



STELLA MARIS COLLEGE
(AUTONOMOUS), CHENNAI - INDIA

PG
SOCIAL AWARENESS PROGRAM /
SERVICE LEARNING
(CHOICE BASED CREDIT SYSTEM)

SYLLABUS
(Effective from the academic year 2023 - 2024)

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600086

Postgraduate Programmes

SOCIAL AWARENESS

(Effective from the academic year 2023 – 2024)

Guidelines for the conduct of the course

COURSE DESCRIPTION

The Social Awareness course (SA) of the College enables students to understand and react appropriately to both the problems and needs of society and the interpersonal struggles of the members of the communities around them. It trains and sensitises them to become aware of their environment, the different social contexts in which they interact, as well as interpret the emotions of people with whom they communicate. Students will improve their skills in connecting with others verbally and non-verbally, acquire higher levels of emotional intelligence, the ability to empathise with others and understand the roles they play in society.

OBJECTIVES OF THE COURSE

- To enable students to respect and appreciate cultural diversity
- To foster and nurture the ability to empathise with others and individual selves
- To facilitate the acquisition of the attitudes, skills, and knowledge to function in different environments and among different communities
- To enable them to communicate effectively and appropriately in different social contexts

COURSE LEARNING OUTCOMES

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

- Understand diverse culture and social norms
- Respond in appropriate ways to the problems and interpersonal struggles of members of different communities
- Empathise with issues and problems faced by people and groups from diverse backgrounds and cultures
- Identify resources to meet with the challenges of diversity and difference
- Understand social justice issues
- Evaluate impact of their interactions and work with communities

Service orientation Guidelines:

- Students are expected to earn 2 credits for SAP
- Departments may choose any one of the given course topics
- Classroom sessions to be activity-based wherever possible
- Visits to communities is a course requirement
- Students are expected to engage and interact with the community, reflect on their experiences and make notes in their journals
- Class room sessions and Field Visits to relevant communities form the major components of the course. The faculty facilitator is expected to arrange for the visits to the community with the help of the SAP Coordinator. They may choose to go either in the morning or afternoon. If in the morning (Aided Sections) they may choose a day on which there are no common class hours (Language, English, GE) and exchange hours with the major subjects teachers. The same protocol holds for Shift II. They may choose a day on which there are no common class hours in the afternoon (Language, English, GE) and exchange hours from the major subject teachers.
- Faculty facilitators are expected to prepare the students for field visit to the community with specific background information.
- Activities to be completed three weeks before the end of the semester.
- Faculty to submit a report on the entire programme to the SAP coordinator and a copy to be retained with the department. (Please include photographs (geotagged), letters, videos, the impact assessment report {community and student} self –reflection journals (two/three samples) and any other additional material that would support the report)

They may request the SA Coordinator for resource persons for inputs on specific areas.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086**Social Awareness / Service Learning****COURSES OF STUDY****(Effective from the academic year 2023-2024)****CHOICE BASED CREDIT SYSTEM**

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continuous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
Social Awareness Courses									
23 _ /PA/RD12	Rights of Differently Abled	2	2	0	0	-	50	-	100
23 _ /PA/CR12	Child Rights	2	2	0	0	-	50	-	100
23 _ /PA/CA12	Civic Awareness	2	2	0	0	-	50	-	100
23 _ /PA/HW12	Health and Wellbeing	2	2	0	0	-	50	-	100
23 _ /PA/LC12	Learning from Communities	2	2	0	0	-	50	-	100
23 _ /PA/RR12	Rural Realities	2	2	0	0	-	50	-	100
23 _ /PA/SE12	Social and Economic Issues	2	2	0	0	-	50	-	100
23 _ /PA/UR12	Urban Realities	2	2	0	0	-	50	-	100
23 _ /PA/SZ12	Care of Senior Citizens	2	2	0	0	-	50	-	100
Service Learning Courses									
23FA/PL/AC12	Art for Children	2	2	0	0	-	50	-	100
23CH/PL/FW12	Food Adulteration and Water Pollution	2	2	0	0	-	50	-	100
23CS/PL/CB12	Computer Basics	2	2	0	0	-	50	-	100

___refers department. Ex. 23IS/PA/RD12

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Course on Social Awareness Offered to students of
M.A. /M.Sc./ M.Com. Degree Programmes**

SYLLABUS

(Effective from the academic year 2023 – 2024)

RIGHTS OF THE DIFFERENTLY ABLED

CODE:23__/PA/RD12

CREDITS: 2

TOTAL HOURS: 26

OBJECTIVES OF THE COURSE

- To enable students to gain knowledge about different types of disabilities
- To help them develop an attitude of respect and dignity towards persons with disabilities
- To introduce them to key ideas in the Rights of Persons with Disabilities Act 2016

COURSE LEARNING OUTCOMES

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

- Understand the various kinds of disabilities
- Demonstrate knowledge about various rehabilitation measures for persons with disabilities
- Work with persons living with disabilities
- Describe key ideas in the Rights of Persons with Disabilities Act 2016

Unit 1

Introduction

(7 hours)

- 1.1 Concept of disability and impairment –WHO definition, causes and magnitude of various disabilities, their impact on persons with disability and their families
- 1.2 Types of disability – physical, sensory, intellectual, multiple disabilities, learning disabilities, developmental disabilities, psychosocial disability process of rehabilitation
- 1.3 Early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community

Unit 2

Legal Provisions for the Disabled and Rehabilitation for the Disabled (7 hours)

- 2.1 Persons with Disability Act, 2016
- 2.2 Role of Government and Non-Government Institutions working for the differently-abled
- 2.3 Needs and problems of persons with disability and their families
- 2.4 Role of Community Based Rehabilitation (CBR) for the differently-abled

Unit 3

Field Work

(12 hours)

Field Visit to Government and Non-Government Institutions and schools for the disabled.
Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Clark Joan Simeon. Disabled citizens London: George Allen & Unwin, 1970.

Gajendragadkar S.N. Disabled in India USA: California U P, 1983.

Narasimhan M.C. Disability a Continuing Challenge's: Michigan U P, 1989

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

CHILD RIGHTS

CODE: 23 __/PA/CR12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To understand the scope and implications of children’s rights nationally and internationally
- To understand social issues related to children and the institutions working for children
- To identify the different interventions and actors involved in child protection

COURSE LEARNING OUTCOMES

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

- Analyse the impact of violence, exploitation and abuse on children’s physical and emotional development
- Identify critical issues concerning children’s rights
- Identify strategies and programmes for the implementation of children’s rights

Unit 1

Introduction

(7 hours)

- 1.1 Defining the concept of child and categories of children
 - 1.1.1 Street Children; Destitute Children; Abandoned Children; Orphan; Sexually Abused, Children; Refugee Child, Migrant Children, Tribal Children, Children living with HIV/AIDS, Children in Conflict with the Law
- 1.2 Causes and consequences of violence against children
 - 1.2.1 Child Labour
 - 1.2.2 Child Prostitution
 - 1.2.3 Child Abuse
- 1.3 Child Rights: The legal foundation of children’s protection and human rights

Unit 2

Interventions and Legal Provisions

(7 hours)

- 2.1 Interventions
 - 2.1.1 Social interventions
 - 2.1.2 Community-based interventions (Child Line)
 - 2.1.3 Institutional Intervention: NGOs and INGOs working for Children – CRY, ActionAID, UNICEF, UNDP
 - 2.1.4 Awareness and advocacy on Services for children

- 2.2. Legal Provisions
 - 2.2.1 Child Labor (Prohibition and Regulation) Act, 1986
 - 2.2.2 The Juvenile Justice (Care and Protection of Children) Act, 2015
 - 2.2.3 The Prohibition of Child Marriage Act, 2006
 - 2.2.4 The Right of Children to Free and Compulsory Education, Act, 2009
 - 2.2.5 The Protection of Children from Sexual Offences Act, 2012 (POCSO)
 - 2.2.6 Convention on the Rights of Children (UNCRC)

Unit 3

Field Work (12 hours)

Field Visit to Government and Non-Government Institutions/community/schools.

Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Bajpai, Asha. Child Rights in India: Law, Policy and Practice. India: Oxford, 2006.

Brotherton Graham Cronin Mark. Working with Vulnerable Children, Young People and Families. UK:Routledge,2013

Sarada,D. Rajini. N. Child Rights and Young Lives: Theoretical Issues & Empirical Studies. India: Discovery, 2009

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

CIVIC AWARENESS

CODE: 23__/PA/CA12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To enable students to gain knowledge about the importance of civic awareness
- To enable them to acquire the knowledge and attitudes that will make them responsible citizens
- To enable them to contribute for empowerment of society

COURSE LEARNING OUTCOMES

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

- Apply essential aspects of civic engagement (such as observation, reflection and dialogue)
- Recognise the potential for individual to bring about change
- Understand the role and impact of government policies on society
- Contribute to solving civic issues within the community

Unit 1

Introduction

(10 hours)

- 1.1 Introduction to Civic Awareness
- 1.2 Rights and Responsibilities, citizenship, electoral participation, volunteerism, activism and advocacy
- 1.3 Basic Understanding of the Indian Constitution – Preamble- Fundamental Rights - Rights and Duties of an Indian Citizen, Right to Information and Right to Public Services

Unit 2

Governmental and Non-governmental Initiatives

(4 hours)

- 2.1 Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card
- 2.2 Social Accountability
- 2.3 Government and Non-Government Organisations working for important areas: health, sanitation, Energy, Waste Management, Food and Consumer Protection

Unit 3

Field Work

(12 hours)

Field Visit to Government and Non-Government Institutions for urban local governance/Schools and Community visits, projects, survey and campaign with collaborating Institutions

BOOKS FOR REFERENCE

Ahuja Ram. Social Problems in India. Rawat Publications. 3rd Edition, 2014

Allan, R. Modern Politics and Government. New York: Palgrave MacMillan, 2000.

Jacob. "Energy Policy", Nova publisher, 2009. Smith. C.B. Energy "Management Principles", Pergamon Press, 2006.

Bharucha, E. Textbook of Environmental Studies. Hyderabad: Universities Press, 2005

Sunil Khanna, Krishnamohan, Wealth from waste, Tata Energy Research Institute, 2006

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

HEALTH AND WELLBEING

CODE:23 __/PA/HW12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To understand the concept of health and its importance for wellbeing
- To understand factors affecting health
- To familiarise students with various health problems and its impact
- To familiarise students with basic concepts of AYUSH
- To acquaint students with Government and non-governmental health care services

COURSE LEARNING OUTCOMES

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

- Understand the importance of health and wellbeing
- Describe the different factors influencing health and wellbeing
- Understand basic concepts in AYUSH
- Identify the different Government and non-governmental Health Care Services

Unit 1

Introduction (8 hours)

- 1.1 Definitions and Concepts: Health and Fitness, Hygiene, Nutrition, Malnutrition, Under-nutrition, Disease, Mental Health, Well Being, Balanced Diet
- 1.2 Primary Health Care, Public Health Care, Health Problems in India, Environment and Health
- 1.3 Overview of Alternative systems of Medicine, AYUSH (Ayurveda, Yoga, Unani, Siddha, Homeopathy)
- 1.4 Major Health Problems Related to Women and Children

Unit 2

Health Care Schemes and Institutions (6 hours)

- 2.1 Health Care Services and Programmes – ICDS, Mid-day meal Scheme, Nutrition on Wheels, Applied Nutrition Programme
- 2.2 Government Health Care Schemes
- 2.3 Organisations - WHO, Indian Red Cross Society, ICMR, CSWB Hospitals (Types)
- 2.4 Health and Medical Insurance

Unit 3**Field Work****(12 hours)**

Field Visit to Urban and Rural Communities/Government and Non-Government Institutions working for Health Care Services. Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Park, J., E., and Park, K, Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas.

Bajpee. Textbook of Preventive and Social Medicine. New Delhi: Jaypee Brothers Medical Publishers, 1995.

Park, K. Textbook of Prevention and Social Medicine. Jabalpur: Banaridas, 2011.

Web Resources

www.health.com

www.aarogya.com

PATTERN OF ASSESSMENT**No End Semester Examination****Evaluation**

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

LEARNING FROM COMMUNITIES

CODE:23 __/PA/LC12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To introduce students to diverse occupational communities in India
- To enable students to understand the way of life and practices of these communities
- To acquaint students with the impact of Governmental and Non-Governmental interventions in community development
- Enlighten students about the challenges faced by these communities

COURSE LEARNING OUTCOMES

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

- Understand the cultures and traditions of diverse occupational communities in India
- Demonstrate competency in addressing diverse problems of different communities
- Demonstrate effective skills in interacting effectively with these communities

Unit 1

Introduction to Community

(7 hours)

- 1.1 Nature of Community
- 1.2 Types of community (Urban, Semi-urban, Rural and Tribal)
- 1.3 Occupation – Based communities
 - Agricultural
 - Handloom weaving
 - Pottery
- 1.4 Community needs

Unit 2

Intervention and Awareness

(7 hours)

- 2.1 Impact of Government in Community Development
- 2.2 Impact of Non- Government/ Non- Profit Organizations in Community Development
- 2.3 Impact of Corporates, Citizen/ Social Activist in Community Development
- 2.4 Indigenous tools of Communication for Awareness and Empowerment

Unit 3

Field Work

(12 hours)

Field Visit to Urban, Rural and Tribal Communities/Government and Non-Government Institutions Surveys, projects with collaborating Institutions Campaigns

BOOKS FOR REFERENCE

Melkote, Srinivas Raj, Steeves, Leslie H: Communication for Development: Theory and Practice for Empowerment and Social Justice. 2015. SAGE Publications, India.

Robinson, Jerry. W, Green, Gary Paul: Introduction to Community Development: Theory, Practice and Service Learning. 2011. SAGE Publications, LA.

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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SYLLABUS

(Effective from the academic year 2023 – 2024)

RURAL REALITIES

CODE:23 __/PA/RR12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To enable students to gain knowledge about rural realities and problems in rural communities
- To enable them to understand the local self-administration of rural development and various development agencies working for rural development
- To help them learn about community development programmes in India and policies relating to them

COURSE LEARNING OUTCOMES

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

- Articulate the socio-economic conditions of the people in the community
- Assess the needs and problems of the people in the community
- Understand various community development programmes and policies

Unit 1

Introduction (7 hours)

- 1.1 Rural Community Meaning, Characteristics: Types of Villages: Panchyath, Rural
- 1.2 Community Problems: Overview of Socio-Economic Problems - Poverty, Illiteracy, Financial Exclusions, Unemployment, Problems related to Agriculture, Health and Problems Related to Energy, Water and Sanitation
- 1.3 Gender issues, Issues related to Women and Children.

Unit 2

Programmes (7 hours)

- 2.1 Community development programmes across the various sector in India: ICDS, MGNREGS, IRDP, PMGY, PMGSY, DIKSHA, NRHM, Indra Awas Yojana (IAY) –
- 2.2 Role of Voluntary Agencies in Rural Development and other Civil Society and NGOs in Rural Development
- 2.3 Corporate Social Responsibility (CSR) and Rural Community Development

Unit 3

Field Work (12 hours)

Field Visit to Government and Non-Government Institutions working for Rural Communities /Visit to Schools/ communities. Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Meier, G. M., & Rauch, J. E. Leading issues in economic development. New York: Oxford University Press. (2005).

Mishra & Puri. Economics of Development and Planning. New Delhi: Himalaya, 2017.

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

SOCIAL AND ECONOMIC ISSUES

CODE:23 __/PA/SE12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To develop in students an awareness of social and economic issues in India
- Enable the students to understand the present social and economic situation of the country
- To acquire students with the legislation and programs on social and economic issues

COURSE LEARNING OUTCOMES

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

- Understand contemporary social and economic issues and debates about these issues
- Critically analyse the social and economic issues affecting rural and urban societies
- Demonstrate an understanding about various schemes and provisions

Unit 1

Introduction

(7 Hours)

- 1.1 Definition of Society, Social System in India
- 1.2 Concept of Development and Underdevelopment
- 1.3 Social Stratification based on Caste, Class, Gender, Race, Religion
- 1.4 Clean Water and Sanitation
- 1.5 Gender Equality
- 1.6 Quality Education
- 1.7 Peace and Empowerment
- 1.8 Unemployment and Underemployment

Unit 2

Legislations and programmes to address Social and Economic Issues (7 Hours)

- 2.1 Role of State and Civil Society –Constitutional Provisions - Important Legislation to Protect Human Rights and RTI Act
- 2.2 Micro Small Medium Enterprises Act
- 2.3 Khadi and Village Industries Commission

Unit 3

Field Work

(12 hours)

Field Visit to Government and Non-Government Institutions /Rural and Urban communities. Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Agrawal, A.N.Indian Economy Problem of Development and Planning.New Delhi: New International, 2010.

Datt, R. and Sundaram.K.P.M.Indian Economy.New Delhi: Sultan Chand,2014.

Dhar, P.K.Indian Economy.New Delhi: Kalyani Publishers, 2010.

Desai, A.R., Rural Sociology in India Bombay, Popular Prakashan 1997. Doshi, S.L.and Jain P.C. Rural Sociology. Jaipur, Rawat Publications 1999

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086

**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

URBAN REALITIES

CODE:23 __/PA/UR12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To enable students to understand urban social systems and their problems and the change processes in these communities
- To help them gain knowledge on the issues and their implications in urban communities

COURSE LEARNING OUTCOMES

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

- Demonstrate a broad understanding of urban realities
- Demonstrate critical thinking and judgement in identifying and solving problems with intellectual independence
- Demonstrate sensitivity and readiness to share their knowledge, experience, and capabilities with the marginalised and oppressed in their communities

Unit 1

Introduction (7 hours)

- 1.1 Urban Community: Meaning, Suburban, Under Developed Areas,
- 1.2 Urban Problems (Housing, Pollution, Homeless, Shelter-less and Street Vendors, Waste Management, Water and Sanitation Issues, Problems Related to Women, Children, Youth and Elderly)
- 1.3 Drug Addiction
- 1.4 Commercial Sex Workers
- 1.5 Migration
- 1.6 Juvenile Delinquency
- 1.7 Health
- 1.8 Urban Employment
- 1.9 Urban Settlement
- 1.10 Problems with Unorganized Sector

Unit 2

Policies and Programmes (7 hours)

- 2.1 Urban Community Development Policies and Programmes
- 2.2 Urban Planning, Housing and Urban Development Corporation (HUDCO) and Jawaharlal Nehru National Urban Rural Mission

- 2.3 Role of NGOs in urban development
- 2.4 Role of Municipality and Corporation
- 2.5 Urban Health Mission

Unit 3

Field Work

(12 hours)

Field Visit to Government and Non-Government Institutions /Schools/Urban communities. Projects, Surveys and campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Datt, Ruddar and K.P.M. Sundaram, Indian Economy, New Delhi: S. Chand and Co., 2010

Dhar P.K., Indian Economy, Ludhiana: Kalyani Publishers, 2010

Jhingan M.L. The Economics of Development and Planning, New Delhi: Vrinda Publications (P) Ltd., 2007.

Kuchhal, S.C. and Puri, The Industrial Economy of India, New Delhi: Chaitanya Publishing House, 1996.

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Reports of visits / Class Presentations / Reflection Journal

Total Marks: 50

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**Course on Social Awareness Offered to students of
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SYLLABUS

(Effective from the academic year 2023 – 2024)

CARE OF SENIOR CITIZENS

CODE:23 __/PA/SZ12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To understand who caregivers are and the role they play in caring for the Senior Citizens
- To understand the process of ageing and its associated problems
- To understand the social and emotional problems of the Senior Citizens

COURSE LEARNING OUTCOMES

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

- Understand the role of caregivers
- Understand the various problems of the Senior Citizens
- Identify the needs of the Senior Citizens
- Demonstrate an understanding about various rehabilitation measures for the Senior Citizens
- Describe the policies and legal provisions for the Senior Citizens

Unit 1

Introduction

(10 hours)

- 1.1 Definition, meaning and role of care-givers
- 1.2 Characteristics of old age
- 1.3 Process of ageing: Cognitive, physical, psychological and social
- 1.4 Needs during old age- physical needs, healthcare needs, and psychological, social and economic needs
- 1.4 Problems of the aged- violence, neglect, abuse, crimes, empty nest syndrome, physiological and psychological problems of Senior Citizens

Unit 2

Policies and Legal Provisions for the Senior Citizens

(4 hours)

- 2.1 National policies and programmes for Senior Citizens
- 2.2 Constitutional and legal provisions for the Senior Citizens

Unit 3

Field Work

(12 hours)

Field Visit to Government and Non-Government Institutions for Senior Citizens, Projects Surveys and Campaigns with collaborating Institutions

BOOKS FOR REFERENCE

Binstock, R.H and Shahas, E Handbook of aging and the Social Sciences 1976 Van Nostrand Reinhold

Desal, K.G Aging in India 1982 TISS Series 52

PATTERN OF ASSESSMENT

No End Semester Examination

Evaluation

Total Marks: 50

Reports of visits / Class Presentations / Reflection Journal

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600086

Postgraduate Programmes

SERVICE LEARNING

(Effective from the academic year 2023 – 2024)

Guidelines for the Conduct of the Course

COURSE DESCRIPTION

Service Learning (SL) is a course-based experiential learning that engages students in service to the community as an integrated aspect of a course. Students participate in an organised service activity that meets identified community needs and integrates the service activity to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. This method is seen as an effective way to enable students to achieve required learning outcomes through service to the community. Service Learning seeks to advance the goals of the curriculum.

The course promotes mutual learning experiences for both students and members of the community. The focus is on students reflecting on their experience of doing and learning i.e. active learning.

OBJECTIVES OF THE COURSE

- To enhance academic learning by challenging students to apply their subject knowledge and critical thinking to real-world situations
- To increase understanding of theoretical issues being addressed in the classroom
- To direct the students into practical settings where the objective is to serve the community
- To encourage reflection as a self-guided method for change and learning
- To develop skills necessary to establish and maintain relationship with communities
- To enable students to help communities learn and benefit through their active service inputs and facilitation

COURSE LEARNING OUTCOMES

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

- Make strong connections between curricular and experiential learning
- Reflect on how thoughts and actions impact the development of supportive and inclusive communities
- Reflect and document connections between knowledge and skills resulting from classroom learning and service-learning experiences
- Demonstrate skills in establishing and maintaining relationships with communities
- Evaluate impact/benefit of SL activities and interactions in communities

Stages for Service Component

- Preparation for meeting community needs with the curriculum of selected course for the SL pedagogy
- Community interaction
- Reflection and learning on the service component

Students will get two credits on completion.

Guidelines for conduct of course

SL should be utilised as pedagogy, not just a learning tool. It should be integrated into the course/module content and the class activities, with clearly identified learning outcomes and assessment methods.

A community partner/s should be identified, their needs assessed, and the appropriate partner selected. Faculty members should attend Partnership Events hosted by the SL Coordinator in order to cultivate and reinforce community partnerships.

Learning should include preparing the students to network, establish contact and interact with partner communities through service activities.

Faculty should prepare students for active engagement in the community and encourage them to **reflect critically** on their experience. Faculty should use rubrics to evaluate students' progress before, during and after the service learning programme.

Students should leave the service learning experience with a deeper and even changed understanding of themselves, the communities they work with, and their potential to participate in the civic life of communities, country, and world.

Service Learning as pedagogy creates the opportunity for students to try and live out the core principles and values of the institution.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.A. DEGREE: BRANCH X – HISTORY OF FINE ARTS

SERVICE LEARNING

SYLLABUS

(Effective from the academic year 2023-2024)

ART FOR CHILDREN

CODE: 23FA/PL/AC12

CREDITS: 2
TOTAL HOURS: 26

OBJECTIVES OF THE COURSE

- To enhance academic learning by challenging students to apply their subject knowledge and critical thinking to real-world situations
- To develop a perspective built on academic knowledge and skills and community responsibility
- To acquire knowledge about teaching art to children
- To develop skills necessary to work with children
- To develop creative skills in art/design activities for children

COURSE LEARNING OUTCOMES

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

- Make strong connections between curricular and experiential learning
- Employ critical thinking skills in a variety of contexts
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Work with organisations/institutions operating for children
- Plan and implement art/design activities for children

Unit 1

Introduction to Service Learning (2 hours)

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics
- 1.3 Project planning stages and ethical concerns

Unit 2

Art/design activities (6 hours)

Ideation, planning and preparatory work

Unit 3

Implementation (18 hours)

- 3.1 Visits to the field/community
- 3.1 Impact analysis and documentation

PATTERN OF ASSESSMENT

- There will be no end semester examination

Evaluation:

Total Marks: 50

Journal writing/class presentation/participation in and contribution to art/design activity

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

M.Sc. DEGREE: BRANCH IV- CHEMISTRY

SERVICE LEARNING

SYLLABUS

(Effective from the academic year 2023 – 2024)

FOOD ADULTERATION AND WATER POLLUTION

CODE:23CH/PL/FW12

**CREDITS: 2
TOTAL HOURS: 26**

OBJECTIVES OF THE COURSE

- To enable students to gain knowledge about food adulterants and disseminate their knowledge to the communities
- To help them present basic inputs on water quality management and harmful effects of water pollution to the community
- To envisage, plan and work out strategies in working with communities

COURSE LEARNING OUTCOMES

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

- Understand the nature of common adulterants in food and draw conclusions on their harmful effects
- Determine the ways of maintaining water quality
- Record correlations between classroom learning and service-learning experiences
- Exhibit skills in establishing and upholding relationships with communities
- Design and work on sustainable approaches towards water quality management
- Demonstrate ability to plan and strategise in sharing knowledge with the community through hands-on experiences

Unit 1

Introduction to Service Learning (2 hours)

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics.
- 1.3 Project planning stages and ethical concerns

Unit 2

Activity-based preparation (6 hours)

- 2.1 Food Laws: Prevention of Food Adulteration Act-Salient Features of P.F.A., Misbranded Food, Brief Outline of Labeling Provisions Under P.F.A, Role and Functions of Implementing Agencies with references to Indian Scenario FPO Act,

Essential Commodities Act, Consumer Protection Act, Agricultural Produce Act (AGMARK), FSSAI-salient features

- 2.2 Food additives-types, permissible limits and harmful effects of food additives
- 2.3 Water Pollution-causes and effects, water conservation- steps taken by the government of India, methods to prevent water pollution, discussion on case studies with reference to water pollution and its preventive measures, recycling of waste water and measures taken for effluent water treatment
- 2.4 Detrimental effects of microbes in water
- 2.5 Estimation of hardness and alkalinity of water
- 2.6 Effect of presence of dissolved oxygen and elements like chlorine, lead etc. in water

Unit 3

Field Work (13 hours)

Includes visits to the field/community;

Impact analysis; Documentation; Reflection and Recommendation (5hours)

BOOKS FOR STUDY

Swaminathan Geetha and Mary George. *Laboratory Chemical Methods in Food Analysis*. Chennai: Margham, 2010.

Mendham J., Denny R.C., Barnes J.D and Thomas M. *Vogel's Text Book of Quantitative Chemical Analysis*, London: Pearson Education, 2002.

BOOKS FOR REFERENCE

Swaminathan, M. *Handbook of Food and Nutrition*. Bangalore: Bangalore Printing and Pub, 2001.

Luxmy Begum, P, *Water Pollution: Causes, Treatments and Solutions*. Eng., First Edition, October, 2015

JOURNALS

Journal of Food: Microbiology, Safety & Hygiene

Journal of Pollution Effects & Control

WEB RESOURCES

<http://agmarknet.nic.in/adulterants.htm>

<https://www.nrdc.org/stories/water-pollution-everything-you-need-know>

PATTERN OF ASSESSMENT

No End-Semester Examination

Evaluation:

Total Marks: 50

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)

Mandatory Component

Case study presentations- use of research papers from journals

Qualitative and quantitative experiments to be performed- evaluation of the scientific observations and results to be formulated based on the inferences drawn.

Analytical Instrumentation techniques used for testing food and water quality- preparation of reports based on that.

Group Discussions and debates.

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086

MASTER OF SCIENCE (INFORMATION TECHNOLOGY)

SERVICE LEARNING

SYLLABUS

(Effective from the academic year 2023 – 2024)

COMPUTER BASICS

CODE:23CS/PL/CB12

CREDITS: 2
TOTAL HOURS: 26

OBJECTIVES OF THE COURSE

- To enable students to become sensitive to the needs of society and communities
- To help them develop skills necessary to establish and maintain relationships with communities
- To enable students to use their computer skills to teach school students computer basics

COURSE LEARNING OUTCOMES

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

- Make strong connections between curricular and experiential learning
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Demonstrate skills in establishing and maintaining relationship with the community
- Transfer knowledge and skills they have gained in class to new situations within and beyond their academic courses
- Demonstrate knowledge and gain teamwork skills by actively participating in imparting basic computer skills to the community

Unit 1

Introduction to Service Learning (2 hours)

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination;
- 1.2 Meaning of community and understanding of community dynamics
- 1.3 Project planning stages and ethical concerns

Unit 2

Activity-based preparation (6 hours)

Preparation of resource materials and activities to teach

- 2.1 Basics of electronic mail, getting an email account, Sending and receiving emails, Accessing sent emails, Using Emails, Document collaboration
- 2.2 Using Spread Sheet - Basics of Spreadsheet; Manipulation of cells, Formulas and Functions, Editing of Spread Sheet, printing of Spread Sheet
- 2.3 Making Small Presentation: Basics of presentation software, Creating Presentation,

Preparation and Presentation of Slides, Slide Show, Taking printouts of presentation / Handouts

Unit 3

Field Work (13 hours)

Includes visits to the field/community/schools

Impact analysis; Documentation; Reflection, Recommendation and follow-up (5 hours)

BOOKS FOR REFERENCE

Weverka, Peter. *Office 2013 All-in-one for Dummies*. John Wiley & Sons, 2013

Channelle, Andy. *Beginning OpenOffice 3*. Apress, 2008

Harvey, Greg. *Excel 2019 All-in-one for Dummies*. John Wiley & Sons, 2018.

PATTERN OF ASSESSMENT

No End-Semester Examination

Evaluation:

Total Marks: 50

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)