

**MANNAR THIRUMALAI NAICKER COLLEGE**  
**PASUMALAI, MADURAI- 625 004**

(An Autonomous Institution Affiliated to Madurai Kamaraj University)

(Re-accredited with 'A' Grade by NAAC)



**BSW**

**SYLLABUS AND REGULATIONS**

UNDER  
CHOICE BASED CREDIT SYSTEM (CBCS)  
**(For those who joined during 2018-2019 and after)**

### Eligibility for Admission

Candidates seeking admission to the B.S.W Degree course must have the Higher Secondary Education Certificate of the Government of Tamil Nadu or any other state or its equivalent qualification.

### Duration of the course

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

### Subjects of Study

Part I : Tamil

Part II : English

Part III :

1. Core Subjects
2. Allied Subjects
3. Electives

Part IV :

1. Non Major Electives
2. Skill Based Subjects
3. Environmental Studies
4. Value Education

Part V :

Extension activities

### The scheme of Examination

The components for continuous internal assessment are:

Two tests and their average --15 marks

Seminar /Group discussion --5 marks

Assignment --5 marks

Total --25 marks

### Pattern of the questions paper for the continuous Internal Assessment

(For Part I, Part II, Part III , NME & Skilled Paper in Part IV )

The components for continuous internal assessment are:

#### Part –A

Six multiple choice questions (answer all) 6 x 01= 06 Marks

#### Part –B

Two questions (‘either .... or ‘type) 2 x 07=14 Marks

#### Part –C

One question out of two 1 x 10 =10 Marks

Total 30 Marks

**Pattern of the question paper for the Summative Examinations:**

**Note: Duration- 3 hours**

**Part –A**

Ten multiple choice questions 10 x 01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

**Part –B**

Five Paragraph questions (‘either .... or ‘type) 5 x 07 = 35 Marks

(One question from each Unit)

**Part –C**

Three Essay questions out of five 3 x 10 =30 Marks

(One question from each Unit)

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Total		75 Marks
		-----

**The Scheme of Examination (Environmental Studies and Value Education)**

Two tests and their average --15 marks

Project Report --10 marks\*

Total -- 25 marks

\*\* The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

**Question Paper Pattern:**

**Pattern of the Question Paper for Environmental Studies & Value Education only) (Internal)**

**Part –A**

(Answer is not less than 150 words)

Four questions (‘either .... or ‘type) 4 x 05=20 Marks

**Part –B**

(Answer is not less than 400 words)

One question (‘either .... or ‘type) 1 x 10=10 Marks

	-----	
Total		30 Marks
		-----

**Pattern of the Question Paper for Environmental Studies & Value Education only)  
(External)**

**Part –A**

(Answer is not less than 150 words)

Five questions (either or type)

5 x 06 =30 Marks

(One question from each Unit)

**Part –B**

(Answer is not less than 400 words)

Three questions out of Five  
each unit (One question from each Unit)

3 x 15 = 45 Marks

**Total**

-----  
75 Marks  
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**Minimum Marks for a Pass**

40% of the aggregate (Internal +Summative Examinations).

No separate pass minimum for the Internal Examinations.

27 marks out of 75 is the pass minimum for the Summative Examinations.

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOS) :**

The PEO's should evolve through constant feedback from Alumnae, Students, Industry, and Management.

The graduates will

**PEO1:** Able to apply social work methods in Social Enterprises, Industry, Hospital settings.

**PEO2:** Be proficient in developing innovative solutions to existing and upcoming complex social problems.

**PEO3:** Instill life coping skills and advance in contemporary social work field

**PEO4:** Become professionally competent universal citizen with enriched social work values

### **PROGRAMME OUTCOMES**

**PO1:** Disciplinary Knowledge

**PO2:** Critical thinking, problem solving and Analytical reasoning

**PO3:** Research related skills and scientific reasoning

**PO4:** Communication skills and Digital literacy

**PO5:** Teamwork and leadership quality

**PO6:** Multicultural competence with moral and ethical awareness

**PO7:** Self directed and Life - long learning

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO1:** Acquire professional knowledge of Social work in distinct disciplinary areas such as management, Community Development, Medical and Mental health settings.

**PSO2:** Understand the social work ethical principles, culture and values with its practical applicability through fieldwork in different agencies

**PSO3:** constructively write research projects related to social issues and social welfare.

**PSO4:** Enrich multiple professional skills and making themselves self dependent and self employed individual for sustainable growth

**PSO5:** Active participant of collective current affairs with critical perspective

**PSO6:** Developing socially responsible citizen with higher order thinking in future endeavors

**PSO7:** Adopt social work theories, methods, ethical standards to pursue - higher education - specialization

**DEPARTMENT OF BACHELOR OF SOCIAL WORK  
(For those who joined in 2018-2019 and after)**

<b>Study Component</b>	<b>I Sem</b>	<b>II Sem</b>	<b>III Sem</b>	<b>IV Sem</b>	<b>V Sem</b>	<b>VI Sem</b>	<b>Total Hours</b>	<b>Total Credits</b>	<b>No.of Course</b>	<b>Total Marks</b>
Part I: Tamil	6 (3)	6 (3)	6 (3)	6 (3)	--	--	24	12	4	400
Part II: English	6 (3)	6 (3)	6 (3)	6 (3)	--	--	24	12	4	400
Part III:										
Core Subjects	6 (4) 5 (4)	6 (4) 5 (4)	6 (4) 5 (4)	6 (4) 5 (4)	5 (5) 5 (4) 6 (5)	6 (5) 5 (4) 4 (4)	75	59	14	1400
Allied Subjects	5 (5)	5 (5)	3 (3)	3 (3)			16	16	4	400
Elective Subjects					5 (5) 5 (5)	5 (5) 6 (5)	21	20	4	400
Part IV:										
Skill Based Subject			2 (2)	2 (2)	2 (2) 2 (2)	2 (2) 2 (2)	12	12	6	600
Environmental Studies /Value Education	2 (2)	2 (2)					4	4	2	200
Non Major Elective			2 (2)	2 (2)			4	4	2	200
Part V:										
Extension Activity				0 (1)				1	1	100
<b>Hours Credits</b>	<b>30 (21)</b>	<b>30 (21)</b>	<b>30 (21)</b>	<b>30 (22)</b>	<b>30 (28)</b>	<b>30 (27)</b>	<b>180</b>	<b>140</b>	<b>41</b>	<b>4100</b>

**SEMESTER I**

Sl. No	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
1.	18UTAG11	பகுதி-Iதமிழ் தற்கால கவிதையும் உரைநடையும்	6	3	25	75	100
2.	18UENG11	English-I: Exploring Language Through Literature-1	6	3	25	75	100
		<b>Core Subject</b>					
3.	18USWC11	Introduction to Social Work	6	4	25	75	100
4.	18USWC12	Introduction to Methods of Social Work	5	4	25	75	100
		<b>Allied Subject</b>					
5.	18USWA11	Understanding Society and Social Problems	5	5	25	75	100
6.	18UEVG11	Environmental Studies	2	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>	<b>150</b>	<b>450</b>	<b>600</b>

**SEMESTER II**

Sl. no	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
1.	18UTAG21	பகுதி-I தமிழ் பக்தி இலக்கியமும் நாடகமும்	6	3	25	75	100
2.	18UENG21	English-II: Exploring Language Through Literature-II	6	3	25	75	100
		<b>Core Subject</b>					
3.	18USWC21	Social Welfare Administration and Social Legislation	6	4	25	75	100
4.	18USWC22	Introduction to Fields of Social Work	5	4	25	75	100
		<b>Allied Subject</b>					
5.	18USWA21	General Psychology	5	5	25	75	100
6.	18UVLG21	Value Education	2	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>	<b>150</b>	<b>450</b>	<b>600</b>

**Semester III**

Sl.no	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
1.	18UTAG31	Tamil	6	3	25	75	100
2.	18UENG31	English	6	3	25	75	100
		<b>Core Subject</b>					
3.	18USWC31	Social Work Research and Statistics	5	4	25	75	100
4	18USWF31	Field Work –I	6	4	75	25	100
		<b>Allied Subject</b>					
5	18USWA31	Social Entrepreneurship	3	3	25	75	100
		<b>Skill Based Subject</b>					
6	18USWS31	Understanding Oneself and Family	2	2	25	75	100
		<b>Non Major Elective</b>					
7	18USWN31	Personality Development	2	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>	<b>225</b>	<b>475</b>	<b>700</b>

**Semester IV**

Sl. No	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
1.	18UTAG41	Tamil	6	3	25	75	100
2.	18UENG41	English	6	3	25	75	100
		<b>Core Subject</b>					
3.	18USWC41	Management of NGOs	5	4	25	75	100
4	18USWF41	Field work –II	6	4	75	25	100
		<b>Allied Subject</b>					
5	18USWA41	Developmental Psychology	3	3	25	75	100
		<b>Skill Based Subject</b>					
6	18USWS41	Communication Skills for Social Work Practice	2	2	25	75	100
		<b>Non Major Elective</b>					
7	18USWN41	Contemporary Social Work	2	2	25	75	100
8.	18UEAG40-18UEAG49	Extension Activity		1	100		100
		<b>Total</b>	<b>30</b>	<b>22</b>	<b>325</b>	<b>475</b>	<b>800</b>



**Semester V**

Sl. No	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
		<b>Core Subject</b>					
1.	18USWC51	Community Development	5	5	25	75	100
2.	18USWC52	Social Work in Hospitals	5	4	25	75	100
3.	18USWF51	Field Work-III	6	5	75	25	100
		<b>Elective Subject</b>					
4.	18USWE51 18USWE52 18USWE53	Family and Child Welfare Project Proposal writing Technologies for Social workers	5	5	25	75	100
5.	18USWE54 18USWE55 18USWE56	Welfare of the Handicapped Social Work with Youth Local Self Government	5	5	25	75	100
		<b>Skill Based Subject</b>					
6.	18USWS51	IT Skills for Social Workers	2	2	25	75	100
7.	18USWS52	Basics in counseling	2	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>28</b>	<b>225</b>	<b>475</b>	<b>700</b>

**Semester VI**

Sl. no	Subject code	Subject	Hrs / week	Credit	Maximum Marks		
					Internal	External	Total
		<b>Core Subject</b>					
1.	18USWC61	Social Work in Industries	5	4	25	75	100
2.	18USWF61	Field Work –IV	6	5	75	25	100
3.	18USWPR1	Project Work	4	4	25	75	100
		<b>Elective Subject</b>					
4.	18USWE61 18USWE62 18USWE63	Welfare of the Weaker sections Social work and social justice Corporate Social Responsibility	6	5	25	75	100
5.	18USWE64 18USWE65  18USWE66	Social Marketing Empathy & Emotional Intelligence at Work place Social Welfare Policies and Services	5	5	25	75	100
		<b>Skill Based Subject</b>					
6.	18USWS61	Skills for Social Workers	2	2	25	75	100
7.	18USWS62	Participatory Rural Appraisal and Community Asset Mapping	2	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>27</b>	<b>225</b>	<b>475</b>	<b>700</b>



**MANNAR THIRUMALAI NAICKER COLLEGE (Autonomous)**  
**DEPARTMENT OF SOCIAL WORK**  
**(For those who joined in 2018-2019 and after)**

<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWC51</b>	<b>Credits</b>	<b>: 05</b>

**COMMUNITY DEVELOPMENT**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Define Community and the types of community.
- CO2:** Explain the history, philosophy, principles and Course Outcome of Community
- CO3:** Sketch the Role of various Stakeholders in Development of community
- CO4:** Appraise the Tribal community based on their development
- CO5:** Organize and manage the various Government schemes' for development

**UNIT – I**

Community: Meaning Definition, Types-Rural, Urban and Tribal. Community Development - Concept, Definition, Meaning, History, Need and. Administration of Community Development.

**UNIT II**

Rural Community Development: Meaning, Definition Rural Development in India – Early Experiments, Problems of Rural People in relation to Agriculture, Employment, Education, Water and Health.

**UNIT - III**

Urban Area: Town, City, Metropolis, Suburbs, Satellite Towns -Meaning and Characteristics. Urban Community Development - Meaning, Scope. Problems of Urban life with reference to Pollution and Waste Management. Slum - Meaning, Definition, History and Problems, Role of Slum Clearance Board.

**UNIT – IV**

Tribal Community Development – Meaning, Definition, Structure and Functions of Governing Bodies, Problems of Tribal Communities in relation to Basic amenities, Education, Culture and Society.

**UNIT – V**

Rural Community Development Programmes, Institutions Concerned with Rural Development - National Bank for Agriculture and Rural Development(NABARD) , Council for Advancement of People's Action & Rural Technology (CAPART) and *District Rural Development Agencies* (DRDA). Urban Development Programmes- *Jawaharlal Nehru National Urban Renewal Mission* (JNNURM), Urban Basic Services, Prime Minister's Integrated Urban Poverty Eradication Programme, Tribal Welfare Programmes -Integrated Tribal Development Project (ITDP),Slum Development programmes.

**Reference Books:**

1. Debendra, K.Das (1994), Dynamics of Rural Development, Perspectives and Challenges, New Delhi, Deep and Deep Publications.
2. Mukherii, B (1996), Community Development in India, New Delhi, Orient Longman.
3. Kumar Jha (2002), Social Work and Community Development, Anmol ,NewDelhi
4. Margaret Ledwith (2005), Community Development: A critical Approach, Rawat Publications.



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**Class : BSW**

**Semester : V**

**Sub Code : 18USWC52**

**Part III : Core**

**Hours : 05**

**Credits : 04**

**SOCIAL WORK IN HOSPITALS**

**Course outcomes:**

**On successful completion of the course, the learners should be able to**

**CO1:** Define the concept of public health and related terminologies.

**CO2:** Discuss the evolution and structure of the public health system in India.

**CO3:** Describe the signs and symptoms of each psychiatric disorder.

**CO4:** Apprise the functioning of the public health system.

**CO5:** Set-up health education in different institutions

**Unit - I**

Health – Meaning and Definition. Public Health – Meaning, Definition, Course Outcome and Functions. Health Care Delivery System in India, Health Policy, Health Programs in India.

**Unit II**

Medical Social Work – Definition and Meaning, Symptoms and Treatment of Diseases – Leprosy, Cancer, Diabetes, STD, AIDS, Tuberculosis. Communicable and Non –Communicable Diseases. Role of Medical Social Worker

**Unit – III**

Mental Health – Meaning and Definition, Mental Illness – Types, Characteristics of Neurosis and Psychosis, Mental Retardation – Types and Characteristics, Problems of Psychiatric Patients, Psychiatric Problems among Children, Psychiatric Social Work – Meaning and Definition, Role of Psychiatric Social Worker in General.

**Unit - IV**

Community Health – Definition, Personal Hygiene, Environmental Health, Nutrition, Epidemiology of Diseases, Reproductive and Child health, Demography and Family Welfare, Health Education – Families, Schools, and Communities.

**Unit – V**

Hospital Administration – Definition, Meaning, Types, General principles, Functions and its Importance, Laws related to Hospitals.

**Reference Books:**

1. Kapur, Malavika (1995), Mental Health of Indian Children, New Delhi. Sage Publications.
2. Pathak, S.H (1961), Medical Social Work in India, Delhi, Delhi School of Social Work
3. Shorter, Edward. (1997), A History of Psychiatry, New York, John Wiley and Sons
4. Park & Park, Text Book of Social and Preventive Medicine
5. Antony John (2003), skills of Counseling, Dindigul, Anugraha Publications.
6. Prasantham B.J. (1987), Therapeutic counseling, Vellore, Christian Counseling Centre



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<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 06</b>
<b>Sub Code</b>	<b>: 18USWF51</b>	<b>Credits</b>	<b>: 04</b>

**FIELD WORK – III**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

**CO1:** Gain an understanding of social realities and problems as they play out in society and the civil society's response to it.

**CO2:** Understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.

**CO3:** Acquire skills of systematic observation, critical analysis and develop a spirit of inquiry

**CO4:** Learn and implement social work interventions

**CO5:** Develop skills of recording

- a. Relevant and factual information about the client system and the problem/concern
- b. The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
- c. The role of the social worker and the relevance of social work intervention for the client, needs and the problem.
- d. The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
- e. To integrate theory and practice while recording.
- f. To develop 'self' as an agent effecting change and transformation in the society.

Field work comprises of the following:

Social Work skill labs/ workshop

Observation visits

Concurrent field work

Block fieldwork /Rural camp/study tour

Students are involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns



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<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Elective</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE51</b>	<b>Credits</b>	<b>: 05</b>

**FAMILY AND CHILD WELFARE**

**Course outcomes:**

**On successful completion of the course, the learners should be able to**

- CO1:** Understand the family structures and family dynamics
- CO2:** Report theoretical understanding of families and children
- CO3:** Apply the skills of theory in practice with families and children
- CO4:** Revise the methods and models of social work intervention to promote change in families
- CO5:** Formulate knowledge about the institutions working for family welfare.

**Unit - I**

Family--Meaning and Definition, Types of Family, Importance of Family in Individual's Development, Family Disorganization – Causes, Impact and Remedial Measures, Communication in Families.

**Unit - II**

Concept of Women Welfare, Changing Status of Women in India, Problems of Working Women, Violence Against Women, Problems of Children – Child Abuse, Child Labour, Street Children, Female Infanticide and Problems of Girl Children.

**Unit – III**

Family Life Management – Family Life Cycle, Family Education, Sex Education, Population Education and Family Health Education.

**Unit - IV**

Role of Social Worker in Enhancing the Capacity of the Family to Cope with the Changing Trends. Marital and Family Counseling. Family court Act, Domestic Violence Act, POCSO Act

**Unit - V**

Role of Voluntary Agencies in Family and Child Welfare Services – Institutional and Non - Institutional Services for Family and Child Welfare, National and International Organizations Working for Children and Women in India. Government Welfare Schemes for Women and Children



**Reference Books:**

1. Bee. Dell .C 1970, residential Life with Children London: Routledge and Kegan pawl
2. Gokal S.D. and Lohani N.K. 1979, child in India, Bombay, Lomaria Publications
3. Firija K & Varghese M.A. 1978, Indian Women today, New Delhi Vikas Publications.
4. Digmati B. Rao, 1997, Care the Child, New Delhi, Discovery Publishing House.



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<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE52</b>	<b>Credits</b>	<b>: 05</b>

**PROJECT PROPOSAL WRITING**

**Course outcomes:**

**On successful completion of the course, the learners should be able to**

**CO1:** Identify the need and objectives of project.

**CO2:** Discuss the proposal format

**CO3:** Analyze the budget and other requirements of project.

**CO4:** Apply various methods of proposal writing

**CO5:** Manage CSR and government fund raising agencies.

**Unit- I**

Project: Meaning definition, need, objectives, goals, types and design and role of the project in developing the nation.

**Unit – II**

Proposal format: Front line information of the organization, Title and table of contents, aim, objectives, description, indicators and goal setting.

**Unit- III**

Budget: project cost, Source of fund, Project budget allocation, accounts and auditing, fund flow and utilization.

**Unit – IV**

Pre proposal writing: Planning, need assessment methods- Survey, Field visit and Pilot study. Post proposal writing: Follow-up and evaluation, inclusion and exclusion criteria.

**Unit- V**

Project proposal Models for International, National, District Level organizations. CSR, Govt and local fund raising agencies

**Reference Books:**

1. The Project Proposal Writing Handbook (2007)- John Chikati Published by Regional Partnership for Resource Development.
2. Project Management Absolute Beginner's Guide (2017) - Gregory Horine.
3. Fund Raising for Social Change (2016) – Kim Klein



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<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Elective</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE53</b>	<b>Credits</b>	<b>: 05</b>

**TECHNOLOGIES FOR SOCIAL WORKERS**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to**

**CO1:** Acquire an understanding and knowledge of Microsoft Office

**CO2:** Differentiate the website and blog in social work usage

**CO3:** Evaluate various social media

**CO4:** Design website blocks and e-content.

**CO5:** Prepare pictorial representation of data

**Unit – I**

Introduction to Computer Data Entry and Analysis – Analysis of Data through Manual and Computer Software – Coding, Sorting and Editing. E-Mail etiquettes

**Unit- II**

Data interpretation – sources, acquisition and classification of data, quantitative and qualitative data, graphical representation (bar chart, histograms, pie chart, table chart and line chart) and mapping of data, data and governance.

**Unit –III**

Information and communication technology- basis of internet, intranet, email, audio and video conferencing, digital initiatives in higher education and governance.

**Unit –IV**

E-Methods of publications- websites, blogs, E-Content-concept, importance, process. Scope and advantages E-Methods of publications

**Unit - V**

Current issues related to social media- Cyber crime, Mobile Addiction, Morphing, Hacking. Impact of Social media-Individual, Family , Group.

**Text Books:**

1. Jo Ann R.Coe, Gautham M.Menon, Computers and information technologies in Social Work, CRC Press
2. Watling, S., and J. Rogers. 2012. Social work in a digital society. London: SAGE

**Reference Book:**

1. Hill, A., and I. Shaw. 2011. Social work & ICT. Thousand Oaks, CA: SAGE.



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<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Elective</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE54</b>	<b>Credits</b>	<b>: 05</b>

**WELFARE OF THE HANDICAPPED**

**Course outcomes:**

**On successful completion of the course, the learners should be able to:**

**CO1:** Understand the theoretical models and approaches to understanding disability

**CO2:** Apply the attitude of respect and dignity towards persons with disability

**CO3:** Examine the skills of social work interventions with all stakeholders in the field of disability

**CO4:** Estimate the types of approaches of person with disability along with the current practices of NGO's and GO's

**CO5:** Formulate knowledge on Legislative and rehabilitation measures on Person's with disability

**UNIT – I**

Concepts of Disability, Impairment, Handicapped and Rehabilitation. Types of Disabilities Visually Handicapped, Mentally Handicapped, Orthopedically Handicapped including Spastics Children and Leprosy Cured. Psycho –Social Problems of the Disabled, Social Intervention with the Disabled.

**UNIT- II**

Causes of Disabilities – Malnutrition, Vitamin Deficiencies, Genetic Disorder, Congenital Deformities, Accidents etc.

**UNIT –III**

Persons with Disability Act 1995, Emphasis on the Appointment of State Commissioners for Disabled in All States.

**UNIT –IV**

Government Schemes for the Disabled: Special Education, Training Programme, Employment of Handicapped, Self-employment for the Disabled and Supplying of Aids and Appliances. Grants – in –aid to NGO's / Voluntary Institutions for the Treatment: Vocational Training and Welfare of Handicapped in Tamilnadu.

**UNIT – V**

Approaches to Rehabilitation –Community Based Approach, Institutional Based Approach and Outreach Programmes by NGOs for Disabled. Role of Family in the Treatment, Training and Rehabilitation of the Handicapped.

**Reference Books:**

1. Chaturvedi T.N.(1981), Administration for the Disabled, New Delhi, IIPA.
2. Meths DS (1983), Hand Book on Disabled in India, New Delhi, Allied Publishers



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**Class : BSW**

**Part : Elective**

**Semester : V**

**Hours : 05**

**Sub code : 18USWE55**

**Credit : 05**

**SOCIAL WORK WITH YOUTH**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

**CO1:** Acquaint students to the complexities and multifaceted issues and problems of youth

**CO2:** Understand social work intervention with youth

**CO3:** Gain knowledge on various roles and responsibilities of youth

**CO4:** Develop leadership qualities among youth

**CO5:** Apply social work interventions in youth issues

**UNIT-1**

Definition- types of youth. Youth in India, Youth welfare- need and importance. The values and life styles of youth. Youth and Modernization .

**UNIT II:**

The period of youth in the life cycle – Emotional problems of the Youth- Parent youth conflicts – youth unrest.; Youth in the context of Education, Religion and politics – The influence of poverty and unemployment on youth.

**UNIT – III**

Problems of urban and rural youth- Alcoholism and drug dependency among youth –youth and crime – Exploitation of youth for communalism and terrorism – special problems of female youth – Youth and mass media – Role of youth against the social evils

**UNIT -IV**

National youth policy– National youth welfare organizations, Government programmes NCC,NSS, and NYK ; Youth movement - youth hostels and youth clubs ;

**UNIT – V**

Leadership training for youth - Counselling services, Social work interventions with youth- Global and Regional level initiative towards Youth issues. Role of Social Workers in Youth welfare. Role of youth in National Development and social change,

**Text Books:**

1. Gore, M.S.(1977) : Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, NDelhi,
2. Erikson, E.H. Youth, Change and Challenge, Firma KLM Pvt. Ltd. Calcutta,1977

**Reference Books:**

1. Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.
2. John, V.V. : Youth and National Goals, Vishwa Youva Kendra,New Delhi,1974.
3. Brew, J.M. : Youth and Youth Groups, London,1968
4. Fuchs, E.(ed) : Youth in changing World: Cross-cultural Perspective on Youth Mouton, The Hague, 1976
5. Ross, Aileen D. Student Unrest in India- A Comparative Approach , McGillQueen's University Press, London, 1969.





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(For those who joined in 2018-2019 and after)

**Class : BSW** **Part : Elective**  
**Semester : V** **Hours : 05**  
**Sub code : 18USWE56** **Credit : 05**

**LOCAL SELF GOVERNMENT**

**Course Outcome:**

**On successful completion of the course, the learners should be able to:**

**CO1:** Understand the current situation of Rural Administration.

**CO2:** Remember about the concept of Three Tier System.

**CO3:** Analysis the role and responsibilities of Local Self Government.

**CO4:** Apply the new methods and techniques for Panchayat Raj Systems.

**CO5:** Create need based approaches for Local Self Government.

**Unit: 1 : Introduction about Local Self Government:**

Meaning and Concept of Local Self Government. Objectives of Local Self Government. Evolution of Local Self Government in India. Structure of Local Self Government in Tamil Nadu. Importance of Local Self Government. Types of Panchayat Raj.

**Unit: 2 : Evolution of Panchayat Raj:**

Evolution of Panchayat Raj in India. Legal and Constitutional provisions regarding structure of Panchayat Raj. 73<sup>rd</sup> Constitutional Amendment and Decentralization and Panchayat Raj.

**Unit: 3 : Role of Panchayat Raj in rural areas:**

Describe the three tier system of Panchayat Raj system. Role of Panchayat Raj Institutions in Empowerment of the marginalized section of the society, Rural Development Programme.

**Unit: 4: Role of Local Self Government in urban areas:**

Roles and Functions of Local Self Government in urban area. Structure and functions of urban government – Municipal Corporation, Municipality, Town area committee, Notified area authority, Cantonment Boards.

**Unit: 5 : Constitutions related to Local Self Government System:**

5 Year plan and development of women in India. Empowerment through Panchayat Raj Institutions. Local Self Government Act. 74<sup>th</sup> Constitutional Amendment – Role of Urban Local

Government bodies in urban development programmes of urban development in respect to housing, health, sanitation, electricity, water supply education, transportation, slum improvement and environment protection.

**Reference Books:**

1. Panchayat Raj System and Rural Development by Iqbal Mohammed.
2. Evolution of Panchayat Raj in India by Dr. Mridula Sharda.
3. Urban Local Self Government in India by Ram Narayan Prasad.



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<b>Class</b>	<b>: BSW</b>	<b>Part IV</b>	<b>: Skill</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18USWS51</b>	<b>Credits</b>	<b>: 02</b>

**IT SKILLS FOR SOCIAL WORKERS**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to**

**CO 1:** List out the generations of computers.

**CO 2:** Discuss the usage of word, excel, PowerPoint.

**CO 3:** Categorize the usage of internet in various fields

**CO 4:** Assess the basic knowledge on office management system (OMS)

**CO 5:** Analyze and interpret data using SPSS package

**UNIT – I**

Introduction to Computers, Starting Windows – Window Maximizing, Minimizing, Restoring & Closing a Window. Using the Start Menu, Control Panel. Windows Explorer – Copying, Moving files, Finding Files or Folders

**UNIT- II**

Starting word – Creating a Document, Saving, Printing, Resaving and Closing a Document. Editing a document, Move and Copy Text, Formatting Text and Paragraph, Finding and Replacing Text and Checking Spelling and Mail Merge.

**UNIT –III**

Worksheet – Excel – Getting Started with Excel, Entering Numbers, Entering Formula, Editing Cells and Using Commands and Functions, Moving and Copying, Inserting and Deleting Rows and Columns – Creating Charts – Database in a Worksheet.

**UNIT –IV**

Power point – Slides – Inserting New Slides, ClipArts, Power Point Views, Running a Slide Show, Printing Presentations, Format Options, Editing Features.

**UNIT - V**

Introduction to Data Analysis – Analysis of Data through Computer Software, Introduction to SPSS – Variable List, Variable Code, Value Code, Cross Tabulation, Simple Statistical Analysis. Internet – Web Browsers, Email, Search Engines, Chatting.

**Text book:**

NellaiKannan .C. (2008) MS – Office, Tirunelveli, Nels Publication.

**Reference Book:**

1. Taxali R.K. (2005) PC Software for Windows, Chennai, McGraw Company.



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<b>Class</b>	<b>: BSW</b>	<b>Part IV</b>	<b>: Skill</b>
<b>Semester</b>	<b>: V</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18USWS52</b>	<b>Credits</b>	<b>: 02</b>

**BASICS IN COUNSELLING**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

**CO 1:** Acquire knowledge of the theoretical approaches to counseling.

**CO 2:** Understand the process of Counseling.

**CO 3:** Gain knowledge of practice of Counseling in different settings

**CO 4:** Understand the need for counseling in current scenario

**CO 5:** Gain a basic knowledge of human behavior

**Unit – I**

Counseling – Definition, Meaning & Need for Counseling, Difference Between Counselling, Advice and Guidance.

**Unit – II**

Scope of Counseling in Different Fields: Marital, Family, Industries, Educational Counselling, Crisis Counseling, AIDS Counseling, Suicidal Counselling, Geriatric, Deaddiction, Grief counseling,

**Unit – III**

Principles of Counselling, Skills of Counsellor, Counselling Responses. Modes of Counselling- Individual and Group Counselling.

**Unit – IV**

Counselling Process and Techniques of Counselling. Approaches of Counselling- Directive, non-directive and Eclectic Counselling.

**Unit – V**

Human behavior – Basic Concepts Relating to Understanding Human Behavior. Therapies: Psychotherapy, Group Therapy, Behavioral Therapy.

**Text Book:**

**1. Dr.Om Prakash.B (2013),Guidance and Counselling –A P H Publishing Corporation,New Delhi.**

**Reference Books:**

1. Barki B.C & Mukhopadhyay (1998), Guidance and Counselling - A Manual, New Delhi, Sterling Publisers.
2. Warters.J (1983), Techniques of Counselling, NewYork, McGraw Hill
3. Antony John (2003), Skills of Counselling, Dindigul, Anugraha Publications.
4. Prasantham B.J. (1987), Therapeutic Counseling, Vellore, Christian Counseling Centre.



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<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWC61</b>	<b>Credits</b>	<b>: 04</b>

**SOCIAL WORK IN INDUSTRIES**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Relate the knowledge of employee welfare with respect to pre-independence, post independence and its changing nature in the era of globalization.
- CO2:** Understand the importance of Health, Hygiene and problems related to industrial hazards, occupational diseases and its safety management.
- CO3:** Analyze about the various government organization working for employee welfare.
- CO4:** Assess the employee welfare program and its relevance to work culture and productivity.
- CO5:** Evaluate various industrial problems and find solution

**UNIT – I**

Industry – Meaning and Definition, Growth and Importance of Industries in India, Concept of Employee, Importance of Employee and Employer Relationship.

**UNIT- II**

Labour Problems in India with Special Reference to Absenteeism, Attrition, Indiscipline, Substance Abuse..Strike, logoff, Lockout.

**UNIT –III**

Industrial Social Work – Meaning, Definition and Course Outcome, Importance and Role of Industrial Social Worker.

**UNIT –IV**

Employee Welfare – Meaning, Need and Importance, Scope, Principles, Welfare Programmes in Indian Industries. Labour Welfare Officer –roles & functions.

**UNIT - V**

Application of Social Work Methods in Industry with Reference to Absenteeism, Indiscipline, Alcoholism and Drug Addiction.

**Reference Books:**

1. Moorthy, M.V (1968), Principles of Labour Welfare, Vishakapatnam, Gupta Brothers.
2. Sarma, A.M. (1995), Aspects of Labour Welfare and Social Security, Mumbai, Himalaya Publishers.
3. Tyagi, B.P (1996), Labour Economics and Social Welfare, Meerut, JaiPrakash Nath Publishers.



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<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Core</b>
<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 06</b>
<b>Sub Code</b>	<b>: 18USWF61</b>	<b>Credits</b>	<b>: 05</b>

**FIELD WORK – IV**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Gain an understanding of social realities and problems as they play out in society and the civil society's response to it.  
**CO2:** Understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.  
**CO3:** Acquire skills of systematic observation, critical analysis and develop a spirit of inquiry  
**CO4:** Learn and implement social work interventions  
**CO5:** Develop skills of recording

- Relevant and factual information about the client system and the problem/concern
- The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
- The role of the social worker and the relevance of social work intervention for the client, needs and the problem.
- The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
- To integrate theory and practice while recording
- To develop 'self' as an agent effecting change and transformation in the society.

Field work comprises of the following:

Social Work skill labs/ workshop

Observation visits

Concurrent field work

Block fieldwork /Rural camp/study tour

Students are involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns





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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 04</b>
<b>Sub Code</b>	<b>: 18USWPR1</b>	<b>Credits</b>	<b>: 04</b>

**PROJECT WORK**

**Course Outcome:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Learn and implement social work research and interventions
- CO2:** Describe a deeper insight into the components of project topic
- CO3:** Illustrate the skills in various research methods
- CO4:** Evaluate the research methods statistically
- CO5:** Demonstrate action oriented research/project

Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report. Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 06</b>
<b>Sub Code</b>	<b>: 18USWE61</b>	<b>Credits</b>	<b>: 05</b>

**WELFARE OF THE WEAKER SECTIONS**

**Course outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO 1:** Define the concept of weaker sections
- CO 2:** Describe the Policies and Programs for weaker sections
- CO 3:** Use organizational and institutional mechanisms work for weaker sections
- CO 4:** Differentiate problems of various demographic areas
- CO 5:** Compare the various welfare activities based on needs

**UNIT – I**

Weaker Sections of the Population: Meaning and Criteria of Weaker Sections, Constitutional Provisions Related to Welfare of Weaker Sections in India, Specific Provisions in Fundamental Rights & Directive Principles of State Policy.

**UNIT- II**

Conditions and Problems of Women, Children, Physically & Mentally Handicapped and Backward Classes.

**UNIT –III**

Status of Scheduled Castes, Scheduled Tribes and De Notified Communities. Demographic Aspects and Problems Related to SC / BC / ST – Health, Education, Employment and Economic Status

**UNIT –IV**

Reservation Policy for Weaker Sections: State & Central Government Policies, Reservations in Education, Employment, Scholarships and Other Services.

**UNIT - V**

Review of Existing Welfare Programs for the welfare of Women, Children SC/ ST populations and in Five Year Plans by Central, State Government, Role of NGOs and CBOs.

**Reference Books:**

1. Dabra, G.D (1984) development of Weaker Sections, New Delhi, Inter India Publications,
2. Ishwari Prasad (1986) Reservation – Action for special Equality. New Delhi Criterion Publications
3. Vakil, A.K (1985), Reservation Policy and Scheduled Castes in India. Ashish Publishing House.
4. Chalam, K.S (1988), Education & Weaker Section, New Delhi, Inter India Publications.
5. Ministry of Social Welfare (1980) Profile of the Child in India: Policies and Programs, New Delhi Govt of India



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 06</b>
<b>Sub Code</b>	<b>: 18USWE62</b>	<b>Credits</b>	<b>: 05</b>

**SOCIAL WORK AND SOCIAL JUSTICE**

**Course outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Understand the concept of diversity and social justice.
- CO2:** Analyse the issues related to social justice
- CO3:** Associate the human rights in the contest of empowerment
- CO4:** Acquire knowledge on current issues of social work and social justice
- CO5:** Identify the role of social worker in the contest of social justice

**UNIT – I**

Diversity and Social Justice : Diversity- Meaning, Characteristics; Social Diversity – Meaning, Features and its types. Social Justice – meaning, Concept, Principles and Elements of Social Justice

**Unit –II**

Social Justice Issues and Social Inequality: Social injustice – meaning, types, issues. Social Inequality – meaning, Definition, causes and effects. Protective measures for social injustice and social inequality.

**Unit-III**

Human Rights and Empowerment: Human Rights- Meaning, Definition, classification and importance of Human Rights. Empowerment – Meaning, Definition, Process of empowerment, Need for empowerment.

**Unit-IV**

Administrative arrangements for Social Justice in India: Ministry of Social Justice and Empowerment- objectives and scope

**Unit- V**

Relevance of Social equality and social justice in social work: Current scenario of Social justice and Social equality. Need for social justice and social equality in recent trend. Social Responsibilities and ethics for social justice in social work. Emphasis on Social Worker role in equality and social justice

**Text Books:**

1. Design for social Diversity by Emiley Talen and Sugduck Lee
2. Sociology and Social Justice by Margret
3. Social Justice in India by Upendra kumar singh

**Reference books:**

1. Encyclopedia of Diversity and Social Justice, Volume-1 by Sherwood Thomson
2. Social Justice-Theories, Issues and Movements by Loretta cape heart and Dragon Milovornvia



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 06</b>
<b>Sub Code</b>	<b>: 18USWE63</b>	<b>Credits</b>	<b>: 05</b>

**CORPORATE SOCIAL RESPONSIBILITY**

**Course outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Understand the scope and complexity of corporate social responsibility (CSR).
- CO2:** Gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
- CO3:** Acquire skills to frame CSR policies and practices appropriate to the Indian workplace
- CO4:** Access field reality in social responsibility
- CO5:** Enhance the relationship between the agency and beneficiaries

**UNIT 1:**

Social Responsibility –Corporate Social Responsibility –Meaning, definition and scope of CSR –Evolution of CSR –a moral argument for CSR –a rational argument for CSR –an economic argument for CSR –strategic context of CSR –Carroll’s Model of CSR (Pyramid of CSR) – Globalization and CSR

**UNIT 2:** Stakeholders and perspectives -interest Groups Related to CSR –Tools of CSR –Business Benefits of CSR

**UNIT 3:**

Designing a CSR policy –Factors influencing CSR policy –Managing CSR in an organization –Role of HR Professionals in CSR –Global Recognitions of CSR-ISO 14000 -SA 8000 -AA 1000 -Codes formulated by UN Global Compact –UNDP, Global Reporting Initiative.

**UNIT 4:**

Implementing CSR –CSR in the marketplace –CSR in the workplace –CSR in the community –CSR in the ecological environment –Case Studies: Lifebuoy Soaps’ Swasthya Chetna, ITC’s e-Choupal venture, Titan Industries Limited, Tata Power

**UNIT 5:**

CSR in India: Legal provisions and specifications on CSR –TCCI (Tata Council for Community Initiatives), Tata Model on CSR –National CSR HUB, TISS Mumbai –Success and failure with CSR initiatives –CSR Awards in India –role of social workers in CSR

**Reference Books:**

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
2. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
4. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing. 5. Crane, A. et al., (2008).
5. The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
6. Ellington, J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
7. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
8. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
9. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage
10. [http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR7BMDUB/\\$FILE/Studies%2026.pdf](http://www.diegdi.de/CMSHomepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR7BMDUB/$FILE/Studies%2026.pdf) 11. <http://www.tatapower.com/sustainability/environmental.aspx>



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE64</b>	<b>Credits</b>	<b>: 05</b>

**SOCIAL MARKETING**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Recall the history of social marketing and how it has affected culture
- CO2:** Illustrate marketing and communication strategies using data, psychology, and visual cues in images and video
- CO3:** Test social marketing and other internet tools used in marketing
- CO4:** Rate theoretical and conceptual models of social marketing
- CO5:** Setup the application of social marketing in various areas

**UNIT – I**

Concept, Meaning, Scope, Nature and Importance of Marketing and Social Marketing, History of Social Marketing, Social Marketing and Social Change.

**UNIT- II**

Theoretical and Conceptual Models for Social Marketing – Diffusion of Innovations, Social Cognitive Theory, Health Belief Model. Stages of Change, Social Determinants and Social Capital.

**UNIT –III**

Planning for Social Market Promotion, Connecting Market & Services, Marketing Insights, Marketing Communications – Advertisement, Promotions, Events, Public Relations.

**UNIT –IV**

Types of Social Marketing – Corporate Social Responsibility, Socially Responsible Marketing. Cause related Marketing

**UNIT - V**

Application of Social Marketing – Family Planning, Health, Nutrition, Education, Child Labour, HIV/ AIDS, Cancer, Tobacco Use, Energy and Water Consumption, Environment Protection.

**Reference Books:**

1. Philip Kotler, Ned Roberto, Nancy Lee, 2002, Social Marketing, Sage Publications, New Delhi.
2. Robert J. Donovan, Nadine Henley, 2003, Social Marketing – Principles and Practice IP Communications limited.
3. Walter Wymer Jr. Patricia Knowles, Roger Gomes, 2006, Non Profit Marketing: Marketing Management for Charitable and Non Governmental Organization , Sage Publications, New Delhi.





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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE65</b>	<b>Credits</b>	<b>: 05</b>

**EMPATHY & EMOTIONAL INTELLIGENCE AT WORK PLACE**

**Course Outcome:**

**On successful completion of the course, the learners should be able to:**

**CO1:** Acquire the knowledge of workplace emotional intelligence

**CO2:** Apply empathy in practical workplace culture to overcome the challenges

**CO3:** Understand the organizational culture and human resource in an empathetical approach

**CO4:** Emphasis the benefits of empathy in workplace and to act them as better social worker

**CO5:** Evaluate the need for empathy in recent scenario in various organization

**Unit 1: Empathy:**

Definition, Meaning and Concept of Empathy, Importance of Empathy, Types of Empathy, Empathy and Compassion, Difference between Empathy and Sympathy, Describe Cognitive Empathy.

**Unit 2: Emotional Intelligence:**

Definition, Meaning and Concepts of Emotional Intelligence. Characteristics of Emotional Intelligence. Components of Emotional Intelligence. Types of Emotional Intelligence. Skills need for Emotional Intelligence.

**Unit 3: Work Place Empathy:**

Work Place Empathy- Definition, Steps to creating empathy in the work place. How organization encourage empathy in the work place. Empathetic Leadership. Practical examples of empathy in the work place.

**Unit 4: Work Place Emotional Intelligence:**

Importance of Emotional Intelligence at work place. How emotional Intelligence can be used and increase in the work place. How to improve Emotional Intelligence at work place. Benefits of Emotional Intelligence in the work place.

**Unit 5: Roles of Empathy and Emotional Intelligence:**

Scope of Emotional Intelligence and Empathy. Roles and functions of Empathy and Emotional Intelligence at work place.

**Reference Books:**

1. Emotional Intelligence by S. K. Mangal Shubhra Mangal.
2. Emotional Intelligence by Daniel Goleman.
3. Empathy (Philosophical and Psychological Perspectives) by Amy Coplan and Peter Goldie.



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 05</b>
<b>Sub Code</b>	<b>: 18USWE66</b>	<b>Credits</b>	<b>: 05</b>

**SOCIAL WELFARE POLICIES AND SERVICES**

**Course Outcome:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Understand concept, principles and components of social welfare policies and services
- CO2:** Gain knowledge on the impact of social policies in social developments
- CO3:** Acquire skills in administrative functions to frame social policies
- CO4:** Access welfare services at various levels
- CO5:** Enhance the relationship between social welfare and policy in social work

**Unit-I**

Social Welfare and policy – an Introduction. Social welfare – Definition, Meaning, Objectives, Principles, Functions and scope of social welfare services. Policy – Definition, Meaning, types of policies.

**Unit-II**

Administrative functions of social welfare in Tamilnadu administration arrangement for Social welfare in Tamilnadu- CSWB, Indian Council of Child Welfare, Nehru Yuva Kendra, YMCA, CASA and CARE

**Unit –III**

Social Welfare services and policies for Women in Tamilnadu. Women’s welfare- Programmes for economic development of women, Education and Marriage Assistance Programmes

**Unit – IV**

Social welfare services and policies for Children & Differently abled. Child welfare by Tamil Nadu Government Rehabilitation homes, Directorate of Differently abled. Family and Child Welfare.

**Unit – V**

Relevance of Social Welfare and social policy in social work. Relevance of social welfare and social policy in social work; Roles and challenges of social workers in the context of social policy and social welfare

**Reference Books:**

1. 2008, Mahaveer & Sons Publications -Social Welfare administration by S.K.Pandey
2. 2013, The Policy Press Social Policy themes and approaches by Paul Spicker

**Text Book:**

1. Human development and social security in India by Prasanth kumar Pand



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<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18USWS61</b>	<b>Credits</b>	<b>: 02</b>

**SKILLS FOR SOCIAL WORKERS**

**Course Outcomes:**

**On successful completion of the course, the learners should be able to:**

- CO1:** Define the social and welfare services in different fields of Social Work.
- CO2:** Apply the knowledge of various life coping skills
- CO3:** Inspect the various problem solving methods
- CO4:** Appraise the concept of empathy among individuals
- CO5:** Create individuals with good relationships.

**Unit I:**

Self-Awareness: SWOT Analysis, Self- Disclosure, Self-Esteem, Positive Attitude towards Others and Work.

**Unit II:**

Life Style - Critical Thinking, Developing Emotional Maturity, Holistic Health Through Yoga, Meditation and Exercises, Work Ethics and Work Culture, Body Language, Etiquettes and Manners.

**Unit III:**

Life Coping Skills - Time Management, Stress Management, Decision Making, Assertive Behaviour. Communication - Course Outcome, Passive, Aggressive and Assertive Communication.

**Unit IV:**

Problem Solving - Concept of Problem, Problem Analysis, Problem Solving Techniques. Decision Making: Problems in Making Decisions, Decision Making Techniques

**Unit V:**

Relationship Management - Importance, Expectations, Conflicts, Nurturing Relationship. Empathy - Concept of Empathy, Transference and counter Transference

**Reference Books:**

1. Bishop Sue, 1996, Develop your Assertiveness. New Delhi, Kogan Page India Pvt. Ltd.
2. Celements Phi, 1998, Be Positive. New Delhi, Kogan Page India Pvt. Ltd.
3. Davar S. Rustom, 1996, Creative Leadership, New Delhi, UBS Publishers Ltd.
4. D'Souza Antony, 1995, Leadership, Mumbai, Better Yourself Books.
5. Gupta Seema, 2001, Etiquette and Manners, Delhi, Pustak Mahal.
6. Hasks Hurt, 1995, Motivation People, Delhi, Pustak Mahal
7. Johnson David, Johnson P. Frank, 1982, Joining Together: Group Theory and Group Skills. New Jersey, Prentice-Hall Inc.
8. Lindenfield Gael, 1997, Assert Yourself, New Delhi, Harper Collins Publishers India Pvt. Ltd.
9. McGrath, e. H., 1997, Training for Life and Leadership in Industry, New Delhi, Prentice Hall of India Pvt. Ltd.
10. Nelson, Richards & Jones. 1990, Human Relationship Skills. Mumbai, Better Yourself Books.
11. Rangnekar, Sharu. 1996, In the World of Corporate Managers. Delhi, Vikas Publishing House Pvt. Ltd.



**MANNAR THIRUMALAI NAICKER COLLEGE (Autonomous)**  
**DEPARTMENT OF SOCIAL WORK**  
**(For those who joined in 2018-2019 and after)**

<b>Class</b>	<b>: BSW</b>	<b>Part III</b>	<b>: Skill</b>
<b>Semester</b>	<b>: VI</b>	<b>Hours</b>	<b>: 02</b>
<b>Sub Code</b>	<b>: 18USWS62</b>	<b>Credits</b>	<b>: 02</b>

**PARTICIPATORY RURAL APPRAISAL & COMMUNITY ASSET MAPPING**

**Course Outcome:**

**On successful completion of the course, the learners should be able to:**

- CO1:** List out approaches, methods and techniques of PRA in rural and urban areas
- CO2:** Describe a deeper insight into the components of project planning
- CO3:** Illustrate the skills in undertaking participatory project planning
- CO4:** Inspect the tools of PRA
- CO5:** Appraise the planning of PRA

**UNIT – I**

Participatory Methodologies - Concept, Origin, Meaning and Importance, Meaning of RRA / PRA / PLA and CAM.

**UNIT II**

Community Asset Mapping – Locating Community, Defining Geographic, Demographic Characteristics and Boundaries, Classification of Assets - Individual (People) as Assets, Institutional Assets, Governmental (National, State and Local) Assets, Physical and Land Assets, Cultural Assets.

**UNIT- III**

Tools of PRA - Nature and Classification of PRA Tools. Visuals - Social Mapping, Wealth Ranking, Venn Diagram, Seasonal Diagram, Resource Diagram. Matrixes - Problem / Opportunity Matrix, Problem /Solution Matrix, Pair Wise Diagram. Observation, Semi Structured Interview, Focus Group Discussion, Stakeholder Workshops and Meetings, Triangulation etc.

**UNIT –IV**

Planning and Preparing for PRA / CAM - The Team, Composition, Purpose, Community Contact, Checklist for Information and Materials Needed

## **UNIT - V**

Using PRA & CAM for Different Purposes – Planning, Monitoring and Evaluation. PRA with Different Groups – Children, Youth, Women etc. Preparation of Community Profile & Presentation and Report Writing.

### **Reference Books:**

1. Andrea Cornwall & Garrett Pratt, (2003), Pathways to Participation – Reflections on PRA. London Intermediate Technology Publications.
2. Robert Chambers, (1977) Participatory Rural Appraisal (PRA) Challenges, Potential and Paradigms, Sussex, Institute of development Studies
3. Neela Mukherjee, (1944), Participatory Rural Appraisal – Methodology & applications, New Delhi, Concept Publishing Company
4. Lionel J. Beaulieu, Mapping the Assets of Your Community: A Key Component for Building Local Capacity Southern Rural Development Center.