MAR GREGORIOS COLLEGE OF ARTS & SCIENCE
Affiliated to the University of Madras| An ISO 9001:2015 certified Institution
Mogappair West, Chennai-600 037

AQAR 2022-23

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	Elective BEN-DSE2B: WOMEN'S WRITING		
Category of the Course	Year & Semester **Third Year & Sixth Semester**	Credits **5**	Subject Code
Hours:	90		
Objectives:	This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences.		
Course Introduction **(to be considered for internal assessment only)**	• What is Patriarchy? • Mary Wollstonecraft/ Reform Bills- Right to Vote for Women • Ecriture Feminine • Concepts of Gender. Gender Stereotypes. Gender and Culture. • Feminism, feminist consciousness and its evolution. • What is the importance of gender sensitization and gender equality?		

Course Components	**Unit 1: Poetry**
	1.1 "A Fairy Tale" – Amy Lowell
	1.2 "Eve to her Daughters" - Judith Wright
	1.3 "Snapshots of a Daughter-in-Law" - Adrienne Rich
	1.4 "Tribute to Papa" – Mamta Kalia
	1.5 "Women's Work" - Julia Alvarez
	1.6 "Phenomenal Woman" – Maya Angelou
	1.7 "Purdah" - Imtiaz Dharker
	1.8 " Kongu isn't a rag that stands
	              guard over my head" – Jhoopaka Subadra
	     (From, *Kaitunakala dan Dem.*)		

	Unit 2: Prose
	2.1 "Professions for Women" – Virginia Woolf
	2.2 "Links in our Chain- 1931" – Mahadevi Varma [Pages 3 to 22]
	2.3 "The Spectacle is Vulnerable : Miss World, 1970" - Laura Mulvey
	     [Chapter 1 from *Visual and Other Pleasures]*
	2.4 Excerpts from *We Should All Be Feminists* - Chimamanda Ngozi Adichie
	   -Pages 26-34 :Problematic bringing up of boys and girls
	   -Pages 38-46 :Unlearning of preconceived notions, why problem of gender is
	                                 always overlooked		

	Unit 3: Short Story 3.1 "The Yellow Wallpaper" - Charlotte Perkins Gilman 3.2 "Boys and Girls" – Alice Munro 3.3 "Admission of Guilt" – Lalithambika Antharjanam 3.4 "Yellow Woman" – Leslie Marmon Silko		
	Unit 4: Drama 4.1 *Thus spake Shoorpanaka, so said Shakuni* - Polie Sengupta		
	Unit 5: Fiction 5.1 *Fasting, Feasting* - Anita Desai		

BEN-DSE2B

Learning Outcomes	After completing this course, the students will be able to ➢ understand the impact of patriarchy on women and become sensitized to the need for gender equality ➢ distinguish women's writing as one shaped by their gender experiences ➢ identify genres and narrative strategies employed by different women writers and the language used ➢ gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct ➢ analyse literary texts through the perspective of gender.

Prescribed Texts/ Web Sources

1.1 https://www.poemhunter.com/poem/a-fairy-tale/
1.2,3,6 https://genius.com/ , https://www.poemhunter.com/
1.4 Living and Feeling: An Anthology of Indian Women's Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
1.5 https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/
1.7 https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile

1.8 http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf

2.1"Professions for Women." Feminist Literary Theory: A Reader - Mary Eagleton (1996)
      http://gutenberg.net.au/ebooks12/1203811h.html#ch-28   &
http://www.wheelersburg.net/Downloads/Woolf.pdf
2.2 "Links in the Chain" – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)
2.3 *Visual and Other Pleasures* by Laura Mulvey Palgrave Macmillan, 2009.
https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhhn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false
2.4 *We Should All be Feminists* – Chimamanda Ngozi Adichie .Harper Collins,2014.
3.1   https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf
3.2 http://www.giuliotortello.it/shortstories/boys_and_girls.pdf
3.3 *Indian Short Stories, 1900-2000* by E.V. Ramakrishnan, Sahitya Akademi, India 2005.
https://books.google.co.in/books?id=kLn11KD4ea0C&pg=PA89&dq=%E2%80%9CAdmission+of+Guilt%E2%80%9D+%E2%80%93+Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKEwjywLyfgtnoAhWazjgG

BEN-DSE2B

HeHMD70Q6AEIKDAA#v=onepage&q=%E2%80%9CAdmission%20of%20Guilt%E2%80%9D%20%E2%80%93%20Lalithambika%20Antharjanam&f=false
3.4 https://www.sas.upenn.edu/~cavitch/pdf-library/Silko_YellowWoman.pdf
4.1 Women Centre Stage: The Dramatist and the Play. Routledge Publication.2010.
5.1 *Fasting, Feasting* by Anita Desai, Random House, 2000.
https://epdf.pub/fasting-feastingd24622a1d2cf175651260840622ff24f90295.html
Women's Writing. Edited by Saji K S and Jisha Elezaba (2019)

FURTHER READING (to be considered for internal assessment tasks only)

- ➢ A Vindication of the Rights of Woman by Mary Wollstonecraft
- ➢ On Subjection of Women by John Stuart Mill
- ➢ Sojourner Truth
- ➢ Poems of Sylvia Plath, Kamala Dass
- ➢ Works of Shashi Deshpande, Arundathi Roy, Chitra Devkaruni Banerjee
- ➢ Works of Toni Morrison, Alice Walker
- ➢ Works of Kate Millet, Kate Chopin
- ➢ Works of Margaret Atwood
- ➢ Works of Mahasweta Devi
- ➢ Malala Yousafzai's memoir *I am Malala*
- ➢ *Persepolis* by Marjane Satrapi

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- ➢ Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009
- ➢ Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge Publishers, 1990.
- ➢ Gilbert, Sandra M, and Susan Guber, The Mad Woman in the Attic. Yale UP. 1997.
- ➢ Hooks, Bell. Understanding Patriarchy. Louisville Anarchist Federation. 2010
  : https://www.youtube.com/watch?v=JjoNxF9UGzg
- ➢ Kirszner, Laurie and Stephen Mandell. The Pocket Holt Handbook . Harcourt Brace College Publishers, 1999.
- ➢ Millett, Kate. Sexual Politics. U of Illinois P, 2000.
- ➢ Rooney, Ellen. The Cambridge Companion to Feminist Literary Theory. Cambridge UP, 2006.
- ➢ Sage, Lorna. Cambridge Guide to Women's Writing in English, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999. http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf

- ➢ Tharu, Susie and K. Lalita , editors. "Introduction", Women Writing in India: 600 B.C. to the Present. vol.I, NY, Feminist P, 1991.
- ➢ Walters, Margaret. Feminism: A Very Short Introduction. Oxford UP, 2005.

BEN-DSE2B

RECOMMENDED MOOC

- edX: Gender and Sexuality: Applications in Society (The University of British Columbia via edX)
  https://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333
- MIT: Introduction to Woman and Gender Studies
  https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/index.htm?utm_source=OCWDept&utm_medium=CarouselSm&utm_campaign=FeaturedCourse
- NPTEL: Feminist Writings – Dr. Avishek Puri Co-ordinated by IITM
  https://nptel.ac.in/courses/109106146/

TED TALKS

- The political progress women have made and What's next - Cecile Richards
  https://www.ted.com/talks/cecile_richards_the_political_progress_women_have_made_and_what_s_next?language=en
- We should all be feminists : Ngozi Adichie
  https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en
- For these women, reading is a daring act: Laura Boushnak
  https://www.ted.com/talks/laura_boushnak_for_these_women_reading_is_a_daring_act?language=en

BEN-DSE2B

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

ENVIRONMENTAL STUDIES PROGRAMME
ABILITY ENHANCEMENT COMPULSORYCOURSES
(AECC- Environmental Studies)
Syllabus with effect from the academic year 2018-2019
(i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2   II Year / III/IV Sem.

Unit 1: Introduction to Environmental Studies
- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem   (2 lectures)
- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:
  Food chains, food webs and ecological succession, Case studies of the following ecosystem:
  a) Forest ecosystem
  b) Grassland ecosystem
  c) Desert ecosystem
  d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)
- Land resources and landuse change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water   (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation   (8 lecturers)
- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution   (8 lecturers)
- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lecturers)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment   (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work   (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.
    (Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002.Slient Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons.

13. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
14. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
15. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
19. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
20. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.

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UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE OFFERED IN THE
DEPARTMENT OF PLANT BIOLOGY AND PLANT BIOTECHNOLOGY
SYLLABUS WITH EFFECT FROM 2020-2021

BPB-NME2C

NME-II(C): RENEWABLE ENERGY SOURCES

L	T	P	Cr
2	0	0	2

Learning outcomes:

On completion of this course, the students will be able to:

- Understand the concept of different natural resources and their utilization.
- Critically analyze the sustainable utilization of land, water, forest and energy resources.
- Evaluate the management strategies of different natural resources.
- Reflect upon the different national and international efforts in resource management and their conservation.

UNIT - I

Definition – Introduction – Present energy scenario – Available Energy sources for future – Renewable Energy sources - Energy crisis - Energy requirement in relation to population and industrial growth – Need to tap more energy from various non-conventional sources.

UNIT - II

Non-conventional energy sources – Solar Energy – Wind energy – Ocean energy – Tidal energy – Wave energy – Geothermal energy.

UNIT - III

Sun and its energy – Solar energy utilization in India – Solar gadgets - future prospects for solar energy.

UNIT - IV

Wind energy – Basic components of a Wind Energy Generating System (Wind mill) – Transmission and control. Future prospects of Wind Energy.

UNIT - V

Bioenergy – Substrate available for biogas production – Factors affecting biogas production – vegetable oils and alcohols as energy sources.

References:
1. Shyam M., Pandey, K.C., and A.K. Dubey. 2005. Renewable energy Technologies for rural sector, published by Central Agricultural Engineering, Nabi bagh, Berasia Road, Bhopal. Shyam, M., 2003, Biennial Report on Renewable Energy Sources, Published by Co-coordinating cell on RES, CIAE, Bhopal, Madhya Pradesh.
2. Browning, B.L. 1967. Methods on wood chemistry, Vol. II, P. 395-396. Interscience Publishers, New York.

3. Hobson P.N., Bousfield S. and Summers, R., 1981, Methane production from Agricultural and Domestic Wastes, Applied Science Publishers Ltd., Ripple Road, Barking Complex, England.
4. King, J.L.1974. Weeds of the world, Biology and control, Wiley Eastern private Ltd., New Delhi – India.
5. Kumaresan and Bhagavathi, S. 1989. Biogas – Retrospect and prospect, Published by Sri Parasakthi College Press, Courtallam.
6. Making Aquatic weeds useful – some perspectives for developing countries, 1976, Report of an Ad Hoc Panel of the Advisory committee on Technology Innovation Board on Science and Technology for International Academy of Science, Washington, D.C.,
7. Mossy F.E. 1974. Anaerobic Biological treatment, Inst. Water. Poll. Control, Symposium on treatment of wastes from food and Drink Industry, New Castle, Ubon, Tyne, U.K.
8. Sathianathan, M.A.1975. Biogas Achievements and challenges, Sagar printers and publishers, Udaichand Mar, New Delhi.

Web Resources:

1. https://www.geni.org/globalenergy/library/energytrends/currentusage/renewable/Renewable-Energy-Potential-for-India.pdf
2. https://www.researchgate.net/publication/221991068_Renewable_energy_in_India_Current_status_and_future_potentials
3. https://www.global-greenhouse-warming.com/renewable-energy-eBooks.html
4. http://www.a-zshiksha.com/forum/viewtopic.php?f=147&t=61591
https://www.elsevier.com/books/renewable-energy/sorensen/978-0-12-375025-9

Semester III	Core Paper IX
Title of the Course:	**SSSC059 URBAN COMMUNITY DEVELOPMENT – CD**
Credits:	4
Course Objectives	1. To enable students to gain an understanding about the urban poor. 2. To develop sensitivity and commitment for working with the urban poor. 3. To expose students to skills and techniques of working with urban poor. 4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization. 5. To enlighten the students through studies about the life of urban people and their various issues and problems.
Course Outcomes	1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies. 2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development. 3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community. 4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization
	5. The course makes the students aware about the various urban community development programmes.
Pre-requisites, if any:	
Units	
I	**Basic Concepts** • Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.
II	**Slum** • Definition, characteristics, types, causes and consequences of growth of slums. • Theory of slums, Power structure of Slums.The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. • Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

III	**Urban Community Development in India** • Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP • Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.
IV	**People's participation in Urban Community Development** • Concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.
V	**Conscientization** • Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation.
Books For Reference	• Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi. • Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi. • BidyutMohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi. • Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York. • Desai, A.R. &Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay. • Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong   M – Medium   L- Low

Semester III	Core Paper VIII
Title of the Course:	**SSSC058 RURAL COMMUNITY DEVELOPMENT**
Credits:	4
Course Objectives	1. To Understand the community as a method, its specific approaches and models. 2. To develop ability to utilize appropriate approaches and skills to work with communities 3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups. 4. To understand the concepts of rural fragments and its various community development programmes. 5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society
Course Outcomes	1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness. 2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution. 3. The studentslearn about the rural administration and its development. 4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area. 5. The course make the students to work more efficiently in the rural community settings.
Pre-requisites, if any:	
Units	
I	**Rural Community** • Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness • Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. • Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.

II	**Historical Development** • Early pioneering period (Sriniketan, Marthandom, Guragon). • Probation trial period (Baroda, Etawah, Nilohkeri and Firka). • Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi • National Rural Employment Guarantee Act, 2005. Indira AwazYojana, PradanMantri Gram SadakYojna, PURA, Pradhan MantriGramodayaYojona, NRHM (National Rural Health Mission)
III	**Rural Community Development** Definition, scope, objectives, philosophy process. Approaches-Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation
IV	**Rural Administration** • Rural Development Administration: Organization and administration of rural development from block to National level. • Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. • State Institute of Rural Development (SIRD) and National Institute of Rural Development(NIRD)
V	**Rural Governance** • Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. • Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

Books For Reference	- Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi. - Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd., - Desai, A.R., (1971), Rural Sociology, popular press,Bombay. - Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI. - Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai. - Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication. - Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi. - Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi. - Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai. - Ministry Reports, Planning Commission Reports.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong   M – Medium   L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	1. To make the students to understand and practice in clinical setting among the various fields of social work. 2. To provide knowledge about the role of social worker in mental healthcentres and hospitals. 3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people. 4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society. 5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society
Course Outcomes	1. The students gain knowledge about the administration of the basic health facilities in the country. 2. The students become knowledgeable about the social work practice on health and hygiene situation in India. 3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country. 4. The students gain comprehensive and holistic knowledge on health and hygiene. 5. The students work for the mental well-being of the society.
Pre-requisites, if any:	
Units	
I	**Concept of Health** Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and
	Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community Health
II	**UNIT –2: Communicable and Non – Communicable Diseases** Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

III	**UNIT – 3: Maternal and Child Health** Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.
IV	**UNIT – 4: Food, Nutrition, Immunization & Health** Food, Nutrition & Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.
V	**Unit – 5: Health Care in India** Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine
Books For Reference	Park J.E. & Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur. 2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,. 3. Miller D.(1976). Dimensions of Community Health; Lowa : C. Brown Co. Publications. 4. Mohan Rao (1997) Disinvesting in Health – The World Bank's Prescriptions for Health. 5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications. 6. Pandey .R. &Kanhere V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi. 7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.
	8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai. 9. Health for all now- The Peoples' Health Source Book (2004) AID India; Chennai. 10. Sanjivi K.S. (1971)Planning India's Health; Orient Longman, Chennai. 11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong   M – Medium   L- Low

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

<table>
<tr><td>Title of the Course</td><td colspan="4">Elective BEN-DSE3A: GREEN STUDIES</td></tr>
<tr><td>Category of the Course</td><td colspan="2">Year & Semester

Third Year & Sixth Semester</td><td>Credits

5</td><td>Subject Code</td></tr>
<tr><td>Hours: 90</td><td colspan="4">90</td></tr>
<tr><td>Objectives:</td><td colspan="4">This paper seeks to give awareness, and to sensitize students on the role of literature in addressing contemporary social and environmental concerns, using the relevant Tinai and the postmodern Eco criticism to analyze literary texts .</td></tr>
<tr><td>Course Introduction

(to be considered for internal assessment only)</td><td colspan="4">Background concepts(to be integrated while teaching the prescribed texts):

Ecology: Tinai regions- and concepts. Biocentric Equality, self- realization (Deep Ecology) Community, Region, Home(Bioregionalism) Ecological concepts of Symbiosis, Mutation, Parasitism and Biodiversity, Ecofeminism , Oikos and Oikopoetics</td></tr>
<tr><td rowspan="4">Course Components</td><td colspan="4">Unit 1: Indian Ecocriticism (Tinai- Kurinchi, Neidal, Mullai Marutam and Palai)

1.1.Introducing concepts of Indian ecocriticism –Tinai - significance- ecoregions
1.2 What She Said - Tevakulattar, Kurunthokai (page 3)
1.3 What She Said to her Girlfriend - Kapilar, Akanaanooru (page 82)
1.4 What She Said - Kapilar,Akananooru 318 A,K.Ramanujan (page 14)
 1.5 What Her Girl Friend Said, the Lover within Earshot, Behind a Fence- Uloccanar.
                                        Narrinai (page 63)

   [Prescribed Essay: Nirmal Selvamony -Tinai in <i>Primal and Stratified Societies,</i>from OSLE-India's Indian Journal of Ecocriticism,vol.1,Aug.2008,pp.38-48]</td></tr>
<tr><td colspan="4">Unit 2: Bioregionalism(Community, Region, Home) and Ecofeminism

2.1.<i>Letter to President Pierce,1855</i> -Chief Seattle - The tribal world view
        (Norton Reader -An Anthology of Non-fiction,11th Edition,pp.611-612)
2.2. "A Fable for Tomorrow' from <i>The Silent Spring</i> by Rachel Carson - (Chapter One)
2.3. "Flowering Tree" by A.K Ramanujan [from Flowering Tree and other Tales]
2.4. Reith Lectures 2000: Respect for the Earth Lecture 5-Poverty & Globalisation –
                      Vandana Shiva – Delhi</td></tr>
<tr><td colspan="4">Unit 3: Ecology, Symbiosis, Mutation, Parasitism Biodiversity

3.1 Deep Ecology Basic Principles-Biocentric Equality- Naess and George Sessions
3.2 "The World is Too Much With Us" by William Wordsworth (Self-realization- Deep
                                            ecology)
3.3 "Nutting" by Wordsworth
3.4. "The sap that through the green fuse drives the flower" by Dylan Thomas</td></tr>
<tr><td colspan="4">Unit 4: Man and Environment

4.1. <i>The Hungry Tide</i> by Amitav Ghosh</td></tr>
</table>

BEN-DSE3A

	Unit 5: **Oikopoetics** - Oikos, Integrative, Hierarchic Anarchic Oikos 5.1 "Oikopetic Method" by Nirmal Selvamony- Tinai 3 5.2 "The Fly" by William Blake 5.3 "Snake" by D.H. Lawrence 5.4 "Horses" by Edwin Muir
Learning Outcomes:	At the end of the course students will be able to ➤ acquire awareness about one of the oldest forms of ecocriticism- the Tinai ➤ understand and respect world views and the discrimination in society as failure to comply with egalitarian values of Nature. ➤ become familiar with the opposing viewpoints in Man's relationship with the physical environment from literary texts. ➤ understand and identify Ecological concepts- Symbiosis, Mutation, , Parasitism Biodiversity from the literary texts prescribed. ➤ become familiar with ecological, deep ecological and oikopoetic principles ➤ apply these critical tools to analyse and understand environmental messages from literary texts and other mediums.

Prescribed Texts/ Web Sources

1.1-5
      Nirmal Selvamony -Tinai in Primal and Stratified Societies
      Ramanujan, A.K. Trans. Poems of Love and War. New Delhi: OUP, 1985. Rpt.2013
      Translation of Sangam Age Poetry by A.K.Ramanujan
1.2,3,4 http://www.poetrynook.com/poem/what-she-said-7
 	
2.1 Naess and George Sessions Deep Ecology Basic Principles- Letter to President Pierce,1855
                                                   -Chief Seattle
   The Norton Reader An Anthology of Non- Fiction, Ed. Linda H Peterson&John Brereton,11th Ed,
2.2 Rachel L Carson, The Silent Spring,Other India Press, Chapter I
2.3 A.K Ramanujan, Flowering tree and other tales
https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt&chunk.id=ch19&toc.depth=1&toc.id=
      ch19&brand=ucpress
2.4 http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510_reith.pdf
 	
3.1 https://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology
4.1 The Hungry Tide by Amitav Ghosh. Penguin Viking / Harper Collins 2011.
5.1 "Oikopetic Method" Selvamony, Nirmal. Tinai 3. Chennai: Persons for Alternative Social Order, 2001, Print.
   .http://www.angelfire.com/nd/nirmaldasan/tinai3.html

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

➤ Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009
➤ Garrard, Greg. Ecocriticism: New Critical Idiom. Routledge, 2004.
➤ Mark Deeble and Victoria Stone. "The Queen of Trees." YouTube, 3 May 2014,

BEN-DSE3A

- www.youtube.com/watch?v=xy86ak2fQJM
- Mies, Maria and Vandana shiva. Ecofeminism. Rawat Books, 1993.
- Selvamony, Nirmal and Nirmaldasan, editors. Tinai Studies. Tinai 3rd ed., Persons For Alternative Social Order (PASO), 2004.
- …"Oikos as Family." Persons For Alternative Social Order (PASO), 2004, pp. 38-40.
- … "Oikopoetics and Tamil Poetry." July 2001. www.angelfire.com/nd/nirmaldasan/oikos.html
- Selvamony, Nirmal et.al., Essays in Ecocriticism, Swarup and Sons, 2007.
- Shiva,Vandana. "TEDx Masala- Dr.Vandana shiva-Solutions to the food and ecological crisis facing us today." YouTube, 24, Sept. 2012, www.youtube.com/watch?v=ER5ZZk5atlE

RECOMMENDED MOOC
- Ecology and Environment (Multidisciplinary): Co-ordinated by IITM (NPTEL)
  https://nptel.ac.in/courses/127/106/127106004/
- Eco-criticism - Environmental Humanities – Future Learn
  https://www.futurelearn.com/courses/remaking-nature/0/steps/16754

TED TALKS
- Solutions to the food and ecological crisis facing us today: Dr Vandana Shiva
  https://www.youtube.com/watch?v=ER5ZZk5atlE
- Environmental TED Talks
  https://www.ted.com/talks?topics%5B%5D=environment

BEN-DSE3A

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

PART – IV - VALUE EDUCATION

Common for all U.G. & Five Year Integrated Courses
(Effective from the Academic Year 2012 – 2013)

SYLLABUS

CREDITS: 2   **III YEAR / V SEM**

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

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

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

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

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.

2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.

3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.

4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.

5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.

6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.

7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.

8. NCERT, Education in Values, New Delhi, 1992.

9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.

10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)

11. For Life, For the future : Reserves and Remains – UNESCO Publication.

12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.

13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.

14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.

15. Awakening Indians to India, Chinmayananda Mission, 2003.

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Semester II	Core
Title of the Course:	**SSSC055 COMMUNITY ORGANIZATION & SOCIAL ACTION**
Credits:	4
Course Objectives	1. To understand a community as a social system 2. To learn techniques and skills of CO as a method of Social Work 3. To understand methods and approaches in Community Organisation and Social Action 4. To learn about the various concepts of community organization to work efficiently for their development and growth 5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare
Course Outcomes	1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development 2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment 3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs. 4. The course instil more values and principles of community organization among the students for making them a better social worker 5. The course teach different theories on community that make the students to have a holistic perspective towards community
Pre-requisites, if any:	
Units	
I	**Community** Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes
II	**Community Organisation** • Evolution of CO as a method in Social Work; • Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, • Community organization models: J.Rothman, social planning, locality development and social action, Murray

	Ross-general content, specific content and process objective.
III	**Process and Skills of Community of Organisation** Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.
IV	**Social Action as a Method of Social Work** • Definition and meaning; aims and objectives, scope, social action as a method in Social Work, • Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; • Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution
V	**Models and Approaches to Social Action** • Introduction to Models of Social Action- Paulo Freire-Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky-Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques
Books For Reference	• Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009. • Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972 • Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973 • Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977. • Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart& Winston, 1972. • Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972. • McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952. • Dunham, A. E. (1958). Community Welfare Organization.

New York: Thomas Y. Crowell.

- Jodhka, S. (2001). Community and Identity: Contemporary Discourses on Culture and Politics in India. New Delhi: Sage.

- Ross, M. G. with B.W. Lappin. (1955). Community Organization: Theory, Principles and Practice. New York: Harper and Row

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong   M – Medium   L- Low

Semester II	ELECTIVE PAPER - V
Title of the Course:	**SSSE053 HUMAN RIGHTS AND SOCIAL WORK**
Credits:	3
Course Objectives	1. To provide a perspective and foundation for a human rights culture among students. 2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention. 3. To equip students with knowledge about the human rights movements and new rights gained. 4. To provide knowledge on human rights would make the students more empowered in knowing their rights 5. To enhance the students perspective on human rights issues and its violations in the society
Course Outcomes	1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it 2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people 3. The knowledge of human rights empower the students community, women community and unprivileged sections of society 4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people 5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries
Pre-requisites, if any:	
Units	
I	**Introduction to Human Rights** • Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.
II	**Understanding law and the State** • The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; • The Indian Legal System, Indian Penal Code, Criminal

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	**Global Market and Human Rights** • Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights
IV	**Rights of the Marginalized Sections** • Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.
V	**Human rights Movement in India** • Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.
Books For Reference	• Baxi, Upandra, (2005) Future of Human Rights Oxford University Press, London • Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi. • Chakrborthy, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi. • Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA. • Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi • Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai • Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi. • United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong   M – Medium   L- Low

UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE
OFFERED IN THE DEPARTMENT OF SOCIAL WORK
SYLLABUS WITH EFFECT FROM 2020-2021

BSW-NME2B

SOCIAL WORK AND PERSONS WITH DISABILITY

Total Credits: 2

Total Teaching Hours: 30 Hours

Objectives:
- To develop understanding of the needs and problems of persons with disability.
- To understand policies, programmes and services available to persons with disability.
- To provide opportunities for social work intervention to the persons with persons

LEARNING OUTCOMES:
Student will:
- Identify differently abled persons and link suitable resources
- Imbibe skills and techniques of working with the differently abled
- Familiarize with current laws and policies for the differently abled.

Unit I (6 Hours)
Disability
Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability –
Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability.

Unit II (6 Hours)
Historical development of services &programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people.

Unit III (6 Hours)
Causes of Disabilities
Causation of Disabilities, Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.

Unit: IV (6 Hours)
International Protocols
UN Declaration of Human Rights of Disabled Persons. International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal
Opportunities, Protection of Rights and Full Participation) Act, 1995.
Welfare Services for disabled.

UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE
OFFERED IN THE DEPARTMENT OF SOCIAL WORK
SYLLABUS WITH EFFECT FROM 2020-2021

Unit : V   **(6 Hours)**

Occupation and Disability

Factors specific to disabled elderly people; and Children, Social work in traditional setting. The changing context of Social work practice. Social Work intervention for creating supportive environment.

BOOKS FOR REFERENCE

1. Narashimha, M.C. &A.K.Mukherjee; Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi, 1986.
2. Wilson B.R &D.L.McMillan, Rehabilitation Studies, Cambridge University Press, 1997.
3. Oliver, Michale; Social work – Disabled People and Disabling Environment, JessiKingsely Publishers, London, 1993.
4. GajendraGadkar, S.N. Disabled in India; Somaiya Publications Pvt. Ltd., Bombay, 1983.
5. Bequer Ali & Anjali Sharma, Disability: Challengers, Response, Concerned Action, New Delhi, 1997.
6. Kitchlu, T.N.,A Century of Blind Welfare in India, Penman Publishers, New Delhi,1991. 1981.
7. Abidi, Javed No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.
8. Baquer Ali, Disabled, disablement, Disablism, VHAI, New Delhi,1994.
9. Barnes, Colin, Disables People in Britain and Discrimination: A Case for Anti – Discrimination Legislation, Hurst & Company, London, 1991.
10. Bhargava, Mahesh, Introduction to Exceptional Children: Their Nature and Educational Provisions, Sterling Publishes Pvt.Ltd., New Delhi, 1994.
11. Bhushan, Shashi et.al, The Situation of the – Handicapped in India,Institute of Social Sciences, New Delhi, 1988.
12. Chainani, M.L. Rehabilitation of Physically Handicapped, PopularPrakashan, Bombay, 1971
13. Chattopadhyay, Anjana, All India Directory of Educational an Vocational Training Institutes for the Handicapped. Patriot Publishers, New Delhi, 1986.

Semester I	Elective (Compulsory)
Title of the Course:	**SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I**
Credits:	3
Course Objectives	1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work.
	2. To understand the various stages of Human Growth and Development.
	3. To enable the student to gain knowledge about the society and its dynamism
	4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind
	5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society
Course Outcomes	1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence
	2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect
	3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development
	4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them
	5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology
Pre-requisites, if any:	
Units	
I	**Developmental Psychology** Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-

	cultural factors influencing development; Influence of heredity and environment.
II	**Theories Related to Personality** Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)
III	**Understanding Behaviour and Mental Health** • Sensation, Perception and learning (Classical and Operant learning theories) • Memory process: Registration, retention and recall • Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation
IV	**Fundamentals of Sociology** • Meaning, scope, significance and relevance, • Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution • Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education • Socialization: process and agents. • Social control: concept, types and functions, • Agents of social control: kinship, religion, law, education, traditions and customs. • Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.
V	**Social Movements in India** Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements. Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker
Books For Reference	• Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970 • Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001 • Engler, Barbara, Personality Theories- An Introduction,3rd edition, Houghton Muffin, Company,

	Boston, 1991
	• Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964.
	• Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986
	• Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi.
	• Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi
	• AbhijitDasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi
	• Anthony Giddens, 1998, Sociology (Third), Polity Press, London
	• Sachdeve D.R. And VidhyaBhushan, 2006, Introduction To Sociology, KitabMahal, Allahabad
	• Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England
	• Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi
	• Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
	• Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi
	• Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi
	• Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

BPY-NME1C

STRESS MANAGEMENT

Hours: 2hrs. /week
Credits: 2

Learning Outcomes:

After the completion of STRESS MANAGEMENT the students would be able to

1. Define the concepts of stress and identify various stressors

2. Summarize the model of stress and identify the concepts of general adaptation syndrome

3. Assess stress level and identify techniques to manage stress

4. Make use of time management, assertiveness and communication skills

5. List the various relaxation techniques

 UNIT 1: The nature of stress? The stressor, stress reactivity, stress cycle.

UNIT 2: General Adaption Syndrome, consequences of stress, model of stress.

UNIT 3: Stress Management- Assessment of stress, taking control, life events and stress, success analysis.

UNIT 4: Asserting Self, Communication, Time Management.

UNIT 5: Relaxation Technique: Meditation, Autogenic Training and Imagery, Progressive Relaxation.

REFERENCES:

1. Greenburg J.S. (2002). Comprehensive stress management ,seventh edition . Tata Mc Graw-hill.

2. Introduction to Psychology, by Clifford T Morgan, Richard A. King, John R. Weisz, John Schopler. TtataMcGraw- hill

WEB RESOURCES:
https://www.udemy.com/course/stress-psychology/
https://www.coursera.org/courses?query=stress%20management
https://www.udemy.com/courses/personal-development/stress-management/
https://www.udemy.com/course/howtocontrolanger/
https://www.udemy.com/course/flourishing-in-stressful-times-with-tara-brach/

UNIVERSITY OF MADRAS
B.Sc. DEGREE COURSE IN VISUAL COMMUNICATION
SYLLABUS WITH EFFECT FROM 2020-2021

BVC-DSC09

CORE-IX: COMMUNICATION CULTURE AND SOCIETY

Learning Outcomes

Student will acquire
1) Knowledge of understanding the media, role of social media in public opinion, effects and power of media and media in Indian society
2) Knowledge of media audience and audience theories, textual approaches to media, semiotics, Marxism, psychoanalysis, sociology and media realism, media industry, role of media in social change, social construction, media myth and cultural approaches to media
3) Knowledge of popular culture, culture and subculture, celebrity, hero worship and Acquisition and transformation of popular culture

Unit 1
Why study media? Understanding mass media. Characteristics of mass media.
Social media: History of Social Media, Evolution and impact of social media, Role of social Media in public opinion. Effects of mass media on individual, society and culture – basic issues. Power of mass media. Media in Indian society. Definition, nature and scope. Function of mass media. The phenomenon of Disintermediation

Unit 2
Media Audience analysis (mass, segmentation, product, social uses). Audience making. Audience rights, Active Vs Passive audience: Some theories of audience - Uses and Gratification, Uses and Effects, etc.

Unit 3
Media as text. Approaches to media analysis - Marxist, Semiotics, Sociology, Psychoanalysis. Data analysis, user generated content tools. Media and realism (class, gender, race, age, minorities, children, etc.)

Unit 4
Media as consciousness Industry. Role of media in social change. Social construction of reality by media. Rhetoric of the image, narrative, etc. Media myths (representation, stereotypes, etc.) -- Cultural Studies approach to media, audience as textual determinant, audience as readers, audience positioning, establishing critical autonomy

Unit 5
Media and Popular culture — commodities, culture and sub-culture, popular texts, popular discrimination, politics and popular culture, popular culture Vs people's culture, celebrity industry- personality as brand name, hero-worship, etc. Acquisition and transformation of popular culture

References

1. Silverstone, Rogers   (1999). Why Study Media? Sage Publications
2. Potter, James W (1998). Media Literacy. Sage Publications
3. Grossberg, Lawrence et al (1998). Media-Making: Mass Media in a Popular Culture. Sage Publications
4. Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications
5. Berger, Asa Authur (1998). Media Analysis Techniques. Sage Publications

UNIVERSITY OF MADRAS
B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION
SYLLABUS WITH EFFECT FROM 2020-2021

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BBA-DSC01
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CORE–I: PRINCIPLES OF MANAGEMENT

CREDITS:4   **I YEAR/I SEM**

Learning Objectives:

1. To provide understanding about evolution of management theories and its significance
2. To impart knowledge about functions of management.
3. To familiarize students about significance of ethics in business and its implications.

UNIT I

Management: Importance – Definition – Nature and Scope of Management Process – Role and Functions of a Manager – Levels of Management – Development of Scientific Management and other Schools of thought and approaches.

UNIT II

Planning: Nature – Importance – Forms – Types – Steps in Planning – Objectives – Policies – Procedures and Methods – Natures and Types of Policies – Decision – making – Process of Decision – making – Types of Decision.

UNIT III

Organizing: Types of Organisations – Organisation Structure – Span of Control and Committees – Departmentalisation – Informal Organisation- Authority – Delegation – Decentralisation – Difference between Authority and Power – Responsibility.

UNIT IV

Recruitment – Sources, Selection, Training – Direction – Nature and Purpose. Co-ordination – Need, Type and Techniques and requisites for excellent Co-ordination – Controlling – Meaning and Importance – Control Process.

UNIT V

Definition of Business ethics - Types of Ethical issues -Role and importance of Business Ethics and Values in Business - - Ethics internal - Ethics External - Environment Protection - Responsibilities of Business

Recommended Texts
1. C.B.Gupta, Management Theory & Practice - Sultan Chand & Sons - NewDelhi.
2. L.M.Prasad, Principles & Practice of Management - Sultan Chand & Sons – New Delhi.
3. P.C. Tripathi & P.N Reddy, Principles of Managements - Tata Mc.Graw Hill – New Delhi.
4. Weihrich and Koontz, Management – A Global Perspective
5. N.Premavathy, Principles of Management - Sri Vishnu Publication -Chennai.
6. J.Jayasankar, Business Management - Margham Publication -Chennai.

BPY-NME2A

Interpersonal Relationship Skills Training

Hours: 2hrs. /week
Credits: 2

Course Learning Outcome

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

1. Define interpersonal skills and list the qualities for interpersonal effectiveness.
2. Classify the various types of interpersonal skills.
3. Identify the ways to form impression and to attribute the reasons for behavior.
4. Analyze the application of Interpersonal skills.
5. Make use of various interpersonal skills through experiential learning

Unit 1: Interpersonal skills : meaning; qualities for interpersonal effectiveness: warmth, genuineness, empathic understanding, unconditional positive regard.

Unit 2: Types of interpersonal skills: counselling skills, assertiveness, group facilitation.

Unit 3: Explaining behavior in the light of Attribution theory , Impression Management.

Unit 4: Application of interpersonal skills to different work and family/social setting and it impact.

Unit 5: Activity based exercises: Interpersonal skills in action – Ice breaking, self analysis exercise, brainstorming exercise, listening activity, alternating chair activity, questioning activity, body language, expressing feeling activity, assertiveness skills activity, interviewing skills activity, preparing CV, confidence building activity.

Reference:

1. Philip Burnard. (1995). **Interpersonal skills training. A sourcebook of activities for trainers**. New Delhi : Viva Books Private Limited.
2. Brehm, Miller, Perlman and Campbell. **Intimate relationships**. 3rd edition

MOOC COURSES:
1. Effective Interpersonal skills – Udemy.com
2. A beginner's guide to interpersonal relationships - Udemy.com

UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM

MASTER OF SOCIAL WORK
REVISED SYLLABUS
(w.e.f. 2022-2023)

Semester I	Core
Title of the Course:	**SSSC 051 Social Work Profession-History and Philosophy**
Credits:	4
Course Objectives	1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession. 2. To develop insights into the origin and development of Voluntary organization. 3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training. 4. To understand the evolution of social work according to the International and Indian perspective. 5. To learn about the contributions of great social reformers in India.
Course Outcomes	1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings. 2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,

	Hospitals and Factories.	
	3. The students are enriched with different school of thoughts and ideologies.	
	4. The students imbibe great ideas from social reformers and their inspirable social movements.	
	5. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.	
Pre-requisites, if any:		

	Units
I	**Historical Evolution of Social Work** • International Perspectives: UK & USA • Social Work in India: • Socio-cultural and religious thought • Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodhaya Movement, Christian Missionaries, Gandhian Social Work • India as a Welfare State • Contributions of Voluntary organisations
II	**Social Work Profession** • Meaning & definition, basic concepts, goals and functions, methods and fields • Origin and Growth in India: scope and status, International/ national bodies and forums • Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC
III	**Social Work Ideologies, Theories and Approaches** • Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice • Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice
IV	**Philosophy of Social Work Profession** • Values, Beliefs and Principles of the Profession • Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)
V	**International Social Work:** • Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors • Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice

	Books For Reference	• Cox David, ManoharPawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006.

Books For Reference	• Cox David, ManoharPawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004. • Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971. • Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996. • Cox David, PawarManohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006. • University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004. • Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch& E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997. • Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991. • Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong   M – Medium   L- Low

Semester I	Core
Title of the Course:	**SSSC053 SOCIAL GROUP WORK**
Credits:	4
Course Objectives	1. To understand Group Work as a method of Social Work and develop skills in practice. 2. To understand models and apply them in practice with groups. 3. To become aware of the scope of using the method in various settings. 4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups. 5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.
Course Outcomes	1. The students are able to learn the art of engaging the groupfor accomplishing their goal and motive. 2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it. 3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires. 4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals. 5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.
Pre-requisites, if any:	
Units	
I	**Introduction to Working with Groups** • Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.
II	**Types of Groups** • Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

III	**Phases of Group Work Process** • Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment. • Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment • Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process • Ending Phase: preparing for termination; evaluation and feedback
IV	**Group Processes and Dynamics** • Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry
V	**Group Work Models and Practice in different settings** • Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work
Books For Reference	• Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep & Deep, 2008. • Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram & Sons,1983. • Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979. • Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001. • Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983. • Doel, Mark &Sawda, Catherine. The Essentials of Group

	Worker. London: Jessica Kingsley, 2003. • Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. Handbook of Social Work with Groups. New York: The Guildford, 2006. • Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982. • Mark Doel.Using Group Work. London: Routledge, 2010. • Misra P.D. and BeenaMisra. Social Work Profession in India. Lucknow: New Royal,1979 • Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970. • Brandler, S.and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press. • Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong   M – Medium   L- Low

Semester I	Core
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	1. To get exposed to wider area of social realities at the micro level 2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions 3. To acquire documentation skills to ensure professional competence 4. To develop the right values and attitudes required for a professional social worker
Components	1. Orientation 2. Practice Skill Laboratory 3. Observation Visits 4. Rural Camp

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong   M – Medium   L- Low

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B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION
SYLLABUS WITH EFFECT FROM 2020-2021

BBA-DSC06

CORE-VI: ORGANISATIONAL BEHAVIOUR

CREDITS:4   **III SEM/II YEAR**

Learning Objectives:

1. To familiarize evolution of organization theories and its significance.
2. To understand concepts underlying organization behaviour and its role.

UNIT I
Need and scope of organizational behaviour - Theories of organization - Individual difference Vs Group intelligence tests -Measurement of intelligence - Personality Tests - Nature – Types and uses of perception.

UNIT II
Motivation - Financial and non -Financial motivational techniques - Job satisfaction - meaning - Factors - Theories -Measurement -Morale - Importance - Employee attitudes and behavior and their significance to employee productivity.

UNIT III
Work environment -Good house keeping practices - Design of work place - Fatigue – Causes and prevention and their importance - Leadership -Types and theories of leadership

UNIT IV
Group dynamics -Cohesiveness - Co-operation - Competition - Resolution - Sociometry - Group norms - Role position status

UNIT V
Organizational culture and climate - Organizational Development

Recommended Books
1. Uma Sekaran, Organisational Behaviour Text & cases, 2nd edition,Tata McGraw Hill Publishing CO.Ltd
2. Gangadhar Rao,Narayana ,V.S.P Rao, Organisational Behaviour 1987, Reprint 2000, Konark Publishers Pvt.Ltd , 1st edition
3. S.S. Khanka , Organisational Behaviour , S.Chand& Co , New Delhi.
4. J.Jayasankar , Organisational Behaviour , Margham Publications , Chennai .3.

UNIVERSITY OF MADRAS
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SYLLABUS WITH EFFECT FROM 2020-2021

BBA-DSC03
CORE-III: BUSINESS COMMUNICATION
CREDITS:4   **II SEM/I YEAR**

Learning Objectives:

1. To know the various types & usage of business communication
2. To keep students abreast about the modern forms of communication.

UNIT I
Definition – Methods – Types – Principles of effective Communication – Barriers to Communication – Business Letter – Layout.

UNIT II
Kinds of Business Letters: Interview – Appointment – Acknowledgement – Promotion – Enquiries – Replies – Orders – Sales – Circular –Complaints.

UNIT III
Bank Correspondence – Insurance Correspondence – Agency Correspondence – Correspondence with Shareholders, Directors.

UNIT IV
Reports Writing – Agenda, Minutes of Meeting – Memorandum – Office Order – Circular – Notes.

UNIT V
Modern Forms of Communication: Fax – Email – Video Conferencing – Internet – Websites and their use in Business.

Recommended Texts
1. Rajendra Pal & J.S. Korlahalli, Essentials of Business Communication - Sultan Chand & Sons – New Delhi.
2. Shirley Taylor, Communication for Business - Pearson Publications – New Delhi.
3. Bovee, Thill, Schatzman, Business Communication Today - Peason Education Private Ltd. – New Delhi.
4. Penrose, Rasbery, Myers, Advanced Business Communication -Bangalore.
5. Simon Collin, Doing Business on the Internet - Kogan Page Ltd.-London.
6. Mary Ellen Guffey, Business Communication – Process and Product – International Thomson Publishing -Ohio.