, Boards and Committees, Organization as a System, Structure, Functions of Central Social Welfare Board, State Social Welfare Board, Directorate of Social Welfare, Social Defense.

#### Unit – 3

(15 Hours)

##### **Elements of Administration:**

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation. Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

#### UNIT-4

(10 Hours)

##### **Laws Related to NGO:**

Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912

#### UNIT-5

(05 Hours)

##### **Role of Social Worker in Welfare Administration among Vulnerable people:**

Role of Social Worker in working with Children, Women, Senior citizens, Person with Disability, Minority Groups.



**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Chaturvedi, T.N. and Chandran	Social administration development and change	1977	Sage Publications, New.Delhi
2.	Danis,Kathi,	Human behavior at work,	1977	Mcgraw Hill New Delhi
3.	Lalitha ,N.V	Status of voluntary effort in social welfare	1982	NIPCCD, New Delhi
4.	Man Mohan Prasa	Management concepts and practice	2008	Himalaya Publishing House.
5.	S.L Goel and R.K.Jain	Social welfare administration	2002	Deep & Deep Publications
6.	Ramesthiwari Devi, Rani Prakash	Social Work and Social welfare Administration	2001	Jaipur: Mangal deep Publications.

**Prescribed Text Book:**

1.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
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**Learning Outcomes****After completion of the course, the students will be able to:**

- Discuss the History, Philosophy, Principles and values of Social Welfare Administration.
- Critically view the functions of social welfare board at the centre and state level.
- Develop insight about laws related to NGO
- Appreciate the role of social worker in welfare administration.

**SEMESTER - VI**  
**PART III - CORE**

**WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS (BS/18C/602)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand the perspectives of women's development in Indian society.
- To develop a capacity to examine the social systems that affect women.
- To study the status of women's empowerment in India.

**UNIT-1 Introduction to Women's Development: (10 Hours)**

Women's Development – Meaning, Status of Women in ancient, medieval, and modern periods. Women's Development theoretical approaches - Welfare approach, women in development (WID), Women and development (WAD), Gender and development (GAD), The effectiveness approach (EA), Main stream gender equality (MGE), Women development Indicators: Demographic indicators, Gender related development indicators (GDI), Gender empowerment measure (GEM), Gender Equity Index (GEI), Gender Gap Index (GGI), Cultural Indicators, International Indicators.

**UNIT- 2 Patriarchy: (10 Hours)**

Concept of Sex, Gender, Patriarchy, Matriarchy and Feminism.

Difference between Sex & Gender, Difference between Patriarchy & Matriarchy.

Impact of Patriarchy on Women in the Family, in Education, in Employment and in Politics.

**UNIT-3 Issues and Concerns: (10 Hours)**

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, reproductive health, Women in Media. General division of labour, Glass ceiling, Girl child rights.

**UNIT- 4 Legislations Related To Women: (20 Hours)**

Legal Rights of Women with reference to Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace Act, 2013, Dowry Prohibition Act, 1961

**UNIT-5 Women's Empowerment: (10 Hours)**

Women's Empowerment: Meaning, Types: Social, Economic, Political. Government initiatives for women's empowerment (State and Central Ministry), Five Year Plans, Commissions, Policy: National policy for the empowerment of women - 2001. Programmes and schemes: Bharathiya Mahila Bank (BMB), Support to training and employment programme for women (STEP), Rashtriya Mahila Kosh, Indra Gandhi Matritva Sahyog Yojana (IGMSY), Mann Deshi Mahila Sahakari, Beti Bachao, Beti Padhao Scheme, Women Help Line Scheme, Working Women Hostel, UJAWALA, Rsajive Gandhi National Creche Scheme for Children of Working Mothers, Nari Shakti Puraskar, Mahila E-Haat, Mahila police volunteers, MCTS, CMB, SABL A.

Women Welfare Schemes for Tamil Nadu: Annai Teresa Ninaivu Orphan Girls Marriage Assistance Scheme, Dr. Dharmambal Ammaiyar Ninaivu Widow Remarriage Scheme, Thamizhaga Arasu Intercaste Marriage Assistance Scheme, Dr. Muthulakshmi Reddy Memorial Maternity Assistance Scheme, Sivagami Ammaiyar Memorial Girl Child Protection Scheme, Self Help Group (SHG) Movement: (1989), Entrepreneurship Awareness Programme, Sathiyavani Muthu Ammaiyar Ninaivu Free Supply of Sewing Machine Scheme, Vazhndhu Kattuvom Project.

International Initiatives for women's empowerment: CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls, World Conferences on women, Conventions.

#### References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
4.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication

#### Prescribed Text Books:

1.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books
2	Mira Seth	Women and Development	2001	Sage Publication
3	Zain Rahman	Women and Society	1987	Ajanta Publication
4	A N Panda	Situating Indian Women	2008	Abhijeet Publication, New Delhi
5	Sanjay Roy	Women in Contemporary India	2009	Akansha Publishing House

#### Learning Outcomes

After completion of the course, the students will be able to:

- Understand the perspectives of women's development, theoretical approaches, and development indicators
- Study the various concepts of sex, gender, patriarchy, matriarchy and feminism.
- Sensitize the issues and concerns of girls and women.
- Get insight on legislations, policies and women empowerment.

**SEMESTER - VI**  
**PART III - CORE**  
**RESEARCH PROJECT (BS/18C/605)**

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**  
**(Project Guidance: 5 hours / week)**

**OBJECTIVES:**

- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.
- To equip the students to compile a project report.

**RESEARCH REPORT FORMAT**

Title Page  
Acknowledgement  
Certificate  
Declaration  
Table of Contents  
List of Tables  
List of Charts

**Chapter I - Introduction**

- General view about your research problem
- National and International issues related to the research problem
- Legislations related to research problem
- Statistical report related to research problem
- Present situation in Tamilnadu
- Profile of the study organization

**Chapter II - Review of literature**

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 1990's and classical works.

**Chapter III - Research Methodology**

- Title of the study
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Definition (Conceptual and Operational)
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)
- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 3 samples)
- Limitations of the study
- Chapterisation

## **Chapter IV - Data Analysis and Interpretation**

- Simple tables
- Percentage analysis
- Diagrammatic Representation

## **Chapter V - Findings, Suggestions and Conclusion**

Findings, Suggestions, Conclusion

### **Bibliography: APA Format – 6<sup>th</sup> Edition**

In Bibliography, each page should be numbered following on from the last page of the Chapter. Every Book, Article, Thesis, Document etc., Should be arranged in alphabetical order of the Authors' Names. There is a need for division, such as Books, Journal, Newspapers, and Document etc., In bibliography the Surname precedes the initials of the first name.

#### **For Books**

1) Author's Name 2) Initial of Author's Name 3) Name of the Book 4) Place of Publication 5) Publisher's Name 6) Year. No page number should be mentioned except for Journal Articles. If it runs to second line the second line should be indented.

Example: Argyris. C. Personality and Organisation. New York: Harper Publishing Company, 2001.

#### **For Journals**

Author's Name 2) Year 3) Title of the Article 4) Name of the Journal 5) Volume No, Issue No and Page Number.

Example:

Turner, L. C. F 1968. The Russian Mobilization in 1914. Journal of Contemporary History. Vol. 3 (6). Pg. 65-67.

## **Appendix**

### **RESEARCH GUIDELINES**

1. Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in "TIMES NEW ROMAN" font, Size 12.
5. Should be typed in one side of the A4 sheet.
6. Project should be hard bound and the cover should be in uniform colour. (as prescribed by the Department)

### **Learning Outcomes**

**After completion of the course, the students will be able to:**

- Learn to frame the research problem.
- Write research methodology, data collection and data analysis.
- Equip them to compile a project report.

## **SEMESTER - VI**

### **PART III - CORE**

#### **FIELD WORK – VI (BS/18C/604)**

#### **CONCURRENT FIELD WORK**

**CREDITS: 4**

**NO OF DAYS: 20 DAYS PER SEMESTER**

#### **OBJECTIVES:**

- To provide an opportunity to learn the skills of primary methods of Social Work (Case Work, Group Work, Community Organization).
- To inculcate professional growth and development.

#### **TASKS:**

- To study the profile of the agency.
- To involve in activities of the agency.
- Case Work - 1
- Group Work - 1
- Community Organization Programme - 1

#### **METHOD OF ASSESSMENT:**

- Individual conference
- Report submission

#### **Learning Outcomes**

**After completion of the course, the students will be able to:**

- Apply theoretical knowledge of social work in the field.
- Practice the methods of social work like social case work, social group work and community organization.
- Identify and define the organization profile.
- Facilitate the activities of the Non-governmental organization.
- Practice intervention skills in the field.

## SEMESTER - VI

### PART – III ALLIED (BS/18A/603)

#### HUMAN RIGHTS

**CREDITS: 4**

**TOTAL TEACHING HOURS: 60**

**OBJECTIVES:**

- To understand Human Rights and Social Justice.
- To know the Role of Social Work in Relation to Human Rights.

UNIT- 1 (10 Hours)

**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; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.

UNIT-2 (15 Hours)

**Historical Overview of Human Rights (National & International Perspectives):**

UN charter- Universal Declaration of Human Rights- Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India, Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence. Globalization and Its Impact on Human Rights. Social Work as a Human Rights Approach.

UNIT-3 (10 Hours)

**Fundamental Duties and Rights**

Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy, Law and Social Justice in India - A Critical Assessment.

UNIT- 4 (10 Hours)

**Human Rights of Vulnerable Groups:**

Human Rights with Specific Reference to Women, Children, Refugees, Dalit and Tribes.

UNIT- 5 (15 Hours)

**Role of social work in relation to human rights:**

Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy, Role of Social Action.

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	Agarwal, H.O	International Law and Human Rights	2002	Central law Publications
2.	Alok Chakravati	Protecting Human rights	2003	Reference Press
3.	Bajwa G.S	Human rights in India	1995	Anmol Publishers
4.	Gupta, D.N	Human Rights Acts, Statutes and Constitutional	2003	Kalpaz Publications
5.	Jayashre. P.M	Dalit human Rights Violation Vol.1	2000	National Campaign
6.	Khanna, H.R	The Judicial System	1980	11 P.A, New Delhi
7.	Ramphal	Perspectives in human rights	2001	Rajat publications

**Prescribed Text Book:**

1.	Kohli S. A	Human Rights and Social Work- Issues, Challenges and Response	2004	Kanishka Publishers, New Delhi.
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**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Analyse the concepts of Human Rights and Social Justice
- Discuss the historical growth of the idea of human rights
- Analyse and evaluate different concepts and ideas.
- Employ different mechanisms for securing social justice like PIL, RTI., etc.



**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**INTRODUCTION TO WORKFORCE MANAGEMENT (BS/18N/607A)**  
**(OPTION 1)**

**CREDITS: 2**  
**30**

**TOTAL TEACHING HRS:**

**OBJECTIVES:**

- To introduce the basic concepts, functions and processes of human resource management.
- To facilitate the students in practical knowledge on Workforce problems
- To equip the students on the knowledge of social security legislations.

UNIT – 1 (6 Hours)

**Workforce Management**

Human Resource Management: Definition, Functions, Importance and Scope. Qualities and skills of a good HR Professional.

UNIT – 2 (6 Hours)

**Social Security & Employee Welfare:**

Definition, Concept, Importance, Types of Social Security & Employee Welfare; Workplace counselling: Meaning & Importance; Role of International Labour Organization (ILO) in employee welfare.

UNIT -3 (6 Hours)

**Social Security Legislations in the Indian Context:**

Objectives and scope of: Minimum Wages Act 1948, Employees State Insurance Act 1948, Employees Provident Fund and Miscellaneous Provisions Act 1952, Workmen's Compensation Act 1923, Payment of Gratuity Act 1972, The Unorganized Workers' Social Security Act, 2008

UNIT – 4 (6 Hours)

**Human Resources in the Organized Industrial sector:**

Organized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in organized Industrial sector.

UNIT – 5 (6 Hours)

**Human Resources in the Unorganized Industrial sector:**

Unorganized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in unorganized Industrial sector.

**Additional Study (Does not form part of Assessment)**

**FIELD WORK/INDUSTRIAL VISIT:** Study on problems faced by employees or Employer (or) Visit to Industrial/HR Settings

**References:**

SN	Author (s)	Name of the Book	Year	Publications
1.	K.Aswathappa	Human Resource Management, 8th Edition	2011	Tata Mc Graw – Hill Publishing Company Limited, Delhi
2.	V.S.P.Rao	Human Resource Management, 2nd Edition	2005	Excel Books Publisher.
3.	Michael Reddy	The Managers Guide to Counselling at Work	1987	Universities Press (India) Limited.
4.	K.Shanmuga Velayutham	Social Legislation and Social Change	1988	Vazgha Valamudan
5.	B.D.Singh	Industrial Relations and	2008	Excel Books

**Prescribed Text Book:**

1.	K.Aswathappa	Organizational Behaviour	2011	Himalaya Publishing House.
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**Learning Outcomes****After completion of the course, the students will be able to:**

- Gain knowledge on the basic concepts, functions and processes of human resource management.
- Critically view the role of International Labour Organization (ILO) on employee welfare and develop knowledge on employee counseling.
- Acquire practical knowledge on Workforce problems
- Apply legal knowledge in Industrial settings.

**SEMESTER - VI**  
**PART IV – NON – MAJOR ELECTIVE**

**SOCIAL ENTREPRENEURSHIP (BS/18N/607B)**  
**(OPTION 2)**

**CREDITS - 2**

**TOTAL TEACHING HOURS: 30 HRS**

**OBJECTIVES:**

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

UNIT-I

(10HRS)

**Entrepreneur and Entrepreneurship:**

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur.

Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship

Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude, Innovation, Ability to Introduce New Technologies, Catalyst, Ability to Generate Opportunity for Profit or Reward.

Entrepreneurship Development in India. Scope of Entrepreneur Development.

UNIT-II

(15 HRS)

**Social Entrepreneur, Social Entrepreneurship:**

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Social Enterprises. Characteristics of Social Entrepreneurship - Explicitly Formulated Mission to Create and Sustain Social Value and to Benefit the Communities, High Degree of Economic Risk and Autonomy in Activities Related to Producing Goods and/or Selling Services, Pursuit of new Opportunities and Exploration of Hidden Resources to Serve that Missions. Quest for Sustainable Models, Based on Well Elaborated Feasibility Study, Ongoing Engagement in Innovation, Adaption and Learning, Decision- Making Power not Based on Capital Ownership, Participatory and Collaborative Nature Involving Various Stake Holders, Limited Distribution of Profit and Minimum Amount of Paid, Change Opportunities Lying in The Hands of Every Individual.

Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

UNIT-III

(5 HRS)

**Skills of Social Entrepreneurship:**

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

UNIT-IV

(10 HRS)

**Social Entrepreneurship in Practice:**

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college,

Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavor (TIDE).

UNIT-V

(5 HRS)

**Ethical Entrepreneurship & Challenges in Social Entrepreneurship:**

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government.  
Challenges in Social Entrepreneurship

**References:**

SN	Author (s)	Name of the Book	Year	Publicatio
1.	Robert A.Philips, Margret Bonefiel, Ritesh Sharma	Social Entrepreneurship The Next Big Business Opportunity	2011	Global Vision Publishing House, New Delhi.
2.	S.S.Khanka	Entrepreneurship In India - Perspective And Practice	2009	Akansha Publishing House, New Delhi
3.	Jill Kickul And Thomas S.Lyons	Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World	2012	Routledge Publications, New York.
4.	Vasanth Desai	Entrepreneurial Development	2008	Himalaya Publishing House

**WEB RESOURCES**

- Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* New York, NY: Oxford University Press.
- Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University  
[http://www.caseatduke.org/documents/dees\\_sedef.pdf](http://www.caseatduke.org/documents/dees_sedef.pdf)
- Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Analyse the Social Entrepreneurship
- Impart “Social entrepreneurial imagination”.
- Discuss the practice of Social Entrepreneurship in India.
- Identify the interest to become a social entrepreneur.

**SEMESTER - VI**  
**PART - V**  
**SOFT SKILL – VI (BSW/18S/606)**

**CAREER SKILLS**

**CREDITS: 2**

**TOTAL TEACHING HRS: 20**  
**(4 days per Semester)**

**OBJECTIVES:**

- To prepare a student to develop good employability skills.
- To build better working environment.

**TOPICS:**

- ✓ Resume preparation
- ✓ Group discussions
- ✓ Career Guidance
- ✓ Work Environment

**Learning Outcomes**

**After completion of the course, the students will be able to:**

- Participate in group discussion with confidence and courage.
- Critically review the prerequisite of an interview.
- Apply the skills, knowledge and attitude required to take career decisions.
- Analysis the different kind of organizational work culture.
- Create positive attitude to face the work culture
- Write their own resume.

## SEMESTER - VI

### STUDY TOUR (BSW/18R/608)

**REQUIRED FOR COURSE COMPLETION**

**NO.OF DAYS: 4 -5 DAYS**

#### **Objectives:**

- To provide experiential learning and offer both group and self-directed activities and visit institutions of excellence (4-6 organizations to be visited) in social work field which enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for education and recreation.

A study tour is a travel experience with specific learning goals. It aims at learning through explorative and active participation. Participation in 5 days study tour excluding travel is mandatory for the completion of the course.

#### **Learning Outcomes**

**After completion of the study tour, the students will be able to:**

- Get good exposure to various organizations and get experiential learning.
- Explore new territories, culture and people.

## PROGRAMME: BSW

2020 -2023 Batch

### PO CO MAPPING

<b>PO NO</b>	<b>PROGRAMME OUTCOMES</b> After completion of the BSW Degree Programme, the Under Graduate will be able to
<b>PO - 1</b>	Gain fundamental knowledge on social work with reference to methods work with Individuals, Groups and Communities
<b>PO - 2</b>	Learn the National and Global scenario of social work
<b>PO - 3</b>	Develop various skills through experiential learning from field work training and exposure visits
<b>PO - 4</b>	Involve in various research activities, proposals writing and projects
<b>PO - 5</b>	Develop professionals, leaders, change agents and socially responsible citizens to transform the society.
<b>PO - 6</b>	Gain fundamental knowledge on foundation course
<b>PO - 7</b>	Develop their communication skills
<b>PO - 8</b>	Develop various skills in the field of creative literature

### PROGRAMME SPECIFIC OUTCOMES

<b>PSO</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b> After completion of the BSW Programme, the Under Graduate would have
<b>PSO - 1</b>	Obtain fundamental knowledge on primary methods of social work with Individuals, Groups and Communities to practice social work.
<b>PSO – 2</b>	Acquire insight about the social work with reference to national and global scenario to adopt the best practices to serve the community
<b>PSO – 3</b>	Develop various skills for the effective practice in the fields of social work
<b>PSO – 4</b>	Conduct empirical social work research for the benefit of the society to formulate policies, schemes and programmes.
<b>PSO – 5</b>	Transform as good professional, leader, change agent to bring sustainable development
<b>PO - 6</b>	Develop various skills for the effective practice in the field of creative literature
<b>PO - 8</b>	Acquire various skills in the field of creative literature

**PO and CO Mapping  
Semester – I**

CO	TAMIL - I	PO	PSO
CO – 1	நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	கவிதை, கதை போன்ற படைப்பிலக்கியங்களின் இலக்கணத்தைப் புரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	எழுத்துப் பிழை, சொற்பிழை இல்லாமல் எழுதவும் சாதனையாளர்களை நேர்காணவும் அறிந்து கொள்கின்றனர்	6,7,8	7,8
CO – 4	நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்	6,7,8	7,8

CO	FRENCH - I	PO	PSO
CO – 1	Se présenter et décrire son environnement en français simple	6,7,8	7,8
CO - 2	Écrivez de courts paragraphes sur des sujets quotidiens comme la nourriture, les souvenirs du passé, les vacances, les routines quotidiennes, etc.	7	7
CO - 3	Identifier et expliquer les caractéristiques uniques de divers francophones et de leurs cultures	6,7	7,8
CO – 4	Comparer et contraster les similitudes et les différences entre leur propre culture et les cultures francophones	6,7,8	7,8
CO - 5	Identifier les principales caractéristiques géographiques / topographiques de la France et des autres pays francophones	6,7,8	7,8

CO	ENGLISH - I	PO	PSO
CO – 1	Develop a taste for reading different genres (poetry, fiction and non-fiction) and gain an exposure to different styles of writing.	6,7,8	7,8
CO - 2	Begin to recognize how literature addresses contemporary world problems as well as Indian issues specific to India and have their perspective enriched.	6,7	6,7
CO - 3	Enhance their practical language and communication skills.	6,7,8	7,8

CO	INTRODUCTION TO SOCIAL WORK	PO	PSO
CO – 1	Identify and define basic concepts of Social Work	1,2	1,2
CO - 2	Discuss the principles and values of social work.	1,2	1,2
CO - 3	Analyse the history of social work and social work practice in different fields.	1,2	1,2,3
CO – 4	Discuss the skills of social work.	1,2,3	1,2,3
CO - 5	Identify and define basic concepts of Social Work	1,2,3	1,2,3



<b>CO</b>	<b>FIELD WORK – FIELD LAB SESSION</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Predict own behaviour and analyse its impact.	1,2,3	1,2,3
CO - 2	Asses the skills to establish relationship with individuals, groups and communities.	1,2,3	1,2,3

<b>CO</b>	<b>SOCIOLOGY</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Know sociology as a discipline and its relevance to social work.	1,2	1,2
CO - 2	Anlayse the concepts of sociology.	1,2	1,2
CO - 3	Discuss the Indian Social Problems.	1,2	1,2,3
CO – 4	Know sociology as a discipline and its relevance to social work.	1	1
CO - 5	Anlayse the concepts of sociology.	1	1

<b>CO</b>	<b>BASIC TAMIL - I</b>	<b>PO</b>	<b>PSO</b>
CO – 1	தமிழ் எழுத்துக்களை எழுதவும் படிக்கவும் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	சொற்களையும், எண்களையும், நிறங்களையும் தெரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	தமிழர்களின் பழக்க வழக்கங்களைப் புரிந்து கொள்கின்றனர்	6,7,8	7,8

<b>CO</b>	<b>STRESS MANAGEMENT</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Identify and define the basic concepts of stress, its origin and the types.	1,2	1,2
CO - 2	Analyze the causes, consequences, signs and symptoms of stress.	1,2	1,2
CO - 3	Apply the knowledge on the ways of prevention of stress.	1,2	1,2,3
CO – 4	Practice healthy ways of coping stress.	1,2,3	1,2,3
CO - 5	Apply the various techniques and therapies of stress management.	1,2,3	1,2,3

<b>CO</b>	<b>SOFT SKILL - I</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Demonstrate speaking skills.	6,7,8	7,8
CO - 2	Explain the writing skills.	6,7	6,7

<b>CO</b>	<b>NSS / SPORTS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause.	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmes to be self-employed.	6,7,8	7,8
CO-6	Analyze their personality and develop leadership qualities, and a sense of civic responsibility.	6,7	6,7

## SEMESTER – 2

CO	TAMIL - II	PO	PSO
CO – 1	சிறுநிலக்கியங்களையும் அதன் வகைகளையும் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	வெளிநாட்டவர்களும் தமிழ்நாட்டவர்களும் மொழிக்கு ஆற்றிய தொண்டினை உணர்ந்து கொள்கின்றனர்	6,7	6,7
CO - 3	செய்யுளில் பயின்று வரும் இலக்கணக் குறிப்புகளைப் புரிந்து கொள்கின்றனர்	6,7,8	7,8

CO	FRENCH - II	PO	PSO
CO – 1	Faire la différence entre les registres de la parole formels et informels en français.	6,7,8	7,8
CO - 2	Évaluer et critiquer les performances orales et écrites de chacun	6,7	6,7
CO - 3	Écoutez et répondez aux instructions de base du français parlé	6,7,8	7,8
CO – 4	Développer davantage toutes leurs compétences linguistiques de base (LSRW)	6,7,8	7,8
CO - 5	Commencez à utiliser des structures grammaticales plus complexes et un vocabulaire étendu	6,7,8	7,8

CO	ENGLISH - II	PO	PSO
CO – 1	Expand their range of reading indifferent genres (poetry, fiction and non-fiction) and attain a better knowledge of different styles of writing	6,7,8	7,8
CO - 2	Exposure to the genre of drama which offers ample scope for classroom performance that would aid conversational practice	6,7	6,7
CO - 3	Appreciate the lyrical and aesthetic aspects of literary writing alongside social concerns	6,7,8	7,8
CO – 4	Hone their linguistic competence in terms of writing, speaking and listening skills	6,7,8	7,8

CO	SOCIAL WORK PROFESSION	PO	PSO
CO – 1	Evaluate social work as a profession	1,2	1,2
CO - 2	Identify social work education and methods of social work	1,3	1,2
CO - 3	Evaluate the current trends in social work practice and its scope.	1,2,3	1,2
CO – 4	Demonstrate the objectives of field work and the importance of recording.	1,2,3,4,5	1,2,3,4,5

CO	FIELD WORK - II	PO	PSO
CO – 1	Critique the effective tools for development communication.	1,2,3	1,2,3,4,5
CO - 2	Outline the skills and establish relationship with individuals, groups and communities.	1,2	1,2,3

CO	HUMAN GROWTH AND DEVELOPMENT	PO	PSO
CO – 1	Discuss the various stages of development	1,2,3	1,2
CO - 2	Explain the developmental tasks and problems	1,2	1,2,3
CO - 3	Appreciate the role of social workers.	1,2,3,4	1,2

CO	BASIC TAMIL - II	PO	PSO
CO – 1	ஆத்திசூடி, கொன்றை வேந்தன், திருக்குறள் ஆகிய நூல்களின் குறிப்பிட்ட பாடல்களைக் கற்றுக் கொள்கின்றனர்	6,7,8	7,8
CO - 2	நீதிநூல்களை இயற்றிய புலவர்கள் சிலரைத் தெரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	தமிழ் வாக்கியங்களைப் பயன்படுத்திக் கதை சொல்ல அறிந்து கொள்கின்றனர்	6,7,8	7,8

CO	SUSTAINABLE TOURISM AND SOCIAL WORK	PO	PSO
CO – 1	Demonstrate cultural and environmental sensitivity through an appreciation for various forms of diversity.	1,2	1
CO - 2	Analyze the impact of tourism development locally, nationally and internationally	1,2,3	1,2
CO - 3	Apply principles of sustainability to the practice of tourism in the local and global context	1,2,3	1
CO – 4	Integrate the knowledge of Tourism to take socially responsible decisions in the field of community development.	1	1
CO - 5	Increase the knowledge and explore new terrains, people, and culture through exposure visit.	1	1

CO	SOFT SKILL - II	PO	PSO
CO – 1	Analyse the select computer packages.	6,7,8	7,8
CO - 2	Identify safe guards in social surfing.	6,7	6,7

CO	NSS / SPORTS	PO	PSO
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause.	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmesto be self-employed.	6,7,8	7,8
CO - 6	Analyze their personality and develop leadership qualities, and a sense of civic responsibility.	6,7	6,7

### SEMESTER –III

<b>CO</b>	<b>SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Describe the origin, components of social case work and group work.	1,2,3,4,5	1,2
CO - 2	Enumerate the meaning of group and stages of group development.	1,2,3,4	1,2,3
CO - 3	Identify and define the various types of problems of individuals and groups.	1,2,3	1,2
CO – 4	Compare and contrast the types of groups and define its characteristics.	1,2	1,2,3
CO - 5	Apply the skills and techniques in the process of solving the individual problem or group.	4,5	2,3
	Apply the principles and values while working with individual and groups	1,2,3	1,2,3,4,5

<b>CO</b>	<b>SOCIAL WORK PRACTICE WITH COMMUNITIES – I</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Identify the different types of communities and the problems related to the communities.	1,2,3,4,5	1,2
CO - 2	Asses the power, types and various power structures of India.	1,2,3,4	1,2,3
CO - 3	Utilize the process of Community Organization and develop skills of PRA techniques	1,2,3	1,2
CO – 4	Identify the different types of communities and the problems related to the communities.	1,2	1,2,3

<b>CO</b>	<b>FIELDS OF SOCIAL WORK</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Identify different fields of Social Work and the services available in the respective fields.	1,2,3,4,5	1,2
CO - 2	Develop knowledge with regard to both rural and urban development in India.	1,2,3,4	1,2,3
CO - 3	Demonstrate appropriate responses towards the effective functioning of family as a fundamental unit of Indian Society.	1,2,3	1,2
CO – 4	Understand criminal justice system and how they influence correctional services.	1,2	1,2,3
CO - 5	Identify different fields of Social Work and the services available in the respective fields.	1,2,3,4,5	1,2

<b>CO</b>	<b>FIELD WORK – III</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Develop knowledge through exposure visits to NGOs and Government Organizations.	1,2	1,2
CO - 2	Demonstrate skills of observation and develop a spirit of inquiry.	1,2,3,4,5	1,2
CO - 3	Identify suitable social work interventions in various settings.	1,2,3,4	1,2,3
CO – 4	Use contemplative inquiry; identify a social need.	1,2,3	1,2
CO - 5	Develop knowledge through exposure visits to NGOs and Government Organizations.	1,2,3	1,2,3,4,5

<b>CO</b>	<b>ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Know the basic concepts related to economics and politics	1,2	2,3
CO - 2	Know the macro-economic indicators	2,3	1,2,3,4,5
CO - 3	Know the preamble and features of Indian Constitution	1,2,3	3,4,5
CO – 4	Understand the issues associated with agriculture, industry and service sectors.	2,3,4	1,2,3,4,5
CO - 5	Know the basic concepts related to economics and politics	1,2	1,2,3

<b>CO</b>	<b>VALUE EDUCATION</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Achieve value based positive and purposeful lives for themselves and their communities.	1,2,3	1,2
CO - 2	Build excellent citizens and leaders for the country	2,3,4,5	2,3,4,5
CO - 3	Study successful and happy members to the society	1,2,3	1,2,3
CO – 4	Achieve value based positive and purposeful lives for themselves and their communities.	4,5	4,5

<b>CO</b>	<b>SOFT SKILL - III</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Identify the types of sign language	1,2,3	1,2
CO - 2	Use sign language symbols to communicate with Persons with disabilities.	2,3,4,5	2,3,4,5
CO - 3	Work efficiently in the institutions for Persons with disabilities.	1,2,3	1,2,3
CO – 4	Critically evaluate the relationship between the practices and perspectives of Indian Deaf culture	4,5	4,5
CO - 5	Build inclusiveness in the future workplace	1,2,3	1,2

<b>CO</b>	<b>NSS / SPORTS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Encourage the spirit of voluntarism.	1,2	2,3
CO - 2	Instill sportsmanship among students.	1,2	1,2,3
CO - 3	Evolve socially responsible citizen	1,2	2,3

**SEMESTER – IV**

<b>CO</b>	<b>SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Practice Social case work.	1,2	2,3
CO - 2	Employ the various intervention skills and techniques.	2,3	1,2,3,4,5
CO - 3	Practice group work process.	1,2,3	3,4,5
CO – 4	Identify and define the meaning and types of recording which is used for case work and group work.	2,3,4	1,2,3,4,5
CO - 5	Choose the appropriate types of recording for case work and group work by knowing it uses and importance.	1,2	1,2,3
CO-6	Examine the role of case worker and group worker in various settings with illustrations from Indian Context.	1,2	2,3

<b>CO</b>	<b>SOCIAL WORK PRACTICE WITH COMMUNITIES –II</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Demonstrate the approaches and models of community organization	1,2	2,3
CO - 2	Demonstrate the social action, its principles, strategies and the approaches.	2,3	1,2,3,4,5
CO - 3	Plan community organization and social action practice in different settings	1,2	2,3
CO – 4	Apply the skills of community organiser and create interest to work with communities.	2,3	1,2,3,4,5
CO - 5	Asses the contributions of NGOs and CBOs in the national development.	1,2,3	3,4,5

<b>CO</b>	<b>SOCIAL DEVELOPMENT AND SOCIAL WORK</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Learn the concept of development and development issues in India	1,2	2,3
CO - 2	Study developmental organizations in India	2,3	1,2,3,4,5
CO - 3	Understand the role of legislations in relation to development.	1,2,3	3,4,5

<b>CO</b>	<b>FIELD WORK – IV - PROJECT FIELD WORK</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Develop professional skills through learning how to utilize the knowledge for the study of the relevant fact, the analysis of problem and selection of the appropriate means of problem solving.	1,2	2,3
CO - 2	The development of skills for problem solving in work at the micro level (individual, family, small group, community etc.) and change at the macro level in social institutions and process.	2,3	1,2,3,4,5
CO - 3	Provide concurrent opportunity for the integration of class room learning in the field practice and vice versa.	1,2,3	3,4,5
CO – 4	Develop professional attitude involving impartiality, non judgmental attitudes, objectively.	2,3,4	1,2,3,4,5
CO - 5	Develop professional values and commitments such as respect for human dignity and worth and the right to participation and self determination compatible with the good of society.	1,2	1,2,3

<b>CO</b>	<b>PSYCHOLOGY</b>	<b>PO</b>	<b>PSO</b>
CO – 1	<b>To got insight about the basic knowledge in Psychology</b>	1,2	2,3
CO - 2	Ability to apply ethical standards to evaluate psychological science and practice	2,3	1,2,3,4,5
CO - 3	Adopt values that build community	1,2,3	3,4,5
CO – 4	Learning various concepts helps them to improve their relationship with clients	2,3,4	1,2,3,4,5
CO - 5	Handling the cases in a professional way.	1,2	1,2,3

<b>CO</b>	<b>ENVIRONMENTAL STUDIES</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Study the environmental issues.	1,2	2,3
CO - 2	Understand the natural resources.	2,3	1,2,3,4,5
CO - 3	Learn environmental pollution	1,2	3,4
CO – 4	Study the environment conservation.	2,3,4	1,2,3,4,5

<b>CO</b>	<b>SOFT SKILL - IV</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Develop skills required to handle emergency situations.	6,7,8	7,8
CO - 2	Understand First Aider responsibilities and administer first aid in a needy situation.	6,7	6,7
CO - 3	Recognize the need to demonstrate essential life saving skills.	6,7,8	7,8

<b>CO</b>	<b>NSS / SPORTS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmes to be self-employed.	6,7,8	7,8

## SEMESTER – V

<b>CO</b>	<b>COMMUNICATION FOR SOCIAL WORK</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Demonstrate communication in social work through communication process	1,2	2,3
CO - 2	Apply different communication methods and their uses in the processes of social change	2,3	1,3,4,5
CO - 3	Prepare the print	1,2,3	3,4,5
CO – 4	Demonstrate communication in social work through communication process	2,3,4	1,2,,4,5
CO - 5	Apply different communication methods and their uses in the processes of social change	1,2	1,2,3

<b>CO</b>	<b>SOCIAL WORK RESEARCH AND STATISTICS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Describe research, social work research, its importance and as a method of social work.	1,2	2,3
CO - 2	Identify and define the basic concepts needed for doing research.	2,3	1,2,3,4,5
CO - 3	Formulate research methodology, research design and choose the appropriate type of sampling for research.	1,2,3	3,4,5
CO – 4	Apply appropriate research tools and techniques for data collection.	2,3,4	1,2,3,4
CO - 5	Compute the data, create simple tables, graphs using computers and apply simple statistics for data analysis and to interpret the data.	1,2	1,2,3

<b>CO</b>	<b>DIMENSIONS OF HEALTH</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Analyse the concepts of health	1,2	2,3
CO - 2	Discuss the various personal factors affecting the health	2,3	1,2,3,4,5
CO - 3	Analyze the environmental factors affecting the health.	1,2,3	3,4,5
CO – 4	Outline the concept of disease, illness and sickness.	2,3,4	1,2,3,5
CO - 5	Design the concepts of promotion of health.	1,2	1,2,3

<b>CO</b>	<b>FIELD WORK - V – RURAL CAMP</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Describe rural life and village administration.		
CO - 2	Practice group living and participate in development work in a village identified by the department and the students together.	1,2	2,3
CO - 3	Write developmental projects after identifying local needs.	1,2	2,3
CO – 4	Practice team work thereby breaking self-centered thinking.	2,3	1,2,3,,5
CO - 5	Experiment rural living by taking responsibilities, apply skills like management skills, planning skills, organizing skills.	1,2,3	3,4,5
CO-6	Prepare and conduct social surveys and societal analysis.	2,3,4	1,2,3,4,5



<b>CO</b>	<b>SOCIAL WORK WITH SENIOR CITIZENS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Analyse the concepts of Ageing, Geriatric Social Work and Gerontological Social Work	1,2	2,3
CO - 2	Analyse Physical, Social, Economic and Psychological changes and problems of senior citizens.	2,3	1,,3,4,5
CO - 3	Demonstrate the role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens.	1,2,3	3,4,5
CO – 4	Assess the legal provisions for senior citizens, programmes and schemes of government and non-government organizations	2,3,4	1,2,3,4,5
CO - 5	Plan to practice social work with senior citizens.	1,2	1,2,3

<b>CO</b>	<b>DISABILITY</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Understand about concepts of disability helps them to get insight.	1,2	2,3
CO - 2	Identify the causes of disability.	2,3	1,2,3,4,5
CO - 3	Get insights on legislations regarding disability.	1,2,3	3,4,5
CO – 4	Gain knowledge about the organizations working for the disabled and its interventions.	2,3,4	1,2,3,4,5
CO - 5	Understand about rehabilitation.	1,2	1,2,3

<b>CO</b>	<b>DISASTER MANAGEMENT</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Explain the basic concepts and types of Disaster.	1,2	2,3
CO - 2	Outline the process of Disaster Management.	2,3	1,2,3,4,5
CO - 3	Identify National and International policies and legislations pertaining to Disaster Management.	1,2,3	3,4,5
CO – 4	Critically evaluate the role of multiple stake holders (Government, Non - Government, Community in disaster management.	2,3,4	1,2,3,4,5
CO - 5	Identify the role of social worker in disaster management.	1,2	1,2,3

<b>CO</b>	<b>SOFT SKILL - V</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Describe the basic concepts of quantitative aptitude, logical reasoning and verbal reasoning	1,2	2,3
CO - 2	Apply logical reasoning skills and verbal reasoning skills for getting employment.	2,3	1,2,3,4,5
CO - 3	Compute aptitude covering quantitative Ability, logical Reasoning and verbal Ability	1,2,3	3,4,5
CO – 4	Write competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.	2,3,4	1,2,3,4,5

## SEMESTER – VI

<b>CO</b>	<b>SOCIAL WELFARE ADMINISTRATION</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Discuss the History, Philosophy, Principles and values of Social Welfare Administration.	1,2	2,3
CO - 2	Critically view the functions of social welfare board at the centre and state level.	2,3	1,2,3,4,5
CO - 3	Develop insight about laws related to NGO	1,2,3	3,4,5
CO – 4	Appreciate the role of social worker in welfare administration.	2,3,4	1,2,3,4,5

<b>CO</b>	<b>WOMEN'S DEVELOPMENT ISSUES AND CONCERNS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Understand the perspectives of women's development, theoretical approaches, and development indicators	1,2	2,3
CO - 2	Study the various concepts of sex, gender, patriarchy, matriarchy and feminism.	1,2	2,3
CO - 3	Sensitize the issues and concerns of girls and women.	2,3	1,2,3,4,5
CO – 4	Get insight on legislations, policies and women empowerment.	1,2,3	3,4,5

<b>CO</b>	<b>RESEARCH PROJECT</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Learn to frame the research problem.	1,2	2,3
CO - 2	Write research methodology, data collection and data analysis.	2,3	1,2,3,4,5
CO - 3	Equip them to compile a project report.	1,2,3	3,4,5

<b>CO</b>	<b>FIELD WORK –VI - CONCURRENT FIELD WORK</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Apply theoretical knowledge of social work in the field.	1,2	2,3
CO - 2	Practice the methods of social work like social case work, social group work and community organization.	2,3	1,2,3,4,5
CO - 3	Identify and define the organization profile.	1,2,3	3,4,5
CO – 4	Facilitate the activities of the Non-governmental organization.	2,3,4	1,2,3,4,5
CO-5	Practice intervention skills in the field.	1,2	1,2,3

<b>CO</b>	<b>HUMAN RIGHTS</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Analyse the concepts of Human Rights and Social Justice	1,2	2,3
CO - 2	Discuss the historical growth of the idea of human rights	2,3	1,2,3,4,5
CO - 3	Analyse and evaluate different concepts and ideas.	1,2,3	3,4,5
CO – 4	Employ different mechanisms for securing social justice like PIL, RTI., etc.	1,2	1,2

<b>CO</b>	<b>INTRODUCTION TO WORKFORCE MANAGEMENT</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Gain knowledge on the basic concepts, functions and processes of human resource management.	1,2	2,3
CO - 2	Critically view the role of International Labour Organization (ILO) on employee welfare and develop knowledge on employee counseling.	2,3	1,2,3,4,5
CO - 3	Acquire practical knowledge on Workforce problems	1,2,3	3,4,5
CO – 4	Apply legal knowledge in Industrial settings.	2,3,4	1,2,3,4,5

<b>CO</b>	<b>SOCIAL ENTREPRENEURSHIP</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Analyse the Social Entrepreneurship	1,2	2,3
CO - 2	Impart “Social entrepreneurial imagination”.	2,3	1,2,3,4,5
CO - 3	Discuss the practice of Social Entrepreneurship in India.	1,2,3	3,4,5
CO – 4	Identify the interest to become a social entrepreneur.	2,3,4	1,2,3,4,5

<b>CO</b>	<b>SOFT SKILL - VI</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Participate in group discussion with confidence and courage.	1,2	2,3
CO - 2	Critically review the prerequisite of an interview.	2,3	1,2,3,4,5
CO - 3	Apply the skills, knowledge and attitude required to take career decisions.	1,2,3	3,4,5
CO – 4	Analysis the different kind of organizational work culture.	2,3,4	1,2,3,4,5
CO - 5	Create positive attitude to face the work culture	1,2	2,3
CO-6	Write their own resume.	1,2	2,3

<b>CO</b>	<b>STUDY TOUR</b>	<b>PO</b>	<b>PSO</b>
CO – 1	Get good exposure to various organizations and get experiential learning.	1,2	2,3
CO - 2	Explore new territories, culture and people.	2,3	1,2,3,4,5