CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS), TRICHY-18
PG & RESEARCH DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)
(For the Candidates admitted from the Academic year 2023-2024 and onwards)

Semester	Part	Course	Course Title	Course Code	Inst. Hrs.	Credits	Hrs	Int	Ext	Total
								Exam		
							Hrs	**Marks**		**Total**
								Int	**Ext**	
I	I	Language Course-I (LC)	Pothu Tamil - I	23ULT1	6	3	3	25	75	100
			Hindi ka Samanya Gyan aur Nibandh	23ULH1						
			Poetry, Grammar and History of Sanskrit Literature	23ULS1						
			Foundation Course: Paper I-French-I	23ULF1						
	II	English Language Course-I (ELC)	General English-1	23UE1	6	3	3	25	75	100
	III	Core Course –I (CC)	Introduction to Social Work	23USW1CC1	6	5	3	25	75	100
		Core Practicum -I (CP)	Field Work -I (P)	23USW1CC1P	6	5	3	25	75	100
		First Allied Course- I(AC)	Sociology for Social Work	23USW1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course-I (AECC)	Value Education	23UGVE	2	2	-	100	-	100
					30	**21**				**600**

INTRODUCTION TO SOCIAL WORK

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23USW1CC1	INTRODUCTION TO SOCIAL WORK	Core Course – CC I	90				5	6	25	75	100

YEAR	2023 onwards
SEMESTER	I
PRE-REQUISITE	**An idea on concepts such as service, reform, development and the beginning of social work in India**

Learning Objectives

1	To introduce the basic concepts of Social Work.
2	To familiarize with the principles, values, and ethics of Social Work.
3	To kindle the learners to develop the desire to explore the origin of Social Work in India and abroad.
4	To support the learners to learn the contribution of various religions towards society's welfare.
5	To analyze and explain the methods of Social Work.

Course Outcomes

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

	Taxonomy Levels
CO1: To comprehend the Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics, and Principles of social work.	K1, K2, K3
CO2: To appreciate Social Work as a Profession.	K2, K3, K4
CO3: To define, recall, explain, demonstrate and outline, the basic concepts of Social Work.	K3,K4
CO4: Distinguish and examine the history and development of Social Work as a Profession.	K1, K4, K5
CO5: To apply the methods of Social Work in the various fields of Social Work practice.	K3, K4,K5

Syllabus

UNIT		HOURS
I	**Introduction to Social Work:** Meaning & Definition, Objectives, Characteristics, Principles, Values and Ethics. Social Work as a Profession.	18
II	**Basic Concepts in Social Work:** Social Service, Social Welfare, Social Assistance, Social Development, Social Security, Social Justice, Social Inequality, Social Defense	18
III	**History and Development of Social Work:** Development of Social Work – **USA, UK, India**.	18
IV	**Methods of Social Work**: Meaning, Definition, Objectives & Principles of - Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.	18
V	**Fields of Social Work Practice in India**: Health Settings, Family and Child Welfare Settings, Rural, Tribal and Urban Community Settings, Correctional Settings, Industrial Settings, Welfare of Youth, Aged and Differently Abled and School Social Work. Roles of Social Worker.	18
VI	**Self Study for Enrichment (Not to be included for External Examination)** Learners need to present application of methods of social work from the available literature, they should be able to relate social work to the basic concepts of social work, Learners need to gain knowledge about the professional organizations such as NAPSWI, INPSW, NASW and IASW, Learners need to present the autobiography of the founders of each religion**,** Learners should prepare a list of institutions functioning for the practice of social work in their region.	-

LEARNING SOURCES
Text Books:

1. Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications
2. Bottmore. T.B, 1980: Sociology: "A Guide to Problems and literature", New Delhi. McGraw Hill
3. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
4. Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
5. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers
6. Misra,P.D.(1994).Social work philosophy & Methods. Inter India Publication.

Reference Books:

1. Bhattacharya.S.(2003).Social Work –An Integrated Approach.Deep & Deep publication.

2. Chris Yuill. (2011) Sociology for Social Work. New Delhi: Sage Publication

3. Dhanagare, D., N. (1993) Indian Sociology, Jaipurand New Delhi: Rawat Publications

4. David Howe.(1987).An Introduction to Social Work Theory(community care practice Handbook).Routledge

5. Friedlander, W. A., &Apte, R. Z.(1968). Introduction to social welfare . Englewood, NJ: Prentice-Hall.

6. Heimsath, C. H. (2015). Indian nationalism and Hindu social reform. Princeton University Press

7. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham

8. Rameshwari Devi & Ravi Prakash.(1998). Social work and Social Welfare Administration (Method and Practice). Mangal Deep Publication.

9. Sachdev Suresh .(2012).A Textbook of Social Work. Laxmi publication.

10. Sanjay Roy.(2011).Introduction to Social Work & practice in India. Akansha publishing.

11. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge

12. Singh ,K.(2011).An Introduction to Social Work .ABD Publishers.

13. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press

14. Skidmore,Rex A.(1991).Introduction to Social Work. Prentice Hall International

15. Skidmore,Rex A.(1991).Introduction to Social Work. Prentice Hall International

16. William,O,Larry Lorenzo Smith,Scott,W.Boyle.(2011).Pearson publishers

Web References

1.https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf

2.https://egyankosh.ac.in/bitstream/123456789/17105/1/Unit-2.pdf

3.https://kkhsou.ac.in/eslm/E- SLM_Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3_- with_changes_incorporated.pmd.pdf
4.http://www.ignou.ac.in/upload/bswe-02-block1-unit-6-small-size.pdf
5.http://www.sociologyguide.com/
6.http://www.importantindia.com/3910/essay-on-social-problems-in-india/
7.http://www.ignou.ac.in
8.https://www.researchgate.net
9.https://shodhganga.inflibnet.ac.in/

Mapping of CO with PSO and PO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

"1"- Slight (Low) Correlation –"2" – Moderate (Medium) Correlation - "3" – Substantial (High) Correlation – "-" indicates there is no correlation

Pedagogy

Chalk& Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, and Case Study.

Course Designer

Dr.G.Mettilda Buvaneswari

FIELDWORK-1(P)

CourseCode	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23USW1CC1P	FIELD WORK-1(P)	CORE PRACTICUM - I(CP)	90	-	-	-	6	6	25	75	100

Year	I (2023 onwards)
Semester	I
Prerequisites	The learners need to have a basic understanding about skills of Social Work

LearningObjectives	
1	To develop the capacity to reflect over one's own behaviors
2	To describe its effect on self and others.
3	To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.
4	To provide an exposure to and understanding about the various agency settings to the students.
5	To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations

Course Outcomes and Cognitive Level Mapping

CourseOutcomes On the successful completion of the course,students will be able to:	Taxonomy Levels
CO1: Predict own behavior and analyze its impact.	**K1, K2,**
CO2: Assess the skills to establish relationship with individuals, groups and communities.	**K2,K3**
CO3: Experience the activities of various agencies	**K4**
CO4: Analyze the various projects of government and non-government organizations	**K4**
CO5:Develop professional skills and to understand role of Social Workers in different settings	**K5**

Syllabus

UNIT	CONTENT	Hours
1	**Interpersonal Relationships** (Concept, skills, importance and relevance to social work) **Activity:** Brainstorming sessions for improving interpersonal relationship and free expression of ideas among learners.	(15Hours)
2	**Communication Skills** (Concept, type, importance and relevance to social Work) **Listening Skills** (Concept, Types of listening ,importance and relevance to Social Work) **Activity:** Students will be organized to work in pairs or small groups in classroom to promote thinking and doing and improving skills- Communication, listening etc.	(15Hours)
3	**Societal Analysis** (Concept, Tools and techniques, importance and relevance to social work) **Activity:** Learners can conduct a case study	(15Hours)
4	**Understanding Group Behavior** (Concept, importance and relevance to social work) **Activity:** Learners can visit a rural camp for understanding the group behaviour.	(15Hours)
5	**Documentation & Report Writing Skills.** (Concept, Types of Report, importance and relevance to social work) **Activity:** Learners should document and submit a report of a field visit	(15Hours)
6	**Indian Social Problems** (Concept, Different types of social problem, Causes and consequences) **Activity:** Learners need to take a seminar on Indian social problems	(15Hours)

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
MappingofCOwithPSOandPO										
CO1	3	3	3	3	2	3	2	1	1	1
CO2	3	3	3	2	3	2	3	1	1	2
CO3	3	2	3	3	3	3	3	3	1	3
CO4	3	3	3	3	3	3	2	2	1	1
CO5	3	3	2	3	3	3	3	3	3	3

1"-Slight(Low)Correlation–"2"–Moderate(Medium)Correlation-"3"–Substantial(High)Correlation–"-"indicatesthereisnocorrelation

References:

1. SwaminathanV.DandKaliappanK.V.,"PsychologyforEffectiveLiving,"TheMadrasPsychologicalSociety, Chennai, 2001.

2. RobbinsS.B.,"OrganizationalBehavior,"PrenticeHallofIndia,NewDelhi,2005.

3. YihunselamAsrat(2020).InterpersonalRelationshipinSocialPsychology,NewDelhi:GlobalVision PublishingHouse.

METHOD OF ASSESSMENT- INTERNAL

COMPONENTS	MARKS
Attendance in activities	5
Regularity in submitting reports	5
Observation during the visit	5
Seminar and group discussions	5
Involvement in Team work	5
Total	**25**

EXTERNAL

COMPONENTS	MARKS
VIVAVOCE	
i)Reporting	25
ii)Theoretical Knowledge	25
iii)Communication and Presentation	25
Total	**75**

Pedagogy: Discussions, Field Observation, Group Discussions

CourseDesigner:Dr.O.AishaManju

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23USW1AC1	SOCIOLOGY FOR SOCIAL WORK	First Allied Course-I (AC)-I	60	-	-	-	3	4	25	75	100

Year	I (2023 onwards)
Semester	I
Prerequisites	**To have a basic Understanding of Society**

Learning Objectives	
1	To define the concepts in Sociology and its relevance to Social Work
2	To understand Social Stratification and its significance in the Society
3	To know the need and importance of Social Institutions
4	To appreciate the factors responsible for Change in the Society and its importance in Social Work practice
5	To explain the various Social Problems in India

Course Outcomes

On the successful completion of the course, students will be able:	Taxonomy Levels
CO1: To find the relevance of Sociology to Social Work	K1, K2,
CO2: To understand the need, importance, and types of the various systems in the Society	K2,K3
CO3: To apply the knowledge acquired about the Society in the practice of Social Work	K4
CO4: To analyse the issues and challenges in the Society	K4
CO5: To experiment the use of the methods of Social Work in its practice	K5

Syllabus

UNIT	CONTENT	HOURS
I	**Introduction to Sociology**: Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture& Civilisation –	12

	Meaning, Definition, Components. Sociology and its relationship and difference to Social Work	
II	**Social Stratification:** Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Social Mobility & Social inequality	12
III	**Social Institutions:** Social Institutions –Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Institutions in Society	12
IV	**Principles of Sociology:** Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements	12
V	**Social Problems in India:** Meaning, Definition, Types, Causes of the various Social Problems in India – Poverty, Unemployment, Illiteracy, Crime, Addiction, Migration, Gender Discrimination, Corruption	12
VI	**Self-study for Enrichment (Not to be included for End Semester Examinations)** Learners will be given an assignment on different social problems & its causes & consequences of it	-

Learning Sources:

Text Books

1. Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications

2. Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand

3. Srinivas M.N., 1966: Social Change in India: New Delhi, Orient Longman

4. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

Reference Books:

1. Dhanagare, D., N. (1993) Indian Sociology, Jaipurand New Delhi: Rawat Publications

2. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham

3. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge

4. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press

5. Bottmore. T.B, 1980: Sociology: "A Guide to Problems and literature", New Delhi. McGraw Hill

6. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press

Web Resources

1. http://www.sociologyguide.com/

2. http://www.importantindia.com/3910/essay-on-social-problems-in-india/

3. https://www.researchgate.net

4. https://shodhganga.inflibnet.ac.in/

5. http://www.ignou.ac.in/

Mapping of CO with PSO and PO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

1"- Slight (Low) Correlation –"2" – Moderate (Medium) Correlation - "3" – Substantial (High) Correlation – "-" indicates there is no correlation.

Pedagogy: Chalk & Talk, Lecture,PPTs,Case Discussion, Group Discussion

Course Designer: Ms.PL.Rani

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23UGVE	VALUE EDUCATION	Value Education	30	-	-	-	2	2	100	-	100

Year	I

Semester	I

Prerequisites	Basic Understanding of Values

Learning Objectives	
1	To enrich the knowledge about ethics and values.
2	To instil Moral and Social Values and Loyalty and to appreciate the rights of others.
3	To explain the role of ethics in the operation of human conduct
4	To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.
5	To build excellent citizens and leaders for the country

Course Outcomes and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	To understand the importance of values and ethical issues at micro, mezzo and macro level of the society and the workplace.	**K1, K2**
CO2	To apply values and ethics in the daily life.	**K3**
CO3	To exhibit Ethical Leadership in the workplace and in the society.	**K4**
CO4	To think logically and reasonably and to handle moral issues with greater clarity	**K5**
CO5	To Engage in ethical debate and formulate ethical justification.	**K6**

Syllabus

UNIT	CONTENT	HOURS
I	**Value education:** Meaning, Definition, purpose and significance in the present world. **Human Values for Life:** Truth, commitment, honesty and integrity, humility, forgiveness, love, empathy, ability to sacrifice, care, unity, inclusiveness, Self Esteem, self-confidence, punctuality – Time, task and resource management.	6
II	**Ethics:** The Essence of Ethics, Determinants and Consequences of Ethics in Human Interaction. Dimensions of Ethics. Ethics in private and public relationships. Role of family, society and educational institutions in inculcating moral and ethical values	6
III	**Theory & Approaches in Ethics:** Kohlberg's theory, Gilligan's theory, Damon's View of Moral Identity, & Deontology. The Utilitarian Approach, The Rights Approach, The Fairness or Justice Approach, The Common-Good Approach, The Virtue Approach & Ethical Problem Solving approach.	6

IV	**Moral Thinkers & Philosophical Schools of Thought and their contribution:** Socrates, Plato, Aristotle, Epicurus, Stoicism. Thomas Aquinas , Contractarianism, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, John Rawls, John Stuart Mill, Emanuel Kant and Hegel, Mother Teresa, Chanakya, Kautilya, Sarojini Naidu, Thiruvalluvar, Rabindranath Tagore, Mahatma Gandhi and Dr. Ambedkar,	6
V	**Values and Ethics in Public administration:** ethical concerns and dilemmas in government and private institutions; laws, rules, regulations and conscience as sources of ethical guidance; accountability and ethical governance; ethical issues in international relations and funding; corporate governance. Information sharing and transparency in government, Codes of Ethics, Codes of Conduct, Citizen's Charters, Quality of service delivery, Utilization of public funds, challenges of corruption.	6
VI	**Self Study for Enrichment** Learners need to list ways of practicing human Values. Group Discussion needs to be conducted on strategies to promote human values at various levels – family, community, society, nation and global.	-

Text Books:

1. ETHICS, INTEGRITY & APTITUDE (Prabhat Prakashan). (2021). (n.p.): Prabhat Prakashan.

2. Political Parties and Administrative Reforms in India: At the Centre, in the States and in the Local Bodies. (2019). (n.p.): Notion Press.

3. Sharma, P. D. (2015). Ethics, Integrity and Aptitude: Foundational Values for Civil Service in India. India: Rawat Publications.

4. Vozzola, E. C. (2014). Moral Development: Theory and Applications. United Kingdom: Taylor & Francis.

5. Thinkers and Theories in Ethics. (2011). Ukraine: Britannica Educational Pub..

Reference Books:

1. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
2. Ethics in Governance. (2021). (n.p.): K.K. Publications.
3. Maheshwari, S. (2002). Administrative Reforms in India. Germany: Macmillan India.

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

4. Saxena, N. C. (2019). What Ails the IAS and Why It Fails to Deliver: An Insider's View. India: SAGE Publications.
5. Xavier Alphonse S.J (2008) We Shall Overcome – A Textbook on life coping skills ICRDCE Publication, Chennai

Web References

1. https://publicintegrity.org
2. https://www.ethicssage.com
3. https://darpg.gov.in
4. https://www.ethics.org
5. https://ethicsunwrapped.utexas.edu/glossary/integrity

Pedagogy

 Chalk& Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, and Case Study.

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) I : VALUE EDUCATION (23UGVE)

Assessment Rubrics for 100 Marks

1. Designing Posters / video making / preparation of Album – **20 marks**

2. Case study presentation / Narration of stories / Writing stories – **20 Marks**

3. Writing essay based on the individual life experience following human values –

 personal, family and society level (minimum 10 pages) – **20 Marks**

4. **VIVA VOCE - 40 Marks**

S.NO	RUBRICS FOR VIVA VOCE	MARKS
1.	Theoretical Knowledge	20
2.	Values Practiced	10
3.	Attitude & Commitment	10
	Total	40

Pedagogy: Field study, Individual Conference and Report Writing

Course Designer: Dr.G.Mettilda Buvaneswari