

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

Nationally Accredited with "A" Grade by NAAC

**ISO 9001: 2015 Certified**

**TIRUCHIRAPPALLI**

**PG & RESEARCH DEPARTMENT OF SOCIAL WORK**



**SYLLABUS**

**MASTER OF SOCIAL WORK**

**2024-2025 and onwards**

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**PG AND RESEARCH DEPARTMENT OF SOCIAL WORK**

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**VISION**

The vision of our department is to advance the personal, social, intellectual and personality of the students through social work education so as to achieve higher positions in serving the society across local and global community systems.

**MISSION**

- To orient the students acquire knowledge, skills and values of Social Work and develop an attitude of commitment towards social work profession.
- To train the students in the fields of Social Work by enabling the practice and application of theory through field work trainings.
- To inculcate values by means of conducting programmes through various associations attached to the department.
- To mentor the students through tutor-ward system in the department.
- To extend wider exposure to students in the field of Social Work through organizing National & International seminars, workshops, symposium etc and enable them to establish contacts with academicians, field experts, high profile personalities in different fields.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Statements
PEO 1	<b>LEARNING ENVIRONMENT</b>  To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
PEO 2	<b>ACADEMIC EXCELLENCE</b>  To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
PEO 3	<b>EMPLOYABILITY</b>  To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
PEO 4	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b>  To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation
PEO 5	<b>GREEN SUSTAINABILITY</b>  To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUTCOMES FOR MSW PROGRAMME**

<b>PO NO.</b>	<b>PROGRAMME OUTCOMES On completion of MSW Programmes, the students will be able to</b>
<b>PO 1</b>	Exhibit comprehensive knowledge in confronting the issues and challenges that arise in the society and apply in life circumstances. <b>(Social Responsibility)</b>
<b>PO 2</b>	Achieve in-depth knowledge in various genres of literary texts to contribute the best for the society and to create a better world. <b>(Exploring Success)</b>
<b>PO 3</b>	Perceive leadership skills through higher learning and be a visionary to achieve the target. <b>(Professional Competence)</b>
<b>PO 4</b>	Identify appropriate resources required for research projects and explore novel ideas to gain real life experience through internships. <b>(Discover Innovations)</b>
<b>PO 5</b>	Create a scientific attitude and aptitude to undertake research studies for higher learning and career opportunities. <b>(Build Scientific Temperament)</b>

**PROGRAMME SPECIFIC OUTCOMES FOR MSW PROGRAMME**

<b>PSO NO.</b>	<b>PROGRAMME SPECIFIC OUTCOMES On completion of MSW Programmes, the students will be able to</b>	<b>POs Addressed</b>
<b>PSO 1</b>	Show knowledge in professional social work and apply the principles to the needs of the Government and Non-government organizations, Industries and Community development projects.	PO1, PO2
<b>PSO 2</b>	Analyze the issues and problems of the vulnerable sections of the society and ensure just and human conditions for a better world.	PO2
<b>PSO 3</b>	Demonstrate leadership skills and professional ethics in promoting communal harmony and Nation Building.	PO3
<b>PSO 4</b>	Design solution initiatives for complex problems through taking up research projects paving way for policy formulation and contribution to funds of knowledge through theory building.	PO1, PO4
<b>PSO 5</b>	Develop scientific attitude and behaviour in approaching social issues, problems and exhibit enhanced professional competence in social work practice.	PO5



## Cauvery College for Women (Autonomous), Trichy-18

PG & Research Department of Social Work

**MASTER OF SOCIAL WORK**

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**

(For the Candidates admitted from the Academic year 2024-2025 onwards)

Semester	Course	Course Title	Course Code	Inst. Hrs. / week	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
I	Core Course– I (CC)	Social Work Profession	23PSW1CC1	6	5	3	25	75	100
	Core Course – II (CC)	Working With Individuals and Groups	24PSW1CC2	6	5	3	25	75	100
	Core Course –III (CC)	Community Organization and Social Action	24PSW1CC3	6	5	3	25	75	100
	Core Practicum - I (CP)	Field Work -I (P)	23PSW1CC1P	6	5	3	40	60	100
	Discipline Specific Elective Course-I (DSE)	Sociological and Psychological Foundations for Social Work	23PSW1DSE1A	6	3	3	40	60	100
			23PSW1DSE1B						
			23PSW1DSE1C						
<b>Total</b>				<b>30</b>	<b>23</b>				<b>500</b>

**15 Days INTERNSHIP during Semester Holidays**

Sem	Course	CourseTitle	Course Code	InsHrs/ week	Credits	Exam			Total
						Hrs	Internal	External	
II	Core Course-I (CC)	Social Work Research and Social Statistics	24PSW2CC4	6	5	3	25	75	100
	Core Course - II (CC)	Social Welfare Administration, Social Policy and Social Legislations	24PSW2CC5	6	5	3	25	75	100
	Core Practicum-II (CC)	Field Work-II(P)	23PSW2CC2P	6	5	3	40	60	100
	Core Choice Course-I(CCC)	Counselling: Theory and Practice	22PSW2CCC1A	6	4	3	25	75	100
		Psychology for Social Workers	22PSW2CCC1B						
		Youth and Marginalized Sections	22PSW2CCC1C						
	Discipline Specific Elective Course-II (DSE)	Family Social Work	22PSW2DSE2A	6	3	3	25	75	100
		Disaster Management	22PSW2DSE2B						
		Health and Hygiene	22PSW2DSE2C						
Internship	Internship	22PSW2INT	-	2	3	-	100	100	
Extra Credit Course	<b>Swayam Online Course</b>	To be fixed later	To be fixed later						
<b>Total</b>				<b>30</b>	<b>24</b>				<b>600</b>

## SOCIAL WORK PROFESSION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
23PSW1CC1	SOCIAL WORK PROFESSION	Core Course - I	Y	-	-	-	5	6	25	75	100
<b>Prerequisites</b>		The learners need to have basic understanding on social work.									
<b>Learning Objectives</b>											
1	To understand the evolution of Social Work and its emergence as a Profession.										
2	To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice										
3	To develop an understanding of the role of Social Workers in various fields.										
4	To facilitate the students to understand the importance of Field Work in Social Work Education.										
5	To learn and apply the methods and approaches of Social Work practice in different settings										

## Course Outcomes and Cognitive Level Mapping

Course Outcomes	Taxonomy Level
On the successful completion of the course, student will be able:	
CO1: To aware an in-depth knowledge on the basic concepts of Social Work.	K1, K2
CO2: To understand the historical background of Social Work in west and India.	K2,K3
CO3: To articulate the student to be familiar with Philosophies, Ethics and Values of Social Work.	K3,K4
CO4 : To analyse the significance of Models in Social Work.	K4,K5
CO5 : To evaluate implication of Social Work Education and Field Work.	K5,K6
CO 6 : To develop the Social Workers to apply the methods and techniques of Social Work in various settings.	K6

### Syllabus

UNIT	CONTENT	HOURS
I	<b>Fundamental concepts of Social Work</b> - Social Work - Definition, Objectives, Philosophy and scope. Concept of related terms : Social Service, Social Development, Social Transformation ,Social Reform, Social Defense, Social Welfare and Social Security. Difference between Social service and Social Work. Introduction to the Methods of Social Work.	18
II	<b>Historical Development of Social Work</b> Evolution of Social Work in the West (UK and USA). Social Work in India. Religious Foundation of Social Work in India. Gandhian Thoughts of Social Work, Social Reform Movements: Narmada Bachao Andolan, Chipko Movement, Naxalbari Movement, Sarvodaya Movement.	18
III	<b>Philosophies and Ethics of Social work</b> Social Work as a Profession: Nature and characteristics of a profession. Social Work Values, Code of Ethics in Social Work practice. Social Work Principles. Models of Social work. Roles and Responsibilities of a Professional Social Worker.	18
IV	<b>Development of Social Work Education</b> Social Work Education in India , Focus, Nature and Content of Social Work Education. Field Work in Social Work Profession, Objectives, Need and Importance of field work in social work, Significance of Field Work Supervision. Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations.	18



<b>V</b>	<b>Social Work Practice in Different settings</b> - Fields of Social Work practice : Community Settings, Family and Child Welfare ,Educational Settings, Medical and Psychiatric settings, Industrial Settings ,Correctional Social Work ,Social Work with Marginalized and vulnerable sections, Persons with disability and Social Work, Geriatric Social Work.	<b>18</b>
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Students should prepare an assignment on Problems and Prospects of Social work profession in India. Learners need to gain knowledge about the professional organizations such as NAPSWI, INPSW, NASW and IASW	-

### **Text Books**

1. Encyclopaedia of Social work in India, 1987 Vol.1,2,3. Director, publication division, ministry of information and broadcasting, New Delhi.
2. Hajira, Kumar 1995 Theories in social work practice, New Delhi: Friends Publication, India.
3. Paul Chowdary, 2018 Social Work –Introduction to Social Work - History, Concept, Methods and Fields, Atma Ram & Sons, New Delhi.
4. Sanjay Bhattacharya, 2013. Social Work Interventions and Management. New Delhi: Deep and Deep Publications.
5. Sanjay Bhattacharya, 2018. Social Work an Integrated Approach, Deep and Deep Publications Pvt., Ltd., New Delhi.

### **Reference Books**

1. Antony, A. Vass 1996 New directions in social work – social work competencies – core knowledge values and skills, New Delhi: sage publications.
2. Banks, S. 1995 Ethics and values in social work; practical social work series, London: Macmillan press Ltd.
3. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
4. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications.
5. Desai, M. 2000, Curriculum Development on history of ideologies for social change and social work, Mumbai.
6. Desai, Murali 2002 Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.
7. Dominelli, Lena. 2004. Social Work: Theory and Practice for a Changing Profession. London:Polity Press
8. Fink, Arthur E., Wilson, Everett E. - Third Edition, 1959, The Fields of Social Work, New York: Henry Holt and Company.

9. Friedlander, Walter A. 1977 Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
10. Gilbert, Neil. et. al. 2002. An Introduction to Social Work Practice. New Jersey: Prentice Hall.
11. Jha, Jainendra Kumar. 2002. Practice of Social Work. New Delhi: Anmol Publications
12. Gangrade, K.D. 1976 Dimensions of Social Work in India, Marwah, New Delhi.
13. Narendra Mohan, 2017, Philosophy of Social Work, Centum Press, New Delhi
14. Reamer, F.G. 1995 Social work values and ethics, New York: Columbia University press.
15. Roy, Bailey and Phil, Lee 1982 Theory and Practice in Social Work, London: Oxford Pub. Ltd.
16. Sheldon, B., & Macdonald, G., 2010 A Textbook of Social Work, London: Routledge.
17. Singh, R.R. 1985 Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company.
18. Wadia, A. R. (Ed.) 1961 History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.

### **Web References**

1. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>
2. <https://www.socialworkers.org/News/Facts/Types-of-Social-Work>
3. <https://www.cswe.org/Students/Discover-Social-Work/What-is-social-work>
4. <https://www.socialworktoday.com/>
5. <https://www.iassw-aiets.org/>
6. <https://www.socialworker.com/>

### **Mapping of CO with PSO and PO**

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	2
CO2	3	3	2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	2	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:** Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

**Course Designer:** Dr.O.Aisha Manju



UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Social case Work – Concept, definition, meaning, objectives and history, Dynamics of human behavior and its application to Social Case Work. Basic components of Social Case Work - Problem, Person, Process,, Basic principles of Social Case Work. Relationship – nature, establishment, maintenance, termination, Transference, counter transference	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Case Work Process – Study (methods, techniques and their uses, Case recording, Interview, Collateral contacts etc) Diagnosis (factors involved in diagnosis, differential diagnosis). Treatment (methods and techniques). Discussion of case work reports. Approaches in Social Case Work – functional, diagnostic, crisis intervention, counseling, psycho therapy, behavior modification and Family Therapy. Interview recording and Supervision.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	Social Group Work – concept, definition, meaning, scope, objectives and history. Relationship between Social Case Work and Social Group work. Dynamics of group processes – group formation, structure and functions of group. Pattern and process of group interaction, group climate. Socio-metric pattern and its use. Principles of Group work practice	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Group work Processes Planning phase (recruitment of members, orienting members, composing the group, preparing the environment).Beginning phase (goal setting, motivation, assessment). Middle phase (leading the group, interviewing with members, problem solving approach). Ending phase (termination and evaluation). Discussion on Group work records. Program planning in social Group work. Meaning principles, planning stages. Roles of Group worker - as enabler helper, therapist, resource mobilize and evaluator. Skills of social group worker	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Programme laboratory – Play, games, singing, dancing and role-play, story telling, puppetry, group discussion and excursion. Social case work & Group Work practices among children, youth, aged, women and in different settings such as family, school, community, industries and hospitals. Preparation of case work & group work records. Guidelines for writing records.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

<b>VI</b>	<p><b>(Not for Examination)</b>  Students have to do one case work &amp; One group Work  Prepare a report as per the process</p>	-		
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## **LEARNING SOURCES**

### **TEXT BOOK:**

1. Alissi, Albert S (1980), Perspectives on social Group Work Practice, The free press, New York .
2. Bhattacharya ,Sanjay (2003), Social Case Work, Deep and Deep Publications
3. Upadhyay, P.K. (2003). Social Case Work: A Therapeutic Approach , Rawat Publication New Delhi.

### **References:**

1. Ratna Guha, (2012) Social Work with Individuals and Groups, ) Centrum Press, New Delhi.
2. Mathew, Grace, (1993), An Introduction to Social Case Work, Bombay, TISS.
3. Gisela, Konopka. (1970) Group Work in the Institution, New York, Associated Press.
4. Roberts R W & Nee, RH. (Ed), (1970). Theories of Social Case Work Chicago, Chicago Universtiy.
5. Trecker, HB, (1972), Social Group Work; Principles and Practices, Chicago, Association Press.
6. Tom Douglas, (1993), A theory of Group Work Practice, London, Macmillan.
7. Wilson and Ryland, Social Group Work Practice, Houghton Mifflin Company, Cambridge, 1949.
8. Aptaker, Herbert (1982), Dynamics of Case Work and Counselling Boston, Mifflin Pub.

### **Web Resources:**

[https://youtu.be/WPwC9SQI\\_JU?si=Qn4E2h3Pm4orT8g1](https://youtu.be/WPwC9SQI_JU?si=Qn4E2h3Pm4orT8g1)

<https://youtu.be/Vwf9rxc6wbo?si=RTleIgZPB7wy954A>

<https://youtu.be/uOluACKIMi4?si=LBvDx2f9ZeHvrktY>

[https://youtu.be/duc\\_mn75zsw?si=ZaHcYUSV-nvQZwud](https://youtu.be/duc_mn75zsw?si=ZaHcYUSV-nvQZwud)

**Pedagogy:** Lectures, Audios / Videos followed by discussion, PPT and seminars.

**Course Designer: Ms.PL.Rani**

SEMESTER-I	INTERNAL MARKS- 25		EXTERNAL MARKS-75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
24PSW1CC3	COMMUNITY ORGANIZATION AND SOCIAL ACTION	CORE COURSE	6	5

### Course Objectives

- To facilitate Communities towards self-directed change
- To justify the importance of theories, practices and approaches of Community Organization and importances of Social Action

### Prerequisites:

Basic knowledge on communities and Social Policy

### Course Outcomes and Cognitive Level Mapping

On the Successful completion of this course, the student will be able to

CO NO	CO Statements	Cognitive Level
CO1	Remember and understand the history of Community Organization and basic concepts of Community Organization and Social Action	K1, K2
CO2	Apply and analyze the Practices of Community Organization and Social Action	K3, K4
CO3	Explain and apply the application of Community organization in various areas	K2, K3,K5
CO4	Discuss and interpret the process involved in Community Organization and models of Social Action	K2, K5,K6
CO5	Analyse and Examine the importance of Social action in the field of Social Work	K4, K5

### Mapping of CO with PSO and PO

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

“1”-Slight (Low) correlation,  
 ”3”-Substantial (high) Correlation,

”2”-Moderate (Medium) Correlation  
 ”-“-Indicates there is no Correlation

## Syllabus

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
<b>I</b>	<p><b>Community:</b> Meaning, Classifications, and Characteristics; Distinguish between Communities Community Power Structure; Community Dynamics: Integrative and disintegrative processes in the community. Concept of Community development. Similarities and Differences between Community Development and Community Organization, History of Community Organization.</p>	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
<b>II</b>	<p><b>Community Organization:</b> Concept, definition, objectives, philosophy, approaches, principles and skills; Community Organization as method of social work; Phases of Community Organization: Community relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation. Models of Community Organization.</p>	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
<b>III</b>	<p><b>Community Organization Practice:</b> Focus Groups; Analysis of Power Dynamics in Various Community Mobilization for Participation, Involvement in Problem solving Process, Identification of Needs, Issues, Prioritization, Problem Analysis, Selection of Alternatives, Community based Organization Building and Federating for Sustained Problem-Solving Action. Strategies in Community Organization; Organising Conferences, Training programmes, Consultation, Negotiation and networking.</p>	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
<b>IV</b>	<p><b>Application of Community Organization:</b> Community Organization in different fields-Health, Education, Correctional, Rural, Urban and Tribal Communities, Vulnerable sections, Disaster, Displaced Population and Rehabilitation, Peace and Peace building, Empowerment of Marginalised Groups and communities. Research skills for Community Work, Various Roles of Community Organizer.</p>	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

V	<b>Unit V: Social Action: Definition, objectives, principles, methods and strategies; Social Action as a method of Social Work; Social Action and social reform; Radical Social Work, Saul Alinsky and Paulo Freire's methods; Process of Social Action; Scope of social action in India; Role of social workers in Community Organization and Social Action and Community Empowerment.</b>	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
VI	<b>Self study for Enrichment (Not Included End Semester Examinations)</b> Caste system in India, Theories of Caste system, Social Inequality & Exclusion, Patterns of Social Mobility, Leadership, and theories of Leadership, Community Participation, Community Organization as a macro method, Community work, Nature of Different Communities with their strength and weakness, Current issues in Community Organization, Gender sensitivity issues in Community Organization,	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

**Text Books:**

- Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
- Lee, B.(2011). Pragmatics of Community Organization, Common Act.

**References**

- Guha, A. (2013) .Community Organization and Social Action, Centrum press.
- Patil, A.R (2013) Community Organisation and Development: An Indian Perspective New Delhi: PHI Learning
- Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
- Lee, B.(2011). Pragmatics of Community Organization, Common Act.
- Christoper, A.J & William A.T (2009)Community Organisation and Social Action New Delhi: Himalaya Publishing.
- Rothman. J(2001) Strategies of Community Interventions and Macro



Practice(6<sup>th</sup> Ed)

- Sidduque,H.Y.(1997).Working with Communities: An Introduction to Community Work, Hir
- Ross,M. G.(1955).Community Organization: Theory and Principles Social Policy and Administration, George A And Unwin, London

### **Web References**

- <https://mgkvp.ac.in/Uploads/Lectures/32/2531.pdf>
- <https://www.notesonzoology.com/ecology/communities-meaning-types-and-characteristics-zoology/4324>
- <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/50437/1/Block-2.pdf>
- <https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/systems-advocacy-and-community-organizing/main>
- <https://www.strath.ac.uk/courses/undergraduate/politicsinternationalrelationsocialpolicy/whatisocialpolicy/>
- <https://www.hellovaia.com/explanations/socialstudies/theories-and-methods/social-policy/>

### **You Tube Links :**

- 1) [Basic Models of Community Organization \(youtube.com\)](#)
- 2) [Unit IV- Models of social action - YouTube](#)
- 3) [Details of Social Action in Social Work. \(youtube.com\)](#)

### **Pedagogy**

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

**Course Designer: Dr.G.Kanaga**

**FIELD WORK - I(P)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23PSW1CC1P	FIELD WORK - I (P)	Core Practicum (CP)- I	Y	-	-	-	5	6	40	60	100
<b>Prerequisites</b>		<b>Basic Understanding of Non Governmental Organizations</b>									
<b>Learning Objectives</b>											
1	To Understand different fields/settings of Social Work practice										
2	To Understand basic skills required to practice Social Work										
3	To integrate into practice, essential life values, like simple living, living with minimal facilities, and putting into practice the concept of dignity of labour and self-discipline and to utilize street theatre and other types of traditional art forms to create awareness on social issues										
4	To facilitate exposure and organize awareness programmes on social issues by working with underprivileged citizens, including children, women, youth, and senior citizens, as well as oppressed groups including dalits, bonded laborers, and tribal people.										
5	To develop suitable skills in processes like decision-making, planning, Organising, and executing plans of action, coordinating, recording and report writing										

## **Course Outcomes**

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

CO1 : . To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries

CO2 : To understand the application of different skills related to case work, Group work and other methods of Social Work

CO3: To understand the real life situation of the people living in the community and to address the needs of different community and realise one's development of self and conduct oneself professionally in the field

CO4: To understand the problems of different groups and learn to organise programmes based on felt needs of specific groups.

CO5: To assess and evaluate skills developed for working with different groups of the community.

## **SYLLABUS**

### **UNIT – I**

**(12 Hours)**

**Observation visits: Organizational Profile:** History of the Agency, Vision, mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies

### **UNIT – II**

**(12 Hours)**

**Methods Application in Agencies: Various Methods of Social Work** – Skills required in the practice of Case work, Group Work, community organization and Social Research, Assessment of the community profile

## **UNIT – III**

**(12 Hours)**

### **PHASE – I : Pre-Camp and Form Committees**

Identify & Form Committees, Describe Committee Roles & Member's Responsibilities, Engage in Committee Tasks and Involve in Pre-Camp Planning

### **PHASE – II : Pilot Visits & Finalization of Camp Site**

Prepare for Pilot Visits, Undertake the Visits, Present & engage in Critical Evaluation

### **PHASE – III : Finalization of Camp Theme & Camp Schedule**

Engage in analytical evaluation and finalization of camp theme, Draft the Camp Schedule, Demonstrate Leadership Initiatives

### **PHASE – IV : On-Camp Phase**

Accomplishment of Course Objectives, Analysis on Rural Socio-Political & Economic Realities, Hands-on Exposure to Participatory Rural Appraisal , Inputs on Local Governance & Administration through Local Leaders, Engage in Manual Labour, Involve in Community Visits-Interaction with People & Subsequent assessments, Be part of Various Teams to execute, Rural Camp related tasks, Participate in evolving need-based programmes using theatre skills & indigenous folk arts to address concerns, observed in the community, Appreciate the need for Group Living, Practice the art of accommodative reciprocal symbiosis, Contextual Self-Reflection Self-Analysis & Sharing of consolidated and cumulative understanding of the process and outcome, Develop for Professional Development

### **PHASE – V : Post Camp Phase**

Integrative Understanding on the Process and Procedures of Rural Realities & Group Living, Reflective Evaluation, Individual Analytical Report, Group Presentation, Consolidated Batch Report

## **UNIT – IV**

**(12 Hours)**

### **Group Project**

Identify social issues concerning children, women, youth, and senior citizens, as well as oppressed groups including dalits, bonded laborers, and tribal people. Plan programmes based on felt needs of the specific groups.

## **UNIT – V**

**(12 Hours)**

Develop suitable skills in processes like decision-making, planning, Organising, and executing plans of action, coordinating, recording and report writing

**Mapping of CO with PSO and PO**

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	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:** observation visits, camp-pilot visits, conduct survey, organise programmes, Group Project, Report writing.

**METHOD OF ASSESSMENT****INTERNAL**

COMPONENTS	MARKS
Attendance in activities	5
Regularity in submitting reports	5
Observation during the visit	5
Participation in camp activities	5
Involvement in Group Project	5
<b>Total</b>	<b>25</b>

**EXTERNAL**

COMPONENTS	MARKS
<b>VIVA VOCE</b>	
i)Reporting	25
ii)Theoretical Knowledge	25
iii)Communication and Presentation	25
<b>Total</b>	<b>75</b>

**Course Designer: Dr.S.Vidhya**

**SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23PSW1DSE1A	<b>SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK</b>	<b>Discipline specific Elective Course – I</b>	N	-	-	-	3	6	25	75	100
<b>PREREQUISITES</b>		<b>Basic Understanding of Sociology and Psychology</b>									
<b>Learning Objectives</b>											
1	To understand the basics of Psychology										
2	To establish the linkage between psychology, sociology and Human behaviour for effective social work practice										
3	To understand the principles of Human Growth and Development										
4	To understand the dynamics of human and social behaviour										
5	To analyse social problems and evaluate the causes for social problems										
6	To understand about Social Institutions										

<b>Course Outcomes</b>	<b>Taxonomy Level</b>
On the successful completion of the course, student will be able to	
CO1 : Recall ,Summarize and Interpret the basic concepts of Psychology, Human Development, Society and Social Institutions	K1,K2,K3
CO2 : Explain and Assess the Social Problems and Developmental tasks of Human	K4,K5
CO3: Examine and Determine the basic concepts of society ,Groups and social stratification	K4,K5
CO4: To Interpret the sociological and psychological concept related to social work	K2
CO5: To Identify, Evaluate and Elaborate the various types of social institutions	K3,K4,K5

**SYLLABUS**

<b>UNIT</b>	<b>CONTENTS</b>	<b>HOURS</b>
I	<b>Introduction to Psychology:</b> Definition and branches of Psychology –Role of Psychology in Social Work- Sensory Process and Perception: Process of Perception - Learning: Meaning, factors involved in learning ,Classical Conditioning and Operant Conditioning - Memory: Sensory memory, Short-term memory, long term memory, forgetting, improving memory	18
II	<b>Human Development:</b> Developmental Psychology - Meaning and principles of growth and development, heredity, environment, family and community and ecological influences -- Brief outline of Human Development: Characteristics, developmental tasks, personal and social adjustments, vocational, family / marital adjustments and hazards in each stages such as: Prenatal period, infancy and babyhood - Childhood, Puberty & Adolescence - Adulthood – Middle Age and Old Age	18 9
III	<b>Introduction to Society : Society:</b> Definition - meaning and characteristics - Community: Definition, characteristics and types, Social Stratification: Definition, Characteristics, Caste, Class & Race. Social Change: Meaning, Characteristics and Social Control-Meaning and Types	18
IV	<b>Introduction to Groups :Groups</b> - Definition, Characteristics and Classification of Groups -- Primary groups and Secondary Groups Social Interaction & Social Process: Competition, Co-operation, Conflict, Accommodation & Assimilation. Socialization: Definition, Characteristics, Types and Agencies of Socializations -Theories of Socialization	18
	<b>Social Institutions: Types of Social institutions:</b> Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary Structural aspects - Norms, Values, Folkways & Mores -	

V	<b>Social Problems - Major Social Problems in India- Untouchability, Poverty, Domestic violence ,Dowry, Alcoholism and Sexual harassment Causes and factors responsible for Social problems,</b>	9
VI	<b>Self Study for Enrichment (Not to be included for External Examination)</b> Case Laws on various Legislation related to Social Problems	

### Text Books

1. Vidya, Bhushan., Sachdeva, D.(2005). *Introduction to Sociology*. Allahabad: Kitab Mahal.
2. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition
3. Hurlock, Elizabeth B. (1996). *Developmental Psychology-a life span approach*. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.
4. Shankar Rao, C. N. (2007). *Sociology: Principles of Sociology with an Introduction to Social Thought*. New Delhi: S Chand & Co. Ltd.
5. MacIver, R.M., Page, C.H. (2000). *Society an Introductory Analysis*. New Delhi: Macmillan Publishers India

### Reference Books

1. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd
2. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
3. Ram Ahuja (2014)*Social Problems in India ,Third Edition ,Rawat Publications*
4. Rawat, H. (2007). *Sociology Basic Concepts*. Jaipur: Rawat Publications
5. Shah, G. 1990. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
6. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.
7. Elgin, F.H.& David, C.(2017),*Social Science- An Introduction to the Study of Society*. (13<sup>th</sup> ed.). Newyork: Pearson
8. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc

### Web Resources

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>



**Mapping of CO with PSO and PO**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	2	2	2	2
CO2	3	3	2	2	3	2	2	2	2	2
CO3	3	2	2	2	3	2	3	3	3	3
CO4	3	2	2	3	2	2	2	2	3	2
CO5	3	3	2	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, E-Content ,Group Discussion and Case Study.  
**Course Designer :Ms.S.Hema**

**SOCIETY AND HUMAN BEHAVIOUR**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
23PSW1 DSE1B	<b>SOCIETY AND HUMAN BEHAVIOUR</b>	<b>Discipline Specific Elective Course-I (DSE)</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>6</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Prerequisites</b>		The learners needs to have basic idea about Society and Human beings									
<b>Learning Objectives</b>											
1	To understand basic social concepts in the context of changing social phenomenon										
2	To apply the concepts of Sociology in Social Work practice .										
3	To understand the basic concepts in Psychology and Understanding Human Behaviour										
4	To understand the realm of Social issues and its Socio- economic linkages and its link with human behaviour										
5	To analyse various dimensions of Social Problems and Sociological response to it										
6	To acquire social work knowledge and competencies										

### 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:	Define, Recall, explain, demonstrate, Illustrate and outline basic concepts- Society, Community, Institution, Association Relationship between Social Work and Sociology and its Significance, Socialization, Social Control-Agencies of Social Control	K1, K2
CO2:	Identify, organise ,develop ,plan and apply Psychology for Social Work practice, Classical Conditioning and Operant Conditioning in learning	K3
CO3:	Analyse, categorize, compare, list, Distinguish and examine, Major Social Problems in India, the Causes and factors responsible for Social problems, Biological basis of Behaviour, Conformity & Deviance	K4
CO 4:	Evaluate, justify ,assume,classify,assess,evaluate and measure Agencies of Socialization. Status and Role, Types & features of socialization ,Associative and Dissociative social Process, Characteristics and Significance of social institution.	K4,K5
CO6:	To discuss and elaborate social work competencies to resolve Social problems	K6

### Syllabus

UNIT	CONTENT	HOURS
I	<b>Introduction to Sociology and Social Work:</b> Introduction to Sociology and Social Work -Definition of Sociology, basic concepts- Society, Community, Institution, Association -Meaning and Characteristics. Culture- Definition, characteristics and Cultural lag, Role of Culture in Society, Folk ways &Mores. Relationship between Social Work and Sociology, Socialization- Meaning, Agencies of Socialization.	18
II	<b>Social Interaction and Social process:</b> Social Interaction and Social process - Associative and Dissociative Process-types : Conflict, Competition, Accommodation, Assimilation - Characteristics, Similarities and Differences	18
III	<b>Basic Concepts of Human Behaviour :</b> Introduction to Psychology:	18

	Definition and branches of Psychology – Psychology for Social Work practice - Sensory Process and Perception: Process of Perception, Behaviour- Definition – basis of Behaviour ,Structure and Functions of the Nervous system, States of Mind-consciousness, hallucinations. Theories of Human Development, Developmental milestones.	
<b>IV</b>	<b>Social Institutions &amp; Social Stratification:</b> Social Institutions - Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary- Characteristics and Significance. Social Stratification - Features, Caste, Class & Race- Changing trends, Power structure, Social Mobility, Modernization, Globalization, Sanskritization. Social Change-Nature, characteristics, and factors related to Social Change.	<b>18</b>
<b>V</b>	<b>Social Control:</b> Social Control-Agencies of Social Control, Conformity & Deviance, Social Problems -Major Social Problems in India- Untouchability, Slavery, Domestic Violence , Dowry, Suicide: Definition, Causes, Types and Impact. Causes and factors responsible for Social problems.	<b>18</b>
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Assignment can be prepared on the issues of social stratification in India. Students can collect details about social reformers and Social Movements in India.	-

#### **Text Book:**

1. Madan, G.R. (2002) .Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd
2. Shankar Rao, C. N. (2007). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S Chand & Co. Ltd.
3. MacIver, R.M., Page, C.H. (2000). Society an Introductory Analysis. New Delhi: Macmillan Publishers India

#### **Reference Books**

1. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.

2. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition
3. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd
4. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J (2004) *Introduction to Psychology*. New Delhi: Tata Mc Graw-Hill book Co.
5. Ram Ahuja (2014)*Social Problems in India* ,Third Edition ,Rawat Publications
6. Hutchison, E. (2007). *Dimensions of Human Behavior: Person and Environment*. Thousand Oaks: Sage Publications, Inc
7. Rajendra K Sharma (2007), *Social change and Social Control*, New Delhi, Atlantic Publishers.
8. Shah, G. 1990. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
9. Zastrow, C. & , K. (2010). *Understanding Human Behavior and the Social Environment*. Chicago: Nelson-Hall.

#### Web References

1. [www.egyankosh.ac.in/handle/123456789/43](http://www.egyankosh.ac.in/handle/123456789/43)
2. <https://www.epw.in>
3. <https://onlinelibrary.wiley.com>
4. <https://www.frontiersin.org>
5. <https://sagepub.com>
6. <https://ir.inflibnet.ac.in>

#### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	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:** Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

**Course Designer: Dr.O.Aisha Manju**

## COMMUNICATION FOR SOCIAL WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CI A	External	Total
23PSW1DS E1C	COMMUNICATION FOR SOCIAL WORK	Discipline Specific Elective Course-I (DSE)	Y	-	-	-	3	6	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Communication</b>									
<b>Learning Objectives</b>											
1	To understand the nuances of communicating with the clientele systems										
2	To learn the skills and strategies of group discussion										
3	To enhance the skills required for attending interviews										
4	To develop a perspective of different types of professional writing										
5	To acquire the required non-verbal communication skills										

### **Course Outcomes**

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

CO1: To identify the significance of public speaking

CO2: To demonstrate the skills of group discussion

CO3: To apply the knowledge and skills of facing interviews

CO4: To analyse and develop writing skills required for social work practice

CO5: To evaluate the impact of body language on communication

CO6: To develop the communication skills as a whole

## SYLLABUS

### UNIT – I

(18 Hours)

**Communication:** Meaning and importance of Communication, Key elements in the communication process, Communication, message, audience, channel of communication, Types -Verbal and non-verbal communication, Basics of communication. **Public Speaking:** Power of public speaking; Developing Confidence; Planning; Preparation; Successful and effective delivery of Speech

### UNIT – II

(18 Hours)

**Interpersonal Communication:** Meaning, Interviewing – Objectives, principles of interviewing, listening qualities of an effective communicator, Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, games, brain storming, street play, field work exposure, Online tools. **Group Discussion:** What is a group discussion; Why are group discussions held? Preparation for group discussions; Skills for effective preparation; Traits tested in a group discussion; Initiating the group discussion; Non-verbal communication in group discussion; Types of group discussions

### UNIT – III

(18 Hours)

**Visual Aids in Communication:** Poster making, use of notice boards, flip charts, charts, flash cards, photographs, pamphlets, slide shows; **Mass communication:** Television, exhibition, newspapers and magazines, advertisement, radio, film, VCD/ DVD. **Interviews:** Types of Interviews; Interviews in the 21<sup>st</sup> century; Developing an Interview strategy; Practising for interviews

### UNIT – IV

(18 Hours)

**Communication Analysis and Planning:** Meaning & Concept, Planning and executing a communication campaign on an issue using various methods of communication, Education and communication for national development. **Writing skills:** Basics of writing; written communication, Writing paragraphs; report writing, letter writing and e-mails; article/ essay writing, Writing research articles; Writing a CV;

### UNIT – V

(18 Hours)

**Non-verbal Communication:** What is Body Language? Types of Non-verbal Communication – Facial expression, Body movement & posture, Gestures, Eye contact, Touch, Space, Voice; Evaluating non-verbal signals; **Communication as a tool for Social Workers:** Importance of Communication in handling Social problems, Lobbying and Advocacy, Various online tools in dealing with Social Problems.

**UNIT VI Self-Study portions: (No included for End semester examination)** Students are asked to practice Communication strategies in various settings - Community, Medical, Psychiatric, Family, Industrial etc.,

### **Text books**

1. Sanghita Sen, Alanrita Mahenda, Priyadarshini Patnaik (2015). Communication and Language Skills, Cambridge University Press
2. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan (2007). Listening and Speaking, Foundation Books
3. Sabina Pillai (2018). Spoken English for My World, Oxford University Press  
Geetha Rajeevan (2012). Write Rightly, Foundation Books
4. Steve Hart, Aravind R Nair, Veena Bambhani (2016). EMBARK, Cambridge University Press  
Wren & Martin (2020), High School English Grammar, Blackie

### **Books for References**

1. Dasarda, Sheetal. (2015). Master the Group Discussion & Personal Interview. Chennai: Notion Press.
2. D'Souza, Y. K (1999). Communication Today and Tomorrow, Discovery Publishing House, New Delhi.
3. Fullmer, D.W. and Bernard, H.W (1972). Communication in Organizations, Second Edition, Mumbai: Jaico Publishing House.
4. Koprowska, J. (2005). Communication and Interpersonal Skills, Learning Matters.
5. Lees, John. (2017). Knockout Interview. UK: OPU
6. Lishman, J (2009). Communication in Social Work, Red Globe Press (2nd edition).
7. Lundlow, Ron and Fergus Panton. 1995. Effective communication. New Delhi: Prentice-Hall of India Private Ltd.
8. Mathur, Dinesh. (2018). Mastering Interviews and Group discussion. Chennai: CBS Publishers
9. Mishra, R.K (2018). Professional Communication Skills – An Approach towards bright career, Satyam Law International.
10. Singh, D. (2011). Communication & Interpersonal Skills for Social Work, Indian Books & Periodicals
11. William, Phil. (2018). Advanced Writing skills for students of English. Romain publishing

### **Web Resources**

1. <https://www.inc.com/deborah-grayson-riegel/how-to-use-notes-when-public-speaking-without-losing-your-audience.html>
2. <https://www.coursera.org/articles/public-speaking>
3. <https://www.simplilearn.com/group-discussion-tips-article>
4. <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication>
5. [https://owl.purdue.edu/owl/job\\_search\\_writing/resumes\\_and\\_vitas/writing\\_the\\_cv.html](https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html)
6. <https://www.skillsyouneed.com/ips/what-is-communication.html>
7. <https://www.simplilearn.com/what-is-interpersonal-communication-article>
8. <http://introtocommopenresource.ridgewater.edu/ModuleVIII/ModVIISect8.html>
9. <https://www.slideshare.net/MediaKitchen/communications-planning-what-it-is-a>
10. <https://study.com/academy/lesson/effective-communication-methods-in-a-social-workpractice.html#:~:text=Effective%20communication%20is%20extremely%20important,d ecisions%20and%20understand%20difficult%20information.>

**Pedagogy:** Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

**Course Designer: Dr.G.Mettilda Buvaneswari**



<b>Semester II</b>	<b>Internal Marks :25</b>	<b>External Marks:75</b>		
<b>Course Code</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDIT</b>
<b>24PSW2CC4</b>	<b>SOCIAL WORK RESEARCH AND SOCIAL STATISTICS</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objectives

- To conduct research using research Process
- To understand the steps of doing research

### Prerequisites

Basic understanding of Research and Statistics

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement On the successful completion of the course, students will be able to</b>	<b>Cognitive Level</b>
CO1	Remember and understand the basic concepts of Social Work Research and Social Statistics	K1,K2
CO2	Apply the tools and techniques of Social Work Research and Social Statistics	K3
CO3	Analyse the types and methods of various concepts of Social Work Research	K4
CO4	Evaluate the approaches Social Work Research	K5
CO5	Elaborate process of Social Work Research	K6

### Mapping of Co with PO

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	2	2	3	3	3
CO2	2	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	3	2	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.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>Social Research:</b> Meaning, definition, objectives, characteristics</p> <p><b>Social Work Research:</b> Meaning and definition; Difference between social research and social work research;</p> <p><b>Scientific method:</b> meaning, characteristics; scientific attitude.</p> <p><b>Types of Research:</b> pure, applied, and action research; participatory and evaluation research;</p> <p><b>Qualitative research:</b> Meaning, scope, characteristics, types- Case study, Focused Group Discussion, difference between qualitative and quantitative research.</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6
II	<p><b>Problem Formulation:</b> Selection of problem - criteria and sources defining the problem;</p> <p><b>Variables:</b> Meaning; types of variables; Operationalization;</p> <p><b>Measurement:</b> meaning, levels of measurement ; nominal ordinal, interval, and ratio;</p> <p><b>Hypothesis:</b> Meaning, sources, characteristics, functions and types; attributes of a sound hypothesis; hypothesis testing; level of significance; Type-I and Type-II errors. Theory: meaning and use; inductive and deductive theory construction</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6
III	<p><b>Design and Sampling:</b> Research design: meaning and types- exploratory, descriptive, diagnostic, experimental. Universe and sampling: meaning, principles, types and techniques of sampling; Advantages and disadvantages of Sampling Methods;</p> <p><b>Tools/instruments:</b> Types and steps involved in tool construction;</p> <p><b>Validity and Reliability:</b> Meaning and types; Pilot study and Pre-test</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6
IV	<p><b>Sources and Methods of data collection:</b> Primary and Secondary Sources; Methods: Interview meaning and types; questionnaires; observation: Meaning and definition; types of observation. Advantages and disadvantages of using Interview, questionnaire and observation methods.</p> <p><b>Data processing:</b> Editing, Sorting,</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6

	coding, transcription. <b>Presentation of data:</b> tabular and graphical presentation; <b>Report writing:</b> content, format and types; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; Plagiarism; ethics, and qualities of good researcher; Agencies involved in social work research.			
V	<b>Social Statistics:</b> Meaning, definition, use and its limitations in Social Work Research: Measures of Central tendency: Arithmetic mean, Median and Mode. Merits and Demerits of Arithmetic mean, Median and Mode. Measures of Dispersion: Range, quartile deviation, standard deviation and co-efficient of variation; Tests of significance: “t” test, F- test and chi-square test; <b>Correlation:</b> Meaning, types, and uses; Karl Pearson’s coefficient of correlation and rank correlation.	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6
VI	Self-study for Enrichment (Not included for End Semester Examinations)  Preparation and Presentation of Research Proposal; <b>Computer Applications:</b> Use and Application of Computer in Social Work; Case study and Focused Group Discussion need to be carried out. Inventories on different dimensions can be administered. Statistical package for Social sciences	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3, K4,K5,K6

### Text Book

Kothari CR (2004) Research Methodology Methods and Techniques, New Delhi: New Age International Publishers

### References

1. Alan Bryman (2004) Social Research Methods, New Delhi: Oxford University Press.
2. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston (1970) Thesis and assignment writing, Australasia: J. Wiley and Sons.
3. Denzin, Norman K., and Yvonna S. Lincoln (1994) Handbook of qualitative research, Sage Publications, Inc
4. Earl Babbie (1998) Adventures in Social Research using SPSS, New Delhi: Pine forge Press
5. Gupta S.P (2005) Statistical Methods, New Delhi: Sultan Chand Publishers.
6. Janet M.Ruane (2005) Essentials of Research Methods, UK: Blackwell Publishing
7. Kothari, Chakravanti Rajagopalachari (2004) Research methodology: Methods and techniques, New Age International.

8. Lakshmi Devi (1997) Encyclopaedia of Social Research, New Delhi :Anmol Publications.
9. Laldas, D. K (2000) Practice of social Research, Jaipur: Rawat Publication.
10. Netemeyer, Richard G., William O-. Bearden, and Subhash Sharma.(2003). Scaling procedures: Issues and applications, Sage .Publications.
11. Ramachandran, P (1993) Survey Research for Social Work: A Primer, Institute for Community Organization Research.
12. Rubin, Allen, and Earl Babbie (2016) Empowerment Series: Research Methods for Social Work, Cengage Learning.
13. Schutt, Russell K (2011) Investigating the social world: The process and practice of research, Pine Forge Press.
14. Singleton-jr,RoyceA.,Bruce C.Straits and Margaret Miller Straits, Approaches to social research, Oxford University Press.
15. Slife, Brent D., and Richard N. Williams (1995) What's behind the research?: Discovering hidden assumptions in the behavioral sciences, Sage publications.

### **Web Resources**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>  
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>  
<https://www.scribbr.com/dissertation/methodology/>

**Pedagogy** : Lectures, Group discussion, PPT presentation, Case study and

Students led seminars.

**Course Designer**: Dr.G.Mettilda Buvaneswari

Semester II	Internal Marks:25	External Marks: 75		
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
24PSW2CC5	Social Welfare Administration, Social Policy and Social Legislations	CORE	6	5

### Course Objectives

1. To equip students with knowledge on Social Welfare Administration
2. To assist the learners to learn about Social Welfare agencies and Social Welfare Programmes
3. To develop an understanding on Social Planning, Social Development, NITI Aayog
4. To enhance skills of learners to work effectively in Welfare Agencies
5. To provide necessary knowledge on Social Policy Process, Social Legislations and problems

### Pre -requisite:

Basic knowledge on Weaker Sections and Administrative Concepts

### Course Outcomes and Cognitive Level Mapping

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
	On the successful completion of the course,the students will be able to	
CO1	Define, explain, enumerate, describe, outline Social Welfare Administration, Social Work Administration, Functions and Areas of Administration, Social Welfare Programmes and Agencies, NITI Ayog, Social Policy, Social Legislations and Process	K1
CO2	Classify, compare, Differentiate, Distinguish, Explain Government Departments, Boards, Directorates, Roles of NGOs, Functioning of Societies, Trusts, Committees, Executives.	K2
CO3	Apply, Ascertain, Determine, Express, Illustrate, Sketch Administration on different levels, concept of Indicators of Social Development, Sources and instrument of Social Policy, Social Legislations for the welfare of weaker sections	K3
CO4	Analyze, Characterize, Classify, Compare, Examine, Explore,Point out Policy making Processes and Structures of India, different Policies and Legislations of Central and State Governments	K4

<b>CO5</b>	Determine, Evaluate, Explain, Summarize, Categorize, Develop, Explain, Outline the functions of NITI Ayog, Policies and Programmes for Weaker Sections, Policy Advocacy, Budget Analysis, Functions of Governmental and Non-Governmental Organizations and Citizens participation	<b>K5, K6</b>
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**Mapping of CO with PSO and PO**

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

**Syllabus**

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<b>Social Welfare Administration:</b> Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development. Principles ,functions and areas -Policy making, planning, personnel administration, supervision, budgeting, financial administration, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research ,annual report. Social Welfare Administration at National, State and local levels; - Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), Directorate of Social Welfare	<b>18</b>	CO1 CO2 CO3 CO4 CO5	K1, K2, K3,K4,K5, K6

II	<p><b>Registration and functions of Social Welfare Agencies:</b> Voluntary Social Work, Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Concept of Grant in Aid, Agency registration: Methods, advantages, preparation of bye laws, memorandum of association, rules, Regulation and registration procedures; Registration of Societies and Trusts. Governing Board, Committees, Executives: Roles and Functions</p>	18	CO1 CO2  CO3 CO4 CO5	K1, K2, K3,K4,K5, K6
III	<p><b>Social Planning and Policy making:</b> Social planning and community planning, Need and importance. NITI (National Institute For Transforming India) Aayog: Introduction, Structure, Aims and Objectives, Features, Functions. Policy making processes and structures in India, The role of Executive, Legislature and judiciary in policy making and budget analysis. Policy implementation : role of Governmental agencies, participation of non-governmental organizations and citizens. participation.</p>	18	CO1 CO2  CO3 CO4  CO5	K1, K2,  K3, K4,  K5, K6
IV	<p><b>Social Policy and Social Welfare Programmes:</b> Definition, need, evolution and constitutional base; Sources and instrument of social policy, policies and programmes for other backward castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs) and Denotified Communities. National Policies and programmes for women, Children, Youth, Senior Citizens and Disabled.</p>	18	CO1 CO2  CO3 CO4  CO5	K1, K2, K3,K4,K5, K6
V	<p><b>Social Legislations:</b> Meaning, Importance. Indian Constitution: Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. 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 Dowry,</p>	18	CO1 CO2  CO3 CO4  CO5	K1, K2, K3,K4,K5, K6

	Prostitution, Juvenile Delinquency, Women Harassment. Child Labour and Child sexual abuse			
VI	<p><b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b></p> <p>Learners need to carry out a thorough study on Programmes of a Non-Governmental Organization and Administrative functions, Highlighting the unique features of Non-Governmental Organization in Administering Welfare Programmes with effective people participation.</p>	-	CO1 CO2 CO3 CO4 CO5	K1, K2, K3,K4 K5, K6

**Text Book:**

D.R.Sachdeva. (1992) *Social Welfare Administration in India*. Kitab Mahal Publications

**REFERENCE BOOKS**

1. Bhattacharya, Sanjay. (2006) *Social Work Administration*. Rawat Publication, Jaipur
2. Sachdeva, D.R. (2009) *Social Welfare Administration*, New Delhi: Kitab Mahal.
3. Goel, S.L. *Social Welfare Administration: Social Justice and Empowerment*. Vol 1&2 New Delhi.
4. Ranjana, Devi. (2009) *Social Welfare: Concepts and Theory*. Omega Publications, New Delhi
5. Choudry, Paul (1979) *Hand book on social welfare in India*, Sterling pub, New Delhi
6. Choudry, Paul (1992) *Social Welfare Administration*, Atma Ram & Sons, Delhi.
7. Clasen, J. (ed.) (1999) *Comparative Social Policy: Concepts, Theories and Methods*, Oxford: Blackwell
8. James Midgley and Michelle Livermore (eds), (2009) *The Handbook of Social Policy*, Sage Publication.
9. Lewis, Gail (ed.) (2000) *Rethinking Social Policy*, Sage, London.
10. Marshall, T.H. (1975) *Social Policy in the Twentieth Century*, Hutchinson & Co, London.
11. Pierson, Christopher and Castles, Francis (ed), (2006) *The Welfare State: Reader*, Polity Press, Cambridge.
12. Dennison. D & Chepman, Valeries (2021) *Social policy and Administration*, George A and Unwin, London.



13. Dubey S.N. (1973) Administration of social welfare programmes in India, Somaiya Publications, Bombay.

14. Dubey S.N. & Murdia (1973) Administration of policy and programmes for Backward classes in India, Somaiya Publications, Bombay.

#### **Web References**

1. <http://www.igntu.ac.in/eContent/IGNTU-eContent-642461769227-MSW-2-DrRameshB-SocialWelfareAdministrationandSocialLegislations-1,2,3,4,5.pdf>
2. <https://guide2socialwork.com/social-policy-in-india/#:~:text=The%20broad%20areas%20of%20social,relevant%20source%20of%20social%20policy.>
3. [https://sirdodisha.nic.in/download/Social\\_Welfare\\_Schemes\\_Reference\\_English.pdf](https://sirdodisha.nic.in/download/Social_Welfare_Schemes_Reference_English.pdf)
4. <https://www.niti.gov.in/objectives-and-features>

#### **You tube References**

1. [https://www.youtube.com/watch?v=bKKM\\_b15kIA&list=PLC4PaTsQiLcbTKau-VMKBTtwKI21j1E2h](https://www.youtube.com/watch?v=bKKM_b15kIA&list=PLC4PaTsQiLcbTKau-VMKBTtwKI21j1E2h)
2. <https://www.youtube.com/watch?v=x25wMZB2zkM>
3. <https://www.youtube.com/watch?v=Kf4tpdPx2V0>

**Pedagogy** : Lectures, Group discussion, PPT presentation, Case study and Students led seminars.

**Course Designer**: Dr.R.Anitha

<b>SEMESTERII</b>	<b>InternalMarks:40</b>		<b>ExternalMarks:60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>22PSW2CC2P</b>	<b>FIELD WORK- II (P)</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

#### Course objective

To provide opportunities to the students for applying the knowledge and the information gained in the class room to reality situations.

#### Perquisites

Basic understanding of fields of Social Work

#### Course outcome and Cognitive Level Mapping

On successful completion of this course, Student will be able to

<b>Course Outcomes</b>		
<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Understanding both the agency and the client as systems	K2
<b>CO2</b>	Develop knowledge of administrative procedures, programme Management and utilizing the skills in practice	K3
<b>CO3</b>	Analyse the skills of problem solving process and practice	K4
<b>CO4</b>	Interpret the different social issues and social welfare agencies	K5
<b>CO5</b>	Modify solutions Based on need of the Client	K6

#### Mapping of CO with PSO and PO

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	2	3	2	3	3	3	3	2
<b>CO2</b>	2	3	2	3	2	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	2	3	3	2
<b>CO4</b>	3	2	2	2	2	3	3	2	2	2
<b>CO5</b>	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.

## Syllabus

1. Concurrent field work - agency placement in generic setting of practice such as schools/old age homes/counselling centres/rehabilitation settings etc. to initiate and participate indirect delivery
2. The placement will be for a minimum duration of 30 Field Work days for 2 days per week/semester and report to be submitted during faculty and Student Individual conference.
3. Importance to be given for the practice of Social Work methods. Each student is expected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community based programme.

### Method of Assessment

#### **Internal - 40 marks**

S.NO	INTERNAL	MARKS
1	Case Work Practice	10
2	Group Work	10
3	Community Programme	10
4	Reporting	5
5	Attendance for Field Work	5
<b>Total</b>		<b>40</b>

#### **External – 60 Marks**

S.NO	EXTERNAL	MARKS
1	Theoretical Knowledge	20
2	Agency Evaluation	20
3	Mobilizing Resources	10
4	Communication and Presentation	10
<b>Total</b>		<b>60</b>

**Pedagogy:** Observation, Case Study and Field Visits

**Course Designer:**Ms.S.Hema

<b>Semester II</b>	<b>Internal Marks:25 External Marks:75</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>22PSW2CCC1A</b>	<b>COUNSELLING: THEORY AND PRACTICE</b>	<b>CORE CHOICE COURSE</b>	<b>6</b>	<b>4</b>

### Course Objectives

1. To understand the concept of Counselling
2. To know the skills of counselling and understand the approaches in various settings

### Prerequisites

Basic understanding of Counselling & its need

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement On the successful completion of the course, students will be able to</b>	<b>Cognitive Level</b>
CO1	Demonstrate the concepts & Principles of Counselling	K1,K2
CO2	Identify the process & Approaches to Counselling	K3
CO3	Examine the types & Techniques of counselling	K4
CO4	Explain the Components of effective counselling	K5
CO5	Elaborate on various problems of clients in different settings	K6

### Mapping of CO with PSO and PO

<b>Cos</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	2	3	2	3	3	3	3	3	3
<b>CO2</b>	3	2	3	2	3	3	2	3	2	3
<b>CO3</b>	3	2	3	2	3	3	3	2	2	3
<b>CO4</b>	3	2	3	2	3	3	3	2	3	2
<b>CO5</b>	2	2	2	3	2	3	3	2	2	3

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

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Counselling:</b> Meaning, Definition, Need and importance of counselling and professional counselling. Basic principles of counselling: participation, Individualization, confidentiality, communication, acceptance, self-confidence, self-awareness, and other principles governing the counselling relationship. Professional Ethics in Counselling, Counselling as a helping Relationship	18	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3, K4, K5,K6
II	<b>Theories of Counselling:</b> Psychoanalytic, Adlerian, Client Centered, Behavioural approach, Rational Emotive, Reality, Gestalt, Transactional Analysis, Cognitive Behavioural Therapy, and Eclectic theories.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5,K6
III	<b>Counselling process &amp; Approaches:</b> Interview and its significance in counselling – use of observation in counselling and understanding of emotions in counselling. Directive Approach, Non Directive Approach & Eclectic Approach	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5,K6
IV	<b>Types of Counselling:</b> Individual and group counselling, family counselling, marital counselling, student counselling, and industrial counselling. Techniques of group counselling, strategies and structure – barriers to effective counselling sessions; counselling evaluation.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5,K6

V	<b>Components of effective Counselling :</b> Counsellor's skills – Role and functions of the counsellors in schools, industries, family, hospital, old age homes and rehabilitation institution.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self Study for Skill enrichment (Not to be included for External Examination)</b> Application of Counselling Principles in the field, Case study presentation from field Work Experience, Application of test standardized tests in counselling settings: Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

**Text books:**

- 1) Rao, S.Narayana (2015). Counselling and Guidance, McGrawhill.
- 2) Zastrow, Charles (2009) Counselling Psychology, Wiley

**Reference Books**

- 1) Chennai Counsellors Foundation (2017). Counselling Approaches: A Practitioner's guide, Notion Press.
- 2) Corey, G. (2013). Theory and Practice of Counselling and Psychotherapy, Wadsworth
- 3) Loughran, H. (2018). Counselling Skills for Social Workers, Routledge.
- 4) McLeod, J. (2013) An introduction to counselling. Mc Graw-Hill Education.
- 5) Noonan, E. (2002). Counselling young People. Routledge.
- 6) Soundarajan, R. (2017). Counselling: Theory, Skills and Practice, Mc Grawhill
- 7) David Murphy, John Wiley & Sons, (2017), Counselling Psychology, The British Psychological Society.

### **Website References**

- 1) <https://counseling.northwestern.edu/blog/five-counseling-theories-and-approaches/>
- 2) <https://myshrink.com/list-of-counseling-theories/>
- 3) <https://positivepsychology.com/counseling-process>

### **Pedagogy**

Lectures, Audios / Videos followed by discussion, PPT, Case Studies, Group Discussion, Peer Learning and Student-led seminars.

**Course Designer: Ms.PL.Rani**

<b>Semester II</b>	<b>Internal Marks: 25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
22PSW2CCC1B	PSYCHOLOGY FOR SOCIAL WORKERS	CORE CHOICE COURSE	6	4

### Course Objective

To make students familiar with basic psychological concepts, processes and its scope particularly relevant to social work practice.

### Prerequisites

Basic understanding on psychology

### Course Outcome and Cognitive Level Mapping

On successful completion of this course, Student will be able to

CO number	CO statement	Cognitive level
CO1	Define, recall, explain, demonstrate and outline the Psychology: Definition, Nature and Scope, introduction to schools of Psychology; Concept of human behaviour, Normality and Abnormality, Psychosis and Psycho-neurosis ,Importance of Psychology in Social Work practice.	K1,K2
CO2	Analyse, categorize, compare, list, distinguish and examine about Personality: definition and structure., Theories of Personality: Sigmund Freud, Carl Jung, Alfred Adler, Caren Harney, Sullivan, Otto Rank, Cattell, Eric H. Erikson and Maslow	K4
CO3	Define, Recall, explain, demonstrate outline ,classify and compare Human growth and development: Concept, Nature and Importance, stages of development: pregnancy and child birth- infancy – babyhood-childhood-adolescent – adulthood – middle age – old age.	K1,K2
CO4	Identify, apply justify and evaluate the concept of Attitudes: Concept and Nature, stereotypes and prejudice, Formation of Attitudes and Attitudes change in individuals and groups., Emotions, Intelligence ,Measurement of intelligence. Psychological testing: personality and intelligence tests.	K3,K5
CO5	Elaborate and discuss about Learning: Nature, definition and types, Theories of Learning : theories of Pavlov and Skinner; remembering and forgetting., Motivation: Concept and Nature, Types of motives: Biological motives and Psycho social motives .Coping mechanisms: nature and types., mental health	K6



### Mapping of CO with PO and PSO

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

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

### Syllabus

Unit	Content	Hours	COs	Cognitive Level
I	<b>Basic Concepts</b> Psychology: Definition, Nature and Scope, introduction to schools of Psychology; Concept of human behaviour, Normality and Abnormality, Psychosis and Psycho-neurosis ,Importance of Psychology in Social Work practice.	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
II	<b>Development Stages</b> Human growth and development: Concept, Nature and Importance, stages of development: pregnancy and child birth- infancy – babyhood- childhood-adolescent – adulthood – middle age – old age.	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
III	<b>Learning, Motivation and Coping mechanisms</b> Learning: Nature, definition and types, Theories of Learning : theories of Pavlov and Skinner; remembering and forgetting., Motivation: Concept and Nature, Types of motives: Biological motives and Psycho social motives .Coping mechanisms: nature and types., mental health	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
IV	<b>Personality and Theories of Personality</b> Personality: definition and structure., Theories of Personality: Sigmund Freud, Carl Jung, Alfred Adler, Caren Harney, Sullivan, Otto Rank, Cattell,Eric H. Erikson and Maslow	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

V	<p><b>Attitudes, Emotions and Psychological testing</b></p> <p>Attitudes: Concept and Nature, stereotypes and prejudice, Formation of Attitudes and Attitudes change in individuals and groups., Emotions, Intelligence ,Measurement of intelligence.</p> <p><b>Psychological testing:</b> personality and intelligence tests.</p>	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
VI	<p><b>Self-study for Enrichment(Not included for End Semester Examinations)</b></p> <p>Learners should prepare an assignment on psychological test and their effectiveness in psychiatric treatment, Students should have a group discussion on Socialization process and the agents of socialization. Group discussion on basic overview regarding Relevance of Psychology to Social Work: Multidimensional Perspective- Biophysical(changes)-Psychological – Social(Support systems)–Person-in Environment (PIE)</p>		CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

### Text Book

Hurlock.E( 2017) Developmental Psychology: A Life - Span Approach(Vth Edition), Europe:Tata Mcgraw Hill.

### Reference Books

- Bernard, L.L.(1927).*An introduction to social psychology*. George Allen & Unwin,
- Dacey.J.,Travers.J., Fiore.L.(1996).*Human Development: Across the Lifespan*,McGraw Hill. Davidoff,
- Feldman, R.S.(1990).*Understanding Psychology*, McGraw Hill Publishing Company.
- Norlin, J., Chess. W., Dale, O., Smith, R.(2003).*Human Behavior and the Social Environment: Social Systems Theory (4th Ed)*. Boston: Allyn Bacon.
- Saraswati, T. S., Dutta..R.,Sikka.A.(1987).*Developmental psychology in India*, New Delhi ; Newbury Park :Sage Publications.
- Weiner, E.A., Stewart, B.J.(1984).*Assessing Individuals: Psychological and Educational Tests and Measurements*,Boston, Little, Brown andCo.
- Ashford, Lecroy& Jose: *Human behaviour in Social Environment*, Belmont CA: Wadsworth Publishing Co Inc
- Baron, Robert : *Psychology: An Introduction*,New Delhi: Pearson Education India

### Web references

1. <https://ncert.nic.in/ncerts/l/kepy109.pdf>
2. ARC Resource Pack Study Material Foundation Module 7 ,Psychosocial Support (<http://hvwww.arc-online.org>)
3. [https://profilelogin.admissiononline.com/UploadFiles/Documents/ProfileLogin/Subtitle/NColge\\_1372\\_Theories%20of%20Personality.pdf](https://profilelogin.admissiononline.com/UploadFiles/Documents/ProfileLogin/Subtitle/NColge_1372_Theories%20of%20Personality.pdf)
4. Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34–43. <https://doi.org/10.1037/0003-066X.55.1.34>
5. Newman, L.V.(2000).The expatriate adjustment process: implications of the cross- cultural context on learning the environment following a work-role transition. Diss. University of Illinoisat Urbana-Champaign.
6. Satterfield JM. Happiness, excellence, and optimal human functioning: Review of a special issue of the *American Psychologist* (2000;55:5-183), Martin E P Seligman and Mihaly Csikszentmihalyi, guest editors. *West J Med.* 2001 Jan;174(1):26-9. doi: 10.1136/ewjm.174.1.26. PMID: 11154661; PMCID: PMC1071226.

**Pedagogy:** Chalk& Talk, , Seminar, Power point presentation, Group Discussion and Case Study.

**Course Designer:** Dr.O.Aisha Manju

Semester II	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22PSW2CCC1C	YOUTH AND MARGINALIZED SECTIONS	CORE CHOICE COURSE	6	4

### Course Objective

To introduce students to the basic concept of youth and marginalized

### Prerequisites

Basic understanding on youth and marginalisation.

### Course outcome and Cognitive Level Mapping

COs	CO STATEMENT	COGNITIVE LEVEL
	On the successful completion of this course,the students will be able to	
CO1	Define, Recall, explain, demonstrate, Illustrate and outline the concept of Youth: Youth as age category, as transitional stage, as social construct.demographic profile of Indian youth, characteristics of youth,social movements,youth unrest., Problems of youth : Marginalization, high risk behaviour., life style related issues : food habits, diseases, confidence building, Teenage pregnancy, smoking, addiction.	K1,K2
CO2	Define, recall, explain, demonstrate, illustrate ,classify the Conceptual understanding of Marginalization–Meaning, definition, patterns and types of marginalization., Sources and dimensions of Marginalization	K1,K2
CO3	Apply, Ascertain, Determine, Express, Illustrate and sketch the youth in New Millennium: Challenges and Opportunities: Impact of westernization, modernization, urbanization and globalization., Education and Skill Development, Employability and Employment ., Health: Physical, Mental and spiritual well-being.,Youth & media influence.	K3
CO4	Analyze, characterize, classify, compare, examine,explore and Point out Youth Welfare: Policies and programs for youth, Youth Policy–2014; Voluntary organizations for youth development and welfare, constitutional safe guards for youth.	K4
CO5	Determine, evaluate, explain, summarize, categorize,develop, Elaborate ,discuss and outline the Marginalized Categories-Understanding the special needs of marginalized categories: Scheduled Caste, Scheduled Tribes, Differently abled, LGBT, Minorities, Women, children,Aged, Migrants, Street dwellers, people living in slums, people living with HIV/AIDS and addicts.	K5,K6

## Mapping of CO with PO and PSO

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	2	3	2	3	3
CO2	3	3	3	3	2	3	3	3	3	2
CO3	1	2	2	2	2	2	2	2	2	2
CO4	3	2	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3

“1” – Slight (Low) Correlation □ “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation – “-” indicates there is no correlation. □

### Syllabus

Unit	Content	Hours	Cos	Cognitive Level
I	<b>Concept of Youth:</b> Youth as age category, as transitional stage, as social Construct. Demographic profile of Indian youth, characteristics of youth, social movements, youth unrest., Problems of youth : Marginalization, high risk behaviour., life style related issues : food habits, diseases, confidence building, Teenage pregnancy, smoking, addiction.	15	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
II	<b>Youth Welfare:</b> Policies and programmes for youth, Youth Policy–2014; Voluntary organizations for youth development and welfare, constitutional safe guards for youth.	15	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
III	<b>Youth in New Millennium: Challenges And Opportunities:</b> Impact of westernization, modernization, urbanization and globalization., Education and Skill Development, Employability and Employment ., Health: Physical, Mental and spiritual well-being., Youth & media influence.	15	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
IV	<b>Conceptual understanding of Marginalization</b> – Meaning, definition, patterns and types of marginalization., Sources and dimensions of Marginalization.	15	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
V	<b>Marginalized Categories-</b> Understanding the special needs of marginalized categories: Scheduled Caste, Scheduled Tribes, Differently abled, LGBT, Minorities, Women, children, Aged, Migrants, Street dwellers, people living in slums, people living with HIV/AIDS and addicts.	15	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
VI	<b>Self study for Enrichment(Not included for End Semester Examinations)</b>  Learners will have group discussion on Community Health Education on Water, Sanitation and waste management.		CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

## Text Book

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## Reference Books

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- Jeyarayan,A .(2014). *Empowerment of Marginalized Youth*, New Delhi: Abhijeet Publication.
- Kasi Eswarappa;Ziyauddin K.M (Ed). *Dimensions of Social Exclusion: Ethnographic Explorations*. Cambridge Scholars Publishing, 2009
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- Saraswati ,S.(2008). *Indian Youth in New Millennium*. RGNIYD, Sriperumbudur
- Udaya Mahadevan, Rozario, Gireesan, and Rambabu (2015), *Youth Development: Emerging Perspectives*, New Delhi: Shipra Publications.

## Journal

- Young Journal on Youth published by SAGE: <http://you.sagepub.com>

## Web Resources

- [Youth and Their Concerns – eGyanKosh, https://egyankosh.ac.in/bitstream/123456789/75498/1/Unit-5.pdf](https://egyankosh.ac.in/bitstream/123456789/75498/1/Unit-5.pdf)
- Welfare Schemes and programmes of Government of India [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/social\\_work\\_education/social\\_welfare\\_&\\_development\\_administration/03\\_welfare\\_schemes\\_and\\_programmes\\_of\\_government\\_of\\_india/et/6065\\_et\\_et.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/social_welfare_&_development_administration/03_welfare_schemes_and_programmes_of_government_of_india/et/6065_et_et.pdf)
- Youth And the Millennium Development Goals: Challenges and Opportunities for Implementation [,https://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf](https://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf)
- Types of Marginalization <https://old.amu.ac.in/emp/studym/100016070.pdf>
- Hilker, Lyndsay McLean and Fraser, Erika (2009) Youth exclusion, violence, conflict and fragile states, DFID . <http://www.gsdr.org/docs/open/con66.pdf>
- <https://yas.nic.in/sites/default/files/e-book-english2016.pdf>

**Pedagogy:** Chalk& Talk, , Seminar, PPT Presentation, Group Discussion and Case Study.

**Course Designer:** Dr.O.Aisha Manju

Semester II	Internal Marks :25	External Marks : 75		
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
22PSW2DSE2A	FAMILY SOCIAL WORK	DISCIPLINE SPECIFIC ELECTIVE	6	3

### Course Objectives

1. To make the learners to understand basic concepts of family, marriage, social work intervention techniques, Reproductive and Child Health
2. To help the learners to analyse the factors contributing to changes in social Institutions.
3. To enable the learners to find the theoretical base of families
4. To strengthen the professional competence of Social work Practice with families
5. To make the learners to become aware of the government and NGOs initiatives for family welfare.

### Pre-requisites

The learners needs to possess basic knowledge about the social institutions like family and marriage.

### 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	Define, Recall, explain, demonstrate, Illustrate and outline Family, characteristics, types and functions of family, marriage, forms and functions of Marriage, separation, divorce, family life education, needs assessment, goal setting, family crisis, Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach, Reproductive and Child Health	K1, K2
CO2	Identify and apply Family as a social institution, emerging family patterns, changing situations in marriage, separation and divorce, family life education, Intervention Methods in Social Work, Family Welfare Programmes, Reproductive and Child Health Programme.	K3
CO3	Analyse, categorize, compare, list, Distinguish and examine emerging family patterns, changing situations in marriage, challenges, equity and equality in family functions and relationships, separation and divorce, special needs, Social Work with Individuals in Family Setting; Social Work with Groups in Family System; Working with the Community for Family System and Family Welfare Programmes.	K4
CO4	Evaluate, justify and recommend Family as a social institution, emerging family patterns, changing situations in marriage, challenges, equity and equality in family functions and relationships, theories in understanding family, legislations on family and marriage, Intervention Methods in Social Work and Role and contributions of NGOs in Family development.	K5
CO5	Elaborate and discuss understanding the family, emerging family patterns, changing situations in marriage, challenges in Marriage and Family, theories in understanding family, legislations on family and marriage, Crisis Intervention; Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach, Ministry of Health and Family Welfare, Family Welfare Programmes, Role and contributions of NGOs	K6

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	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.

### Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Family in Society:</b> Family as a social institution, concept, characteristics, types, functions, understanding the family, emerging family patterns; Dynamics of Family System.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
II	<b>Marriage:</b> Concept and definition of marriage, forms, functions, changing situations in marriage, challenges, equity and equality in family functions and relationships, separation and divorce, family life education.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
III	<b>Theoretical frameworks and laws:</b> Theories in understanding family, Multiplicity of Family Problems; Problems of children, parents and problems between husband and wife; Families in Crisis.; Assessment of family needs: problem assessment and goal setting, legislations on family and marriage	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
IV	<b>Social Work with Family:</b> Intervention Methods in Social Work: Social Work with Individuals in Family Setting; Social Work with Groups in Family System; Working with the Community for Family System; Crisis Intervention; Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach.	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
V	<b>Role of Government and NGOs:</b> Ministry of Health and Family Welfare: <b>Family</b> Welfare Programmes: Reproductive and Child Health Programme: Maternal Health; Child Health; Involvement Of NGOs in the Family Welfare Programme; Rural and Urban Family Welfare Infrastructure	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6



<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> Visiting ten families and identifying at least two families for detailed family analysis. Prepare an e-content on the role of family social workers in Indian context.	-	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6
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#### **Text Book:**

Munson C.E. (1985), Social Work with Families: Theory and Practice, London Free Press

#### **Reference Books**

- Carter, B. McGoldricke. M.(1989). The Changing Family Life Cycle-A Framework for Family Therapy, London: Allyn & Bacon.
- Christine.C. (2011). Advanced Social Work with Children and Families, New Delhi: Learning Matters.
- Constable, R& Lee,D.B. (2004). Social Work with Families: Content and Process, Chicago, USA: Lyceum Books Inc
- Desai, M. (ed), (1994). Family& Interventions- Course Compendium, Mumbai: TISS.
- Evelyn M.D. (1989). Family Development. ed 3, New York: J.B. Lipincott Company.
- Linda.M. (2012). Understanding Families, London: Sage.
- Margaret, A., Schvaneveldt. M.J. (1993). Handbook of Family Life Education- The Practice of Family Life Education, New Delhi: Sage.
- Pat, S. (2000). Families and Social Workers: the work of Family Service Units, Great Britain: Liverpool University Press
- William G.J. (1965). The Family, New Delhi: Prentice Hall.

#### **Web References**

- <https://ncert.nic.in/textbook/pdf/kehe102.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/17331/1/Unit-16.pdf>
- [https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Book%3A\\_Child\\_Family\\_and\\_Community\\_\(Laff\\_and\\_Ruiz\)/01%3A\\_Theories\\_That\\_Help\\_Us\\_Understand\\_Families/1.01%3A\\_Theories\\_Developed\\_for\\_Understanding\\_the\\_Family\\_family\\_socialwork.pdf](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Family_and_Community_(Laff_and_Ruiz)/01%3A_Theories_That_Help_Us_Understand_Families/1.01%3A_Theories_Developed_for_Understanding_the_Family_family_socialwork.pdf)
- <https://nhm.gov.in/WriteReadData/1892s/40128948991551078536.pdf>

**Pedagogy:** Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.  
 Course Designer: Dr.G.Mettilda Buvanewari

<b>SEMESTER II</b>	<b>Internal Marks :25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/Week</b>	<b>Credit</b>
<b>22PSW2DSE2B</b>	<b>DISASTER MANAGEMENT</b>	<b>DISCIPLINE SPECIFIC ELECTIVE</b>	<b>6</b>	<b>3</b>

### Course Objectives

To orient students about Disaster Prevention, Preparedness, Education, and Capacity building.

### Prerequisites

Basic understanding of Disasters

### Course Outcome and Cognitive Level mapping

<b>CO Number</b>	<b>CO Statement</b> On the successful completion of the course, students will be able to	<b>COGNITIVE LEVEL</b>
<b>CO1.</b>	Identify the Basic Concepts of Disaster and Disaster Management	K1,K2
<b>CO2.</b>	Summarize the Government role in Disaster Management	K3
<b>CO3.</b>	Discover the problems of disaster survivors	K4
<b>CO4.</b>	Apply the techniques of disaster Management	K5
<b>CO5</b>	Evaluate the teamwork involved in disaster management	K6

### Mapping of Co with PO

<b>CO/PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	2	2	3	3	3
<b>CO2</b>	3	3	2	2	2	2	2	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	2	2	2	2	2	2	2	3	3	3
<b>CO5</b>	3	2	2	2	2	3	3	2	3	3

“1” Sight (Low) Correlation, “2”- Moderate (Medium) Correlation, “3” –Substantial (High) Correlation

### Syllabus

<b>Unit</b>	<b>Content</b>	<b>Hours</b>	<b>Cos</b>	<b>Cognitive Level</b>
<b>I</b>	<b>Disaster &amp; Types: Disaster:</b> definition, dimensions of disaster, progress in vulnerability. <b>Types of disaster: Natural and Manmade,</b> <b>Natural :</b> <i>Water and climate related:</i> Floods and drainage management, droughts, cyclones, tsunami, tornadoes, hurricane, snow avalanches, heat and cold waves. <i>Geological related:</i> Earthquakes, landslides, mudflows, dam bursts. Industrial accidents, biological disasters	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
<b>II</b>	<b>Phases-</b> (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

	services, Panchayat Raj institutions. Psychological first aid for disaster survivors.			
<b>III</b>	<b>Crisis management:</b> government response system in disasters, NIDM – central, state, district, BIRMS – Basic Initial Response Management Steps. <b>Communication systems during disasters:</b> HAM (help all mankind) radio promotions, police wireless network, SMS, mobile services, satellite communications; warning systems in disasters.	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
<b>IV</b>	<b>Impact of disaster: Impact :</b> Physical, social, economic, and psychological impact of disasters. Psycho social care to the disaster survivors; principles of psychosocial care; techniques of providing psychosocial care <b>Compensation:</b> Compensation and legal issues among the disaster survivors. <b>Housing Support.</b> Housing and materialistic support for the disaster survivors. Town planning after a major disaster.	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
<b>V</b>	Capacity building by government and non-governmental organizations, disaster resilience role of social workers in disaster services. role of central and state government in disaster management services. National health policy on disaster management, disaster survivors and human rights	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
<b>VI</b>	<b>(Self-study for Enrichment (Not included for End Semester Examinations))</b> Learners need to prepare assignment on events of Disasters. Students need to attend Seminars and workshops related to disasters.		CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

### **Text Book**

1. Sulphay M M (2016) Disaster Management, New Delhi: PHI Learning Private Limited

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1. Basu, Amit Ranjan, and R. Srinivasa Murthy. 2003 "Disaster and Mental Health: Revisiting Bhopal." *Economic and Political Weekly*).
2. Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, GP, Kishore Kumar, K., Srinivasa Murthy, R. 2002 Riots: Psychosocial care for Individuals. Books for Change, Bangalore. In English and Gujarati.
3. Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, GP, Kishore Kumar, K., Beena, P. Srinivasa Murthy, R. 2002 Riots: Psychosocial care for children surviving the riots. Books for Change, Bangalore.
4. Desai. N.G., Gupta, D.K., Joshi, P.C., Singh, R.A., Singh, T.B., Lal, M. and Kumar, A. 2002 Mental health aspects of the earthquake in Gujarat. Indian Council of Medical Research, New Delhi.
5. Grace, H, Sekar, K., Subhasis, B., 2005 Bharat, S. Tsunami – Psychosocial care for women. NIMHANS, Bangalore.
6. Kishorekumar, K.V. Chandra Sekar, C.R. Choudhury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K. & Srinivasa Murthy, R 2000 Psychosocial care for community level helpers, Bangalore.
7. Maharashtra Institute of Mental Health. 1994. Proceedings of Symposium on the Health Consequences of the Marathwada Earthquake Disaster, Pune: Maharashtra Institute of Mental Health.
8. Nadkarni, V.V. (1991) Developing curriculum in the area of Disaster Management. In S. Bharat and M. Desai (Eds) Research on Families with Problems in India: Issues and implications (Volume I),

Bombay: Tata Institute of Social Sciences.

9.Narayana R.L., Srinivasa Murthy,R., Daz P (2003) Disaster mental health in India: Monograph. American Red Cross. Indian Red Cross, New Delhi

10.National Institute of Mental Health and Neurosciences 1997 Report on National workshop on Psychosocial consequences of disasters, Bangalore.

11.Nrayana, R., Dave,A.S., Sekar,K., Kishore Kumar,K., Srinivasa Murthy,R. 2002 Riots: Psychosocial care for Women surviving the Riots. Books for Change, Bangalore.

### **Web Resources**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

[https://www.youtube.com/watch?v=9WIwlljva\\_s](https://www.youtube.com/watch?v=9WIwlljva_s)

**Pedagogy:** Chalk& Talk, , Seminar, PPT Presentation, Group Discussion and Case Study.

**Course Designer: Dr.S.Vidhya**

Semester II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
22PSW2DSE2C	HEALTH AND HYGIENE	DISCIPLINE SPECIFIC ELECTIVE	6	3

### Course Objectives

- 1.To make the students aware of Nutrition, Balanced diet & Health
2. To understand legislation, health policies & Programmes
- 3.To know about hygiene & its type

### Prerequisite

Basic Understanding of health & hygiene

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of this course, the students will able to	
CO1	Define, Recall, explain, demonstrate and outline, health,public health,social & preventive Medicines,Vital health	K1, K2
CO2	Identify and apply the models of community Health,PHC Programmes, Insurance Schemes	K3
CO3	Analyse, categorize, compare, list, legislation & health Care services	K4
CO4	Explain the health programmes & agencies working globally for health.	K5
CO5	Elaborate and Discuss hygiene,types & movement for hygiene	K6

### Mapping of Co with PO

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

**1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation**

**“3” – Substantial (High) Correlation – “-” indicates there is no correlation**

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Health: Health, Primary Health Care and Public Health; Concepts and definition, factors influencing health; Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators–vital health statistics; Common health problems in India. Nutrition and Health: Nutrition, Balanced diet, Malnutrition, Prevention of Malnutrition Deficiency diseases, prevention of Nutritional problems.	18	CO1, CO2, CO3, CO4, CO5,	K1, K2, K3, K4, K5, K6
II	Community Health: meaning, vulnerability assessment, emergency, planning, training and education; Models of community health PHC's- meaning, functions and Programmes. Chief Minister's Comprehensive health insurance scheme in Tamil Nadu salient features; 108 Emergency ambulance services	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	Legislations & Health care services - Health care delivery system at the National and State level,. Salient features of legislations related to health: MTP ACT (Amendment), Mental Health Act , Factories Act 1948, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

IV	<p>Health Programmes &amp; Global Health Promoting Agencies: National Mental Health Programme, National Tuberculosis Programme (NTP), National AIDS Control Programme (NACP), National Malaria Control Programme (NMCP), Universal Immunization programme (UIP), National Cancer Control Programme (NCCP), National Health Mission (NHM), Reproductive and Child Health Programme, National Family Welfare Programme. WHO, UNICEF, FAO, UNFPA, ILO.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal and their influence on Health. Hygiene movements: Mental Hygiene Movement, Social Hygiene Movement, Natural Hygiene Movement.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self Study for Enrichment(Not for Examination) Health Survey in a village Analysis &amp; Report of the Survey Documentation Plan a programme based on the findings</p>		CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6



### **Textbooks**

1. Park, K. (2015). Essentials of Community Health Nursing. Jaypee Brothers Medical Publication.
2. Park J.R & Park K. (2009). Text book of preventive and social medicine. Jabalpur, M/S

Banashidass publication

### **References**

- Bajpai, P. K. (Ed). (1997). Social Work Perspective on Health. Rawat Publications.
- Broskowshi A., Marks E. & Budman S.H (1981). Linking health and mental health. Sage Publications
- Goel S.L. (1984). Public Health Administration. Sterling Publications
- Kamalam, S. (2016). Essentials in Community Health Nursing Practice. Jaypee Publication.
- Kumar, Ram. (1992). Social and preventive health administration. APH Publications.
- Pati R.L. (1992). Health Environment and development. Ashish Publications.
- Pritam Lily, Ram Telu. (1993). Environmental health and Hygiene. Vikhas Publication

### **Website References**

1. [https://www.nhp.gov.in/health-policies\\_pg](https://www.nhp.gov.in/health-policies_pg)
2. <https://www.indhospitalsolution.com/healthcare-policies-in-india>
3. <https://www.medicalnewstoday.com/articles/personal-hygiene>

### **Pedagogy**

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

**Course Designer** : Ms. PL. Rani

<b>SEMESTER -II</b>	<b>EXTERNAL MARKS:100</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDIT</b>
<b>22PSW2INT</b>	<b>INTERNSHIP</b>	<b>INTERNSHIP</b>	<b>-</b>	<b>2</b>

### **Course Objectives**

- 1.To integrate practice skills and techniques learnt in students.
- 2.To help students to acquire skills of systematic observation
- 3.To develop a spirit of enquiry among students.

### **Pre-requisites**

Understanding about the theoretical concepts about community, social problems and interventions of government and non-governmental organizations.

### **Course Outcomes and Cognitive Level Mapping**

<b>CO Number</b>	<b>CO Statement</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	On the successful completion of the course students will be able to Define, Understand and Experience direct practice and management operations	K1,K2
<b>CO2</b>	Exposure to welfare organizations and their strategies of work	K3
<b>CO3</b>	Demonstrate self in the role of a change agent	K4
<b>CO4</b>	Recommend the applications of Social Work in intervening the social problems	K5
<b>CO5</b>	Elaborate and discuss the strategies used in addressing the social issues	K6

### Mapping of CO with PO

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

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

### Guidelines for the Summer Internship:

Summer internship gives an opportunity to develop linkage with reputed organizations. The objectives of summer internship is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development.

- Summer Internship comprises a time frame of 15 days at the end of first semester.
- The trainee must volunteer to locate a setting (own choice) about one month in advance and explore the possibilities of 15 days practice learning and finalize in consultation with the faculty advisors.
- The field work setting should preferably have a professionally trained social worker on the team of a staff.
- The social work trainee is to work directly with client systems and management operations of day to day work of the setting.
- Observation & Documentation, Assessment, Managing & working in teams, Implementing policies and procedures of the organizations should be the area of focus during the internship.

- Organizations for Internship could be chosen based on the trainee's inquisitiveness to work in any of the setting given below:
  - Mental health facility
  - Child protective services
  - Hospital
  - Nursing home
  - Domestic violence shelter
  - Homeless shelter
  - De Addiction centre
  - Advocacy organization
  - Local, state or national government offices
  - Environmental organizations
  - Women's centers
  - Domestic violence centers or shelter
  
- All expenses during the internship including travelling have to be borne by the trainee.
  
- The student trainee should maintain day-to-day records and a consolidated report in hard copy to the department (compulsory) and to the organization (on requirement) at the beginning of the II Semester. A MP4 file comprising of their experiences in Summer Internship have to be submitted too.
  
- A class presentation of their summer internship learnings should be done.

## ASSESSMENT

**EXTERNALS: 100 marks**

<b>Component</b>	<b>Marks</b>
<b>Attendance</b>	<b>15</b>
<b>Presentation</b>	<b>10</b>
<b>Community Outreach Programmes</b>	<b>10</b>
<b>Documentation &amp; Reporting</b>	<b>30</b>
<b>Ability to relate theoretical concepts</b>	<b>10</b>
<b>Possession of Social Work Skills</b>	<b>5</b>
<b>Efforts made to possess Social Work skills</b>	<b>10</b>
<b>TOTAL</b>	<b>100</b>

### References:

1. <https://mastersinsocialworkonline.org/resources/internship-guide/>
2. <https://mssw.in/wp-content/uploads/2020/03/i-msw-syllabus-2018-20.pdf>
3. <https://uwosh.edu/socialwork/wp-content/uploads/sites/180/2020/10/MSW-Sample-Field-Syllabus.docx>

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