



NAZARETH COLLEGE OF ARTS & SCIENCE

*Affiliated to the University of Madras
Re-accredited by NAAC with 'B' Grade*

INDUCTION PROGRAMME 2023-2024

Nazareth College of Arts and Science conducted an Induction Programme for the for I Year Students. The event was conducted from 10:00 am to 1:45 am at the college auditorium from 10-07-2023 to 14-07-2023 14-07-2023 in which various events like IQAC Information, Health Care , Personality Development and Career Counseling & Expectation from the Industry Side, Gender Sensitization and Equity, Social Responsibility, Anti-Ragging & Gratitude and Creative Arts were held. Each topic was allotted to the Faculty members who were experts in the given topics. Concern Faculty gave specific information about topics allotted. They used relevant PPT's , Videos and gave presentation. All the Departments students participated and benefitted from the program. Dr.Sudha proposed the vote of thanks to conclude the event.

Date	Name of the Programme	No. of Hours	Name of the Incharge
10.07.2023	Information Day	1 hour	Ms. Alamelu
11.07.2023	Gender Sensitization and Equity	1 hour	Ms. Mathivadhani Ms. Sivaranjani
	Personality Development and Career Counseling	1 hour	Mr. Anderson Mr. Anu sheeba
12.07.2023	Anti Ragging	1 hour	Dr.Sudha
	Expectation from the Industry side	1 hour	Ms. Priya
13.07.2023	Health Care	1 hour	Dr. Emayaraja Dr. Sudha
14.07.2023	Creative Arts Day eg. Painting, Music, Dance, Drawing	2 hour	Ms.Divya Cultural Committee & visual communication
	Gratitude Day	1 hour	Mr. Vadivelan
25.07.2023 26.07.2023	Social Responsibility	2 days	Mr. Vadivelan
14.9.2023	Eye Camp	3 hour	Ms. Deivayanai




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College Induction Programme for 1st Year Students on Information Day was held on

10.07.2023 in the college Auditorium by Ms. Alamelu

An Induction programme for first-year students was held with great enthusiasm and participation from both faculty and students. The objective of the programme was to acquaint new students with the college environment, academic expectations, resources available, and to foster a sense of belonging within the college community.

Introduction to College Policies and Guidelines, Academic Orientation Sessions, Student Services and Resources Overview Interactive Sessions and Icebreakers Q&A Session Detailed Report: The programme commenced with emphasizing the importance of the induction programme in facilitating a smooth transition for new students into college life. This was followed by informative sessions outlining college policies, academic expectations, examination procedures, and disciplinary guidelines. Academic orientation session was conducted to introduce students to their respective academic disciplines, curriculum structure, and opportunities for academic growth. An overview of student services and resources such as counseling services, career guidance, library facilities, and extracurricular activities was provided to encourage students to make the most of their college experience. A dedicated Question & Answer session allowed students to seek clarification on any doubts or queries they had regarding college life, academics, or any other concerns. The college induction programme for first-year students was a resounding success, providing a comprehensive orientation and a platform for students to feel welcomed, informed, and prepared for their college journey. The active participation and engagement from both students and faculty ensured a positive and enriching experience for all. Around 500 Students attended the session.

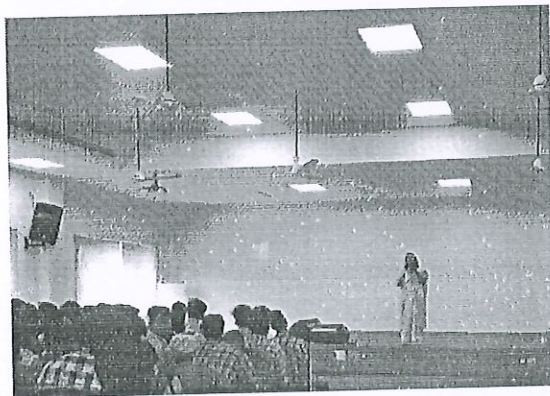


College Induction Programme for 1st Year Students on Gender Equity was held on 11.07.2023 in the college Auditorium by Ms. Mathivadani and Ms. Sivaranjani. The induction programme on gender equity for college students was organized with the aim of promoting awareness, understanding, and advocacy for gender equality within the college students. The programme



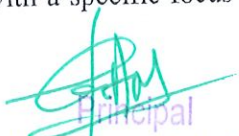

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sought to empower students with knowledge and skills to recognize and address gender-based discrimination, stereotypes, and inequalities. Speech on Gender Equity and Its Importance. Discussion on Gender Issues Case Studies and Real-Life Examples Resources and Support Services .The programme commenced with setting the tone for the day's activities and highlighting the significance of promoting gender equity and inclusivity within the college environment. A keynote speech was delivered by Ms.Mathivadani and Ms. Sivaranjani, gender studies, providing an overview of gender equity, its importance in society, and its relevance within the college context. Emphasis was placed on challenging stereotypes, promoting diversity, and creating a culture of respect and equality. Case studies and real-life examples were presented to illustrate the challenges faced by individuals due to gender-based discrimination and inequality. These stories served as catalysts for reflection and action, inspiring students to become advocates for change. An overview of resources and support services available within the college, such as counseling, gender sensitization workshops, and support groups, was provided to encourage students to seek help and support whenever needed. The induction programme on gender equity provided a valuable platform for students to explore, discuss, and reflect on issues related to gender equality and social justice. This concludes with on the induction programme on gender equity for college students. We remain committed to fostering a culture of equality, respect, and inclusion within our college community.



College Induction Programme for 1st Year Students on Anti Ragging was held on 12.07.2023 in the college Auditorium by Dr. Sudha. The induction programme organized by aimed to familiarize new students with the college environment and its policies, with a specific focus on




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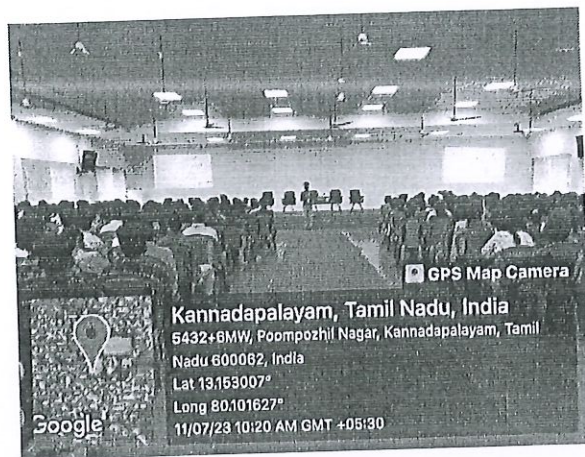
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anti-ragging measures. The session emphasized creating a safe and inclusive environment for all students. The programme began with an informative session highlighting the various forms of ragging and its consequences on both victims and perpetrators. Real-life examples and case studies were shared to illustrate the severity of the issue. The college administration outlined its zero-tolerance policy towards ragging, emphasizing the legal repercussions for those found guilty. Students were briefed on the Anti-Ragging Committee and the procedures for reporting incidents. Engaging activities such as group discussions and role-plays were conducted to encourage students to reflect on their role in preventing ragging and to brainstorm effective strategies for intervention.

4 College Induction Programme for 1st Year Students for First Session on Personality Development and Career Counseling was held on 11.07.2023 in the college Auditorium by Mr. Andersson and Ms. Anusheeba. The college induction programme focused on fostering personal growth and career development among incoming students. Through a series of workshops, seminars, and interactive sessions, participants were equipped with essential skills and insights to navigate their academic journey and beyond. Facilitated discussions on the importance of self-awareness in personal and professional development. The session Increased self-awareness and confidence among students in understanding their personality traits and career aspirations. Improved readiness for the job market through resume building and interview preparation workshops. Enhanced communication and interpersonal skills through interactive sessions and group activities. The college induction programme on Personality Development and Career Counseling provided a comprehensive platform for incoming students to explore their potential, set meaningful goals, and develop essential skills for personal and professional success. By fostering a supportive learning environment and providing valuable guidance, the programme laid a strong foundation for the academic and career journey of the participants.




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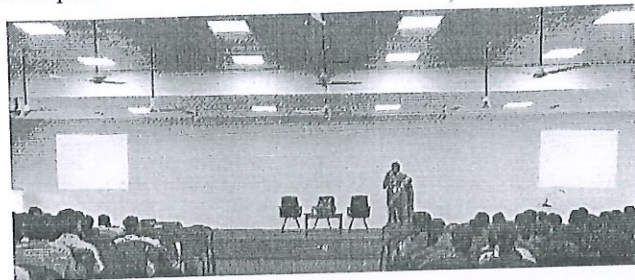
College Induction Programme for 1st Year Students on Anti Ragging was held on 12.07.2023 in the college Auditorium by Dr. Sudha. The induction programme organized by aimed to familiarize new students with the college environment and its policies, with a specific focus on anti-ragging measures. The session emphasized creating a safe and inclusive environment for all students. The programme began with an informative session highlighting the various forms of ragging and its consequences on both victims and perpetrators. Real-life examples and case studies were shared to illustrate the severity of the issue. The college administration outlined its zero-tolerance policy towards ragging, emphasizing the legal repercussions for those found guilty. Students were briefed on the Anti-Ragging Committee and the procedures for reporting incidents. Engaging activities such as group discussions and role-plays were conducted to encourage students to reflect on their role in preventing ragging and to brainstorm effective strategies for intervention.

College Induction Programme Second Session for 1st Year Students Second Session on Expectations from the Industry Side was held on 12.07.2023 in the college Auditorium by Ms. Priya. The college induction programme serves as a pivotal platform for integrating students into the professional realm and preparing them for the challenges and opportunities ahead. From the industry perspective, this phase marks the beginning of a symbiotic relationship wherein expectations are mutual and crucial for mutual growth. Expectations from the industry side in the college induction programme are multifaceted, emphasizing the need for a holistic approach towards education that encompasses not only academic excellence but also practical skills, ethical values, and industry relevance. By fulfilling these expectations, colleges can better




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prepare students for successful integration into the professional world and contribute to the overall growth and development of the industry.



College Induction Programme for 1st Year Students on Health Care was held on 13.07.2023 in the college Auditorium by Dr. Emayaraja. The primary objective of the College Induction Programme for Health Care is to provide new students with essential information, resources, and support to transition smoothly into the academic and professional environment of the health care field. The College Induction Programme for Health Care aims to empower students with the knowledge, skills, and resources necessary for success in their academic and professional journey in the field of health care. Through a combination of informative sessions, interactive workshops, and collaborative discussions, students will be equipped to navigate the challenges and opportunities of their chosen profession with confidence and competence.

7. College Induction Programme for 1st Year Students on Expressing Gratitude was held on 14.07.2023 in the college Auditorium by Mr. Vadivelan

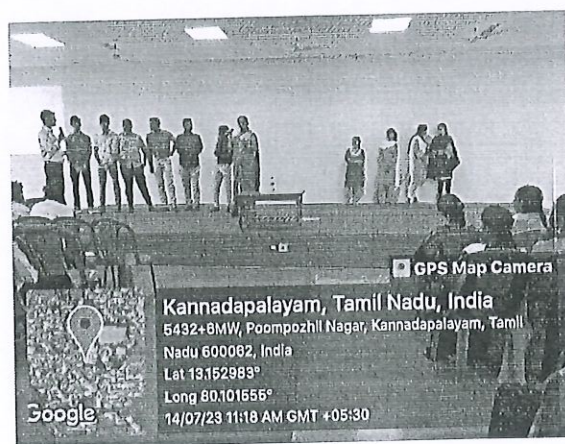
Gratitude is a fundamental aspect of human experience, influencing well-being, relationships, and overall happiness. College Gratitude Day provides an opportunity to reflect on and express appreciation for the people, resources, and experiences that enrich our college community. In this report, we explore the significance of gratitude and ways to cultivate it within our college environment. College Gratitude Day provides a unique opportunity to cultivate a culture of appreciation and thankfulness within our college community. By fostering gratitude through various initiatives and activities, we can enhance well-being, strengthen relationships, and create a more positive and supportive learning environment for all members of the college community. Let us embrace the spirit of gratitude and celebrate the abundance of blessings that enrich our college experience.




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College Induction Programme for 1st Year Students on Creative Arts was held on 14.07.2023 in the college Auditorium by Ms. Divya and Dr. Suvitha. The college induction programme for Creative Arts was designed to provide new students with a comprehensive introduction to the department, its resources, faculty, and expectations. The programme aimed to foster a sense of belonging, introduce students to the creative process, and initiate their journey into the world of arts. The Creative Arts induction programme successfully achieved its objectives of orienting new students, fostering a sense of community, and igniting a passion for artistic expression. Moving forward, the department aims to continue nurturing and supporting students in their artistic endeavors, creating a dynamic and inspiring learning environment for all.



College Induction Programme for 1st Year Students on Social Responsibility was held on 25.07.2023 and 25.07.2023



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Location: Meyyur Village, Poondi Block, Thiruvallur District, Tamil Nadu, India

Participants: First-year B.Sc Computer Science Students, Nazareth College of Arts and Science (2023-2024)

In an effort to foster a deeper understanding of rural life and engage in sustainable living initiatives, the first-year student Computer Science, Nazareth College of Arts and Science went for two-day village visit to Meyyur, located in the Poondi Block of Thiruvallur District, Tamil Nadu, India. This village was adopted by the college as part of its commitment to sustainable development and community engagement. The students noted that the villagers faced difficulties when it came to shopping for essentials. They had to travel to Thiruvallur for basic necessities, though it was inconvenient and time-consuming. This issue emphasizes the need for local markets or small shops to cater to the daily needs of the residents. Significant concern observed during the visit was the absence of emergency healthcare facilities. In case of medical emergencies, such as snake bites, the lack of medical unit could pose serious risks to the residents of the village. Furthermore, it was noted that the village lacked a specific house numbering system provided by the administrative authorities. This can create challenges in various aspects, including the reception of government welfare schemes and the response to them. Establishing a proper house numbering system should be a priority for the local administration.

Outcome of Village Visit:

The village visit to Meyyur by the first-year B.Sc Computer Science students of Nazareth College of Arts and Science was an eye-opening experience. It highlighted the need for improved transportation, accessibility to shopping, healthcare facilities, and administrative support in the village. The college's sustainable living initiative in adopting Meyyur is commendable, and it is essential to address these challenges to ensure the holistic development and well-being of the villagers. Future engagement and support from the college and other stakeholders can play a pivotal role in addressing these issues and contributing to the sustainable development of Meyyur and similar rural communities.




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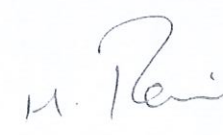
The health club of Department of Corporate Secretaryship convened Eye camp in Association with Deepam eye hospital for the first year student of the college on 14.09.23. A total of 200 students attended and benefitted from the camp. The beneficiaries who have major or minor problems in their vision had good medical attention and advice from the eye doctors. They also learned health advisory to maintain and improve the vision from the doctors.



We extend our gratitude to all the participants, speakers, faculty members, and organizers who contributed to the success of the induction programme. Special thanks to [insert names] for their valuable support and guidance throughout the planning and execution process.


PRINCIPAL




EVENT CO-ORDINATOR


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UNIVERSITY OF MADRAS
MASTER OF SOCIAL WORK (MSW) DEGREE PROGRAMME
SYLLABUS WITH EFFECT FROM 2023-2024

CO4: Describe the understanding of the nature of social policy, planning and development in India
CO5 Critical analysis social legislation enforcement and challenges
CO6 : To enhance the knowledge on the government department and NGOs function for development of the people

SYLLABUS

UNIT – I

(12 Hours)

Social Welfare Administration: Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development, principles, functions and areas (Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, annual report);

UNIT – II

(12 Hours)

Social Welfare Agencies: Development of Social Welfare in India; Voluntary Social Work. Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Types of NGO Registration and procedure; Societies Registration Act 1860, Indian Trusts Act 1882 and Companies Act, 2013.

UNIT – III

(12 Hours)

Governmental Schemes on Social Welfare. Social Welfare Administration at national, state and local levels; CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare and Handicapped Welfare. Social welfare policy: Evolution and Constitutional base, policies & programmes for the Weaker Section of the community (women, Children, Aged, handicapped & other backward caste (OBCs), Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities.)

UNIT – IV

(12 Hours)

Social Planning and Social Development: Social planning and community planning, Need and importance. Planning machinery at the state & National levels; Five year plans; Social development: Concept and indicators for social change and social development in India.




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UNIT – V

(12 Hours)

Social Legislation: Definition and role legislation in social change, constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy; laws related to **Laws Related to Marriage:** Hindu, Muslim, Christian, and Personal Laws Relating to Marriage.: Laws Relating to Divorce, Minority, and Guardianship; Adoption, Succession, and Inheritance.

Legislation Relating to Social Problems such as Prostitution, Juvenile Delinquency, **Women Harassment** Child Labour, Untouchability, Physical, and Mental Disabilities.

Case Studies: Some cases of real business world to supplement learning from the course.

Text Books

1. Karen M. Sowers Catherine N. Dulmus (2008) Comprehensive Handbook of Social Work and Social Welfare, published by united states ISBN 978-0-471-76997-2
2. Paul D Chowdhry (1992) Social Welfare Administration, Atma Ram & Sons , ISBN-13 : 978-8170431145.
3. Sachdeva, D.R.social welfare administration in India (2018) Kitab Mahal; Standard Edition , ISBN-13 : 978-8122500851
4. Sanjay Bhattacharya (2006) Social Work Administration and Development Rawat Publication, ISBN-13 : 978-8170339267
5. Shunmugavelayutham K (1998) Social Legislations and Social Change, Valga Valamudan pub, Chennai.

BOOKS FOR REFERENCES

1. Choudry, Paul (1979), Social Welfare Administration, Atma Ram & Sons, Delhi.
2. Choudry Paul, (1979) Hand book on social welfare in India, Sterling Pub, New Delhi.
3. Dennison.D & Chepman, Valeries Social policy and Administration, George A and Unwin, London.
4. Dubey S.N. (1973) Administration of social welfare programmes in India, Somaiya Pub, Bombay.
5. Dubey S.N. & Murdia (1976) Administration of policy and programmes for Backward classess in India, Somaiya Pub, Bombay.




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SYLLABUS WITH EFFECT FROM 2023-2024

6. Gangrade, K.D(2011) Social legislation in India Vol.I&II, New Delhi: Concept publishing Company
7. Goel. S L & R K Jain (2000) Social Welfare Administration (Vol. I & II); Deep & Deep Publications
8. Jagadeesan.P.(1990) Marriage and Social legislations in Tamil Nadu, Elachiapen Pub, Chennai.

Web Resources

1. <https://socialjustice.gov.in/>
2. <https://vikaspedia.in/social-welfare>
3. <https://rtuassam.ac.in/online/staff/classnotes/files/1624631410.pdf>
4. <https://wcd.nic.in/>
5. <https://main.mohfw.gov.in/>

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	S	M	S
CO5	S	S	M	S	S
CO6	S	S	S	M	S

S – Strong

M – Medium

L - Low




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(2020-21)

ALLIED PAPER – II
PSYCHOLOGY I
HUMAN GROWTH AND DEVELOPMENT

CREDITS: 45

TOTAL TEACHING HOURS: 64

Objectives:

- To understand the principles of human development process
- To develop an understanding of the developmental task
- To learn to apply human growth and development principles for better social work interventions

Unit I

Introduction to Psychology

Definition of Psychology, Fields of Psychology- General, Developmental, Abnormal, Social, Counselling, Community Psychology, Relationship between Psychology and Social Work
Relevance of Psychology for Social Work Practice

Unit II

Human Growth and Development

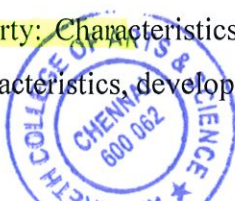
Meaning of growth and development, principles of development, life span, 3A's of happiness and unhappiness during life span.

UNIT III

Prenatal period: Characteristics, conception, pregnancy, delivery and hazards during prenatal period. Infancy: Characteristics, major adjustments and hazards of infancy. Babyhood: Characteristics and developmental tasks. Childhood: Early childhood-Characteristics, developmental tasks and hazards, Late childhood- Characteristics, developmental tasks and hazards.

UNIT IV

Puberty: Characteristics, causes, age, body change, effects of change and hazards. Adolescence: Characteristics, developmental tasks, physical, social, psychological changes and hazards.



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Adulthood: Characteristics, developmental tasks, vocational adjustments, marital adjustments, personal, social, vocational and marital hazards.

UNIT V

Middle age: Characteristics, developmental tasks, physical, psychological, social and vocational adjustments, social, personal, vocational and marital hazards. Old age: Characteristics, developmental tasks, adjustment to physical changes, changes in motor and mental ability, vocational adjustments and hazards.

BOOKS FOR REFERENCE

- Bee, Helen. Mitchell, Sandra. *The Developing Person-A Life Span Approach*. Ed2, New York Harper and Row, 1984.
- Engler, Barbara, *Personality Theories-An Introduction*. Ed3, Boston: Brooks Cole Learning, 1991.
- Mangal, S K., *General Psychology*. New Delhi: Sterling, 2010
- Spect, Riva.Craig, Grace J., *Human Development-A Social Work Perspective*. New Jersey: Prentice Hall, 1982
- Vankhede, A N., *Handbook of Psychology*. New Delhi: Wisdom Press, 2012.
- Coleman, James, *Abnormal Psychology and Modern Life*. Ed 5, Mumbai: D.B Taraporewala & Sons, 1976.
- Compton, Beulah. Galaway, Cournoyer, *Social Work Processes*. Ed 7, USA: Brooks Cole Learning, 2005
- Corner Ronald,J ., *Abnormal Psychology*. New Delhi: Wisdom Press, 2012
- Hurlock, Elizabeth, *Developmental Psychology-A Life Span Approach*. Ed 5, New Delhi: Tata McGraw Hill, 1995.
- Morgan, Clifford T., King, A., Richard Weisz., John .R. and Schopple, *Introduction to Psychology*. New York: Tata McGraw Hill, 1986




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(2020-21)

ALLIED PAPER – I

SOCIOLOGY FOR SOCIAL WORK

CREDITS: 4

TOTAL TEACHING HOURS: 64

OBJECTIVES OF THE COURSE

- To understand Sociology as a discipline and its relevance for Social Work
- To initiate an understanding of basic Sociological concepts about society, its structure and dynamics
- To create the ability among students to analyse the Indian Social system, Social Phenomena & Social problems

UNIT I

Sociology as a discipline and its relevance for Social Work

Sociology – Introduction and Definition, Relationship between Sociology & Social Work

Difference between Sociology and Social Work, Basic Concepts in Sociology – Society – Definition & types, Community, Institution, Social Organisation, Social Structure, Association.

UNIT II

Individual in Society

Socialisation & Social Control - Definition, Agents – Family & Parents, Peers or age mates, Teachers, Literature & Mass Media of Communication, Functions and Importance of socialisation.

Social Control - formal and informal means., Culture: Definition, Two components of culture – Material & Non- material, Cultural lag; Folkways, Mores, Norms. Social Processes – Cooperation, Competition, Conflict, Accommodation and Assimilation.

UNIT III

Social groups and Social institutions

Social Groups: Meaning, Definition, Types, Functions and Characteristics.

Classification of Groups - Primary Group, Secondary Group, Reference Group, Social Institutions:

Definition, Meaning and Types - Family, Marriage, Kinship, decent.

UNIT IV

Social Stratification

Definition, Caste, Class and Gender – Changing patterns, Impact of caste on Indian Society Social

Mobility, Gender roles & Gender discrimination in India




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UNIT V

Social Change & Social Movements

Social Change - Concept of social change, Nature and Characteristics of Social change, an introduction to the factors contributing to Social change – Geographic or the Physical Factors, Biological Factors, Cultural Factors, Technological Factors, Social legislation and Social change, Education and Social Change. Social changes in India. Social Movements - Concepts, Types, Meaning, Factors essential for a social movement, Social reform

BOOKS FOR REFERENCE

- Dhanagare, D., N. *Indian Sociology*. Jaipur and New Delhi: Rawat, 1993.
Frances, V., Moulder. *Social Problems of the Modern World*. U.S.A.: Eve Harward, 2000.
Mac, Iver R., M. and Page, C., H. *Society: An Introductory Analysis*. Chennai: Macmillan, 1990.
Ram, Ahuja. *Social Problems in India*. Jaipur and New Delhi: Rawat, 1997.
Rao Shankar, C.N. *Principles of Sociology*. New Delhi: S.Chand
Sharma, Rajendra, K. *Indian society – Institutions and Change*. New Delhi: Atlantic, 1997.
Shepard, Jon, M. *Sociology*. New York: West Publishing Co, 1981.
Upadhyaya, Sharma, V., P. *Contemporary Indian Society* New Delhi: Anmol, 1992.



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Unit	Contents of Module	Hrs	CO
1	Concepts – Importance - Industrial Relations Problems in the Public Sector- Growth of Trade Unions- Codes of conduct	15	1
2	Disputes – Impact – Causes – Strikes - Prevention – Industrial Peace –Government Machinery- Conciliation – Arbitration – Adjudication	15	2
3	Concept –Objectives – Scope – Need- Voluntary Welfare Measures – Statutory Welfare Measures- Labour- Welfare Funds- Education and Training Schemes	15	3
4	Causes of Accidents – Prevention –Safety – Provisions – Industrial Health and Hygiene-Importance – Problems-Occupational Hazards- Diseases – Psychological problems- counseling-statutory provisions	15	4
5	Child Labour – Female Labour- Contact Labour – Construction Labour –Agricultural labour – Disabled – Welfare of knowledge – Social Assistance – Social Security- Implications	15	5

QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

RECOMMENDED TEXT BOOKS:

1. Mamoria C.B. and Sathish Mamoria , 'Dynamics of Industrial Relations', Himalaya Publishing House, New Delhi 1998
2. Dwivedi. R.S. 'Human Relations & Organisational Behaviour', Macmillan India Ltd., New Delhi, 1997
3. Ratna Sen, 'Industrial Relations in India', Shifting Paradigms, Macmillan India Ltd., New Delhi, 2003
4. Srivastava, 'Industrial Relations and Labour laws', Vikas 4 th edition, 2000
5. Venkata Ratnam C S, 'Globalisation and Labour Management Relations', Response Books, 2001

WEB REFERENCES:

www.springer.com
www.emeraldinsight.com
www.tatamcgrawhill.com
www.onlinelibrary.wiley.com




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UNIVERSITY OF MADRAS
B.COM. DEGREE PROGRAMME IN CORPORATE SECRETARYSHIP
SYLLABUS WITH EFFECT FROM 2023-2024

FIRST YEAR – SEMESTER – I

CORE-II: PRINCIPLES OF MANAGEMENT

(Common to BCom-Co-op., Gen., AF, BM, CA, MM & ISM)

(Common to BCom-Co-op., Gen., AF, BM, CA, MM & ISM)									
Subject Code	L	T	P	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
118C1B	5				5	5	25	75	100
Learning Objectives									
LO1	To understand the basic management concepts and functions								
LO2	To know the various techniques of planning and decision making								
LO3	To familiarize with the concepts of organisation structure								
LO4	To gain knowledge about the various components of staffing								
LO5	To enable the students in understanding the control techniques of management								
Prerequisites: Should have studied Commerce in XII Std									
Unit	Contents								No. of Hours
I	Introduction to Management Meaning- Definitions – Nature and Scope - Levels of Management – Importance - Management Vs. Administration – Management: Science or Art –Evolution of Management Thoughts – F. W. Taylor, Henry Fayol, Peter F. Drucker, Elton Mayo - Functions of Management - Trends and Challenges of Management. Managers – Qualification – Duties & Responsibilities.								15
II	Planning Planning – Meaning – Definitions – Nature – Scope and Functions – Importance and Elements of Planning – Types – Planning Process - Tools and Techniques of Planning – Management by Objective (MBO). Decision Making: Meaning – Characteristics – Types - Steps in Decision Making – Forecasting.								15
III	Organizing Meaning - Definitions - Nature and Scope – Characteristics – Importance – Types - Formal and Informal Organization – Organization Chart – Organization Structure: Meaning and Types - Departmentalization– Authority and Responsibility – Centralization and Decentralization – Span of Management.								15
IV	Staffing Introduction - Concept of Staffing- Staffing Process – Recruitment – Sources of Recruitment – Modern Recruitment Methods - Selection Procedure – Test-Interview– Training: Need - Types– Promotion –Management Games – Performance Appraisal - Meaning and Methods – 360 degree Performance Appraisal – Work from Home - Managing Work from Home [WFH].								15




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SYLLABUS WITH EFFECT FROM 2023-2024

V	Directing Motivation – Meaning - Theories – Communication – Types - Barriers to Communications – Measures to Overcome the Barriers. Leadership – Nature - Types and Theories of Leadership – Styles of Leadership - Qualities of a Good Leader – Successful Women Leaders – Challenges faced by women in workforce - Supervision. Co-ordination and Control Co-ordination – Meaning - Techniques of Co-ordination. Control - Characteristics - Importance – Stages in the Control Process - Requisites of Effective Control and Controlling Techniques – Management by Exception [MBE].	15
Total		75
Course Outcomes		
CO1	Demonstrate the importance of principles of management.	
CO2	Paraphrase the importance of planning and decision making in an organization.	
CO3	Comprehend the concept of various authorizes and responsibilities of an organization.	
CO4	Enumerate the various methods of Performance appraisal	
CO5	Demonstrate the notion of directing, co-coordination and control in the management.	
Textbooks		
1	Gupta.C.B, -Principles of Management-L.M. Prasad, S.Chand& Sons Co. Ltd, New Delhi.	
2	DinkarPagare, Principles of Management, Sultan Chand & Sons Publications, New Delhi.	
3	P.C.Tripathi& P.N Reddy, Principles of Management. Tata McGraw, Hill, Noida.	
4	L.M. Prasad, Principles of Management, S.Chand&Sons Co. Ltd, New Delhi.	
5	R.K. Sharma, Shashi K. Gupta, Rahul Sharma, Business Management, Kalyani Publications, New Delhi.	
Reference Books		
1	K Sundhar, Principles Of Management, Vijay Nichole Imprints Limited, Chennai	
2	Harold Koontz, Heinz Weirich, Essentials of Management, McGraw Hill, Sultan Chand and Sons, New Delhi.	
3	Griffffin, Management principles and applications, Cengage learning, India.	
4	H.Mintzberg - The Nature of Managerial Work, Harper & Row, New York.	
5	Eccles, R. G. & Nohria, N. Beyond the Hype: Rediscovering the Essence of Management. Boston The Harvard Business School Press, India.	
NOTE: Latest Edition of Textbooks May be Used		



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Web Resources	
1	http://www.universityofcalicut.info/syl/management
2	https://www.managementstudyguide.com/manpower-planning.htm
3	https://www.businessmanagementideas.com/notes/management-notes/coordination/coordination/21392

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	2	3	3	2	2	2	3	2	3
CO2	3	2	3	3	2	2	2	2	3	2	2
CO3	3	2	2	3	2	2	2	1	3	2	2
CO4	3	2	2	3	2	2	2	2	3	2	2
CO5	3	2	3	3	2	2	2	1	3	2	2
TOTAL	15	10	12	15	11	10	10	8	15	10	11
AVERAGE	3	2	2.4	3	2.2	2	2	1.6	3	2	2.2

3 – Strong, 2- Medium, 1- Low




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SYLLABUS WITH EFFECT FROM 2023-2024

THIRD YEAR - SEMESTER V

CORE IX –WOMEN’S WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
305C5A	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	To identify the origin and development of feminism as a genre.
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and their works.
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.
UNIT	Details
I	The four waves of women's movement, the types of feminism, gynocriticism, Ecriture Feminine, Womanism, Feminine- Feminist-Female - phases in women's writing
II	1. Kamala Das – Introduction 2. Imtiaz Dharker - Purdah 3. Maya Angelou – Still I Rise 4. Female of the Species - Gauri Deshpande 5. Anne Bradstreet – Prologue 6. Judith Wright – Eve to the Daughter
III	1. Virginia Woolf – A Room of One’s Own- Chapter III Shakespeare’s Sister 2. Sexual Politics – Kate Millett – Chapter 2 – The Theory of Sexual Politics – Part VIII – Psychological
IV	Mahasweta Devi – Bayen
V	1. Doris Lessing – The Grass is Singing 2. Ambai - In a forest, A Deer (Short Story) 3. Boys and Girls – Alice Munro (short story)
Course Outcomes	
CO	On completion of this course, students will;
CO1	Recognize the background , origin and special features of women’s writing with reference to western society
CO2	Integrate knowledge of the diversity of cultures through the works of various Women writers
CO3	Analyse various perspectives of women issues as expressed in the works of women writers representing women’s voices.
CO4	Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship
CO5	Analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women writers




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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, <i>Kaitunakala dan Dem.</i>) 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 <i>Visual and Other Pleasures</i>] 2.4 Excerpts from <i>We Should All Be Feminists</i> – 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 <i>Thus spake Shoorpanaka, so said Shakuni</i> – Polie Sengupta Unit 5: Fiction 5.1 <i>Fasting, Feasting</i> – Anita Desai		

BEN-DSE2B



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Core Paper-XII- Introduction to Literary Theories

Unit-1: Introduction

Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to 'theory', some recurrent ideas in critical theory
(Pages 20 – 35 of the prescribed text)

Unit-2: Structuralism

- The Scope of Structuralists, What Structuralist Critics do
(Pages 38 – 58 of the prescribed text- Excluding 'Stop and Think' portions)
- Post-structuralism and Deconstruction
(Pages 59 – 65; 68-70 of the prescribed text)

Unit-3: Post-Modernism and Psychoanalytic Criticism

- Post Modernism
(Pages 78-88 up to What postmodernist critics do (Excluding 'Stop and Think' portions))
- Psychoanalytic Criticism
(Pages 92- 97 and 100 (What Freudian Psychoanalytic critics do) of the prescribed text (Excluding 'Stop and Think' Portions))

Unit-4: Feminist and Marxist Criticism

- Feminist Criticism
(Pages 118 -124 of the prescribed text)
- Marxist Criticism
(Pages 150-154 of the prescribed text)

Unit-5: Post-Colonial Criticism

- New Historicism and Cultural Materialism
(Pages 172-184 of the prescribed text)
- Post Colonial Criticism
(Pages 185-192 of the prescribed text Excluding 'Stop and Think' portions)
- Ecocriticism
(Pages 239-248 of the prescribed text)

Training in Practical Criticism with an unknown passage in the classroom is recommended

Prescribed Texts:

Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

Recommended Texts:

M. H. Abrams - A Glossary of Literary Terms -7th Ed. Heinle & Heinle, 1999

The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition. 1999.



Core Paper XI - Women's Writing

Unit-1: Introduction

- Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories
- Ecriture Feminine
- Female, feminist, femininity
- Waves of Feminism, Post feminism
- Tenets of Feminism- Liberal, Radical, Socialist, Cyber feminism
- Patriarchy, Androgyny, Double marginalization, Stereotyping, male gaze, objectification
- Womanism
- Language and gender

Unit-2: Prose

1. A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects - Mary Wollstonecraft
(Restricted to Chapter 13)
2. Ain't I a woman? - Sojourner Truth (Speech)

Unit-3: Poetry

1. Persephone, Falling - Rita Dove
2. Journey to the Interior - Margaret Atwood
3. Request to a Year - Judith Wright
4. Medusa - Sylvia Plath
5. A Sunset of the City - Gwendolyn Brooks
6. The old Playhouse- kamala Das

Unit-4: Drama

1. Trifles - Susan Glaspell

Unit-5: Short Stories

1. Draupathi - Mahasweta Devi
2. The Yellow Wallpaper - Charlotte Perkins Gilmar
3. Forest - Ambai

Prescribed Texts:

Trifles - Susan Glaspell. Baker's Plays, 2010

Recommended Texts:

Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.

The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.



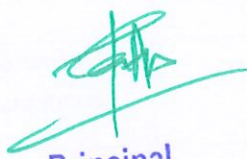

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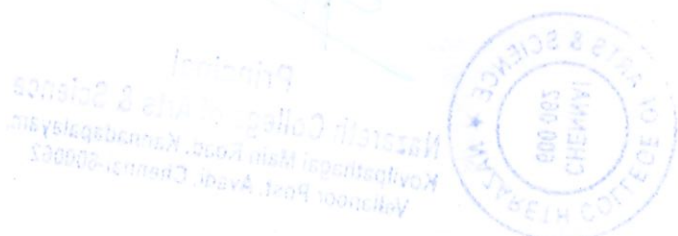
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SKILL ENHANCEMENT COURSE [SEC] II - ENTREPRENEURSHIP DEVELOPMENT

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502S3A	ENTREPRENEURSHIP DEVELOPMENT	Skill	Y	Y	-	-	2	3	25	75	100
Learning Objectives											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.										
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development										
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.										
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.										




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SYLLABUS WITH EFFECT FROM 2023-2024

ELECTIVE III - GENDER STUDIES THROUGH LITERATURE

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E2A	GENDER STUDIES THROUGH LITERATURE	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	To introduce the learners to gender studies through literary texts and theory										
LO2	To sensitise about the sociological perspectives on gender										
LO3	To acquaint with concepts of Sex and Gender, Gender and sexuality										
LO4	To understand contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency										
LO5	To gain knowledge of multiple forms of oppression and marginalization as represented in literature										
Details											
UNIT I											
· Concepts of Sex and Gender, Gender and sexuality- various categories · Understanding Patriarchy · Sociological perspectives on gender · Gender identity, Gender role, Gender stereotyping · Gender discrimination, Gender equity · Gender stratification · Intersectionality											
UNIT II : FEMININITY											
· The Second Sex [Chapter from Part I – Destiny] by Simone De Beauvoir · “ Phenomenal Woman” – Maya Angelou · “Persephone Falling” – Rita Dove · “Spelling” – Margaret Atwood · “He Replaces Poetry”- Meena Kandasamy · Trifles – Susan Glaspell											



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CORE Paper 13 – Women Studies

Course Objectives

- CO1- Tracing the role of feminism in women's empowerment.
CO2- To understand the problems faced by women and how women have responded in their attempt to expose them, through their writings.
CO3- To examine the defined role of gender that affecting the space of women.
CO4- Critically analyzing Women's writing.
CO5- Evaluating Women's studies and its relation with other disciplines.

Learning Outcomes

Through Women Studies, the student's perspective about the role of gender in the society and the expectation and aspirations of a particular gender can be shaped for a better future.

UNIT 1: Varieties of Feminism – concept of gender –
androgyny- Language of women –
environment and women- double marginalisation.

UNIT 2: Poetry

Anne Bradstreet	Prologue
Marianne Moore	Poetry
Sylvia Plath	Lady Lazarus.
Maya Angelou	Still I Rise
Margaret Atwood	Marsh Languages
Kamala Das	An Introduction

UNIT 3: Prose:

John Stuart Mill On subjection of women (V.S. Seturaman & C.T. Indra ed.,
1994, Victorian Prose, Macmillan India, Chennai. pp-318)

Virginia Woolf A Room of One's Own
(chapters 3 & 4) (Jennifer Smith ed.,
1998, A Room of One's Own by Virginia Woolf,
Cambridge UP, New Delhi.)

Vandana Shiva "Introduction to Ecofeminism" (Vandana Shiva & Maria
Mies, 1993, Ecofeminism, Kali for Women, New Delhi.)

Alice Walker In Search of Our Mother's Garden




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THIRD YEAR - SEMESTER VI
CORE XIII –LITERARY CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
305C6A	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce various theoretical concepts from ancient of modern criticism									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts as well to historical and social contexts.									
UNIT	Details									
I	Schools of Literary Theory and Critical Thought From the Greeks to 21 st Century – A brief overview with timeline									
II	Classical Theory and Criticism – Plato, Aristotle and Sir Philip Sidney									
III	19 th Century Theory and Criticism Dr. Johnson, William Wordsworth, S. T. Coleridge, John Keats									
IV	20 th Century Theory and Criticism Formalism and New Criticism, Marxism, New Historicism, Modernism, Post Modernism, Structuralism, Post Structuralism									
V	20 th Century Theory and Criticism Psychoanalytic Criticism, Feminist Theories, Post colonialism, Ecocriticism									
Course Outcomes										
CO	On completion of this course, students will;									
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories								PO1	
CO2	Demonstrate an understanding of key concepts in literary Theory								PO1,PO2	
CO3	Understand the meaning, significance, and value of specific literary theoretical works.								PO4,PO6	
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.								PO4,PO5,PO6	
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.								PO3,PO8	



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Title of the Course	Core Course: BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND CRITICISM		
Category of the Course	Year & Semester Third Year & Fifth Semester	Credits 4	Subject Code
Hours:	90		
Objectives:	➤ To introduce the basic concepts of Western literary theory and criticism to students		
Course Components	UNIT-1: Introduction-Liberal Humanism 1.1 Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to 'theory', some recurrent ideas in critical theory UNIT-2: Structuralism 2.1 The Scope of Structuralists, What Structuralist Critics do 2.2 Post-structuralism and Deconstruction UNIT-3: Post-Modernism and Psychoanalytic Criticism 3.1 Post Modernism: 3.2 Psychoanalytic Criticism UNIT-4: Feminist and Marxist Criticism 4.1 Feminist Criticism 4.2 Marxist Criticism: UNIT-5: Post-Colonial Criticism 5.1 New Historicism and Cultural Materialism 5.2 Post Colonial Criticism: 5.3 Ecocriticism:		
Learning Outcomes:	By the end of this course, the students will be able to ➤ remember the critical thinkers or philosophers and their seminal works ➤ understand the significance of major critical theories ➤ analyse the themes and structure of literary works ➤ examine dominant ideologies in a literary work ➤ evaluate a literary work using a theoretical framework		

Prescribed Texts:

i) Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

- Unit 1: (Pages 20 – 35 of the prescribed text)
- Unit 2:2.1 (Pages 38 – 58 of the prescribed text - Excluding 'Stop and Think' portions)
- Unit 2: 2.2 (Pages 59 – 65; 68-70 of the prescribed text)
- Unit 3:3.1 Pages 78-88 Up to What postmodernist critics do (Excluding 'Stop and Think' portions)
- Unit 3:3.2 pages : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text (Excluding 'Stop and Think' portions)
- Unit 4:4.1 Pages 118 -124 of the prescribed text
- Unit 4: 4.2 Pages 150-154 of the prescribed text
- Unit 5:5.2 (Pages 172-184 of the prescribed text)
- Unit 5:5.2 Pages 185 -192 of the prescribed text - Excluding 'Stop and Think' portions
- Unit 5:5.3 Pages 239-248 of the prescribed text

BEN-DSC12



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SYLLABUS WITH EFFECT FROM 2023-2024

Title of the Paper	Fundamentals of Human Rights		
SEC - I	I Year & II Semester	Credit:2	436S2A

Unit I: Introduction:

Meaning and Definitions of Human Rights – Characteristics and Importance of Human Rights – Evolution of Human Rights – Formation, Structure and Functions of the UNO - Universal Declaration of Human Rights – International Covenants – Violations of Human Rights in the Contemporary Era.

Unit II:

Human Rights in India: Development of Human Rights in India – Constituent Assembly and Indian Constitution – Fundamental Rights and its Classification – Directive Principles of State Policy – Fundamental Duties.

Unit III:

Rights of Marginalized and other Disadvantaged People: Rights of Women – Rights of Children – Rights of Differently Abled – Rights of Elderly - Rights of Scheduled Castes – Rights of Scheduled Tribes – Rights of Minorities – Rights of Prisoners – Rights of Persons Living with AIDS – Rights of LGBT.

Unit IV:

Human Rights Movements: Peasant Movements (Tebhaga and Telangana) – Scheduled Caste Movements (Mahar and Ad-Dharmi) – Scheduled Tribes Movements (Santhal and Munda) – Environmental Movements (Chipko and Narmada Bachao Andolan) – Social Reform Movements (Vaikom and Self Respect).

Unit V:

Redressal Mechanisms: Protection of Human Rights Act, 1993 (Amendment 2019) – Structure and Functions of National and State Human Rights Commissions – National Commission for SCs – National Commission for STs – National Commission for Women – National Commission for Minorities – Characteristics and Objectives of Human Rights Education.



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A ✓

	Post-Modern Poetry
Seamus Heaney	Digging
Craig Raine	A Martian Sends a Post Card Home

C – Core; E – Elective; ED – Extra disciplinary

Recommended Texts:

1. Michael Schmidt, ed., 1980, **Eleven British Poets: An anthology**, Methuen & Co. Ltd., Cambridge.
2. Richard Ellmann & Robert O'Clair, 1988, **The Norton Anthology of Modern Poetry**, Norton & Company, New York.

References Books:

1. Cleanth Brooks, 1939, **Modern Poetry and the Tradition**, University of North Carolina, Press.
2. T.H. Jones, 1963, **Dylan Thomas**, Oliver & Boyd Ltd.
3. Norman Jeffares, 1971, **Yeats: Profiles in Literature**, Routledge & Kegan Paul London.
4. Harlod Bloom, 1972, **Yeats**, Oxford University Press, London.
5. 1974, **Eight Contemporary Poets**, Oxford University Press. London,
6. 1976, **Poetry of the First World War**, J.M. Gregson Studies in English Literature Series Edward Arnold, London.
7. John Unterecker, 1977, **A Reader's Guide to William Butler Yeats**, Thames and Hudson Southampton.
8. 1978, **The Pelican Guide to English Literature: The Modern Age**, Penguin Books.
9. P.R. King, 1979, **Nine Contemporary Poets: Critique of poetry**, Metheun, London.
10. Rajnath, 1980, **T.S. Eliot's The Theory and Poetry**, Arnold Hienemann: New Delhi.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_literature

<http://en.wikipedia.org/wiki/poetry>

Course Structure: Paper XIII

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Title of the Course /
Paper

CORE PAPER-XIII- Writings by and on Women

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3

	Jane Harrison	Stolen
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C – Core; E – Elective; ED – Extra disciplinary

UNIVERSITY OF MADRAS
BACHELOR OF SOCIAL WORK (BSW) DEGREE PROGRAMME
 SYLLABUS WITH EFFECT FROM 2023-2024

HUMAN RIGHTS AND SOCIAL JUSTICE

Course Code	Course Name	Category	L	T	P	S	Credits	Inst.Hrs	Marks		
									CIA	External	Total
219E4A	Human Rights and Social Justice	Discipline Specific Elective	60	-	-	-	3	3	25	75	100
Year		II									
Semester		IV									
Prerequisites		Basic understanding about human rights									
Learning Objectives											
1	To define the concepts related to Human Rights and Social Justice.										
2	To understand the Evolution of Human rights from International and National perspective										
3	To implement the Fundamental Rights and Directive Principles										
4	To explain Human Rights of Vulnerable Groups										
5	To know the role of Role of Social Work in relation to Human Rights and the Role of Voluntary Organisations in defending Human Rights										
Course Outcome											
The Successful completion of this course shall enable the student;											
CO1: To identify the concepts related to Human Rights and Social Justice											
CO2: To appreciate the historical evolution of Human Rights from International and National perspective											
CO3: To examine the Fundamental Rights and Directive Principles from Human Rights Perspective											
CO4: To analyse the Human Rights Challenges and Issues of Vulnerable Groups											
CO5: To evaluate the Role of Social Work and Organisations working for Human Rights Issues											




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SYLLABUS WITH EFFECT FROM 2023-2024

SYLLABUS

UNIT I

(12 Hours)

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

UNIT II

(12 Hours)

Historical Overview of Human Rights (National & International Perspectives): Universal Declaration of Human Rights. Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR). Origin and development of Human Rights in India - Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence.

UNIT III

(12 Hours)

Fundamental Duties and Rights: Fundamental Duties and Rights under the Indian Constitution, Preamble, Directive Principles of State Policy. Recent amendments of Indian Constitution.

UNIT IV

(12 Hours)

Human Rights of Vulnerable Groups: Human Rights with Specific Reference to Women, Children, Refugees, Dalit, Tribes, LGBT, Prisoners.

UNIT IV

(12 Hours)

Role of social work in relation to human rights Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy and Social Action. **Human rights and voluntary organization** at International, National and State level – Human rights commissions in India – National Human rights commission – Its constitution – power and Functions – Human rights court in districts

References:

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

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MARRIAGE AND LIFE EDUCATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
119S21	Marriage and Life Education	SEC-2	30	-	-	-	2	2	40	60	100
Year		I									
Semester		II									
Prerequisites		Basic Understanding of Family									
Learning Objectives											
1	To enrich the knowledge about the Concept of Marriage										
2	To understand the role of family, school, and media in imparting family life education.										
3	To know the importance of communication in marriage life.										
4	To acquire knowledge on various problems in family life										
5	To identify the various welfare services for settling family disputes										
Course Outcomes											
On the successful completion of the course, student will be able:											
CO1: To be aware of the concept and characteristics of marriage											
CO2: To understand the values and role of family, school, and media in family life											
CO3: To apply the knowledge of communication in family life											
CO4: To analyze various reasons for the marital problems											
CO5: To evaluate the welfare services in marital dispute settlement											

SYLLABUS

UNIT – I

(6 Hours)

MARRIAGE – a social institution. **Marriage** – meaning, definition. Marriage as an institution. Types of marriages, importance, and purpose of marriage. Marriages in India. Role of society, culture, religion, and family values in marriage. Premarital counseling – importance in premarital preparation.



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UNIT – II

(6 Hours)

Family – concept, and definition. Types of family. Characteristics and functions of the family. Family life cycle – Formative, expanding, and contracting stages. Problems at each stage of the cycle

UNIT – III

(6 Hours)

Family Life – meaning and importance. Socialization process – concept and significance in shaping the individual behaviour. Role of socialization agents – family, teachers, friends, and media in developing the personality and moral values of an individual

UNIT – IV

(6 Hours)

COMMUNICATION IN MARRIAGE

Communication – meaning and importance. Communication in marriage – communication between partners, the importance of listening between partners. Handling conflicts in marriage, accepting the differences. **Changing roles in men and women** due to career development of women, an appropriate division of roles – importance

UNIT – V

(6 Hours)

Problems in Marital Life

Violence and harassment, dowry, addiction, extra – marital affair, marital rape, separation, divorce.

Psycho-social effects of divorce. Problems faced by single parents in society.

Legal implications in marriage and divorce.

Family Welfare Services Pre-marital Counselling, Family Counselling Centres, Family Court, All Women's Police Station.

Textbooks

1. Betty, Carter, and Monica, McGoldrick, The Changing Family Life Cycle – A Framework for Family Therapy, II Ed
2. David J. Bredehoft, Michael J. Walcheski, Family Life Education: Integrating Theory and Practice, Ingram
3. Lane H. Powell, Dawn Cassidy, Family Life Education: Working with Families Across the Life Span, Waveland Press
4. Sharma, Rajendra, (1997) K. Indian society – Institutions and Change. New Delhi: Atlantic,
5. Rao Shankar, C.N. Principles of Sociology. New Delhi: S. Chand




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Books for References

1. Dhanagare, D., N. (1993) Indian Sociology. Jaipur and New Delhi: Rawat,
2. Kaila, H., L., (2005), Women, Work and Family, New Delhi; Rawat Publications.
3. Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press
4. Marie, Mascarenhas, (1999), Family Life Education of Value Education.
5. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi

Web Resources

1. <https://culturalatlas.sbs.com.au/indian-culture/indian-culture-family>
2. <https://www.egyankosh.ac.in/>
3. <https://www.marriage.com/>
4. <https://www.betterhealth.vic.gov.au/>
5. <https://uk.practicallaw.thomsonreuters.com/>

MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	S	M	S
CO2	S	S	S	S	S
CO3	M	S	S	S	S
CO4	M	S	S	M	S
CO5	M	S	S	S	S

S – Strong

M – Medium

L - Low




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SYLLABUS WITH EFFECT FROM 2023-2024

SOCIAL GROUP WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C1C	SOCIAL GROUP WORK	Core Course - III	60	-	-	-	4	4	25	75	100
Year		I									
Semester		I									
Prerequisites		Basic Understanding of Social Work									
Learning Objectives											
1	To understand group work as a method of social work and to understand concept, values, principles of Social Group Work										
2	To acquire skills and techniques required for group worker										
3	To develop the ability to critically analyse problems of groups and provide suitable intervention.										
4	To apply the models of Social Group Work in different settings.										
5	To identify the settings and fields for the practice of Social Group Work method										

Course Outcomes

On the successful completion of the course, student will be able:

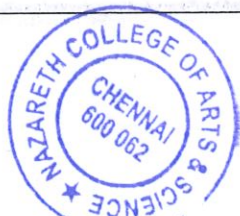
CO1: To be aware about the concept, characteristics, values and principles of Social Group Work

CO2: To apply suitable theories and models to resolve the problems of Groups.

CO3: To Critically choose and implement interventions to achieve social group work goals. CO4: To analyse competencies and skills for working with different groups in various practice settings.

CO5: To analyse and implement empirically-based group interventions and evaluating group effectiveness.

CO6: To demonstrate the process of group experience and professional development



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SYLLABUS

UNIT – I **(12 Hours)**

Introduction to Social Group Work: The Group: Definition, characteristics, types, functions and group structure. Social Group Work: Definitions, objective, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work.

UNIT – II **(12 Hours)**

Group Dynamics and Group functioning: Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. Leadership and Communication in groups. Relationships- Sociometry

UNIT – III **(12 Hours)**

Group formation and Group work process: Group Formation Phases: Forming- Storming, Norming, Performing, Adjourning. Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort

UNIT – IV **(12 Hours)**

Types and models of group work: Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Group therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types.

UNIT – V **(12 Hours)**

Application of Social Group Work: Application of Social Group Work in School Settings, Community Settings, Health Settings, Family Welfare Settings, Industrial Settings, **Women welfare and Child care Settings**, Correctional Settings.




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Books

1. Alissi, A.S (1980) Perspectives on social group work practice; A book of Reading, New York: The free press.
2. Dave Capuzzi, Douglas R. Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication.
3. David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication
4. Gravin, Charles. D. Lorria & M. Gulier. (2007). A Hand Book of Social Work with Groups. New Delhi: Rawat Publications.
5. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London.

References

1. Bradler, S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
2. Delbecq, A. L. and Van de Ven, A. H. (1977) 'A group process model for problem identification and program planning', in N. Gilbert and H. Specht (eds), Planning For Welfare, Englewood Cliffs, NJ, Prentice-Hall.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London.
4. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
5. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.

Web Resources

1. <https://www.socialworkin.com/>
2. <https://socialwelfare.library.vcu.edu/social-work/social-group-work-theory-and-practice/>
3. <https://mgcub.ac.in/>
4. <https://www.socialworkin.com/>
5. <https://mgcub.ac.in/pdf/material/2020041217303055424e9f93.pdf>



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MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	S	S	M
CO5	S	S	M	M	S
CO6	S	S	S	M	S

S – Strong

M – Medium

L - Low




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CORE PAPER – XIV

WOMEN DEVELOPMENT- ISSUES AND CONCERNS

CREDITS: 4

TOTAL TEACHING HOURS: 60

OBJECTIVES OF THE COURSE

- To gain an understanding of Gender positions in society
- To enable students comprehend the various domains of development and its impact on men and women
- To understand the various approaches to development processes specifically for women
- To empower students with skills in social work practice for women's development

Unit I

Introduction – Gender and Development

(12 hours.)

Gender and Development – Meaning and Definition, Women in the Development Process: Need and Importance, Developmental Rights of Women, WID, WAD, GAD, GEM, Significance of Women's Development; Positive and Negative Indices of Women Development.

Unit II

Basic Concepts in Understanding Women's Development

(12 hours.)

Sex and Gender, Gender Stereotypes, Gender Relations, Gender Division of Labour, Gender Roles and Responsibilities, Gender Discrimination, Equity and Equality, Gender Mainstreaming, Concept of Patriarchy, Feminism.

Unit III

Issues and Concerns related to Women

(12 hours.)

Socialization of the Girl Child, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, Reproductive health, Women in Media, Rights of the Girl Child, Problems of Women at Work- Women's Triple Role, Invisibility of Women's Work, Glass Ceiling, Women and Self- Employment, Self- Help Groups Micro-Enterprises and Women's Development.

Unit IV



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Legislations Related to Women

(12 hours.)

Legal Rights of Women with Reference to Inheritance, Adoption, Education, Employment, Health, Marriage, Divorce and Maintenance, CEDAW – Convention on Elimination of All Forms of Discrimination Against Women and Girls.

Unit V

Empowerment Strategies for Women

(12 hours.)

Empowerment: Definition and Meaning, Types and Levels of Women's Empowerment, Needs of Women – Practical and Strategic Needs of Women (PGN/SGN), National Policy for Empowerment of Women 2001, Government Policies and Programmes, Social Work and Women's Empowerment

BOOKS FOR REFERENCE

- Devandar, Kiran. *Status and Positions of Women in India*. New Delhi: Shakti Books, 1985.
Kanhare U.S. *Women and Socialisation*. New Delhi: Mittal, 1980.
Kaushik, Susheela. *Women's Oppression – Patterns and Perspectives*. New Delhi: Shakti Books, 1985.
Kidwai M.H. *Women under different Social and Religious Laws*. New Delhi: Seema, 1979.
Marilee Karl. *Women and Empowerment - Participation and Decision Making*. London: Zed, 1995.
Marilyn Carr, Martha Chen, Renana Thabvala. *Speaking Out: Women's Economic Empowerment in South Asia*. London: IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM, 1996.
Neera Desai and Maitreyi Krishnaraj. *Women and Society in India*. New Delhi: Ajanta, 1987.

Core Paper XV - FIELD WORK - VI

CONCURRENT FIELD WORK

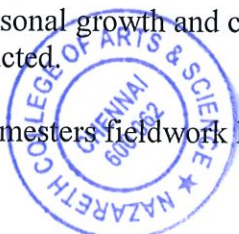
OBJECTIVES OF FIELD WORK

- To record systematically using the Integrated Social Work process
- To enable students practice the Integrated Approach in specialised settings
- To record systematically using the Integrated Social Work process
- To acquire the skills of fund raising and resource mobilisation
- To acquire the skills in report writing
- To acquire the basic skills of administration
- To develop skills working with different client systems using the integrated approach in practice – integrating methods

METHODS OF ASSESSMENT

1. In relation to tasks achieved and personal growth and change
2. An external viva voce will be conducted

A comprehensive viva voce of all the six semesters fieldwork learning will be conducted.



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SEMESTER - II

Paper I

UNSYSTEMS FOR DEVELOPMENT AND SOCIAL CHANGE CREDITS: 2

TOTAL TEACHING HOURS: 30

OBJECTIVES OF THE COURSE

- To enable students familiarise with UN systems and frameworks for development
- To familiarise students with current UN documents, treaties and policies for development
- To critically analyse the functioning and achievements of the UN Systems

Unit I

The United Nations System

(5 hrs.)

Main aim of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

Unit II

Global Issues on the UN Agenda: Brief Overview

(5 hrs.)

Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals

Unit III

Organisations of Economic and Social Council

(7 hrs.)

Introduction to ECOSOC,

The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA)

United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

Unit IV

Programmes of the UN – Aims and Programmes

(7 hrs.)

United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes

United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes

United Nations Children's Fund (UNICEF), World Food Programme (WFP) - aims and programmes

Unit V

UN Entities and other related agencies – Aims and Programmes (6 hrs.)



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Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)

Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)

World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

BOOKS FOR REFERENCE

Basu, Rumki. *UN Structure and Function: An International Organisation*. New Delhi: Sterling, 1993.

Black, K. J. *Development in Theory and Practice- Paradigms and Paradoxe*. Jaipur: Rawat, 2007.

Boulder, Colo. *The United Nations and the Changing World Politics*. New York: West View, United Nations, 1997.

Pant, S. K. *Human Development- Concept and Issues in the Context of Globalisation*. Jaipur: Rawat, 2006.

Pawar, S. N. Ambekar, J., B., and Shrikant, D. *NGOs and Development - The Indian Scenario*. Jaipur: Rawat, 2004.

Verma, K. Manish. *Development, Displacement and Resettlement*. Jaipur: Rawat 2004.

Willets, Peter. *The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems*. Washington DC: Brookings Institutions, 1996.




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Core Paper – XII - FIELD WORK - V**CONCURRENT FIELD WORK**

The broad aim of Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan implement and evaluate these experiences while working with residents in an institution. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

OBJECTIVES OF FIELD WORK

- To organise and conduct a programme based on the needs assessed
- To develop skills in resource mobilisation
- To identify 3 cases and draw up a face sheet and case analysis
- To execute simple referrals
- To identify groups in existence and study the functions/ activities of the group
- To conduct groups work with any one existing group
- To acquire the skills in report writing
- To acquire the basic skills of administration

METHODS OF ASSESSMENT

1. In relation to tasks achieved and personal growth
2. An internal viva voce will be conducted.

ELECTIVE- I**1. SOCIAL DEVELOPMENT, POLICIES AND LEGISLATIONS****CREDITS: 4****TOTAL TEACHING HOURS: 60****OBJECTIVES:**

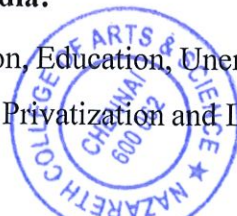
- To understand the concept of development and development issues in India.
- To learn about formulation and implementation of Social Policies in India.
- To understand the role of legislations in relation to development.

UNIT - I**(12 hours)****Social Development Concepts:**

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

UNIT - II**(12 hours)****Developmental Issues in India:**

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



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UNIT – III

(12 hours)

Social Policy

Social Policy – Definition, Characteristics, Objectives, Models – Residual Welfare Model, Industrial Achievement- Performance Model, Institutional Redistributive Model, Actors in Formulation of Social Policy, Problems in Policy implementation, Strategies for effecting Changes in Policies.

UNIT – IV

(12 Hours)

Government Policies and Programmes:

Government Policies: National Urban Sanitation Policy (NUSP), National Policy on Skill Development. Government Programmes: Jawahar Rozgar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Smart Cities Mission.

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

UNIT- V

(12 Hours)

Social Legislations

Concept, Need and Objectives; Special Marriage Act, 1954, Hindu Marriage Act, 1955, Hindu Succession Act, 1956 with amendment in 2005, Immoral Traffic (Prevention) Act, 1956, Maternity Benefit Act, 1961 (Amended in 1995), Dowry Prohibition Act, 1961; Children - Introduction to the Prohibition of Child Marriage Act, 2006, Juvenile Justice (Care and Protection of Children) Act, 2015, Disabled –Persons with Disabilities Act 1995 and Scheduled Castes and Scheduled Tribes - Scheduled Castes and The Scheduled Tribes (Prevention of Atrocities) Act, 1989

BOOKS FOR REFERENCE

- Census of India*, Government of India, New Delhi, 2011
Dandekar V.M., *Indian Economy*, Himalaya Publishing House, New Delhi, 1999
Dutt & Sundaram, *Indian Economy*, Kalyani Publishers, New Delhi., 2001
Ghosh, B.N., *Political Economy -New Colonialism for Third World Countries*, Sterling Publishers, N. Delhi, 1985
Michel Todaro, *Economic Development*, Berrett-Koehler Publishers, 2000



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SYLLABUS WITH EFFECT FROM 2023-2024

SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
432C2C	SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES AND SOCIAL LEGISLATIONS	Core Course - VII	60	-	-	-	4	4	25	75	100
Year		I									
Semester		II									
Prerequisites		Basic Understanding of social policies & legislations									
Learning Objectives											
1	To understand the basic concepts of social welfare administration.										
2	To make aware of the registration of NGOS										
3	To acquire knowledge about social work agencies										
4	To describe social policy, planning and programmes										
5	To know the social legislation										

Course Outcomes

On the successful completion of the course, student will be able:

CO1 : Acquire knowledge about social welfare administration and structure of social welfare administration in India.

CO2 : Acquire application knowledge of the basic process of registering, managing and administrating Welfare Agencies in the context of social work profession

CO3: Describe the structure of social welfare administration in India and social welfare programmes and policies.



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