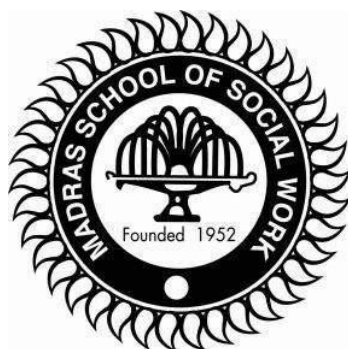


MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)
32, Casa Major Road, Egmore, Chennai – 600 008

(Affiliated to the University of Madras)



BACHELOR OF SOCIAL WORK (BSW)

COURSE REGULATIONS AND SYLLABUS

(Effective from the Academic Year 2018 –2019 onwards)

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 1st and 2nd 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 / Social Entrepreneurship

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 4th 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. 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 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 project report/field work report for 100 marks. The total marks for 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)		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*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.	<u>INTERNAL ASSESMENT</u> <ul style="list-style-type: none"> • Submission of Report • Conference • Content • Interaction 	10 10 20 10	50
2.	<u>EXTERNAL ASSESMENT</u> <ul style="list-style-type: none"> • Communication • Knowledge • Learning • Attitude 	10 20 15 05	50
	TOTAL MARKS	100	100

ii) OBSERVATION VISITS (Semester III)

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

iii) PROJECT FIELD WORK (Semester IV)

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

iv) RURAL CAMP (Semester V)

SN	Criteria	Marks	Total Marks
1.	Internal Assessment - Pre Camp: 1. Submission of reports on time 2. Conference Attendance 3. Content of Report	10 10 10	30
2.	Internal Assessment - On Camp: 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.	External Assessment: 1. Communication 2. Knowledge 3. Learning 4. Attitude 5. Consolidated Report	10 10 15 05 10	50
	TOTAL MARKS	100	100

v) CONCURRENT FIELD WORK (Semester VI)

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

***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
Total Marks (Converted to 10 Marks)		100

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

SN	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
	TOTAL MARKS	50

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

Internal Assessment (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)
External Assessment (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
							Foundation	Core	Non-Core	Total	
I	Foundatio	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	Foundatio	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	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	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	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	2	
	CC***	Study Tour				4-5 Days					
TOTAL CREDITS											141

*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	4	60	3	50	50	100
PART – IV SOFT SKILL	SOFT SKILL-I	2	20	-	Credit only		
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	-	Credit only		
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	-	Credit only		
PART - IV NON – MAJOR ELECTIVE	VALUE EDUCATION	2	30	3	50	50	100
COMPULSORY EXTENSION SERVICE	NSS/SPORTS		30				
TOTAL	CREDITS	24					

SEMESTER –IV

NATURE OF COURSE	TITLE OF THE COURSE	CRE DITS	LECTUR E HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
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	-	Credit only		
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

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
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	-	Credit only		
TOTAL	CREDITS	24					

SEMESTER –VI

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOUR	ICA	ESE	MAX MARKS
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	3	50	50	100
SOFT SKILL	SOFT SKILL-6	2	20	-	Credit only		
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

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SEMESTER – I
PART I – FOUNDATION

FRENCH - I

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	-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-I*, Hachette, Paris, 2008
 MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
 MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
 POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-I*,
 CLE International, Paris, 20011

Websites

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

SEMESTER – I

PART II – FOUNDATION

ENGLISH - I

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 OHenry
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

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

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

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

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:

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

SEMESTER - I

PART – IV

NON - MAJOR ELECTIVE

தமிழ் மொழி அறிமுகம் (Basic Tamil - I)

CREDITS: 2

TOTAL TEACHING HRS: 30

தமிழ் மொழி ;

- தமிழ் மொழி அறிமுகம் மற்றும் தமிழ் மொழி அறிமுகம்.
- தமிழ் மொழி அறிமுகம் மற்றும் தமிழ் மொழி அறிமுகம்.

தமிழ் : 1

(6 Hours)

தமிழ் மொழி அறிமுகம்

தமிழ் மொழி அறிமுகம், தமிழ் மொழி அறிமுகம்

1. தமிழ் மொழி அறிமுகம்
2. தமிழ் மொழி அறிமுகம்
3. தமிழ் மொழி அறிமுகம்
4. தமிழ் மொழி அறிமுகம்

தமிழ் : 2

(6 Hours)

தமிழ் மொழி

1. தமிழ் மொழி அறிமுகம்
2. தமிழ் மொழி அறிமுகம்

தமிழ் : 3

(6 Hours)

தமிழ் மொழி, தமிழ் மொழி அறிமுகம்

1. தமிழ் மொழி (Numerals),
2. தமிழ் மொழி அறிமுகம்
3. தமிழ் மொழி அறிமுகம்

தமிழ் : 4

(6 Hours)

தமிழ் மொழி

1. தமிழ் மொழி அறிமுகம்
2. தமிழ் மொழி அறிமுகம்
3. தமிழ் மொழி அறிமுகம் – தமிழ் – தமிழ் மொழி – தமிழ் மொழி

தமிழ் : 5

(6 Hours)

தமிழ் மொழி அறிமுகம்

1. தமிழ் மொழி அறிமுகம் அறிமுகம்
2. தமிழ் மொழி அறிமுகம் அறிமுகம்

தமிழ் மொழி (Reference Books)

தமிழ் மொழி அறிமுகம் அறிமுகம் அறிமுகம் அறிமுகம் அறிமுகம் அறிமுகம்

NOTE:

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

பொதுவகைப் பரீட்சை (Objective Type) 50 பொதுவகைப் பரீட்சைப் பகுதி.
பொதுவகைப் பரீட்சைப் பகுதி 2 பொதுவகைப் பரீட்சைப் பகுதி
பொதுவகைப் பரீட்சைப் பகுதி 100பொதுவகைப் பரீட்சைப் பகுதி.
பொதுவகைப் பரீட்சைப் பகுதி.

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.

பெரிய அளவுக்கு
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இது பெரிய அளவுக்கு இது பெரிய அளவுக்கு

பெரிய அளவுக்கு (Reference Books)

பெரிய, அ., பெரிய அளவுக்கு பெரிய அளவுக்கு, இது பெரிய அளவுக்கு, இது
பெரிய அளவுக்கு, பெரிய அளவுக்கு, பெரிய அளவுக்கு 2012.
பெரிய அளவுக்கு, அ., (பெரிய), பெரிய அளவுக்கு, பெரிய அளவுக்கு,
பெரிய அளவுக்கு, 1993.
பெரிய அளவுக்கு, அ., பெரிய அளவுக்கு (பெரிய அளவுக்கு), பெரிய அளவுக்கு,
பெரிய அளவுக்கு, 1992.
பெரிய அளவுக்கு, அ., பெரிய அளவுக்கு, பெரிய அளவுக்கு, பெரிய அளவுக்கு, 2004.
பெரிய அளவுக்கு (பெரிய), பெரிய அளவுக்கு பெரிய அளவுக்கு, இது பெரிய அளவுக்கு,
பெரிய அளவுக்கு, 1984.
பெரிய அளவுக்கு (பெரிய), பெரிய அளவுக்கு, பெரிய அளவுக்கு, பெரிய அளவுக்கு,
1983
பெரிய அளவுக்கு, பெரிய அளவுக்கு பெரிய அளவுக்கு, பெரிய அளவுக்கு, பெரிய அளவுக்கு,
பெரிய அளவுக்கு, 2000
பெரிய அளவுக்கு (பெரிய), பெரிய அளவுக்கு பெரிய அளவுக்கு பெரிய அளவுக்கு, பெரிய அளவுக்கு,
2010.
பெரிய அளவுக்கு, அ., (பெரிய அளவுக்கு), பெரிய அளவுக்கு, பெரிய அளவுக்கு
பெரிய அளவுக்கு, பெரிய அளவுக்கு, 1987

SEMESTER- II

PART – I - FOUNDATION

FRENCH - II

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.francparler.org
- ü www.francaisfacile.com/exercices/
- ü www.lepointdufle.net/
- ü www.ccdmd.qc.ca/fr/

SEMESTER- II

PART II - FOUNDATION

ENGLISH - II

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
- 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

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
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:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 nd 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 th 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

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.

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 21st 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

BASIC TAMIL – II

TOTAL TEACHING HRS: 30

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[Effective from the Academic Year 2018-19 onwards]

1.ஊராட்சிப்பகுதி அல்லது ஊராட்சி, ஊராட்சிப்பகுதி. இது. ஊராட்சிப்பகுதி, ஊராட்சி
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 ஊராட்சி - 14

2.ஊராட்சிப்பகுதி ஊராட்சி ஊராட்சி, ஊராட்சிப்பகுதி. இது. ஊராட்சிப்பகுதி, ஊராட்சி
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 ஊராட்சி - 14

3.ஊராட்சிப்பகுதி ஊராட்சி ஊராட்சி ஊராட்சிப்பகுதி இது, ஊராட்சி ஊராட்சிப்பகுதி, 20-
 33, ஊராட்சிப்பகுதி ஊராட்சி, ஊராட்சிப்பகுதி ஊராட்சி (ஊராட்சி), ஊராட்சி - 641 045.

4.ஊராட்சி ஊராட்சி, ஊராட்சி ஊராட்சிப்பகுதி, 00 - 4, ஊராட்சி ஊராட்சிப்பகுதி, 3, ஊராட்சி
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5.ஊராட்சிப்பகுதி ஊராட்சி ஊராட்சி, ஊராட்சி ஊராட்சி ஊராட்சி, 13, ஊராட்சி ஊராட்சி, 00.0000,
 ஊராட்சி - 17

6.ஊராட்சிப்பகுதி, ஊராட்சி ஊராட்சிப்பகுதி, 00 - 4, ஊராட்சி ஊராட்சிப்பகுதி, 3, ஊராட்சி ஊராட்சிப்பகுதி
 ஊராட்சி, ஊராட்சிப்பகுதி, ஊராட்சி - 14

NOTE:

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

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 ஊராட்சிப்பகுதி.

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 – 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 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:

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

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

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

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

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
2. www.india.gov.in
3. www.disabilityaffairs.gov.in
4. www.sustainabledevelopment.un.org
5. 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 rd 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:-

- 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
SOFT SKILL – IV
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

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:

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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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

- (1) 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:

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

(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:

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 st 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
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

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, 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, 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 – 6th 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:

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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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
- Martin, Roger and Osberg, Sally (2007) "Social Entrepreneurship: The Case for Definition", Stanford Social Innovation Review. 2008

SEMESTER - VI

SOFT SKILL – VI

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

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.