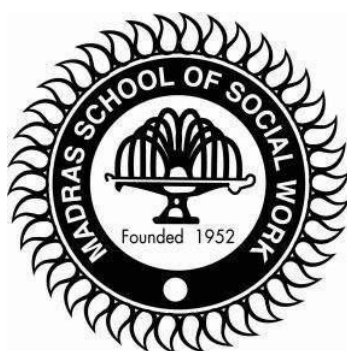


MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)
32, Casa Major Road, Egmore, Chennai – 600 008

(Affiliated to the University of Madras)



BACHELOR OF SOCIAL WORK (BSW)

COURSE REGULATIONS AND SYLLABUS

(Effective from the Academic Year 2020 –2021 onwards)

Batch (2020-2023) and onwards

Contents

Contents		Page No
Introduction, Vision , Mission		5
Objectives of the Programme, Learning Outcome based Curriculum		6
Programme Learning Outcome, Tables of Programme Learning Outcome		7
PO CO Mapping		24
Course Duration, Medium of Instruction		36
Eligibility for Admission to BSW Course, Passing minimum Eligibility for the award of the degree, Course of the study		37
Teaching Methodology		38
Question Paper Pattern		
A. ICA – Pattern		
B. ESE QP Pattern		39
C. Evaluation Pattern for Field Work Components		
D. Evaluation Pattern for Soft Skills		
E. Panel of Examiners for Field work assessment		42
F. Evaluation pattern for Research Project		
Paper - Credit – Class Hours- Exam Hours- Matrix		44
Semester – I		45
Semester – II		46
Semester – III		47
Semester – IV		48
Semester – V		49
Semester – VI		50
Fieldwork Schedule, Total Number of Credits		51
Swayam online Course		52
Course content		
Sem	Course Name	Page No
Semester - I	Foundation Course Option 1 - Tamil – I	53
	Foundation Course Option 2 - French – I	55
	Foundation Course - English – I	57
	Core Course 1 - Introduction to Social Work	59
	Core Course 2 - Field Work – I	61
	Allied Course 1 – Sociology	62
	Non Major Elective – Option 1 - Stress Management	64
	Non Major Elective – Option 2 - Basic Tamil – I	66
	Soft Skill – I	68
	NSS	69
Semester - II	Foundation Course Option 1 - Tamil – II	70
	Foundation Course Option 2 - French – II	72
	Foundation Course - English – II	74
	Core Course 3 - Social Work Profession	76
	Core Course 4 - Field Work – II	78
	Allied Course 2 - Human Growth and Development	79
	Non Major Elective – Option 1 - Sustainable Tourism and Social Work	81
	Non Major Elective – Option 2 - Basic Tamil – II	83
	Soft Skill – II	85
	NSS	86
Semester - III	Core Course 5 - Social Work Practice with Individuals and Groups – I	87
	Core Course 6 - Social Work Practice with Communities – I	89
	Core Course 7 - Fields of Social Work	91
	Core Course 8 - Field Work – III	93
	Allied Course 3 - Economics and Political systems and Processes	94
	Non Major Elective - Value Education	96
	Soft Skill – III	98

	NSS	99
Semester - IV	Core Course 9 - Social Work Practice with Individuals and Groups – II	100
	Core Course 10 - Social Work Practice with Communities – II	102
	Core Course 11 - Social Development and Social Work	104
	Core Course 12 - Field Work – IV	106
	Allied Course 4 – Psychology	107
	Non Major Elective - Environmental Studies	109
	Soft Skill – IV	111
	NSS	112
Semester - V	Core Course 14 - Communication for Social Work	113
	Core Course 15 - Social Work Research and Statistics	115
	Core Course 16 - Dimensions of Health	117
	Core Course 17 - Field Work – V	119
	Allied Course 5 - Social Work with Senior Citizens	120
	Non Major Elective – Option 1 – Disability	122
	Non Major Elective – Option 2 - Disaster Management	124
	Soft Skill – V	126
Semester - VI	Core Course 18 - Social Welfare Administration	127
	Core Course 19 - Women Development and Issues	129
	Core Course 20 - Research Project	131
	Core Course 21 - Field Work – VI	133
	Allied Course 6 - Human Rights	134
	Non Major Elective – Option 1 - Introduction to Workforce Management	136
	Non Major Elective – Option 2 - Social Entrepreneurship	138
	Soft Skill – VI	140
	Study Tour	141

I. INTRODUCTION

The three-year Bachelor programme in Social Work is a preparatory course with a blend of theory and field practice. The uniqueness of this programme is that students are exposed to experiential learning. The main objective of the course is to impart education and training in professional social work and enhance understanding of social issues through interdisciplinary perspectives.

The course content has core subjects and allied subjects. Field practicum is an integral part of the course which consists of lab sessions, observation visits, project field work, rural camp and concurrent field work that enable the students to relate the theory learnt in the class to social settings.

Each student is expected to undertake a project report on his/her area of interest in the field of Social Work under the supervision and guidance of faculty members. The course is designed in such a way that it will impart essential soft skills to mould the overall personality of the students.

Vision

To equip the under graduands with scientific knowledge and experiential learning on social work to serve the individuals, groups and communities, focusing on social justice and human rights for sustainable development.

Mission

The BSW course prepares the under graduands for social work practice, through:

- * An understanding about the fundamental education on social work, inter-disciplinary subjects and experiential learning through a well structured curriculum.
- * Nurture committed social workers to understand the issues, problems and needs of the society through experiential learning by appropriate community outreach exposure.
- *Develop the abilities and skills for research, analysis, planning, assessment and for intervention of issues, problems and needs of the society for a sustainable livelihood.

II. OBJECTIVES OF THE PROGRAMME IN BACHELOR OF SOCIAL WORK

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

III. LEARNING OUTCOME BASED CURRICULUM

OVERVIEW

Learning outcome enriches knowledge, skill, values and attitude to practice social work in an effective manner. Learning outcome fulfils the desires of the students through systematic delivery of course contents and also learning through field work.

Graduate Attributes

1. Disciplinary Knowledge:

- Conceptual knowledge and understanding of all basic concepts, values, principles, philosophies, methods, skills and techniques of Social Work.
- Declarative knowledge and understanding of inter disciplinary and the relevance to social work.

2. Skills:

- Demonstrate basic skills of relationship skills, communication skills, observation skills, listening skills and advanced skills of social work practice.

3. Field experiential knowledge:

- Apply the knowledge and skills in the work place and community through practice education.

4. Research:

- Comprehensive knowledge and understanding about research in social work create to involve in social research

5. Self-directed learning:

- Ability to work independently, identify appropriate resources and to develop a plan of action to complete the task.

6. Social agent:

- Possess knowledge, skills, leadership qualities and attitude to transform the society towards positive social change.

Qualification descriptors:

- Basic knowledge and understanding of social work and its relevance to other related disciplines.
- Understanding of the latest development in social work education and learning the skills and techniques require for identifying the social issues and problems and to find out the solutions.
- Systematic knowledge in research by identification of problem, collection of data, analysis and interpretation by using various methodologies gives evidence based findings.
- Social work knowledge and skills provides plenty of job opportunities in all sectors.

Programme Learning Outcome

The Undergraduate programme in Social Work gives the fundamental knowledge to work with individuals, groups, and community. The curriculum will give insight about the national and global scenario of social work. Students will develop various skills through field work and exposure training. Knowledge on research encourages to involve in various research activities, proposal writing and to take projects, and thus creates dynamic professionals, leaders, change agents, and socially responsible citizens to transform the society.

Tables of Programme learning outcomes

Table No 1	Foundation Courses	:	Academic Aptitude
Table No 2	Foundation Courses	:	Personal and Professional Aptitude
Table No 3	Foundation Courses	:	Societal Aptitude
Table No4	Core Courses	:	Academic Aptitude
Table No 5	Core Courses	:	Personal and Professional Aptitude
Table No 6	Core Courses	:	Societal Aptitude
Table No 7	Allied Courses	:	Academic Aptitude
Table No 8	Allied Courses	:	Personal and Professional Aptitude
Table No 9	Allied Courses	:	Societal Aptitude
Table No 10	Non Major Elective	:	Academic Aptitude
Table No 11	Non Major Elective	:	Personal and Professional Aptitude

Table No 12	Non Major Elective	:	Societal Aptitude
Table No 13	Soft Skill	:	Academic Aptitude
Table No 14	Soft Skill	:	Personal and Professional Aptitude
Table No 15	Soft Skill	:	Societal Aptitude
Table No 16	Field Work	:	Academic Aptitude
Table No 17	Field Work	:	Personal and Professional Aptitude
Table No 18	Field Work	:	Societal Aptitude

Foundation Courses (FC)

TABLE 1		
Programme Outcomes	Foundation Course	
	FC1	FC2
	T1/F1	T2/F2
Academic Aptitude		
1.1.Understanding of concept and History	X	x
1.2. Knowledge of Social work education and methods		
1.3.Evaluation of Different Fields and Services available		
1.4.Understanding of Individual/ Group / Community Issues		
1.5.Application of Scientific Knowledge & Skills		
1.6.Theoretical Knowledge	X	x
1.7.Impart Social Work Research Knowledge		
1.8.Knowledge of Programme Media & Information Literacy		
1.9.Critical Evaluation Social Work Theory and Practice		

'x' denotes Yes outcomes of the course

TABLE 2		
Programme Outcomes	Foundation Course	
	FC1	FC1
	T1/F1	T1/F1
Personal and Professional Aptitude		
2.1 Understanding the Principles	X	x

2.2 Ability to Develop Professional Skills	X	x
2.3 Application of Social Work Skills & Techniques		
2.4 Ability to work with Individual, Group & community		
2.5 Understanding the Ethical Knowledge	X	x

'x' denotes Yes outcomes of the course

TABLE 3		
Programme Outcomes	Foundation Course	
	FC1	FC1
	T1/F1	T1/F1
Societal Aptitude		
3.1 Moral, Ethical & Cultural Issues	X	x
3.2 Understanding social issues, Problems & Fields	X	x
3.3 Professional and Social Responsibility	X	x
3.4 Welfare of the Individual/ Group/ Community		
3.5 Participation & Cooperation	X	x

'x' denotes Yes outcomes of the course

Core Course (CC)

TABLE 4														
Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	ISW	SWP	SWP IG-I	SWP C-I	FSW	SWPI G II	SWP C-II	SDSW	CSW	SWRS	DH	SWA	WDIC	RP
Academic Aptitude														
4.1. Understanding of concept and History	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4.2. Knowledge of Social work education and	x	x	x	x	x	x	x	x	x	x	x	x	x	x

methods														
4.3. Evaluation of Different Fields and Services available		x	x	x	x	x		x	x	x	x	x		
4.4. Understanding of Individual/ Group / Community Issues			x	x	x	x								
4.5 Application of Scientific Knowledge & Skills	x	x	x	x	x	x	x	x	x	x	x	x		
4.6. Theoretical Knowledge	x	x	x	x			x	x	x	x	x	x		
4.7. Impart Social Work Research Knowledge	x			x				x		x				x
4.8 Knowledge of Programme Media & Information Literacy	x		x			x		x	x				x	x
4.9 .Critical Evaluation Social Work Theory and Practice	x	x	x	x	x	x	x	x	x				x	x

'x' denotes Yes outcomes of the course

TABLE 5														
Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	ISW	SWP	SWPIG-I	SWP C-I	FSW	SWPIG II	SWP C-II	SDSW	CSW	SWRS	DH	SWA	WDIC	RP
Personal and Professional Aptitude														
5.1 Understanding the Principles	x	x	x	x	x	x	x	X		x	x	x	x	
5.2 Ability to Develop Professional Skills	x		x	x		x	x		x	x		x	x	
5.3 Application of	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Social Work Skills & Techniques															
5.4 Ability to work with Individual, Group & community	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x
5.5 Understanding the Ethical Knowledge	x	x	x	x	x	x	x	X	x					x	

'x' denotes Yes outcomes of the course

TABLE 6														
Programme Outcomes	Core Course													
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14
	ISW	SWP	SWPIG-I	SWPC-I	FSW	SWPIG-II	SWPC-II	SDSW	CSW	SWRS	DH	SWA	WDIC	RP
Societal Aptitude														
6.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6.2 Understanding social issues, Problems & Fields	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6.3 Professional and Social Responsibility	x	x	x	x	x		x	x		x	x	x	x	x
6.4 Welfare of the Individual/ Group/ Community	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6.5 Participation & Cooperation	x	x	x	x	x	x	x	x	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

Allied Course (AC)

TABLE 7						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
Academic Aptitude						
7.1. Understanding of concept and History	x	x	x	X	x	x
7.2. Knowledge of			x		x	x

Social work education and methods						
7.3.Evaluation of Different Fields and Services available	x	x	x		x	x
7.4.Understanding of Individual/ Group / Community Issues		x	x		x	x
7.5.Application of Scientific Knowledge & Skills	x	x	x	X	x	x
7.6.Theoretical Knowledge	x	x	x	X	x	x
7.7.Impart Social Work Research Knowledge		x	x		x	x
7.8.Knowledge of Programme Media & Information Literacy						
7.9.Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 8						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
Personal and Professional Aptitude						
8.1 Understanding the Principles	x	x	x	X	x	x
8.2 Ability to Develop Professional Skills			x		x	x
8.3 Application of Social Work Skills & Techniques			x		x	x
8.4 Ability to work with Individual,		x	x		x	x

Group & community						
8.5 Understanding the Ethical Knowledge	x	x	x	X	x	x

'x' denotes Yes outcomes of the course

TABLE 9						
Programme Outcomes	Allied Course					
	AC1	AC2	AC3	AC4	AC5	AC6
	SOCIOLOGY	HGD	EPSP	PSYCHOLOGY	SWSC	HUMAN RIGHTS
Societal Aptitude						
9.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
9.2 Understanding social issues, Problems & Fields	x		x		x	x
9.3 Professional and Social Responsibility	x		x		x	x
9.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
9.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

Non Major Elective (NME)

TABLE 10						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
Academic Aptitude						
10.1. Understanding of concept and History	x	x	x	x	x	x
10.2. Knowledge of Social work education and methods			x		x	x
10.3. Evaluation of Different Fields and Services available	x	x	x		x	x

10.4. Understanding of Individual/ Group / Community Issues		x	x		x	x
10.5. Application of Scientific Knowledge & Skills	x	x	x	x	x	x
10.6. Theoretical Knowledge	x	x	x	x	x	x
10.7. Impart Social Work Research Knowledge		x	x		x	x
10.8. Knowledge of Programme Media & Information Literacy						
10.9. Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 11						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
Personal and Professional Aptitude						
11.1 Understanding the Principles	x	x	x	X	x	x
11.2 Ability to Develop Professional Skills			x		x	x
11.3 Application of Social Work Skills & Techniques			x		x	x
11.4 Ability to work with Individual, Group & community		x	x		x	x
11.5 Understanding the Ethical Knowledge	x	x	x	X	x	x

'x' denotes Yes outcomes of the course

TABLE 12						
Programme Outcomes	Non Major Elective					
	NME1	NME2	NME 3	NME 4	NME 5	NME 6
	BT - I/ SM	BT - II/STSW	VE	EVS	D/DM	IWFM/SA
Societal Aptitude						
12.1 Moral, Ethical & Cultural Issues	x	x	x	X	x	x
12.2 Understanding social issues, Problems & Fields	x		x		x	x
12.3 Professional and Social Responsibility	x		x		x	x
12.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
12.5 Participation & Cooperation	x	x	x	X	x	x

'x' denotes Yes outcomes of the course

Soft Skills (SS)

TABLE 13						
Programme Outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
Academic Aptitude						
13.1. Understanding of concept and History	x	x	X	x	x	x
13.2. Knowledge of Social work education and methods			X		x	x
13.3. Evaluation of Different Fields and Services available	x	x	X		x	x
13.4. Understanding of Individual/ Group / Community Issues		x	X		x	x
13.5. Application of Scientific Knowledge & Skills	x	x	X	x	x	x
13.6. Theoretical Knowledge	x	x	X	x	x	x
13.7. Impart Social Work Research Knowledge		x	X		x	X

13.8.Knowledge of Programme Media & Information Literacy						
13.9.Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 14						
Programme outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
Personal and Professional Aptitude						
14.1 Understanding the Principles	x	x	x	x	x	x
14.2 Ability to Develop Professional Skills			x		x	x
14.3 Application of Social Work Skills & Techniques			x		x	x
14.4 Ability to work with Individual, Group & community		x	x		x	x
14.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

TABLE 15						
Programme outcomes	Soft Skills					
	SS1	SS 2	SS 3	SS 4	SS 5	SS 6
	Communicative Skills	Computer Skills	Sign Language & CS	Life Saving Skills	Aptitude Skills	Career Skills
Societal Aptitude						
15.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
15.2 Understanding social issues, Problems & Fields	x		x		x	x
15.3 Professional and Social	x		x		x	x

Responsibility						
15.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
15.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

Field Work (FW)

TABLE 16						
Programme Outcomes	Field Work (FW)					
	FW - I	FW - II	FW – III	FW- IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
Academic Aptitude						
16.1.Understanding of concept and History	x	x	X	x	x	x
16.2.Knowledge of Social work education and methods			X		x	x
16.3.Evaluation of Different Fields and Services available	x	x	X		x	x
16.4.Understanding of Individual/ Group / Community Issues		x	X		x	x
16.5.Application of Scientific Knowledge & Skills	x	x	X	x	x	x
16.6.Theoretical Knowledge	x	x	X	x	x	x
16.7.Impart Social Work Research Knowledge		x	X		x	x
16.8.Knowledge of Programme Media & Information Literacy						
16.9.Critical Evaluation Social Work Theory and Practice						

'x' denotes Yes outcomes of the course

TABLE 17						
Programme outcomes	Field Work (FW)					
	FW - I	FW - II	FW - III	FW- IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
Personal and Professional Aptitude						
17.1 Understanding the Principles	x	x	x	x	x	x
17.2 Ability to Develop Professional Skills			x		x	x
17.3 Application of Social Work Skills & Techniques			x		x	x
17.4 Ability to work with Individual, Group & community		x	x		x	x
17.5 Understanding the Ethical Knowledge	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

TABLE 18						
Programme outcomes	Field Work (FW)					
	FW - I	FW - II	FW - III	FW- IV	FW - V	FW - VI
	Field Lab Session - I	Field Lab Session - II	Observation Visits	Project Field Work	Rural Camp	Concurrent Field Work
Societal Aptitude						
18.1 Moral, Ethical & Cultural Issues	x	x	x	x	x	x
18.2 Understanding social issues, Problems & Fields	x		x		x	x
18.3 Professional and Social Responsibility	x		x		x	x
18.4 Welfare of the Individual/ Group/ Community	x	x	x		x	x
18.5 Participation & Cooperation	x	x	x	x	x	x

'x' denotes Yes outcomes of the course

Study Tour (ST)

TABLE 19

Programme Outcomes	Study Tour (ST)	
Academic Aptitude		
19.1.Understanding of concept and History		
19.2.Knowledge of Social work education and methods	X	
19.3.Evaluation of Different Fields and Services available	X	
19.4.Understanding of Individual/ Group / Community Issues	X	
19.5.Application of Scientific Knowledge & Skills	X	
19.6.Theoretical Knowledge		
19.7.Impart Social Work Research Knowledge	X	
19.8.Knowledge of Programme Media & Information Literacy	X	
19.9.Critical Evaluation Social Work Theory and Practice	X	

‘x’ denotes Yes outcomes of the course

TABLE 20

Programme outcomes	Study Tour (ST)	
	ST1	
Personal and Professional Aptitude		
20.1 Understanding the Principles	X	
20.2 Ability to Develop Professional Skills	X	
20.3 Application of Social Work	x	

Skills & Techniques	
20.4 Ability to work with Individual, Group & community	X
20.5 Understanding the Ethical Knowledge	X

'x' denotes Yes outcomes of the course

TABLE 21	
Programme outcomes	Study Tour (ST)
	ST1
Societal Aptitude	
21.1 Moral, Ethical & Cultural Issues	X
21.2 Understanding social issues, Problems & Fields	X
21.3 Professional and Social Responsibility	X
21.4 Welfare of the Individual/ Group/ Community	X
21.5 Participation & Cooperation	X

'x' denotes Yes outcomes of the course

National Service Scheme (NSS)

TABLE 22	
Programme Outcomes	National Service Scheme (NSS)
	NSS1
Academic Aptitude	
19.1. Understanding of concept and History	
19.2. Knowledge of Social work education and methods	X
19.3. Evaluation of Different Fields and Services available	X
19.4. Understanding of Individual/	X

Group / Community Issues	
19.5.Application of Scientific Knowledge & Skills	X
19.6.Theoretical Knowledge	
19.7.Impart Social Work Research Knowledge	X
19.8.Knowledge of Programme Media & Information Literacy	X
19.9.Critical Evaluation Social Work Theory and Practice	X

'x' denotes Yes outcomes of the course

TABLE 23	
Programme outcomes	National Service Scheme (NSS)
	NSS1
20.1 Understanding the Principles	X
20.2Ability to Develop Professional Skills	X
20.3 Application of Social Work Skills & Techniques	X
20.4 Ability to work with Individual, Group & community	X
20.5 Understanding the Ethical Knowledge	X

'x' denotes Yes outcomes of the course

TABLE 24	
Programme outcomes	National Service Scheme (NSS)
	NSS1
Societal Aptitude	
21.1 Moral, Ethical & Cultural Issues	X
21.2 Understanding social issues, Problems & Fields	X
21.3 Professional and Social Responsibility	X
21.4 Welfare of the Individual/ Group/ Community	X
21.5 Participation & Cooperation	X

'x' denotes Yes outcomes of the course

Structure of BSW

Foundation Course (FC)

FC1

- Tamil - I
- French -I

FC2

- Tamil - II
- French - II

Core Course (CC)

CC1: Introduction to Social Work (ISW)

CC2: Social Work Profession (SWP)

CC3: Social Work Practice with Individuals and Groups - I (SWPIG - I)

CC4: Social Work Practice with Communities - I (SWPC - I)

CC5: Fields of Social Work (FSW)

CC6: Social Work Practice with Individuals and Groups - II (SWPIG - II)

CC7: Social Work Practice with Communities - II (SWPC - II)

CC8: Social Development and Social Work (SDSW)

CC9: Communication for Social Work (CSW)

CC10: Social Work Research and Statistics (SWRS)

CC11: Dimensions of Health (DH)

CC12: Social Welfare Administration (SWA)

CC13: Women's Development - Issues and Concerns (WDIC)

CC14: Research Project (RP)

Allied Course (AC)

AC1: Sociology (S)

AC2: Human Growth and Development (HGD)

AC3: Economic and Political Systems and Processes (EPSP)

AC4: Psychology (P)

AC5: Social Work with Senior Citizens (SWSC)

AC6: Human Rights (HR)

Non Major Elective (NME)

NME1

- Basic Tamil – I (BT1)
- Stress Management (SM)

NME2

- Basic Tamil – II (BT 2)
- Sustainable Tourism and Social Work (STSW)

NME3: Value Education (VE)

NME4: Environment Studies (EVS)

NME5:

- Disability (D)
- Disaster Management (DM)

NME6:

- Introduction to Work Force Management (IWFMM)
- Social Entrepreneurship (SE)

Soft Skills (SS)

SS1: Communicative Skills (CS1)

SS2: Computer Skills (CS2)

SS3: Sign Language Communication Skills (SLCS)

SS4: Life Saving Skills (LSS)

SS5: Aptitude Skills (AS)

SS6: Career Skills (CS)

Field Work (FW)

- FW- I : Field Lab Sessions - I (FLS - I)
- FW - II: Field Lab Sessions - II (FLS - II)
- FW - III: Observation Visits (OV)
- FW - IV: Project Field Work (PFW)
- FW - V: Rural Camp (RC)
- FW - VI: Concurrent Field Work (CFW)

Course Completion (CC)

- Study Tour (ST)
- NSS (NSS)

PO CO MAPPING

PO NO	PROGRAMME OUTCOMES After completion of the BSW Degree Programme, the Under Graduate will be able to
PO - 1	Gain fundamental knowledge on social work with reference to methods work with Individuals, Groups and Communities
PO - 2	Learn the National and Global scenario of social work
PO - 3	Develop various skills through experiential learning from field work training and exposure visits
PO - 4	Involve in various research activities, proposals writing and projects
PO - 5	Develop professionals, leaders, change agents and socially responsible citizens to transform the society.
PO - 6	Gain fundamental knowledge on foundation course
PO - 7	Develop their communication skills
PO - 8	Develop various skills in the field of creative literature

PROGRAMME SPECIFIC OUTCOMES

PSO	PROGRAMME SPECIFIC OUTCOMES After completion of the BSW Programme, the Under Graduate would have
PSO - 1	Obtain fundamental knowledge on primary methods of social work with Individuals, Groups and Communities to practice social work.
PSO – 2	Acquire insight about the social work with reference to national and global scenario to adopt the best practices to serve the community
PSO – 3	Develop various skills for the effective practice in the fields of social work
PSO – 4	Conduct empirical social work research for the benefit of the society to formulate policies, schemes and programmes.
PSO – 5	Transform as good professional, leader, change agent to bring sustainable development
PSO - 6	Develop various skills for the effective practice in the field of creative literature
PSO – 7	Obtain Competence in communication
PO - 8	Acquire various skills in the field of creative literature

PO and CO Mapping
Semester – I

CO	TAMIL – I	PO	PSO
CO – 1	நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	கவிதை, கதை போன்ற படைப்பிலக்கியங்களின் இலக்கணத்தைப் புரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	எழுத்துப் பிழை, சொற்பிழை இல்லாமல் எழுதவும் சாதனையாளர்களை நேர்காணவும் அறிந்து கொள்கின்றனர்	6,7,8	7,8
CO – 4	நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்	6,7,8	7,8

CO	FRENCH – I	PO	PSO
CO – 1	Se présenter et décrire son environnement en français simple	6,7,8	7,8
CO - 2	Écrivez de courts paragraphes sur des sujets quotidiens comme la nourriture, les souvenirs du passé, les vacances, les routines quotidiennes, etc.	7	7
CO - 3	Identifier et expliquer les caractéristiques uniques de divers francophones et de leurs cultures	6,7	7,8
CO – 4	Comparer et contraster les similitudes et les différences entre leur propre culture et les cultures francophones	6,7,8	7,8
CO - 5	Identifier les principales caractéristiques géographiques / topographiques de la France et des autres pays francophones	6,7,8	7,8

CO	ENGLISH – I	PO	PSO
CO – 1	Develop a taste for reading different genres (poetry, fiction and non-fiction) and gain an exposure to different styles of writing.	6,7,8	7,8
CO - 2	Begin to recognize how literature addresses contemporary world problems as well as Indian issues specific to India and have their perspective enriched.	6,7	6,7
CO - 3	Enhance their practical language and communication skills.	6,7,8	7,8

CO	INTRODUCTION TO SOCIAL WORK	PO	PSO
CO – 1	Identify and define basic concepts of Social Work	1,2	1,2
CO - 2	Discuss the principles and values of social work.	1,2	1,2
CO - 3	Analyse the history of social work and social work practice in different fields.	1,2	1,2,3
CO – 4	Discuss the skills of social work.	1,2,3	1,2,3
CO - 5	Identify and define basic concepts of Social Work	1,2,3	1,2,3

CO	FIELD WORK – FIELD LAB SESSION	PO	PSO
CO – 1	Predict own behaviour and analyse its impact.	1,2,3	1,2,3
CO - 2	Asses the skills to establish relationship with individuals, groups and communities.	1,2,3	1,2,3

CO	SOCIOLOGY	PO	PSO
CO – 1	Know sociology as a discipline and its relevance to social work.	1,2	1,2
CO - 2	Anlayse the concepts of sociology.	1,2	1,2
CO - 3	Discuss the Indian Social Problems.	1,2	1,2,3
CO – 4	Know sociology as a discipline and its relevance to social work.	1	1
CO - 5	Anlayse the concepts of sociology.	1	1

CO	BASIC TAMIL – I	PO	PSO
CO – 1	தமிழ் எழுத்துக்களை எழுதவும் படிக்கவும் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	சொற்களையும், எண்களையும், நிறங்களையும் தெரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	தமிழர்களின் பழக்க வழக்கங்களைப் புரிந்து கொள்கின்றனர்	6,7,8	7,8

CO	STRESS MANAGEMENT	PO	PSO
CO – 1	Identify and define the basic concepts of stress, its origin and the types.	1,2	1,2
CO - 2	Analyze the causes, consequences, signs and symptoms of stress.	1,2	1,2
CO - 3	Apply the knowledge on the ways of prevention of stress.	1,2	1,2,3
CO – 4	Practice healthy ways of coping stress.	1,2,3	1,2,3
CO - 5	Apply the various techniques and therapies of stress management.	1,2,3	1,2,3

CO	SOFT SKILL – I	PO	PSO
CO – 1	Demonstrate speaking skills.	6,7,8	7,8
CO - 2	Explain the writing skills.	6,7	6,7

CO	NSS / SPORTS	PO	PSO
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause.	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmes to be self-employed.	6,7,8	7,8
CO-6	Analyze their personality and develop leadership qualities, and a sense of civic responsibility.	6,7	6,7

SEMESTER – 2

CO	TAMIL – II	PO	PSO
CO – 1	சிறுநிலக்கியங்களையும் அதன் வகைகளையும் தெரிந்து கொள்கின்றனர்	6,7,8	7,8
CO - 2	வெளிநாட்டவர்களும் தமிழ்நாட்டவர்களும் மொழிக்கு ஆற்றிய தொண்டினை உணர்ந்து கொள்கின்றனர்	6,7	6,7
CO - 3	செய்யுளில் பயின்று வரும் இலக்கணக் குறிப்புகளைப் புரிந்து கொள்கின்றனர்	6,7,8	7,8

CO	FRENCH – II	PO	PSO
CO – 1	Faire la différence entre les registres de la parole formels et informels en français.	6,7,8	7,8
CO - 2	Évaluer et critiquer les performances orales et écrites de chacun	6,7	6,7
CO - 3	Écoutez et répondez aux instructions de base du français parlé	6,7,8	7,8
CO – 4	Développer davantage toutes leurs compétences linguistiques de base (LSRW)	6,7,8	7,8
CO - 5	Commencez à utiliser des structures grammaticales plus complexes et un vocabulaire étendu	6,7,8	7,8

CO	ENGLISH – II	PO	PSO
CO – 1	Expand their range of reading indifferent genres (poetry, fiction and non-fiction) and attain a better knowledge of different styles of writing	6,7,8	7,8
CO - 2	Exposure to the genre of drama which offers ample scope for classroom performance that would aid conversational practice	6,7	6,7
CO - 3	Appreciate the lyrical and aesthetic aspects of literary writing alongside social concerns	6,7,8	7,8
CO – 4	Hone their linguistic competence in terms of writing, speaking and listening skills	6,7,8	7,8

CO	SOCIAL WORK PROFESSION	PO	PSO
CO – 1	Evaluate social work as a profession	1,2	1,2
CO - 2	Identify social work education and methods of social work	1,3	1,2
CO - 3	Evaluate the current trends in social work practice and its scope.	1,2,3	1,2
CO – 4	Demonstrate the objectives of field work and the importance of recording.	1,2,3,4,5	1,2,3,4,5

CO	FIELD WORK – II	PO	PSO
CO – 1	Critique the effective tools for development communication.	1,2,3	1,2,3,4,5
CO - 2	Outline the skills and establish relationship with individuals, groups and communities.	1,2	1,2,3

CO	HUMAN GROWTH AND DEVELOPMENT	PO	PSO
CO – 1	Discuss the various stages of development	1,2,3	1,2
CO - 2	Explain the developmental tasks and problems	1,2	1,2,3
CO - 3	Appreciate the role of social workers.	1,2,3,4	1,2

CO	BASIC TAMIL – II	PO	PSO
CO – 1	ஆத்திசூடி, கொன்றை வேந்தன், திருக்குறள் ஆகிய நூல்களின் குறிப்பிட்ட பாடல்களைக் கற்றுக் கொள்கின்றனர்	6,7,8	7,8
CO - 2	நீதிநூல்களை இயற்றிய புலவர்கள் சிலரைத் தெரிந்து கொள்கின்றனர்	6,7	6,7
CO - 3	தமிழ் வாக்கியங்களைப் பயன்படுத்திக் கதை சொல்ல அறிந்து கொள்கின்றனர்	6,7,8	7,8

CO	SUSTAINABLE TOURISM AND SOCIAL WORK	PO	PSO
CO – 1	Demonstrate cultural and environmental sensitivity through an appreciation for various forms of diversity.	1,2	1
CO - 2	Analyze the impact of tourism development locally, nationally and internationally	1,2,3	1,2
CO - 3	Apply principles of sustainability to the practice of tourism in the local and global context	1,2,3	1
CO – 4	Integrate the knowledge of Tourism to take socially responsible decisions in the field of community development.	1	1
CO - 5	Increase the knowledge and explore new terrains, people, and culture through exposure visit.	1	1

CO	SOFT SKILL – II	PO	PSO
CO – 1	Analyse the select computer packages.	6,7,8	7,8
CO - 2	Identify safe guards in social surfing.	6,7	6,7

CO	NSS / SPORTS	PO	PSO
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause.	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmesto be self-employed.	6,7,8	7,8
CO - 6	Analyze their personality and develop leadership qualities, and a sense of civic responsibility.	6,7	6,7

SEMESTER –III

CO	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I	PO	PSO
CO – 1	Describe the origin, components of social case work and group work.	1,2,3,4,5	1,2
CO - 2	Enumerate the meaning of group and stages of group development.	1,2,3,4	1,2,3
CO - 3	Identify and define the various types of problems of individuals and groups.	1,2,3	1,2
CO – 4	Compare and contrast the types of groups and define its characteristics.	1,2	1,2,3
CO - 5	Apply the skills and techniques in the process of solving the individual problem or group.	4,5	2,3
	Apply the principles and values while working with individual and groups	1,2,3	1,2,3,4,5

CO	SOCIAL WORK PRACTICE WITH COMMUNITIES – I	PO	PSO
CO – 1	Identify the different types of communities and the problems related to the communities.	1,2,3,4,5	1,2
CO - 2	Asses the power, types and various power structures of India.	1,2,3,4	1,2,3
CO - 3	Utilize the process of Community Organization and develop skills of PRA techniques	1,2,3	1,2
CO – 4	Identify the different types of communities and the problems related to the communities.	1,2	1,2,3

CO	FIELDS OF SOCIAL WORK	PO	PSO
CO – 1	Identify different fields of Social Work and the services available in the respective fields.	1,2,3,4,5	1,2
CO - 2	Develop knowledge with regard to both rural and urban development in India.	1,2,3,4	1,2,3
CO - 3	Demonstrate appropriate responses towards the effective functioning of family as a fundamental unit of Indian Society.	1,2,3	1,2
CO – 4	Understand criminal justice system and how they influence correctional services.	1,2	1,2,3
CO - 5	Identify different fields of Social Work and the services available in the respective fields.	1,2,3,4,5	1,2

CO	FIELD WORK – III	PO	PSO
CO – 1	Develop knowledge through exposure visits to NGOs and Government Organizations.	1,2	1,2
CO - 2	Demonstrate skills of observation and develop a spirit of inquiry.	1,2,3,4,5	1,2
CO - 3	Identify suitable social work interventions in various settings.	1,2,3,4	1,2,3
CO – 4	Use contemplative inquiry; identify a social need.	1,2,3	1,2
CO - 5	Develop knowledge through exposure visits to NGOs and Government Organizations.	1,2,3	1,2,3,4,5

CO	ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES	PO	PSO
CO – 1	Know the basic concepts related to economics and politics	1,2	2,3
CO - 2	Know the macro-economic indicators	2,3	1,2,3,4,5
CO - 3	Know the preamble and features of Indian Constitution	1,2,3	3,4,5
CO – 4	Understand the issues associated with agriculture, industry and service sectors.	2,3,4	1,2,3,4,5
CO - 5	Know the basic concepts related to economics and politics	1,2	1,2,3

CO	VALUE EDUCATION	PO	PSO
CO – 1	Achieve value based positive and purposeful lives for themselves and their communities.	1,2,3	1,2
CO - 2	Build excellent citizens and leaders for the country	2,3,4,5	2,3,4,5
CO - 3	Study successful and happy members to the society	1,2,3	1,2,3
CO – 4	Achieve value based positive and purposeful lives for themselves and their communities.	4,5	4,5

CO	SOFT SKILL – III	PO	PSO
CO – 1	Identify the types of sign language	1,2,3	1,2
CO - 2	Use sign language symbols to communicate with Persons with disabilities.	2,3,4,5	2,3,4,5
CO - 3	Work efficiently in the institutions for Persons with disabilities.	1,2,3	1,2,3
CO – 4	Critically evaluate the relationship between the practices and perspectives of Indian Deaf culture	4,5	4,5
CO - 5	Build inclusiveness in the future workplace	1,2,3	1,2

CO	NSS / SPORTS	PO	PSO
CO – 1	Encourage the spirit of voluntarism.	1,2	2,3
CO - 2	Instill sportsmanship among students.	1,2	1,2,3
CO - 3	Evolve socially responsible citizen	1,2	2,3

SEMESTER – IV

CO	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II	PO	PSO
CO – 1	Practice Social case work.	1,2	2,3
CO - 2	Employ the various intervention skills and techniques.	2,3	1,2,3,4,5
CO - 3	Practice group work process.	1,2,3	3,4,5
CO – 4	Identify and define the meaning and types of recording which is used for case work and group work.	2,3,4	1,2,3,4,5
CO - 5	Choose the appropriate types of recording for case work and group work by knowing it uses and importance.	1,2	1,2,3
CO-6	Examine the role of case worker and group worker in various settings with illustrations from Indian Context.	1,2	2,3

CO	SOCIAL WORK PRACTICE WITH COMMUNITIES –II	PO	PSO
CO – 1	Demonstrate the approaches and models of community organization	1,2	2,3
CO - 2	Demonstrate the social action, its principles, strategies and the approaches.	2,3	1,2,3,4,5
CO - 3	Plan community organization and social action practice in different settings	1,2	2,3
CO – 4	Apply the skills of community organiser and create interest to work with communities.	2,3	1,2,3,4,5
CO - 5	Asses the contributions of NGOs and CBOs in the national development.	1,2,3	3,4,5

CO	SOCIAL DEVELOPMENT AND SOCIAL WORK	PO	PSO
CO – 1	Learn the concept of development and development issues in India	1,2	2,3
CO - 2	Study developmental organizations in India	2,3	1,2,3,4,5
CO - 3	Understand the role of legislations in relation to development.	1,2,3	3,4,5

CO	FIELD WORK – IV - PROJECT FIELD WORK	PO	PSO
CO – 1	Develop professional skills through learning how to utilize the knowledge for the study of the relevant fact, the analysis of problem and selection of the appropriate means of problem solving.	1,2	2,3
CO - 2	The development of skills for problem solving in work at the micro level (individual, family, small group, community etc.) and change at the macro level in social institutions and process.	2,3	1,2,3,4,5
CO - 3	Provide concurrent opportunity for the integration of class room learning in the field practice and vice versa.	1,2,3	3,4,5
CO – 4	Develop professional attitude involving impartiality, non judgmental attitudes, objectively.	2,3,4	1,2,3,4,5
CO - 5	Develop professional values and commitments such as respect for human dignity and worth and the right to participation and self determination compatible with the good of society.	1,2	1,2,3

CO	PSYCHOLOGY	PO	PSO
CO – 1	To got insight about the basic knowledge in Psychology	1,2	2,3
CO - 2	Ability to apply ethical standards to evaluate psychological science and practice	2,3	1,2,3,4,5
CO - 3	Adopt values that build community	1,2,3	3,4,5
CO – 4	Learning various concepts helps them to improve their relationship with clients	2,3,4	1,2,3,4,5
CO - 5	Handling the cases in a professional way.	1,2	1,2,3

CO	ENVIRONMENTAL STUDIES	PO	PSO
CO – 1	Study the environmental issues.	1,2	2,3
CO - 2	Understand the natural resources.	2,3	1,2,3,4,5
CO - 3	Learn environmental pollution	1,2	3,4
CO – 4	Study the environment conservation.	2,3,4	1,2,3,4,5

CO	SOFT SKILL – IV	PO	PSO
CO – 1	Develop skills required to handle emergency situations.	6,7,8	7,8
CO - 2	Understand First Aider responsibilities and administer first aid in a needy situation.	6,7	6,7
CO - 3	Recognize the need to demonstrate essential life saving skills.	6,7,8	7,8

CO	NSS / SPORTS	PO	PSO
CO – 1	Service to the society while studying	6,7,8	7,8
CO - 2	Develop social conscience and work creatively and constructively for the society.	6,7	6,7
CO - 3	Work with and among the people for concrete social cause	6,7,8	7,8
CO – 4	Involve in creative and constructive social action.	6,7,8	7,8
CO - 5	Write development programmes to be self-employed.	6,7,8	7,8

SEMESTER – V

CO	COMMUNICATION FOR SOCIAL WORK	PO	PSO
CO – 1	Demonstrate communication in social work through communication process	1,2	2,3
CO - 2	Apply different communication methods and their uses in the processes of social change	2,3	1,3,4,5
CO - 3	Prepare the print	1,2,3	3,4,5
CO – 4	Demonstrate communication in social work through communication process	2,3,4	1,2,,4,5
CO - 5	Apply different communication methods and their uses in the processes of social change	1,2	1,2,3

CO	SOCIAL WORK RESEARCH AND STATISTICS	PO	PSO
CO – 1	Describe research, social work research, its importance and as a method of social work.	1,2	2,3
CO - 2	Identify and define the basic concepts needed for doing research.	2,3	1,2,3,4,5
CO - 3	Formulate research methodology, research design and choose the appropriate type of sampling for research.	1,2,3	3,4,5
CO – 4	Apply appropriate research tools and techniques for data collection.	2,3,4	1,2,3,4
CO - 5	Compute the data, create simple tables, graphs using computers and apply simple statistics for data analysis and to interpret the data.	1,2	1,2,3

CO	DIMENSIONS OF HEALTH	PO	PSO
CO – 1	Analyse the concepts of health	1,2	2,3
CO - 2	Discuss the various personal factors affecting the health	2,3	1,2,3,4,5
CO - 3	Analyze the environmental factors affecting the health.	1,2,3	3,4,5
CO – 4	Outline the concept of disease, illness and sickness.	2,3,4	1,2,3,5
CO - 5	Design the concepts of promotion of health.	1,2	1,2,3

CO	FIELD WORK - V – RURAL CAMP	PO	PSO
CO – 1	Describe rural life and village administration.		
CO - 2	Practice group living and participate in development work in a village identified by the department and the students together.	1,2	2,3
CO - 3	Write developmental projects after identifying local needs.	1,2	2,3
CO – 4	Practice team work thereby breaking self-centered thinking.	2,3	1,2,3,,5
CO - 5	Experiment rural living by taking responsibilities, apply skills like management skills, planning skills, organizing skills.	1,2,3	3,4,5
CO-6	Prepare and conduct social surveys and societal analysis.	2,3,4	1,2,3,4,5

CO	SOCIAL WORK WITH SENIOR CITIZENS	PO	PSO
CO – 1	Analyse the concepts of Ageing, Geriatric Social Work and Gerontological Social Work	1,2	2,3
CO - 2	Analyse Physical, Social, Economic and Psychological changes and problems of senior citizens.	2,3	1,,3,4,5
CO - 3	Demonstrate the role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens.	1,2,3	3,4,5
CO – 4	Assess the legal provisions for senior citizens, programmes and schemes of government and non-government organizations	2,3,4	1,2,3,4,5
CO - 5	Plan to practice social work with senior citizens.	1,2	1,2,3

CO	DISABILITY	PO	PSO
CO – 1	Understand about concepts of disability helps them to get insight.	1,2	2,3
CO - 2	Identify the causes of disability.	2,3	1,2,3,4,5
CO - 3	Get insights on legislations regarding disability.	1,2,3	3,4,5
CO – 4	Gain knowledge about the organizations working for the disabled and its interventions.	2,3,4	1,2,3,4,5
CO - 5	Understand about rehabilitation.	1,2	1,2,3

CO	DISASTER MANAGEMENT	PO	PSO
CO – 1	Explain the basic concepts and types of Disaster.	1,2	2,3
CO - 2	Outline the process of Disaster Management.	2,3	1,2,3,4,5
CO - 3	Identify National and International policies and legislations pertaining to Disaster Management.	1,2,3	3,4,5
CO – 4	Critically evaluate the role of multiple stake holders (Government, Non - Government, Community in disaster management.	2,3,4	1,2,3,4,5
CO - 5	Identify the role of social worker in disaster management.	1,2	1,2,3

CO	SOFT SKILL – V	PO	PSO
CO – 1	Describe the basic concepts of quantitative aptitude, logical reasoning and verbal reasoning	1,2	2,3
CO - 2	Apply logical reasoning skills and verbal reasoning skills for getting employment.	2,3	1,2,3,4,5
CO - 3	Compute aptitude covering quantitative Ability, logical Reasoning and verbal Ability	1,2,3	3,4,5
CO – 4	Write competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.	2,3,4	1,2,3,4,5

SEMESTER – VI

CO	SOCIAL WELFARE ADMINISTRATION	PO	PSO
CO – 1	Discuss the History, Philosophy, Principles and values of Social Welfare Administration.	1,2	2,3
CO - 2	Critically view the functions of social welfare board at the centre and state level.	2,3	1,2,3,4,5
CO - 3	Develop insight about laws related to NGO	1,2,3	3,4,5
CO – 4	Appreciate the role of social worker in welfare administration.	2,3,4	1,2,3,4,5

CO	WOMEN'S DEVELOPMENT ISSUES AND CONCERNS	PO	PSO
CO – 1	Understand the perspectives of women's development, theoretical approaches, and development indicators	1,2	2,3
CO - 2	Study the various concepts of sex, gender, patriarchy, matriarchy and feminism.	1,2	2,3
CO - 3	Sensitize the issues and concerns of girls and women.	2,3	1,2,3,4,5
CO – 4	Get insight on legislations, policies and women empowerment.	1,2,3	3,4,5

CO	RESEARCH PROJECT	PO	PSO
CO – 1	Learn to frame the research problem.	1,2	2,3
CO - 2	Write research methodology, data collection and data analysis.	2,3	1,2,3,4,5
CO - 3	Equip them to compile a project report.	1,2,3	3,4,5

CO	FIELD WORK –VI - CONCURRENT FIELD WORK	PO	PSO
CO – 1	Apply theoretical knowledge of social work in the field.	1,2	2,3
CO - 2	Practice the methods of social work like social case work, social group work and community organization.	2,3	1,2,3,4,5
CO - 3	Identify and define the organization profile.	1,2,3	3,4,5
CO – 4	Facilitate the activities of the Non-governmental organization.	2,3,4	1,2,3,4,5
CO-5	Practice intervention skills in the field.	1,2	1,2,3

CO	HUMAN RIGHTS	PO	PSO
CO – 1	Analyse the concepts of Human Rights and Social Justice	1,2	2,3
CO - 2	Discuss the historical growth of the idea of human rights	2,3	1,2,3,4,5
CO - 3	Analyse and evaluate different concepts and ideas.	1,2,3	3,4,5
CO – 4	Employ different mechanisms for securing social justice like PIL, RTI., etc.	1,2	1,2

CO	INTRODUCTION TO WORKFORCE MANAGEMENT	PO	PSO
CO – 1	Gain knowledge on the basic concepts, functions and processes of human resource management.	1,2	2,3
CO - 2	Critically view the role of International Labour Organization (ILO) on employee welfare and develop knowledge on employee counseling.	2,3	1,2,3,4,5
CO - 3	Acquire practical knowledge on Workforce problems	1,2,3	3,4,5
CO – 4	Apply legal knowledge in Industrial settings.	2,3,4	1,2,3,4,5

CO	SOCIAL ENTREPRENEURSHIP	PO	PSO
CO – 1	Analyse the Social Entrepreneurship	1,2	2,3
CO - 2	Impart “Social entrepreneurial imagination”.	2,3	1,2,3,4,5
CO - 3	Discuss the practice of Social Entrepreneurship in India.	1,2,3	3,4,5
CO – 4	Identify the interest to become a social entrepreneur.	2,3,4	1,2,3,4,5

CO	SOFT SKILL – VI	PO	PSO
CO – 1	Participate in group discussion with confidence and courage.	1,2	2,3
CO - 2	Critically review the prerequisite of an interview.	2,3	1,2,3,4,5
CO - 3	Apply the skills, knowledge and attitude required to take career decisions.	1,2,3	3,4,5
CO – 4	Analysis the different kind of organizational work culture.	2,3,4	1,2,3,4,5
CO - 5	Create positive attitude to face the work culture	1,2	2,3
C0-6	Write their own resume.	1,2	2,3

CO	STUDY TOUR	PO	PSO
CO – 1	Get good exposure to various organizations and get experiential learning.	1,2	2,3
CO - 2	Explore new territories, culture and people.	2,3	1,2,3,4,5

IV. COURSE DURATION

- 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.
- 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.
- The duration of the BSW course is 3 academic years (6 Semesters)

V. MEDIUM OF INSTRUCTION

Medium of Instruction is English.

VI. ELIGIBILITY FOR ADMISSION TO BSW COURSE

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

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

VII. ATTENDANCE REQUIREMENTS

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

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

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

IX. COURSES OF STUDY

The courses of study shall consist of the following:

1. Part – I – Foundation Courses – Tamil and French
 - (a) Studied Tamil up to xii std, shall take Part – I Tamil during the I & II Semesters.
 - (b) Not studied Tamil up to xii std, shall take Part – I French during the I & II Semesters.
2. Part – II - Foundation Course – English
3. Part – III
 - a) Core courses: Consisting of Main Theory papers, Research Project and Field Work.
 - b) Allied Subjects.

4. Part – IV

i) Non-Major Electives for 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: Value Education

iii) Sem – 4: Environmental Studies

iv) Sem – 5: Disability / Disaster Management

v) Sem – 6: Introduction to Workforce Management / Social Entrepreneurship

5. Part – V

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

6. Compulsory Extension Service:

A candidate shall be awarded 1 Credit during the 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.

7. Study Tour - Course Completion Requirement.

8. Swayam online courses : not compulsory for Course Completion.

X. TEACHING METHODOLOGY:

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

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

A. Internal Continuous Assessment (ICA) Pattern

The following procedure is followed for ICA:

Theory papers: Internal Marks = 50 Marks (Maximum)

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

ICA QUESTION PAPER PATTERN

TOTAL MARKS :25 / TIME:1 HOUR

Option 1:

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

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

Option 2:

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

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

Option 3:

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

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

B. END SEMESTER EXAMINATION QUESTION PAPER PATTERN

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

SECTION – A (50 WORDS)

10 OUT OF 12 - 10*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

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

The Field Work report shall be evaluated by two examiners.

INTERNAL ASSESSMENT:

Faculty in Social Work of the department who has guided the students.

EXTERNAL ASSESSMENT:

Another Social Work faculty of the BSW department.

The examiners shall evaluate the Field Work report for 100 marks. The total marks for Field Work activities will be 100.

i) FIELD LAB SESSIONS (I&II) (Semester I & Semester II)

SN	Criteria	Marks	Total Marks
1.	<u>INTERNAL ASSESSMENT</u> <ul style="list-style-type: none"> • Submission of Report • Conference • Content • Interaction 	10 10 20 10	50
2.	<u>EXTERNAL ASSESSMENT</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 ASSESSMENT</u> <ul style="list-style-type: none"> • Submission of Report • Conference • Content • Interaction 	10 10 20 10	50
2.	<u>EXTERNAL ASSESSMENT</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 ASSESSMENT</u> <ul style="list-style-type: none"> • Submission of Report • Conference • Content • Interaction • Resource Mobilization 	10 10 10 10 10	50
2.	<u>EXTERNAL ASSESSMENT</u> <ul style="list-style-type: none"> • Communication 	05	

	<ul style="list-style-type: none"> • Organization Profile • Village Profile • Presentation • Application of Theory • Consolidated report 	05 10 10 15 05	50
TOTAL MARKS		100	100

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

iv) CONCURRENT FIELD WORK (Semester VI)

SN	Criteria	Marks	Total Marks
1.	<u>INTERNAL ASSESMENT</u> <ul style="list-style-type: none"> • Submission of Report • Conference/ Interaction • Content • Consolidated Report 	10 10 20 10	50
2.	<u>EXTERNAL ASSESMENT</u> <ul style="list-style-type: none"> • 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 for Soft Skills (Semesters I to VI) – only 2 Credits

E. Panel of Examiners for Field Work Assessment:

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

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

F. Evaluation Pattern for Research Project

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

The Research Project report shall be evaluated by two examiners.

INTERNAL ASSESSMENT:

Faculty in Social Work of the department who has guided the students.

EXTERNAL ASSESSMENT:

Another Social Work faculty of the BSW department.

The examiners shall evaluate the Research Project Report for 100 marks. The total marks for Research Project Report will be 100.

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	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
II	Foundation	Theory	2	3	4	3	6	-	-	6	22
	Core	Theory	1	4	4	3	-	4	-	4	
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	*NME	Theory	1	2	2	3	-	-	2	2	
Soft Skill	-	1	2	-	-	-	-	2	2		
III	Core	Theory	3	3	4	3	-	12	-	12	24
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
IV	Core	Theory	3	3	4	3	-	12	-	12	25
		Field Work	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
	CES**	NSS/sports	1	1	-	-	-	-	1	1	
V	Core	Theory	3	4	4	3	-	12	-	12	24
		Field Work (Rural)	1	4	-	5-7 Days	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	2	2	
	Soft Skill	-	1	2	-	-	-	-	2	2	
VI	Core	Theory	2	4	4	3	-	8	-	8	24
		Research Project	1	4	4	Only Viva	-	4	-	4	
		Field Work (Concurrent)	1	4	-	-	-	4	-	4	
	Allied	Theory	1	4	4	3	-	-	4	4	
	NME	Theory	1	2	2	3	-	-	1	2	
	Soft Skill	-	1	2	2	-	-	-	2	2	
	CC***	Study Tour				4-5 Days	-				
TOTAL CREDITS										141	

*NME-Non -Major Elective

**Compulsory Extension Service

***Requirement for Course Completion

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – I FOUNDATION	TAMIL – I	BS/20/101A	3	60	3	50	50	100
	FRENCH - I	BS/20/101B						
PART – II FOUNDATION	ENGLISH - I	BS/20/102	3	60	3	50	50	100
PART – III CORE	INTRODUCTION TO SOCIAL WORK	BSW/20C/103	4	60	3	50	50	100
PART – III CORE	FIELD WORK - I	BSW/20C/105	4	-	-	50	50	100
PART – III ALLIED	SOCIOLOGY	BSW/20A/104	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – I	BS/20N/107A	2	30	3	50	50	100
	STRESS MANAGEMENT	BS/20N/107B						
PART – V SOFT SKILL	SOFT SKILL- I	BSW/20S/106	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

SEMESTER – II

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
PART – I FOUNDATION	TAMIL – II	BS/20/201A	3	60	3	50	50	100
	FRENCH – II	BS/20/201B						
PART – II FOUNDATION	ENGLISH - II	BS/20/202	3	60	3	50	50	100
PART – III CORE	SOCIAL WORK PROFESSION	BSW/20C/203	4	60	3	50	50	100
PART – III CORE	FIELD WORK – II	BSW/20C/205	4	-	-	50	50	100
PART – III ALLIED	HUMAN GROWTH AND DEVELOPMENT	BSW/20A/204	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	BASIC TAMIL – II	BS/20N/206A	2	30	3	50	50	100
	SUSTAINABLE TOURISM & SOCIAL WORK	BS/20N/206B						
PART – V SOFT SKILL	SOFT SKILLS-II	BSW/20S/207	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	22 CREDITS							

SEMESTER – III

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-I	BSW/20C/301	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-I	BSW/20C/302	4	60	3	50	50	100
PART – III CORE	FIELDS OF SOCIAL WORK	BSW/20C/303	4	60	3	50	50	100
PART – III CORE	FIELD WORK - III	BSW/20C/305	4	-	-	50	50	100
PART – III ALLIED	ECONOMIC AND POLITICAL SYSTEMS & PROCESSES	BSW/20A/304	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	VALUE EDUCATION	BS/20N/307	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-III	BSW/20S/306	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS			30				
TOTAL	24 CREDITS							

SEMESTER – IV

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II	BSW/20C/401	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK PRACTICE WITH COMMUNITIES-II	BSW/20C/402	4	60	3	50	50	100
PART – III CORE	SOCIAL DEVELOPMENT AND SOCIAL WORK	BSW/20C/403	4	60	3	50	50	100
PART – III CORE	FIELD WORK - IV	BSW/20C/405	4	-	-	50	50	100
PART – III ALLIED	PSYCHOLOGY	BSW/20A/404	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	ENVIRONMENTAL STUDIES	BSW/20N/406	2	30	3	50	50	100
PART – V SOFT SKILL	SOFT SKILLS-IV	BSW/20S/407	2	20	CREDITS ONLY			
COMPULSORY EXTENSION SERVICE	NSS/SPORTS	BSW/20X/001	1	30				
TOTAL	25 CREDITS							

SEMESTER –V

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	COMMUNICATION FOR SOCIAL WORK	BS/20C/501	4	60	3	50	50	100
PART – III CORE	SOCIAL WORK RESEARCH AND STATISTICS	BS/20C/502	4	60	3	50	50	100
PART – III CORE	DIMENSIONS OF HEALTH	BS/20C/503	4	60	3	50	50	100
PART – III CORE	FIELD WORK - V	BS/20C/505	4	-	-	50	50	100
PART – III ALLIED	SOCIAL WORK WITH SENIOR CITIZENS	BS/20A/504	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	DISABILITY	BS/20N/507A	2	30	3	50	50	100
	DISASTER MANAGEMENT	BS/20N/507B						
PART – V SOFT SKILL	SOFT SKILLS-V	BSW/20S/506	2	20	CREDITS ONLY			
TOTAL	24 CREDITS							

SEMESTER –VI

NATURE OF COURSE	TITLE OF THE COURSE	SUBJECT CODE	CREDITS	LECTURE HOURS	EXAM HOURS	I C A	E S E	MAX MARKS
PART – III CORE	SOCIAL WELFARE ADMINISTRATION	BS/20C/601	4	60	3	50	50	100
PART – III CORE	WOMEN'S DEVELOPMENT – ISSUES AND CONCERNS	BS/20C/602	4	60	3	50	50	100
PART – III CORE	RESEARCH PROJECT	BS/20C/605	4	60	-	50	50	100
PART – III CORE	FIELD WORK - VI	BS/20C/604	4	-	-	50	50	100
PART – III ALLIED	HUMAN RIGHTS	BS/20A/603	4	60	3	50	50	100
PART – IV NON MAJOR ELECTIVE	INTRODUCTION TO WORK FORCE MANAGEMENT	BS/20N/607A	2	30	2	50	50	100
	SOCIAL ENTREPRENEURSHIP	BS/20N/607B						
PART – V SOFT SKILL	SOFT SKILLS-VI	BSW/20S/606	2	20	CREDITS ONLY			
PART – V CC	STUDY TOUR	BSW/20R/608	REQUIREMENT FOR COURSE COMPLETION					
TOTAL	24 CREDITS							

FIELD WORK SCHEDULE

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

TOTAL NUMBER OF CREDITS

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

SWAYAM online courses

Introduction

University of Madras envisaged to list online courses for the U.G. Programme through swayam online courses. Based on that, the BSW Department listed the course names.

The Approved list of SWAYAM online courses for BSW programme

S.NO	COURSE NAME	INSTITUTE	DURATION
1	Sports Administration and Management	Manipur University	8 Weeks
2	Crime and Society	Madurai Kamaraj University	8 Weeks
3	Counseling in Social Work	Roda Mistry College of Social Work	12 Weeks
4	Corporate Social Responsibility	IIT, KGP	8 Weeks
5	Psychology for Health and Well-being	University of Kashmir	4 Weeks
6	Water, Society & Sustainability	IIT, KGP	4 Weeks

Note:

- The pursuit and completion of the SWAYAM online courses for BSW programme is not mandatory for course completion.
- The credits awarded for the SWAYAM online courses (by the respective online course coordinators) will not be included for CGPA calculation.

SEMESTER-I
PART I – FOUNDATION
TAMIL – I (BS/20/101A)

CREDITS: 3

TOTAL TEACHING HOURS: 60

நோக்கம்:

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

அலகு - 1 தமிழ் இலக்கிய வரலாறு

(15 Hours)

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

அலகு – 2 செய்யுள் இலக்கியம்

(15

Hours)

1. தமிழ்த்தாய் வாழ்த்து (மனோன்மணியம் – நாடக நூல்)
2. வாய்மொழி இலக்கியம்: நாட்டுப்புறப் பாடல்கள்
 1. தாலாட்டு
 2. காதல்
 3. ஒப்பாரி
3. புதுமைப்பித்தன் சிறுகதைகள்
 1. கடவுளும் கந்தசாமிப் பிள்ளையும்
 2. செல்லம்மா
 3. மனித எந்திரம்
 4. ஆற்றங்கரைப் பிள்ளையார்

அலகு – 3 கவிதைகள்

(10

Hours)

(i) பாரதியார்

1. காணி நிலம் வேண்டும்
2. நல்லதோர் வீணை

(ii) பாரதிதாசன்:

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

(iii) கவிமணி தேசிய விநாயகம் பிள்ளை:

1. குழந்தைக்கவி
2. ஆறு தன் வரலாறு கூறுதல்

அலகு – 4 - கவிதைகள்

(10

Hours)

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

அலகு – 5

(10 Hours)

A. நாடகம், நாவல்

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

B. மொழிப் பயிற்சி

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

பார்வை நூல்கள் (Reference Books)

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

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

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

பாரதிதாசன் கவிதைகள்

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

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

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- நாட்டுப்புற இலக்கியங்களின் பல்வேறு வகைகளைத் தெரிந்து கொள்கின்றனர்
- கவிதை, கதை போன்ற படைப்பிலக்கியங்களின் இலக்கணத்தைப் புரிந்து கொள்கின்றனர்
- எழுத்துப் பிழை, சொற்பிழை இல்லாமல் எழுதவும் சாதனையாளர்களை நேர்காணவும் அறிந்து கொள்கின்றனர்

SEMESTER – I
PART I – FOUNDATION

FRENCH – I (BS/20/101B)

CREDITS: 3

TOTAL TEACHING HOURS: 60

Objectives:

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

COURSE CONTENT

Unit I (12 hours – Leçons 1 et 2)

1.1	Se présenter à des publics différents et saluer	- 1 hr
1.2	Saluer et Prendre conge	- 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 negation	- 1hr
4.6	Le COD	- 2hrs
4.6	Le conditionnel (je voudrais) et les verbs irréguliers : <i>pouvoir, vouloir, prendre.</i>	- 2 hrs
4.7	Épreuves	- 1 hrs

Unit V (12 hours - Leçon 7)

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

References:

Prescribed text book

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

Recommended Reading :

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

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

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

POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amica-1*, CLE International, Paris, 20011

Websites

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

Résultats d'apprentissage

Après l'achèvement, les étudiants seront en mesure de

- Se présenter et décrire son environnement en français simple
- Écrivez de courts paragraphes sur des sujets quotidiens comme la nourriture, les souvenirs du passé, les vacances, les routines quotidiennes, etc.
- Identifier et expliquer les caractéristiques uniques de divers francophones et de leurs cultures
- Comparer et contraster les similitudes et les différences entre leur propre culture et les cultures francophones
- Identifier les principales caractéristiques géographiques / topographiques de la France et des autres pays francophones

SEMESTER – I
PART II – FOUNDATION
ENGLISH - I (BS/20/102)

CREDITS: 3

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

Unit- 1 (15 HOURS)

Poetry

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

Unit -2 (10 HOURS)

Prose

1. The Shooting of an Elephant by George Orwell
<http://mslock.weebly.com/uploads/5/9/3/9/59397655/shootinganelephant.pdf>
2. On the Rule of the Road by A. G. Gardiner
<http://student.allied.edu/uploadedfiles/docs/c07efed8-98b2-402b-ae75-16696790a079.pdf>
3. AIR Speech “Teachers Should be Role Models.” By Dr. Abdul Kalam.
<https://www.outlookindia.com/website/story/teachers-should-be-role-models/221300>
4. Advice To Youth by Mark Twain
<http://people.virginia.edu/~jdk3t/Twain AY.html>.

Unit- 3 (15 HOURS)

Short Stories

1. Lamb to the Slaughter by Roald Dahl
<http://www.classicshorts.com/stories/lamb.html>
2. Hearts and Hands by O Henry
http://www.online-literature.com/o_henry/1019/
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.

Learning Outcomes

After completion of the course the students will be able to

- Develop a taste for reading different genres (poetry, fiction and non-fiction) and gain an exposure to different styles of writing.
- Begin to recognize how literature addresses contemporary world problems as well as Indian issues specific to India and have their perspective enriched.
- Enhance their practical language and communication skills.

SEMESTER – I

PART III – CORE

INTRODUCTION TO SOCIAL WORK (BSW/20C/103)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT- 1

(12 Hours)

Introduction to Social Work:

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

UNIT - 2

(12 Hours)

Values, Principles, Philosophy of Social Work:

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

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

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

UNIT - 3

(14 Hours)

History of Social Work:

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

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

UNIT – 4

(12 Hours)

Fields and Thrust Areas of Social Work Practice:

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

Skills of Social Work:

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

References:

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

Prescribed Text Book:

1.	P.D. Misra	Social Work: Philosophy and Methods	1994	Inter India Publications
----	------------	-------------------------------------	------	--------------------------

Learning Outcomes

After completion of the course the students will be able to

- Identify and define basic concepts of Social Work
- Discuss the principles and values of social work.
- Analyse the history of social work and social work practice in different fields.
- Discuss the skills of social work.

SEMESTER – I
PART III - CORE
FIELD WORK- I (BSW/20C/105)
LAB SESSIONS

CREDITS: 4

TOTAL TEACHING HOURS: 60

(1 day per week)

OBJECTIVES:

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

THE TOPICS FOR LAB SESSIONS (Activity Based)

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

METHOD OF ASSESSMENT:

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

Learning Outcomes

After completion of the course the students will be able to

- Predict own behaviour and analyse its impact.
- Asses the skills to establish relationship with individuals, groups and communities.

SEMESTER – I
PART III - ALLIED

SOCIOLOGY (BSW/20A/104)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT – 1 (15 Hours)

Introduction to Sociology

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

Society: Definition, Types.

UNIT – 2 (15 Hours)

Socialization

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

UNIT – 3 (15 Hours)

Social Groups and Social Institutions

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

UNIT – 4 (05 Hours)

Social Stratification & Social Change

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

UNIT - 5 (10 Hours)

Social Problems in India

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

References:

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

Prescribed Text Book:

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

Learning Outcomes

After completion of the course the students will be able to

- Know sociology as a discipline and its relevance to social work.
- Analyse the concepts of sociology.
- Discuss the Indian Social Problems.

SEMESTER - I

PART – IV

NON - MAJOR ELECTIVE

STRESS MANAGEMENT (BS/20N/107B)

CREDITS: 2

TOTAL TEACHING HRS: 30

UNIT – 1

(06 Hours)

Stress

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

UNIT – 2

(06 Hours)

Causes and Consequences of stress:

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

Consequences of stress – Physical & Psychological.

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

UNIT – 3

(06 Hours)

Stress Prevention and Coping with Stress:

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

UNIT – 4

(06 Hours)

Coping with Stress:

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

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

Unit – 5

(06 Hours)

Stress Management Techniques and Therapies:

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

References:

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

Text Book

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

Learning Outcomes

After completion of the course the students will be able to

- Identify and define the basic concepts of stress, its origin and the types.
- Analyze the causes, consequences, signs and symptoms of stress.
- Apply the knowledge on the ways of prevention of stress.
- Practice healthy ways of coping stress.
- Apply the various techniques and therapies of stress management.

SEMESTER - I

PART – IV

NON - MAJOR ELECTIVE

அடிப்படைத் தமிழ்ப்பாடம் (Basic Tamil - I) (BS/20N/107A)

CREDITS: 2

TOTAL TEACHING HRS: 30

நோக்கம் :

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

அலகு : 1

(6 Hours)

எழுத்துக்கள்

முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்

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

அலகு : 2

(6 Hours)

சொற்கள்

1. பெயர்ச் சொல்
2. வினைச் சொல்

அலகு : 3

(6 Hours)

எண்கள், உறவுகள் அறிமுகம்

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

அலகு : 4

(6 Hours)

அறிமுகம்

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

அலகு : 5

(6 Hours)

தமிழ்ப்புதிர்

1. கோடிட்ட இடங்களை நிரப்புதல்
2. குறுக்கெழுத்துப் புதிர்

பார்வை நூல்கள் (Reference Books)

தமிழ்நாடு அரசு வெளியிட்டுள்ள முதலாம் வகுப்பு தமிழ்ப் பாடநூல்

NOTE:

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

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

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- தமிழ் எழுத்துக்களை எழுதவும் படிக்கவும் தெரிந்து கொள்கின்றனர்
- சொற்களையும், எண்களையும், நிறங்களையும் தெரிந்து கொள்கின்றனர்
- தமிழர்களின் பழக்க வழக்கங்களைப் புரிந்து கொள்கின்றனர்

**SEMESTER - I
PART – V**

SOFT SKILL – I (BSW/20S/106)

COMMUNICATIVE SKILLS

CREDITS: 2

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

OBJECTIVES:

- To enable the students to develop their communication skills.
- To develop the written skills.

TOPICS:

- ✓ Speaking Skills
- ✓ Writing Skills

Learning Outcomes

After completion of the course the students will be able to

- Demonstrate speaking skills.
- Explain the writing skills.

SEMESTER - I

COMPULSORY EXTENSION SERVICE

NSS/SPORTS

Requirement for course completion

Total Hours: 30 per Semester

Objectives

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

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

Learning Outcomes

After completion of the course the students will be able to

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development programme to be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

SEMESTER-II
PART – I – FOUNDATION
TAMIL – II (BS/20/201A)

CREDITS: 3

TOTAL TEACHING HOURS: 60

நோக்கம் :

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

அலகு : 1

(20 Hours)

தமிழ் இலக்கிய வரலாறு

அ. சிற்றிலக்கிய வரலாறு

ஆ. கிறித்துவ இலக்கிய வரலாறு

இ. இசுலாமிய இலக்கிய வரலாறு

ஈ. காப்பிய இலக்கிய வரலாறு

அலகு : 2 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

செய்யுள்

1. நந்திக் கலம்பகம்
2. முத்தொள்ளாயிரம்
3. தமிழ் விடு தூது

அலகு : 3 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(10

Hours)

செய்யுள்

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

அலகு : 4 (சென்னைப் பல்கலைக் கழக வெளியீடு)

(15

Hours)

செய்யுள்

1. நளவெண்பா (கலி நீங்கு காண்டம்)
2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு : 5

(05 Hours)

மொழிப் பயிற்சி

இலக்கணக் குறிப்புகள்: பண்புத்தொகை, வினைத்தொகை

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

பார்வை நூல்கள் (Reference Books)

ஜெயம், அ., சந்திரலேகா வைத்தியநாதன், தமிழ் இலக்கிய வரலாறு, ஜனகா பதிப்பகம், சென்னை, மறுபதிப்பு 2012.
அருணாசல தேசிகர், சோ., (உரை), நந்திக் கலம்பகம், முல்லை நிலையம், சென்னை, 1993.
முத்துக்கணேசன், ரெ., முத்தொள்ளாயிரம் (தெளிவுரை), முல்லை நிலையம், சென்னை, 1992.
இராதாகிருஷ்ணன், செ., தமிழ் விடுதூது, முல்லை நிலையம், சென்னை, 2004.
புலியூர்க்கேசிகன் (உரை), திருக்குற்றாலக் குறவஞ்சி, பாரி நிலையம், சென்னை, 1984.
புலியூர்க்கேசிகன் (உரை), முக்கூடற்பள்ளு, பாரிநிலையம், சென்னை, 1983
அருள் செல்லதுரை, ஏசுபிரான் பிள்ளைத் தமிழ், முல்லை நிலையம், சென்னை, 2000
புலியூர்க்கேசிகன் (உரை), நளவெண்பா ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2010.
இத்ரீஸ் மரைக்காயர், எம்., (பதிப்பு), சீறாப்புராணம், மரைக்காயர் பதிப்பகம், சென்னை, 1987

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- சிற்றிலக்கியங்களையும் அதன் வகைகளையும் தெரிந்து கொள்கின்றனர்
- வெளிநாட்டவர்களும் தமிழ்நாட்டவர்களும் மொழிக்கு ஆற்றிய தொண்டினை உணர்ந்து கொள்கின்றனர்
- செய்யுளில் பயின்று வரும் இலக்கணக் குறிப்புகளைப் புரிந்து கொள்கின்றனர்

SEMESTER- II
PART – I - FOUNDATION
FRENCH – II (BS/20/201B)

CREDITS: 3

TOTAL TEACHING HOURS: 60

Objectives

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

COURSE PLAN

Unit I (12 hours - leçon 8)

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

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

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

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

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

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

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

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

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

Reference book:

Prescribed Textbook

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

Syllabus

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

Recommended Reading:

- v CAPELLE Guy; MENAND, Robert *Taxi-I*, Hachette, Paris, 2008
- v MERIEUX , Régine; LOISEAU, Yves, *Connexions-I*, Didier, Paris , 2004
- v MIQUEL, Claire, *Vite et Bien-I*, CLE International, Paris, 2009
- v POISSON QUINTON, Sylvie, SIREJOLS, Evelyne, *Amical -I*, CLE International, Paris, 2001

Websites

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

Résultats d'apprentissage

Après l'achèvement, les étudiants seront en mesure de

- Faire la différence entre les registres de la parole formels et informels en français.
- Évaluer et critiquer les performances orales et écrites de chacun
- Écoutez et répondez aux instructions de base du français parlé
- Développer davantage toutes leurs compétences linguistiques de base (LSRW)
- Commencez à utiliser des structures grammaticales plus complexes et un vocabulaire étendu

SEMESTER- II
PART II - FOUNDATION
ENGLISH – II (BS/20/202)

CREDITS: 3

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

Unit -1 (15 HOURS)

Poetry

- 1.A Poison Tree by William Blake
<https://www.poetryfoundation.org/poems-and-poets/poems/detail/45952>
- 2.Two Kinds of People by Ella Wheeler Wilcox
<http://www.ellawheelerwilcox.org/poems/ptwokind.htm>
- 3.IF by Rudyard Kipling
<https://www.poemhunter.com/poem/if/>
- 4.More About People by Ogden Nash
<https://www.poemhunter.com/poem/more-about-people/>
- 5.Mending Wall by Robert Frost
<https://www.poetryfoundation.org/poems/44266/mending-wall>

Unit -2 (10 HOURS)

Prose

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

Unit -3 (15 HOURS)

Drama

- 1.The Ugly Duckling by A. A. Milne
http://www.emcp.com/product_catalog/school/litLink/Grade06/U10-02uglyduckling/selection.php
 - 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&as_scat=1
(Short Story 4)

Unit -5

(5 HOURS)

Grammar General English Component

Prefix suffix, Antonym, Synonym, form Sentences.

References:

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

NOTE:

ESE Question Paper Pattern:

Part A:

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

Part B:

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

Part C:

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

Learning Outcomes

After completion of the course, the students will be able to

- Expand their range of reading indifferent genres (poetry, fiction and non-fiction) and attain a better knowledge of different styles of writing
- Exposure to the genre of drama which offers ample scope for classroom performance that would aid conversational practice
- Appreciate the lyrical and aesthetic aspects of literary writing alongside social concerns
- Hone their linguistic competence in terms of writing, speaking and listening skills

SEMESTER- II

PART III – CORE

SOCIAL WORK PROFESSION (BSW/20C/203)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT- 1

(12 Hours)

Social Work Profession:

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

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

UNIT-2

(12 Hours)

Social Work Education:

History of Social Work Education in India.

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

UNIT-3

(12 Hours)

Social Work Practice:

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

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

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

UNIT-4

(12 hours)

Field Work and Recording

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

UNIT-5

(12 hours)

International Social Work:

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

References:

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

Prescribed Text Book:

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

Learning Outcomes

After completion of the course, the students will be able to:

- Evaluate social work as a profession
- Identify social work education and methods of social work
- Evaluate the current trends in social work practice and its scope.
- Demonstrate the objectives of field work and the importance of recording.

SEMESTER – II

PART III – CORE

FIELD WORK - II (BSW/20C/205)

LAB SESSIONS

CREDITS: 4

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

OBJECTIVES:

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

THE TOPICS FOR LAB SESSIONS:

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

METHOD OF ASSESSMENT:

- Participation in Lab Sessions
- Presentation and Report Submission

Learning Outcomes

After completion of the course, the students will be able to:

- Critique the effective tools for development communication.
- Outline the skills and establish relationship with individuals, groups and communities.

SEMESTER - II

PART III – ALLIED

HUMAN GROWTH AND DEVELOPMENT (BSW/20A/204)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT-1

Life Span: (12 Hours)

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

UNIT-2

(12 Hours)

Infancy and Babyhood:

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

UNIT-3

(12 Hours)

Childhood:

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

UNIT-4

(12 Hours)

Puberty and Adolescence:

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

UNIT-5

(12 Hours)

Adulthood & Elderly:

Adulthood: Early, Middle and Late Adulthood

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

References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bee, Helen, L.Sandra, k. Mitchell	The Developing Person- A Life Span Approach- 2 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 Approach, 5 th Ed	1982	Tata McGraw Hill publishing Co. Ltd.

Learning Outcomes

After completion of the course, the students will be able to:

- Discuss the various stages of development
- Explain the developmental tasks and problems
- Appreciate the role of social workers.

SEMESTER – II

PART IV – NON - MAJOR ELECTIVE

SUSTAINABLE TOURISM AND SOCIAL WORK (BS/20N/206B)

CREDITS: 2

TOTAL TEACHING HRS: 30

OBJECTIVES:

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

UNIT – 1

Introduction of Tourism: (05 Hours)

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

UNIT – 2

Factors inhibiting the growth of tourism: (05 Hours)

Social, Economic, Historical, Religious and Cultural.

UNIT – 3

(06 Hours)

Global Scenario

Global Tourism Scenario in the 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

Learning Outcomes

After completion of the course, the students will be able to:

- Demonstrate cultural and environmental sensitivity through an appreciation for various forms of diversity.
- Analyze the impact of tourism development locally, nationally and internationally
- Apply principles of sustainability to the practice of tourism in the local and global context
- Integrate the knowledge of Tourism to take socially responsible decisions in the field of community development.
- Increase the knowledge and explore new terrains, people, and culture through exposure visit.

SEMESTER – II
PART IV – NON - MAJOR ELECTIVE
BASIC TAMIL – II (BS/20N/206A)

CREDITS: 2

TOTAL TEACHING HRS: 30

நோக்கம் ;

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

அலகு - 1

(6

Hours)

நீதி நூல்கள்

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

அலகு - 2

(6 Hours)

நீதிக் கதைகள்

1. பீர்பால் கதை
2. பரமார்த்த குரு கதை

அலகு - 3

(6

Hours)

பழமொழிகள்

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

அலகு - 4

(6

Hours)

நீதி நூல்களை இயற்றிய புலவர்கள்

1. ஆண்பாற் புலவர்கள்

2. பெண்பாற் புலவர்கள்

அலகு - 5

(6 Hours)

வாழ்வியல் நீதி (திருக்குறள் வழி)

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

பார்வை நூல்கள் (Reference Books)

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

NOTE:

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

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

கற்றதன் விளைவுகள்

படிப்பினை முடித்த பிறகு, மாணவர்கள்

- ஆத்திசூடி, கொன்றை வேந்தன், திருக்குறள் ஆகிய நூல்களின் குறிப்பிட்ட பாடல்களைக் கற்றுக் கொள்கின்றனர்
- நீதிநூல்களை இயற்றிய புலவர்கள் சிலரைத் தெரிந்து கொள்கின்றனர்
- தமிழ் வாக்கியங்களைப் பயன்படுத்திக் கதை சொல்ல அறிந்து கொள்கின்றனர்

**SEMESTER – II
PART – V**

SOFT SKILL – II (BSW/20S/207)

COMPUTER SKILLS

CREDITS: 2

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

OBJECTIVES

- To enhance computer literacy of students.
- To provide insight on applying technology in Social Work Profession.

TOPICS:

- ✓ MS Office Pack: MS Word, Excel, Power Point Presentation
- ✓ Photoshop
- ✓ Prezi (Presentation)
- ✓ Introduction to SPSS
- ✓ Social surfing – safe guards.

Learning Outcomes

After completion of the course, the students will be able to:

- Analyse the select computer packages.
- Identify safe guards in social surfing.

SEMSTER - II

COMPULSORY EXTENSION SERVICE

NSS/SPORTS

Requirement for course completion

Total Hours: 30

Objectives

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

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

Learning Outcomes

After completion of the course, the students will be able to:

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development programme to be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

**SEMESTER-III
PARTIII-CORE**

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS – I (BSW/20C/301)

CREDITS:4

TOTAL TEACHING HOURS:60

OBJECTIVES:

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

Unit-1

(15Hours)

Social Case Work :

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

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

Unit-2

(10 Hours)

Skills of Social Case Work:

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

Techniques of Helping Individuals – Supportive, Counseling.

Unit-3

(15 Hours)

Group and Social Group Work:

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

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

Unit-4

(10 Hours)

Types of Groups:

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

Unit-5

(10 Hours)

Skill and Techniques of Working with Groups:

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

References:

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

Prescribed Text Book:

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
----	---------------------	------------------------------------	------	--------------------------------------

Learning Outcomes**After completion of the course, the students will be able to:**

- Describe the origin, components of social case work and group work.
- Enumerate the meaning of group and stages of group development.
- Identify and define the various types of problems of individuals and groups.
- Compare and contrast the types of groups and define its characteristics.
- Apply the skills and techniques in the process of solving the individual problem or group.
- Apply the principles and values while working with individual and groups.

SEMESTER –III
PART III – CORE

SOCIAL WORK PRACTICE WITH COMMUNITIES –I (BSW/20C/302)

CREDITS – 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

Unit- 1 (15 Hours)

Community:

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

Unit-2 (10 Hours)

Community Power:

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

Unit- 3 (10 Hours)

Community Leadership:

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

Unit-4 (10 Hours)

Community Organization:

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

Unit- 5 (15 Hours)

Community Organization Process:

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

References:

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

Prescribed Text Book:

1.	Christopher A.J., Thomas	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi
----	--------------------------	--	------	----------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Identify the different types of communities and the problems related to the communities.
- Asses the power, types and various power structures of India.
- Utilize the process of Community Organization and develop skills of PRA techniques

**SEMESTER –III
PART III – CORE**

FIELDS OF SOCIAL WORK (BSW/20C/303)

CREDIT: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

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

UNIT – 1 (12 Hours)

Social Work with Marginalized Community:

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

UNIT – 2 (12 Hours)

Social Work in Health Settings:

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

UNIT – 3 (12 Hours)

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

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

UNIT – 4 (12 Hours)

Social Work in Correctional settings:

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

UNIT – 5 (12 Hours)

Social Work in Industrial settings:

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

References:

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

Prescribed Text Book:

1.	Mudgal. S.D.	An Introduction to Social Work	1997	Book Enclave, Jaipur
----	--------------	--------------------------------	------	----------------------

Learning Outcomes**After completion of the course, the students will be able to:**

- Identify different fields of Social Work and the services available in the respective fields.
- Develop knowledge with regard to both rural and urban development in India.
- Demonstrate appropriate responses towards the effective functioning of family as a fundamental unit of Indian Society.
- Understand criminal justice system and how they influence correctional services.

**SEMESTER –III
PART III – CORE**

FIELD WORK – III (BSW/20C/305)

OBSERVATION VISITS

CREDITS: 4

TOTAL NO OF VISITS: 10 per Semester

OBJECTIVES:

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

Visits to the Institutions working for:

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

Method of Assessment:

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

Learning Outcomes

After completion of the course, the students will be able to:

- Develop knowledge through exposure visits to NGOs and Government Organizations.
- Demonstrate skills of observation and develop a spirit of inquiry.
- Identify suitable social work interventions in various settings.
- Use contemplative inquiry; identify a social need.

SEMESTER –III
PART III – ALLIED

ECONOMIC AND POLITICAL SYSTEMS AND PROCESSES (BSW/20A/304)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

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

UNIT-1 (12 Hours)

Concepts Related to Economics:

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

UNIT-2 (12 Hours)

Concepts Related to Politics:

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

UNIT-3 (12 Hours)

Macro - Economic Indicators:

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

UNIT-4 (12 Hours)

Indian Polity:

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

UNIT-5 (12 Hours)

Indian Economy and Indian Polity – Problems:

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

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

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

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

References:

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

Prescribed Text Book:

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

Learning Outcomes

After completion of the course, the students will be able to:

- Know the basic concepts related to economics and politics
- Know the macro-economic indicators
- Know the preamble and features of Indian Constitution
- Understand the issues associated with agriculture, industry and service sectors.

SEMESTER –III
PART IV – NON – MAJOR ELECTIVE

VALUE EDUCATION (BS/20N/307)

CREDITS: 2

TOTAL TEACHING HRS: 30

OBJECTIVE:

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

UNIT- 1

(6 Hours)

Introduction to Value Education:

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

UNIT- 2

(6 Hours)

Salient values for life:

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

UNIT- 3

(6 Hours)

Duties and responsibilities:

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

UNIT- 4

(6 Hours)

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

Mary Clubwala Jadhav, Mahatma Gandhiji, A.P.J. Abdul Kalam, Medha Patkar, Kailash Sathyarathi, Mariappan Thangavelu.

Ramalinga Raju, Vijay Mallaya, Lalit Modi.

UNIT- 5

(6 Hours)

Positive & Negative Values learnt from the lives of select International Personalities

Mother Teresa, Abraham Lincoln, Martin Luther King, Nelson Mandela, Nick Vujicic, Malala Yousafai.

Hanse Cronje, Lance Armstrong, Maria Sharapova.

References:

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

Prescribed Text Book:

1.	Xavier Alphonse S.J	We Shall Overcome – A Textbook on life coping skills	2008	ICRDCE Publication, Chennai
----	---------------------	--	------	-----------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Achieve value based positive and purposeful lives for themselves and their communities.
- Build excellent citizens and leaders for the country
- Study successful and happy members to the society

**SEMESTER –III
PART - V**

SOFT SKILL - III (BSW/20S/306)

SIGN LANGUAGE COMMUNICATION SKILLS

CREDITS: 2

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

OBJECTIVES

- To learn sign language symbols to communicate with differently able.
- To enable the students to work efficiently in the institutions for differently able.

TOPICS:

- ✓ For hearing and speech impaired

Learning Outcomes

After completion of the course, the students will be able to:

- Identify the types of sign language
- Use sign language symbols to communicate with Persons with disabilities.
- Work efficiently in the institutions for Persons with disabilities.
- Critically evaluate the relationship between the practices and perspectives of Indian Deaf culture
- Build inclusiveness in the future workplace

SEMESTER –III

COMPULSORY EXTENSION SERVICE NSS/SPORTS

Requirement for course completion

Total Hours: 30

Objectives

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

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

Learning Outcomes

After completion of the course, the students will be able to:

- Encourage the spirit of voluntarism.
- Instill sportsmanship among students.
- Evolve socially responsible citizen.

SEMESTER-IV

PART III – CORE

SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS-II (BSW/20C/401)

CREDITS-4

TOTAL TEACHING HRS: 60

OBJECTIVES:

- To understand the significance of the methods and their uses.
- To develop professional attitude and behavior

UNIT-1 (15 Hours)

Case work process:

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

UNIT-2 (10 Hours)

Intervention of Individuals:

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

UNIT-3 (15 Hours)

Group work process:

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

UNIT-4 (10 Hours)

Recording:

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

UNIT-5 (10 Hours)

Role of case worker and group worker in various settings:

School, Hospital, Community, Industrial and Correctional setting. Illustrations from Indian context.

References:

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

Prescribed Text Book:

1.	Sanjay Bhattacharya	Social Work an Integrated Approach	2003	Deep and Deep Publications Pvt. Ltd.
----	---------------------	------------------------------------	------	--------------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Practice Social case work.
- Employ the various intervention skills and techniques.
- Practice group work process.
- Identify and define the meaning and types of recording which is used for case work and group work.
- Choose the appropriate types of recording for case work and group work by knowing it uses and importance.
- Examine the role of case worker and group worker in various settings with illustrations from Indian Context.

SEMESTER-IV

PART III – CORE

SOCIAL WORK PRACTICE WITH COMMUNITIES –II (BSW/20C/402)

CREDITS-4

TOTAL TEACHING HRS-60

OBJECTIVES:

- To understand the approaches and models of Community Organization and Social Action.
- To develop ability to utilize appropriate approaches and skills to work with communities.

UNIT-1

(05 Hours)

Community organization approaches & Models:

Community Organisation Approaches: Concept, Scope, Types: Specific content, general content, process content, participatory approaches.

Community Organisation Models: Rothman's model of Community Organisation and its types: Locality Development Model, Social Planning Model, Social Action Model.

UNIT- 2

(20 Hours)

Social Action:

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

UNIT-3

(15 Hours)

Community Organization and Social Action in different settings:

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

UNIT-4

(10 Hours)

Skills in Community Organization:

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

UNIT-5

(10 Hours)

NGOs and CBOs in Community Organization:

Contribution of NGOs in Organizing Communities. Importance of building CBOs for community organization. Illustrations from Indian context.

References:

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

Prescribed Text Book

1	Christopher A.J., Thomas William. A	Community Organisation and Social Action	2006	Himalaya Publishing House, Delhi
---	-------------------------------------	--	------	----------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Demonstrate the approaches and models of community organization
- Demonstrate the social action, its principles, strategies and the approaches.
- Plan community organization and social action practice in different settings
- Apply the skills of community organiser and create interest to work with communities.
- Asses the contributions of NGOs and CBOs in the national development.

SEMESTER-IV

PART III -CORE

SOCIAL DEVELOPMENT AND SOCIAL WORK (BSW/20C/403)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

- To understand the concept of development and development issues in India.
- To learn about developmental organizations in India.
- To understand the role of legislations in relation to development.

UNIT - 1

(10 Hours)

Social Development Concepts:

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

UNIT - 2

(12 Hours)

Developmental Issues in India:

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

UNIT – 3

(15 Hours)

Developmental Organizations:

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

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

UNIT – 4

(12 Hours)

Sustainable Development Goals: (Concept, Targets, Status – Indian Context)

1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation and Infra Structure 10. Reduced Inequalities 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life on Land 16. Peace Justice and Strong Institutions 17. Partnerships for the Goals.

UNIT-5

(11 Hours)

Government Policies and Programmes:

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

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

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

References:

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

Prescribed Text Book:

1.	New Media Wing	India – 2016 (Latest Version)	2016	Ministry of Information and Broadcasting.
----	----------------	-------------------------------	------	---

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

Learning Outcomes

After completion of the course, the students will be able to:

- Learn the concept of development and development issues in India
- Study developmental organizations in India.
- Understand the role of legislations in relation to development.

**SEMESTER-IV
PART III – CORE
FIELD WORK- IV
PROJECT FIELD WORK (BSW/20C/405)**

CREDITS: 4

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

OBJECTIVES:

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

TOPICS RELATED TO:

- Children
- Women
- Elderly
- Environment
- Any current/ contemporary social issues during the current year.

METHOD OF ASSESSMENT:

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

Learning Outcomes

After completion of the course, the students will be able to:

- Develop professional skills through learning how to utilize the knowledge for the study of the relevant fact, the analysis of problem and selection of the appropriate means of problem solving.
- The development of skills for problem solving in work at the micro level (individual, family, small group, community etc.) and change at the macro level in social institutions and process.
- Provide concurrent opportunity for the integration of class room learning in the field practice and vice versa.
- Develop professional attitude involving impartiality, non judgmental attitudes, objectively.
- Develop professional values and commitments such as respect for human dignity and worth and the right to participation and self determination compatible with the good of society.

SEMESTER-IV

PART III – ALLIED

PSYCHOLOGY (BSW/20A/404)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT-1 (12 Hours)

Psychology

Meaning, Concepts, History, Fields of Psychology: Developmental, Educational, Abnormal, Clinical, Environmental, Geo, Forensic, Neuro, Comparative and School. Methods of Study of Human Behavior: Introspection, Observation, Experimental, Clinical / Case study, Survey, Genetic and Testing.

Perception

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

UNIT-2 (12 Hours)

Learning and Memory

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

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

Unit – 3 (12 Hours)

Intelligence and Emotions

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

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

UNIT-4 (12 Hours)

Motivation and Motives

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

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

UNIT-5 (12 Hours)

Personality, Attitude and Adjustment

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

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

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

References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bhatia, Hansraj	Elements of social Psychology	1970	Somaiya Publications, Bombay
2.	Engler, Barbera	Personality Theories- An Introduction, 3 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
----	------------	--------------------	------	----------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Critique the knowledge in Psychology
- Analyse the ethical standards to evaluate psychological science and practice
- Identify various concepts and improve their relationship with clients

SEMESTER-IV

PART IV ENVIRONMENTAL STUDIES (BSW/20N/406)

CREDITS: 2

TOTAL TEACHING HOURS: 30

Objectives:

- To highlight the environmental issues.
- To develop the knowledge of the students about natural resources.
- To sensitize the students about environmental pollution and the need for environment conservation.

Unit 1:

Multidisciplinary nature of environmental studies (5 Hours)

Definition, scope and importance, Need for Public awareness.

Natural Resources: Natural resources and associated problems.

- a) **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.
- b) **Water resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources,
- d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity,
- e) **Energy resources:** Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources.
- f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Unit 2:

(5 Hours)

Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystem:-a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 3:

(5 Hours)

Biodiversity and its conservation

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

- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 4: Environmental Pollution & Waste management (5Hours)

Definition, Causes, effects and control measures of:-

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.

- Wasteland reclamation.
- Role of an individual in prevention of pollution.

Unit 5: Environmental Issues (10 Hours)

- Disaster management: floods, earthquake, cyclone and landslides
- From Unsustainable to Sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

Additional Study (Does not form part of assessment)

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

Prescribed Text Book:

1.	Textbook of Environmental Studies for Under Graduate Courses	Erach Bharucha	2005	University Grants Commission
----	--	----------------	------	------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Study the environmental issues.
- Understand the natural resources.
- Learn environmental pollution
- Study the environment conservation.

SEMESTER-IV

PART - V

SOFT SKILL – IV (BSW/20S/407)

Life Saving Skills

CREDITS: 2

TOTAL TEACHING HRS: 20
(4 days per Semester)

Objectives:

- To provide the training on first aid to the students.
- To give training on Disaster Management

TOPICS

- ✓ First Aid
- ✓ Disaster Management

Learning Outcomes

After completion of the course, the students will be able to:

- Develop skills required to handle emergency situations.
- Understand First Aider responsibilities and administer first aid in a needy situation.
- Recognize the need to demonstrate essential life saving skills.

SEMESTER-IV
COMPULSORY EXTENSION SERVICE

NSS/SPORTS (BSW/20X/001)

CREDITS: 1

TOTAL HRS: 30

Objectives

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

Cumulative Hours (I to IV Semesters): 120

All the Students shall have to enroll for NSS / Sports & Games / Youth Red cross or any other service organizations in the college and shall have to put in compulsory minimum attendance of 120 hours till fourth semester. Students those who complete minimum attendance of 120 hours and more in Two Years will get ONE CREDIT during the IV Semester.

Learning Outcomes

After completion of the course, the students will be able to:

- Service to the society while studying
- Develop social conscience and work creatively and constructively for the society.
- Work with and among the people for concrete social cause.
- Involve in creative and constructive social action.
- Write development programmesto be self-employed.
- Analyze their personality and develop leadership qualities, and a sense of civic responsibility.

SEMESTER-V

PART III – CORE

COMMUNICATION FOR SOCIAL WORK (BS/20C/501)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

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

UNIT-1

(10 Hours)

Communication:

Definition, Purpose, Principles, Process, Types, Techniques and Barriers. 7 C's of Communication: Clear, Concise, Concrete, Correct, Complete, Coherent, and Courteous, Communication Skill (Do's & Don't's) – Verbal, Written and Visual.

UNIT-2

(10 Hours)

Media:

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

UNIT-3

(15 Hours)

Use of Audio & Visual Aids:

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

Unit – 4

(10 Hours)

Use of other Communication Methods:

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

UNIT-5

(10 Hours)

Communication Media and Ethics:

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

References:

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

Prescribed Text Book

1	Joyce Lishman	Communication in Social Work	2009	Palgrave Macmillan
---	---------------	------------------------------	------	--------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Demonstrate communication in social work through communication process, types and the principles
- Apply different communication methods and their uses in the processes of social change, social action and social development
- Prepare the print, broadcast and social media for the effective communication to practice social work.

SEMESTER – V
PART III – CORE

SOCIAL WORK RESEARCH AND STATISTICS (BS/20C/502)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

- Develop an understanding of the foundations of social work research.
- Acquire skills in conducting research and prepare appropriate tools
- To collect, Analyze and interpret data.

UNIT – 1 (10 Hours)

Introduction to Social Work Research:

Definition of Research, Social Work Research, Importance of Social Work Research. Social Work Research as a method of Social Work, Social Work Research Ethics.

Social Work Research process, Identifying and Formulating a Problem Relevant to Social Work. Raising Research Questions and Deriving Objectives. Clarification of Concepts: Variables, Pilot visit, Pre-test, Conceptual Definition, Operational Definition and Hypotheses.

UNIT – 2 (15 Hours)

Types of Research Methodology, Research Design & Sampling:

Research Methodology: Quantitative, Qualitative & Mixed methods.

Research Design: Concept, Types of Designs: Explorative, Descriptive, Diagnostic and Experimental. Functions of Research Designs.

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

UNIT – 3 (10 Hours)

Sources of Data, Tools & Techniques for data collection:

Sources of Data: Primary and Secondary, Quantitative & Qualitative data. Tools of Data Collection – Observation, Interview schedule, Questionnaire, Focused Group Discussion, Life History, Case Study & PRA Techniques.

UNIT – 4 (10 Hours)

Data Processing:

Editing, Coding, Classifying, Tabulating and Simple Graphical Presentation. Uses of computer for data processing.

UNIT – 5 (15 Hours)

Data Analysis:

Use of Simple Statistics – Percentage Analysis and Measures of Central Tendency – Arithmetic Mean, Median, Mode & Measure of Dispersion – Standard Deviation (including Manual calculations). Data Interpretation, Guidelines for Report writing: Title, Introduction, Review of Literature, Methodology, Data Analysis, Findings, Suggestions, References, Annexure.

References:

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

Prescribed Text Book

1.	Kothari C R	Research Methodology – Methods & Techniques	2012, 2015	New Age International Pvt., Ltd.
----	-------------	---	------------	----------------------------------

Note:

ESE Question Paper Pattern:

Theory = 80%

Problem = 20% (PART – C)

Learning Outcomes

After completion of the course, the students will be able to:

- Describe research, social work research, its importance and as a method of social work.
- Identify and define the basic concepts needed for doing research.
- Formulate research methodology, research design and choose the appropriate type of sampling for research.
- Apply appropriate research tools and techniques for data collection.
- Compute the data, create simple tables, graphs using computers and apply simple statistics for data analysis and to interpret the data.
- Write a research report by applying the appropriate research guidelines.

SEMESTER – V
PART III – CORE
DIMENSIONS OF HEALTH (BS/20C/503)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

- To understand the concept and dimensions of health – Physical, Social, Environmental and Mental Health.
- To gain knowledge about various Diseases, Prevention and Treatment.
- To study the indigenous systems into their influence on holistic health.

UNIT – 1

(15 Hours)

Health Overview:

Definition of Health, Health Concepts. Dimensions of Health: Physical, Mental, Social and Spiritual. Determinants of Health: Human Biology, Environment, Ways of Living, Economic Status and Health Services.

Philosophy of Health: Fundamental Right, Essence of productive life, health is inter – sectoral, health is central to the concept of quality of life, health involve responsibility, health is worldwide social goal.

Indicators of Health: Comprehensive Indicators – Crude Death Rate (CDR), Proportional Mortality Ratio, Expectation of Life. Specific Indicators – Infant Mortality Rate (IMR). Death from Communicable Diseases, Health Services.

UNIT – 2

(10 Hours)

Personal Factors Affecting Health: Personal Hygiene & Nutrition:

Concept of hygiene, Personal Hygiene. Problems Associated with lack of Personal Hygiene – Eyes, Nose, Teeth, Mouth, Gums, Nails, Skin, Ear, Hair, Clothing Sunlight Posture, Sleep and Personal Sanitary Habits. Role of Social Worker in promoting Personal Hygiene.

Nutrition: Meaning of Nutrition, Meaning of Malnutrition, Nutritional Diseases: Protein Energy Malnutrition (PEM), Vitamin Deficiency Diseases. Role of social worker in nutritional care.

UNIT – 3

(15 Hours)

Social and Environmental Factors Affecting Health:

Social Factors Affecting Health: Poverty, Ignorance, Superstitions and Beliefs.

Environment Factors Affecting Health: Water, Air, Vector Control, Housing, Noise, Radiation, Waste Disposal. Role of Social Worker in Environmental Protection.

UNIT – 4

(15 Hours)

Disease:

Concept of Disease, Illness, Sickness.

Communicable Diseases: Leprosy, TB, STD, HIV/AIDS, Poliomyelitis, Malaria, Cholera, Typhoid and Diarrheal Diseases.

Non-Communicable Diseases: Cancer, Diabetes, Asthma, Hypertension, Cardiac Disorders. Role of Social Worker in prevention and management of diseases.

Mental Health: Meaning of Mental Health, Mental Illness and Mental Retardation. Common Mental Problems: Anxiety, Depression, Obsessive Compulsive Disorder (OCD) and Eating Disorder.

UNIT – 5 **Promotion to Health**

(05 Hours)

Self Care: Exercise, Lifestyle management, Nutrition.

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

Modern: Medical Intervention, Wellness Centres.

References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Abraham Verghese	Introduction to Psychiatry	1996	B1 Publications Pvt. Ltd
2.	Anderson. G.M.	Communicable Disease Control	1953	The Macmillian, New York
3.	Ministry of Welfare, India	Encyclopedia of Social Work in India: Vol I & II	1987	Director, Publications Division, Ministry of Information and Broadcasting, Govt. of India.
4.	Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas Bhanot Publishers, Jeblpur
6.	Yashpel Bedi	Hygiene of Public Health	1959	Amritsar:Anand Publishing

Prescribed Text Book:

1.	Park J.E & Park. K	Text Book of Prevention and Social Medicine	1997	Banaridas, Jeblpur
----	--------------------	---	------	--------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Analyse the concepts of health
- Discuss the various personal factors affecting the health
- Analyze the environmental factors affecting the health.
- Outline the concept of disease, illness and sickness.
- Design the concepts of promotion of health.

SEMESTER – V
PART III – CORE
FIELD WORK- V (BS/20C/505)

RURAL CAMP

CREDITS: 4

NO OF DAYS ON CAMP: 5-7 Days

OBJECTIVES:

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

ASSESSMENT:

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

Regulations:

1. Selection of place (Rural Area – Tamil Nadu)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp.

Learning Outcomes

After completion of the course, the students will be able to:

- Describe rural life and village administration.
- Practice group living and participate in development work in a village identified by the department and the students together.
- Write developmental projects after identifying local needs.
- Practice team work thereby breaking self-centered thinking.
- Experiment rural living by taking responsibilities, apply skills like management skills, planning skills, organizing skills.
- Prepare and conduct social surveys and societal analysis.

SEMESTER – V
PART III – ALLIED

SOCIAL WORK WITH SENIOR CITIZENS (BS/20A/504)

CREDITS: 4

TOTAL TEACHING HRS: 60

OBJECTIVES:

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

UNIT – 1

(12 Hours)

Definition of Senior Citizen:

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

UNIT – 2

(15 Hours)

Physical and Social Changes:

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

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

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

Factors underlying the institutionalization & Deinstitutionalization of the Elderly care, Assisted living for Elderly; Community care of elderly.

UNIT – 3

(12 Hours)

Economic and Psychological Changes:

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

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

UNIT – 4

Non – Governmental Services (NGOs) in Elderly Care:

(9 Hours)

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

Governmental Services for Elderly Care:

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

References:

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

Prescribed Text Book:

1.	Marshall, Mary	Social Work with Old People	1983	The Macmillan Press.Ltd., London
----	----------------	-----------------------------	------	----------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Analyse the concepts of Ageing, Geriatric Social Work and Gerontological Social Work
- Analyse Physical, Social, Economic and Psychological changes and problems of senior citizens.
- Demonstrate the role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens.
- Assess the legal provisions for senior citizens, programmes and schemes of government and non-government organizations
- Plan to practice social work with senior citizens.

SEMESTER – V

PART IV – NON – MAJOR ELECTIVE

DISABILITY (BS/20N/507A)

(OPTION 1)

CREDITS: 2

TOTAL TEACHING HRS: 30

OBJECTIVES:

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

UNIT – 1

(06 Hours)

Disability

Concepts: impairment, handicapped and rehabilitation. Types of disabilities: Visual disability, Hearing disability, mental disability, orthopedic disability including spastics children and leprosy cured.

UNIT – 2

(06 Hours)

Causes & Prevention of disabilities

Causes of Disabilities:

Malnutrition, Vitamin deficiencies, Genetic Disorder, Congenital Deformities, Accidents. Prevention of Disabilities at Primary, Secondary & Tertiary levels.

UNIT – 3

(06 Hours)

Legislations related to disability

Rights of Persons with Disabilities Act 2016 - Objectives, Scope, Salient Features. Rehabilitation Council of India Act, 1992

UNIT – 4

(06 Hours)

Government and Non Government Interventions:

Government Organizations: National Institute for Mental Health and Neurosciences (NIMHANS), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute for the Empowerment of Persons with Visually Handicapped (NIEPVD), National Institute of Public Health(NIPH), National Institute for Mentally Handicapped (NIMH), National Institute on Deafness and other Communication Disorders (NIDCD).

Non Government Organizations: Schizophrenic Research Foundation (SCARF), Banyan, Madhuram Narayanan Center for Exceptional children, Sri Arunodhayam charitable trust
Government schemes for disabled offered by state commissioner for disabled
(a) Special education (b) Training programme (c) Employment of persons with disability
(d) Self Employment for disabled and (e) Supplying of aids and appliances

UNIT – 5

(06 Hours)

Rehabilitation of the disabled:

Role of family & 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.
----	---------------------------------	---	------	--

Learning Outcomes**After completion of the course, the students will be able to:**

- Understand about concepts of disability helps them to get insight.
- Identify the causes of disability.
- Get insight on legislations regarding disability.
- Gain knowledge about the organizations working for the disabled and its interventions.
- Understand about rehabilitation.

SEMESTER – V

PART IV – NON – MAJOR ELECTIVE

DISASTER MANAGEMENT (BS/20N/507B)

(OPTION 2)

CREDITS: 2

TOTAL TEACHING HRS: 30

OBJECTIVES:

- To understand the process of Disaster Management.
- To present the role of social worker in disaster management.

Unit 1 (6 Hours)

Disasters

Concept and definition of disaster, hazards, vulnerability. Types of disaster – natural and manmade: Tsunami; Cyclone, flood, landslide, fire, earthquake, avalanches, forest fires, oil fires, oil spills, nuclear disasters.

Unit 2 (6 Hours)

Disaster Management:

Disaster Management: Concept.

Disaster Management Cycle: Prevention, mitigation, preparedness, response, relief, recovery and rehabilitation.

Unit 3 (6 Hours)

Legislations for Disaster management

Disaster Management Act, 2005, Recommendation of the World Conference on Disaster Reduction (most recent), HYOGO framework for action 2005-2015, Sendai Framework for Disaster Risk Reduction 2015-2030.

Unit 4 (6 Hours)

Role of Various organizations in disaster management

Role of State, NDMA: Roles & Responsibilities, Armed Forces / NGOs, INGOs, Role of UN: UNISDR, philanthropists in disaster situations, Role of community, development workers, volunteers and media.

Unit 5 (6 Hours)

Management issues related to disasters relevant for social work practice

Mitigation through capacity building, pre disaster and vulnerability reduction, Post disaster recovery and rehabilitation; disaster related infrastructure development, mitigation measures, risk management, risk- reducing measures.

Psychological Counseling, Psycho-social care in disaster management – Importance of Psychosocial Care, Role of Psychosocial caregivers and Seven basic Techniques of Psychosocial Care

References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Bose, B., C	Disaster Management in India	2007	Rajat Publication, New Delhi
2.	Bose, B., C	Disaster Management in 21 st Century	2007	Rajat, New Delhi
3.	Goel, S., L	Encyclopedia of Disaster Management.	2000	Deep & Deep Publications, New
4.	Prabhas, Chandra, Sinha	Disaster Management Process, Law, Policy & Strategy	2006	SBS Publications, New Delhi.
5.	Prabhas, Chandra, Sinha	Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance	2006	SBS Publications, New Delhi.
6.	Prabhas, Chandra, Sinha	Disaster Vulnerabilities & Risks.	2006	SBS Publications, New Delhi.
7.	Prabhas, Chandra, Sinha.	Disaster Mitigation, Preparedness, Recovery & Response.	2006	SBS Publications, New Delhi.
8	Dr. K. Sekar., et.,al.,	Psycho-social care in disaster management manual for Training of Trainers in Natural Disasters by National Institute for Mental Health and Neurosciences	2005	NIMHANS, Bangalore & CARE India

Prescribed Text Book:

1.	Singh, R., B.	Disaster Management.	2000	Rawat Publications, Jaipur.
----	---------------	----------------------	------	-----------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Explain the basic concepts and types of Disaster.
- Outline the process of Disaster Management.
- Identify National and International policies and legislations pertaining to Disaster Management.
- Critically evaluate the role of multiple stake holders (Government, Non - Government, Community in disaster management.
- Identify the role of social worker in disaster management.

SEMESTER – V

PART –V

SOFT SKILL – V (BSW/20S/506)

APTITUDE SKILLS

CREDITS: 2

TOTAL TEACHING HRS: 20

(4 days per Semester)

OBJECTIVES:

- To prepare a student for competitive /entrance examinations
- To increase the confidence level and to promote the students intelligence.

TOPICS:

- ✓ Quantitative Aptitude
- ✓ Qualitative Aptitude (Logical & Reasoning)

Learning Outcomes

After completion of the course, the students will be able to:

- Describe the basic concepts of quantitative aptitude, logical reasoning and verbal reasoning
- Apply logical reasoning skills and verbal reasoning skills for getting employment.
- Compute aptitude covering quantitative Ability, logical Reasoning and verbal Ability
- Write competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.

SEMESTER-VI

PART III - CORE

SOCIAL WELFARE ADMINISTRATION (BS/20C/601)

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES

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

UNIT-1

(15 Hours)

Evolution of Social Welfare Administration:

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

UNIT-2

(15 Hours)

Agency Administration:

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

Unit – 3

(15 Hours)

Elements of Administration:

Policy, Planning, Organizing, Staffing, Coordination, Reporting, Record Keeping, Budgeting, Fund Raising Monitoring, Communication and Evaluation. Public Relation and Publicity, Basic Accounting, Use of Computers for Office Procedures.

UNIT-4

(10 Hours)

Laws Related to NGO:

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

UNIT-5

(05 Hours)

Role of Social Worker in Welfare Administration among Vulnerable people:

Role of Social Worker in working with Children, Women, Senior citizens, Person with Disability, Minority Groups.

References:

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

Prescribed Text Book:

1.	Paul Chowdhary	Social welfare administration	1979	Atma Ram & Sons.
----	-------------------	-------------------------------	------	------------------

Learning Outcomes**After completion of the course, the students will be able to:**

- Discuss the History, Philosophy, Principles and values of Social Welfare Administration.
- Critically view the functions of social welfare board at the centre and state level.
- Develop insight about laws related to NGO
- Appreciate the role of social worker in welfare administration.

SEMESTER - VI
PART III - CORE

WOMEN'S DEVELOPMENT - ISSUES AND CONCERNS (BS/20C/602)
CREDITS: 4 **TOTAL TEACHING HOURS: 60**

OBJECTIVES:

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

UNIT-1 Introduction to Women's Development: (10 Hours)

Women's Development – Meaning, Status of Women in ancient, medieval, and modern periods. Women's Development theoretical approaches - Welfare approach, women in development (WID), Women and development (WAD), Gender and development (GAD), The effectiveness approach (EA), Main stream gender equality (MGE), Women development Indicators: Demographic indicators, Gender related development indicators (GDI), Gender empowerment measure (GEM), Gender Equity Index (GEI), Gender Gap Index (GGI), Cultural Indicators, International Indicators.

UNIT- 2 Patriarchy: (10 Hours)

Concept of Sex, Gender, Patriarchy, Matriarchy and Feminism.

Difference between Sex & Gender, Difference between Patriarchy & Matriarchy.

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

UNIT-3 Issues and Concerns: (10 Hours)

Socialization of the Girl Child, Gender Stereotypes, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, reproductive health, Women in Media. General division of labour, Glass ceiling, Girl child rights.

UNIT- 4 Legislations Related To Women: (20 Hours)

Legal Rights of Women with reference to Inheritance, Employment, Marriage, Adoption, Divorce, Maintenance, Maternity Benefits. Domestic Violence Act, 2005, Sexual Harassment of Women at Workplace Act, 2013, Dowry Prohibition Act, 1961

UNIT-5 Women's Empowerment: (10 Hours)

Women's Empowerment: Meaning, Types: Social, Economic, Political. Government initiatives for women's empowerment (State and Central Ministry), Five Year Plans, Commissions, Policy: National policy for the empowerment of women - 2001. Programmes and schemes: Bharathiya Mahila Bank (BMB), Support to training and employment programme for women (STEP), Rashtriya Mahila Kosh, Indra Gandhi Matritva Sahyog Yojana (IGMSY), Mann Deshi Mahila Sahakari, Beti Bachao, Beti Padhao Scheme, Women Help Line Scheme, Working Women Hostel, UJAWALA, Rsajive Gandhi National Creche Scheme for Children of Working Mothers, Nari Shakti Puraskar, Mahila E-Haat, Mahila police volunteers, MCTS, CMB, SABL A.

Women Welfare Schemes for Tamil Nadu: Annai Teresa Ninaivu Orphan Girls Marriage Assistance Scheme, Dr. Dharmambal Ammaiyar Ninaivu Widow Remarriage Scheme, Thamizhaga Arasu Intercaste Marriage Assistance Scheme, Dr. Muthulakshmi Reddy Memorial Maternity Assistance Scheme, Sivagami Ammaiyar Memorial Girl Child Protection Scheme, Self Help Group (SHG) Movement: (1989), Entrepreneurship Awareness Programme, Sathiyavani Muthu Ammaiyar Ninaivu Free Supply of Sewing Machine Scheme, Vazhndhu Kattuvom Project.

International Initiatives for women's empowerment: CEDAW - Convention on Elimination of All Forms of Discrimination against Women and Girls, World Conferences on women, Conventions.

References:

SN	Author (s)	Name of the Book	Year	Publications
1.	Anne Marie Goeiz	Women, Gender Equality and the State.	2001	Deep and Deep publications PVT Ltd.
2.	Devsala Leelamma	Women, Social Justice and Human Rights	1998	APH Publishing Corporation
3.	Pal B.K.	Problems and Concerns of Indian Women	1983	ABC Publishing House, New Delhi
4.	Sakuntala Narasimhan	Empowering Women	1999	Sage Publication

Prescribed Text Books:

1.	Talsha Abraham	Women and the Policies of violence	2002	Shakti books
2	Mira Seth	Women and Development	2001	Sage Publication
3	Zain Rahman	Women and Society	1987	Ajanta Publication
4	A N Panda	Situating Indian Women	2008	Abhijeet Publication, New Delhi
5	Sanjay Roy	Women in Contemporary India	2009	Akansha Publishing House

Learning Outcomes

After completion of the course, the students will be able to:

- Understand the perspectives of women's development, theoretical approaches, and development indicators
- Study the various concepts of sex, gender, patriarchy, matriarchy and feminism.
- Sensitize the issues and concerns of girls and women.
- Get insight on legislations, policies and women empowerment.

SEMESTER - VI
PART III - CORE
RESEARCH PROJECT (BS/20C/605)

CREDITS: 4

TOTAL TEACHING HOURS: 60
(Project Guidance: 5 hours / week)

OBJECTIVES:

- To train the students to design research problem.
- To orient the students about research methodology, data collection and data analysis.
- To equip the students to compile a project report.

RESEARCH REPORT FORMAT

Title Page
Acknowledgement
Certificate
Declaration
Table of Contents
List of Tables
List of Charts

Chapter I - Introduction

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

Chapter II - Review of literature

- Research studies from different sources (Journals, Articles, Books, online resources)
- In Chronological order and reviews from 1990's and classical works.

Chapter III - Research Methodology

- Title of the study
- Aim of the study
- Objectives of the study
- Statement of the problem
- Scope of the study
- Definition (Conceptual and Operational)
- Pilot study
- Research design
- Universe of the study
- Sampling Technique (Sample size 30)
- Sources of Data collection
- Tools of Data collection (with 50 questions)
- Pre – test (with 3 samples)
- Limitations of the study
- Chapterisation

Chapter IV - Data Analysis and Interpretation

- Simple tables
- Percentage analysis
- Diagrammatic Representation

Chapter V - Findings, Suggestions and Conclusion

Findings, Suggestions, Conclusion

Bibliography: APA Format – 6th Edition

In Bibliography, each page should be numbered following on from the last page of the Chapter. Every Book, Article, Thesis, Document etc., Should be arranged in alphabetical order of the Authors' Names. There is a need for division, such as Books, Journal, Newspapers, and Document etc., In bibliography the Surname precedes the initials of the first name.

For Books

1) Author's Name 2) Initial of Author's Name 3) Name of the Book 4) Place of Publication 5) Publisher's Name 6) Year. No page number should be mentioned except for Journal Articles. If it runs to second line the second line should be indented.

Example: Argyris. C. Personality and Organisation. New York: Harper Publishing Company, 2001.

For Journals

Author's Name 2) Year 3) Title of the Article 4) Name of the Journal 5) Volume No, Issue No and Page Number.

Example:

Turner, L. C. F 1968. The Russian Mobilization in 1914. Journal of Contemporary History. Vol. 3 (6). Pg. 65-67.

Appendix

RESEARCH GUIDELINES

1. Introduction chapter should contain the basic concepts and theoretical background of the study for about 10 pages.
2. Profile of the study organization has to be given briefly not exceeding five pages.
3. Minimum 15 reviews have to be given in the review of literature chapter concerning previous studies related to the research topic.
4. Should be typed in "TIMES NEW ROMAN" font, Size 12.
5. Should be typed in one side of the A4 sheet.
6. Project should be hard bound and the cover should be in uniform colour. (as prescribed by the Department)

Learning Outcomes

After completion of the course, the students will be able to:

- Learn to frame the research problem.
- Write research methodology, data collection and data analysis.
- Equip them to compile a project report.

SEMESTER - VI

PART III - CORE

FIELD WORK – VI (BS/20C/604)

CONCURRENT FIELD WORK

CREDITS: 4

NO OF DAYS: 20 DAYS PER SEMESTER

OBJECTIVES:

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

TASKS:

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

METHOD OF ASSESSMENT:

- Individual conference
- Report submission

Learning Outcomes

After completion of the course, the students will be able to:

- Apply theoretical knowledge of social work in the field.
- Practice the methods of social work like social case work, social group work and community organization.
- Identify and define the organization profile.
- Facilitate the activities of the Non-governmental organization.
- Practice intervention skills in the field.

SEMESTER - VI

PART – III ALLIED (BS/20A/603)

HUMAN RIGHTS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES:

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

UNIT- 1 (10 Hours)

Overview of Human Rights

Concept of Human Rights - Liberty, Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society.

UNIT-2 (15 Hours)

Historical Overview of Human Rights (National & International Perspectives):

UN charter- Universal Declaration of Human Rights- Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India, Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence. Globalization and Its Impact on Human Rights. Social Work as a Human Rights Approach.

UNIT-3 (10 Hours)

Fundamental Duties and Rights

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

UNIT- 4 (10 Hours)

Human Rights of Vulnerable Groups:

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

UNIT- 5 (15 Hours)

Role of social work in relation to human rights:

Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy, Role of Social Action.

References:

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

Prescribed Text Book:

1.	Kohli S. A	Human Rights and Social Work- Issues, Challenges and Response	2004	Kanishka Publishers, New Delhi.
----	------------	---	------	---------------------------------

Learning Outcomes

After completion of the course, the students will be able to:

- Analyse the concepts of Human Rights and Social Justice
- Discuss the historical growth of the idea of human rights
- Analyse and evaluate different concepts and ideas.
- Employ different mechanisms for securing social justice like PIL, RTI., etc.

SEMESTER - VI
PART IV – NON – MAJOR ELECTIVE

INTRODUCTION TO WORKFORCE MANAGEMENT (BS/20N/607A)
(OPTION 1)

CREDITS: 2

TOTAL TEACHING HRS: 30

OBJECTIVES:

- To introduce the basic concepts, functions and processes of human resource management.
- To facilitate the students in practical knowledge on Workforce problems
- To equip the students on the knowledge of social security legislations.

UNIT – 1 (6 Hours)

Workforce Management

Human Resource Management: Definition, Functions, Importance and Scope. Qualities and skills of a good HR Professional.

UNIT – 2 (6 Hours)

Social Security & Employee Welfare:

Definition, Concept, Importance, Types of Social Security & Employee Welfare; Workplace counselling: Meaning & Importance; Role of International Labour Organization (ILO) in employee welfare.

UNIT -3 (6 Hours)

Social Security Legislations in the Indian Context:

Objectives and scope of: Minimum Wages Act 1948, Employees State Insurance Act 1948, Employees Provident Fund and Miscellaneous Provisions Act 1952, Workmen's Compensation Act 1923, Payment of Gratuity Act 1972, The Unorganized Workers' Social Security Act, 2008

UNIT – 4 (6 Hours)

Human Resources in the Organized Industrial sector:

Organized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in organized Industrial sector.

UNIT – 5 (6 Hours)

Human Resources in the Unorganized Industrial sector:

Unorganized Industrial sector: Definition, statistics, Issues & Challenges. Role of Social Work in unorganized Industrial sector.

Additional Study (Does not form part of Assessment)

FIELD WORK/INDUSTRIAL VISIT: Study on problems faced by employees or Employer (or) Visit to Industrial/HR Settings

References:

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.
----	--------------	--------------------------	------	----------------------------

Learning Outcomes**After completion of the course, the students will be able to:**

- Gain knowledge on the basic concepts, functions and processes of human resource management.
- Critically view the role of International Labour Organization (ILO) on employee welfare and develop knowledge on employee counseling.
- Acquire practical knowledge on Workforce problems
- Apply legal knowledge in Industrial settings.

SEMESTER - VI
PART IV – NON – MAJOR ELECTIVE

SOCIAL ENTREPRENEURSHIP (BS/20N/607B)
(OPTION 2)

CREDITS - 2

TOTAL TEACHING HOURS: 30 HRS

OBJECTIVES:

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

UNIT-I

(10HRS)

Entrepreneur and Entrepreneurship:

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur.

Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship

Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude, Innovation, Ability to Introduce New Technologies, Catalyst, Ability to Generate Opportunity for Profit or Reward.

Entrepreneurship Development in India. Scope of Entrepreneur Development.

UNIT-II

(15 HRS)

Social Entrepreneur, Social Entrepreneurship:

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Social Enterprises. Characteristics of Social Entrepreneurship - Explicitly Formulated Mission to Create and Sustain Social Value and to Benefit the Communities, High Degree of Economic Risk and Autonomy in Activities Related to Producing Goods and/or Selling Services, Pursuit of new Opportunities and Exploration of Hidden Resources to Serve that Missions. Quest for Sustainable Models, Based on Well Elaborated Feasibility Study, Ongoing Engagement in Innovation, Adaption and Learning, Decision- Making Power not Based on Capital Ownership, Participatory and Collaborative Nature Involving Various Stake Holders, Limited Distribution of Profit and Minimum Amount of Paid, Change Opportunities Lying in The Hands of Every Individual.

Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

UNIT-III

(5 HRS)

Skills of Social Entrepreneurship:

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

UNIT-IV

(10 HRS)

Social Entrepreneurship in Practice:

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college,

Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavor (TIDE).

UNIT-V

(5 HRS)

Ethical Entrepreneurship & Challenges in Social Entrepreneurship:

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government.
Challenges in Social Entrepreneurship

References:

SN	Author (s)	Name of the Book	Year	Publicatio
1.	Robert A.Philips, Margret Bonefiel, Ritesh Sharma	Social Entrepreneurship The Next Big Business Opportunity	2011	Global Vision Publishing House, New Delhi.
2.	S.S.Khanka	Entrepreneurship In India - Perspective And Practice	2009	Akansha Publishing House, New Delhi
3.	Jill Kickul And Thomas S.Lyons	Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World	2012	Routledge Publications, New York.
4.	Vasanth Desai	Entrepreneurial Development	2008	Himalaya Publishing House

WEB RESOURCES

- Bornstein, David (2004) *How to Change the World: Social Entrepreneurs and the Power of New Ideas* New York, NY: Oxford University Press.
- Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University http://www.caseatduke.org/documents/dees_sedef.pdf
- Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008

Learning Outcomes

After completion of the course, the students will be able to:

- Analyse the Social Entrepreneurship
- Impart “Social entrepreneurial imagination”.
- Discuss the practice of Social Entrepreneurship in India.
- Identify the interest to become a social entrepreneur.

SEMESTER - VI
PART - V
SOFT SKILL – VI (BSW/20S/606)

CAREER SKILLS

CREDITS: 2

TOTAL TEACHING HRS: 20
(4 days per Semester)

OBJECTIVES:

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

TOPICS:

- ✓ Resume preparation
- ✓ Group discussions
- ✓ Career Guidance
- ✓ Work Environment

Learning Outcomes

After completion of the course, the students will be able to:

- Participate in group discussion with confidence and courage.
- Critically review the prerequisite of an interview.
- Apply the skills, knowledge and attitude required to take career decisions.
- Analysis the different kind of organizational work culture.
- Create positive attitude to face the work culture
- Write their own resume.

SEMESTER - VI

STUDY TOUR (BSW/20R/608)

REQUIRED FOR COURSE COMPLETION

NO.OF DAYS: 4 -5 DAYS

Objectives:

- To provide experiential learning and offer both group and self-directed activities and visit institutions of excellence (4-6 organizations to be visited) in social work field which enable students to explore new territories, culture and people.
- To acquire useful application of the inquiry based learning approaches.
- Study tour is designed for education and recreation.

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

Learning Outcomes

After completion of the study tour, the students will be able to:

- Get good exposure to various organizations and get experiential learning.
- Explore new territories, culture and people.