

**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  
2022-2023 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 AND RESEARCH DEPARTMENT OF SOCIAL WORK**  
**MASTER OF SOCIAL WORK**  
**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)**  
**(For candidates admitted from the academic year 2022-2023 onwards)**

Semester	Course	Course Title	Course Code	Inst. Hrs. / Week	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
I	Core Course– I (CC)	Philosophy of Social Work and Society	22PSW1CC1	6	5	3	25	75	100
	Core Course – II (CC)	Social Work Profession with Individuals and Groups	22PSW1CC2	6	5	3	25	75	100
	Core Course –III (CC)	Community Organization and Social Action	22PSW1CC3	6	5	3	25	75	100
	Core Practicum - I (CP)	Social work Practicum(p)	22PSW1CC1P	6	5	3	40	60	100
	Discipline Specific Elective Course-I (DSE)	A) Human Resource Management	22PSW1DSE1A	6	3	3	25	75	100
		B) Management of Organizations	22PSW1DSE1B						
		C)NGO Management	22PSW1DSE1C						
<b>Total</b>				<b>30</b>	<b>23</b>				<b>500</b>

**15 Days INTERNSHIP during Semester Holidays**

II	Core Course– IV (CC)	Social work Research and Social Statistics	22PSW2CC4	6	5	3	25	75	100
	Core Course – V (CC)	Social Welfare Administration and Social Policy	22PSW2CC5	6	5	3	25	75	100
	Core Practicum - II (CP)	Social Work Practicum (P)	22PSW2CC2P	6	5	3	40	60	100
	Core Choice Course– I (CCC)	A. Counselling: Theory and Practice	22PSW2CCC1A	6	4	3	25	75	100
		B. Psychology for Social Workers	22PSW2CCC1B						
		C. Youth and Marginalized Sections	22PSW2CCC1C						
	Discipline Specific Elective Course-II (DSE)	A. Family Social Work	22PSW2DSE2A	6	3	3	25	75	100
		B. Disaster Management	22PSW2DSE2B						
		C. Health and Hygiene	22PSW2DSE2C						
	Internship	Internship	22PSW2INT	-	2	-	-	100	100
Extra Credit Course	<b>Swayam Online Course</b>	To be fixed later	As per UGC Recommendation						
<b>Total</b>				<b>30</b>	<b>24</b>				<b>600</b>

III	Core Course– VI (CC)	Cyber Security	22PGCS3CC6	5	4	3	25	75	100
	Core Course – VII (CC)	<b>Specialization –I</b> Public Health	22PSW3CC7A	6	5	3	25	75	100
		Women welfare and Health	22PSW3CC7B						
		Human Resource Development	22PSW3CC7C						
		Rural and Tribal Community Development	22PSW3CC7D						
	Core Practicum – III (CP)	Social Work Practicum (P)	22PSW3CC3P	6	5	3	40	60	100
	Core Choice Course–II (CCC)	<b>Specialization –II</b> A. Medical Social work	22PSW3CCC2A	6	5	3	25	75	100
		B. Child Rights and Child Protection	22PSW3CCC2B						
		C. Labour laws and Industrial Relations	22PSW3CCC2C						
		D. Urban Community Development	22PSW3CCC2D						
	Discipline Specific Elective Course-III (DSE)	A. Social Work for Competitive Examinations	22PSW3DSE3A	-	-	2	-	100	100
B. Computer Skills for Social Workers		22PSW3DSE3B	4	3	3	25	75	100	
C. Environmental Social Work		22PSW3DSE3C							
Generic Elective Course -I (GEC)	Indian Social Problems	22PSW3GEC1	3	2	3	25	75	100	
Extra Credit Course	Swayam online Course	As per UGC Recommendation							
<b>Total</b>				<b>30</b>	<b>24</b>				<b>600</b>

IV	Core Practicum- IV (CP)	Social Work Practicum (P)	22PSW4CC4P	6	5	3	40	60	100
	Core Practicum -V (CP)	Block Placement (P)	22PSW4CC5P	6	5	3	40	60	100
	Core Choice Course– III (CCC)	<b>Specialization III</b> A. Psychiatric Social Work	22PSW4CCC3A	6	4	3	25	75	100
		B. Welfare of the youth and Aged	22PSW4CCC3B						
		C. Organizational Behaviour	22PSW4CCC3C						
		D. Development Planning, Policy and Practice	22PSW4CCC3D						
	Generic Elective Course- II (GEC)	Welfare of the Disadvantaged Sections	22PSW4GEC2	3	2	3	25	75	100
<b>Research Project</b>	Research Project Work	22PSW4PW	9	5	3	<b>Evaluation 80 Viva 20</b>		100	
<b>Total</b>				<b>30</b>	<b>21</b>				<b>500</b>
<b>Grand Total</b>				<b>120</b>	<b>9</b>				<b>2200</b>

<b>Semester I</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>
22PSW1CC1	<b>PHILOSOPHY OF SOCIAL WORK AND SOCIETY</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### **COURSE OBJECTIVES**

- To introduce the history and ideologies concerning Social Work
- To understand fundamental objectives of social work profession, its values, and ethics as linked to contemporary ideology for social change.

### **Prerequisites**

Basic understanding on society and on social work profession

### **Course Outcome and Cognitive Level Mapping**

<b>CO NO</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On Successful Completion of the course, the students will be able to	
CO1	Remember and understand the history of Social Work, basic concepts in social work and society and social problems	K1, K2,
CO2	Apply the primary and secondary methods of social work	K3
CO3	Analyse the principles of social work and tools and techniques in social work	K1, K2, K3, K4, K5, K6
CO4	Explain the voluntary social work and professional social work	K1, K2, K3, K5, K6
CO5	Elaborate on the distinctiveness of Social Work as a Profession and professional membership	K1, K2, K3, K4, K5, K6

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

<b>CO/PO</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>
CO1	3	3	2	2	2	2	3	2	2	2
CO2	2	2	3	3	3	2	2	2	2	2
CO3	3	3	3	2	2	2	2	2	2	2
CO4	3	2	3	2	3	2	2	2	2	2
CO5	3	3	3	3	3	2	2	2	2	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>Social Work:</b> Concept, Definition, and Historical development of Social Work in UK, USA, and India; Concepts: Social Service, Social welfare, Social Security, Social Defense, Social Justice, Social Development, and Social Reform.	18	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
II	<b>Social Work as a Profession:</b> Nature and scope, objectives; philosophy and principles, functions, values and ethics. Social work education and profession, professional values, training; skills, tools and techniques, professional social work and voluntary social work.  <b>National and International Professional Organizations in Social Work:</b> NAPSWI, INPSW, NASW, IASW.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Methods of Social Work:</b> Social case work – social group work – community organisation – social work research – social welfare administration – social action.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Concepts of Society:</b> Community, association, institution, social groups, culture and its elements, social stratification, social processes, social change – social movements and social control. concept of urbanisation, industrialisation, modernisation – social disorganization.	18	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5



V	<b>Social Problems:</b> Poverty, Over-population, Unemployment, Corruption, Dowry, Suicide, Drug abuse, Juvenile Delinquency, alcoholism, HIV/AIDS, problems of women, children and aged, Persons with Disabilities, and LGBT.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Unit VI: Self study for Enrichment (Not included for End Semester Examinations)</b> Learners should prepare an assignment on Social Reform movements in India- its impacts on Social Work profession. Learners should find out the procedures for membership in NAPSWI , INPSW .NASW and IASW). Students can collect details about each field by pay a visit to the organisations. students can prepare a e contents on the social institutions). Students can collect details regarding social problems and can collect data from secondary sources like Newspapers, Research documents, Government websites etc.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### **Text Books**

- 1.Singh.K.K.(2010). Singh .R.S.An Introduction To Social Work.New Delhi: Penguin Books Ltd
2. P D Misra .(1994). Social Work Philosophy and Methods.New Delhi:Inter India Publications.

### **Reference Books**

1. Bhattacharya, S. (2008). Social work – An Integrated Approach, New Delhi: Deep & Deep publication Pvt.ltd.
2. Bhusan, Vidya & Sachdev (2006). An Introduction to Sociology.Allahabad:Kitab Mahal.
3. Mishra, P D. 1994.,.Social Work Philosophy & Methods. New Delhi :Inter India Publications

4. Nitesh Dhawan (2011). Social Work Perspectives, Philosophy and Methods. Lucknow: Bharat Book Centre.
5. Otta, B.M. (2014). Social work theory and Practice, New Delhi: S.K Book Agency.
6. Patel A.K. and Dubey M.V. (2010). Methods of Social Work, New Delhi: Crescent Publishing Corporation .
7. Rathod, S. (2013). Skill training for Social Workers, Jaipur : Yking Books .
8. Rao, S. C.N. (2015). Indian Social Problems- A Sociological Perspectives, New Delhi : S.Chand & company Pvt Ltd.
9. Sharma, R.K. (2013). Social problems and Welfare, U.P: Atlantic publishers and distributors(p) ltd .
10. Sen S.K. (2007). Social work practices, Jaipur., India: Book Enclave.
11. Singh, K.K., & Singh, S.R. (2011). Social work and Family intervention. New Delhi : Abd Publishers.
12. Tanuja, S. Tridevims and Natarajan, R. (2014). Future of Social Work, Arunachal Pradesh: Jnanda Prakashan (P&D) .
13. Verma, S. (2014). Social work and Social Welfare, New Delhi : Avon Publications.
14. Yogesh Atal (2006). Changing Indian Society, Jaipur.: Rawat Publication.

### **Web References**

1. Historical development of social work  
[https://kkhsou.ac.in/eslm/E-SLM\\_Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3\\_-\\_with\\_changes\\_incorporated.pmd.pdf](https://kkhsou.ac.in/eslm/E-SLM_Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3_-_with_changes_incorporated.pmd.pdf)
2. History of Social Work profession in India : Subject Social Work <https://epgp.inflibnet.ac.in>
3. Origin & Growth of Social Work Profession, <https://youtu.be/06hfW8I-p34>
4. Introduction To Social Work <https://youtu.be/LtaCmORiP9A>
5. A Brief History of Social Work <https://youtu.be/yeqbxwDheJI>
6. Professional social work: nature, scope, goals and functions  
<https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf>
7. Social Work Methods <https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>
8. Introduction to sociology [https://rgu.ac.in/wp-content/uploads/2021/02/Download\\_636.pdf](https://rgu.ac.in/wp-content/uploads/2021/02/Download_636.pdf)
9. Society, Social Institutions and Social Problems  
<https://egyankosh.ac.in/bitstream/123456789/71869/1/Block-4.pdf>

### **Pedagogy**

Chalk & Talk, Seminar & Assignments, Group Discussion, Case Study, e-content, Google classroom

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



<b>Semester I</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>CREDITS</b>
<b>22PSW1CC2</b>	<b>SOCIAL WORK PROFESSION WITH INDIVIDUALS AND GROUPS</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objective

To acquire complex skills of working with individuals and families in various situations and settings.

### Prerequisites:

Basic knowledge in dealing with individuals & Groups

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
CO1	Define, Identify Knowledge in dealing with Individuals & Groups and basic concepts of case work and Group work	K1, K2
CO2	Demonstrate the characteristics of caseworker client relationship and concepts of programme planning Understand the case work Process and group work process	K3
CO3	Apply the principles, skills and techniques of case work and Group work	K4
CO4	Evaluate the role of Case worker and Group Worker in different Settings	K5
CO5	Plan, construct the Application of case Work & group work method in different settings	K6

### Mapping of CO with PO and PSO

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

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>Case Work:</b></p> <p>Historical Development; Scope, Limitations, Importance and Relationship with other Methods of Social Work, <b>Basic Components of Social Case Work:</b> Person, Problem, Place and Process, <b>Principles of Case Work.</b></p> <p><b>Case Worker-Client Relationship:</b></p> <p>Meaning and its Importance. Characteristics of Professional Relationship: Empathy, Transference and Counter Transference, Resistance, Sustaining the Relationship, Genuineness, Unconditional Positive regard and Self Disclosure.</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3,K4,K5 ,K6
II	<p><b>Case Work Process</b> - Intake and Exploration, Introduction to the Role of Psychological Testing in Assessment, Psychosocial Diagnosis, Formulation of Goals, Prioritization of Needs, Development of Action Plan, use of Contracts; Intervention: Direct and Indirect Techniques; Involvement of Collateral Contacts, Home Visits and its Importance. <b>.Case Work and Communication:</b> Meaning, purpose, importance, principles, elements in communication process, types, importance of listening, observing and feedback, communication barriers and ways to overcome them; importance of interpersonal communication in casework. <b>Approaches to Practice:</b> Psychosocial, problem solving, crisis intervention; behavior modification, functional and development of an eclectic model for practice</p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	<p>a. <b>Social group work:</b> concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social work and its relation to other methods of social work. b. <b>Group work process:</b> Intake and study: selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of</p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	<p>home visits, and collateral contacts. c. <b>Assessment-</b> preparing for group work, first meetings-interviewing, ground rules for group work meetings, group roles and responsibilities, group meetings, d. <b>Intervention/treatment:</b> problem identification, making them work, dealing with difficulties within the group, group presentations, group work evaluation- meaning and its place in group work. e. <b>Evaluation:</b> steps in-group work evaluation and criteria for good group work and checklist for group work evaluation, v. Termination- reaction to termination and vi. Follow up.</p> <p><b>b.Group work supervision:</b> concepts, need, tasks, types, purpose, and functions, techniques and conditions for good supervision.</p> <p><b>b. Leadership in group:</b> concepts, definition, characteristics, functions, qualities of leader, types and theories of leadership; training for leadership; sociometry and sociogram.</p>			
IV	<p>a. <b>Programme planning:</b> meaning and definition of programme, principles and process of programme planning and the place of agency in programme planning.</p> <p>b. <b>Programme laboratory-</b> values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping- planning and conducting camps; stages of group development and use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation.</p> <p><b>b. Models and approaches:</b> social goal model, remedial and reciprocal model; group therapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group.</p>	18	CO1 CO2 CO3 CO4 CO5	K1,K2,K3,K4,K5 ,K6

V	<b>Recording:</b> meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record; principles of recording, uses, and maintenance of record. Scope and practice of social case work & Social Group work, Application of Case work and Group work method in different settings; community settings, medical and psychiatric settings, family and child welfare settings and the aged homes, schools, Special Schools, correctional institutions, industries, and skills of case worker & group worker. Limitations of Social case work practice in India.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self study for Enrichment (Not Included for End Semester Examinations)</b>  Write down the experience of establishing relationship, (Learners to conduct 1 case work and submit report)  Plan & Implement any one group work submit a detailed report,  Visit any one of the settings & observe the case work & group Work and record your observation and submit a detailed report.		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

### **Text Book**

- 1.Upadhyay.R.K.(2010). Social case work-A therapeutic Approach, Jaipur: Rawat Publication
- 2.Sanjay Bhattacharya (2003), Social work :An Integrated Approach, Deep & Deep Publications

### **Reference Books**

- 1.Adams .R (2012).*The short guide to social work*. Rawat Publication & Vikas Publishing House.
- 2.Mathew Grace (1992).An Introduction to Social Case Work, Bombay : Tata Institute of Social Sciences
- 3.Altmaier, E. M., Hansen, J.C..(2012), The Oxford Handbook of Counseling Psychology New York: Oxford University Press.
- 4.Hamilton, Gordon (1970),The New York School of Social Work : Theory and Practice of Social Case Work London : : Columbia University Press
- 5.Hollis, Florence and Woods, Mary E.(1981).Casework – A Psychosoical Therapy New York

: Fandom House

6. Paylor.I., Measham.F., Asher.H .(2013) Social work and Drug use Jaipur : Rawat Publications
7. Glassman, Urania.(2008).Group Work: A Humanistic and Skills Building Approach, SAGE Publications
8. Konopka, Gisela (1972).Social group work: A helping process. Prentice-Hall
9. Lifton, Walter M. (1966).Working with Groups, Wiley
10. Siddiqui, H. Y (2008).Group Work: Theories and Practices Jaipur: Rawat Publications

### **Web References**

1. <https://www.egyankosh.ac.in/bitstream/123456789/76167/1/Unit-1.pdf>
2. <https://www.socialworkin.com/2021/12/Client-case-worker-relationship-in-social-case-work.html>
3. <https://www.yourarticlelibrary.com/sociology/social-casework-processes-study-and-diagnosis/36564#:~:text=ADVERTISEMENTS%3A,rope%20woven%20of%20multiple%20strands>.
4. [https://en.wikipedia.org/wiki/Group\\_work#:~:text=Social%20group%20work%20is%20a,\(Marjorie%20Murphy%2C%201959\)](https://en.wikipedia.org/wiki/Group_work#:~:text=Social%20group%20work%20is%20a,(Marjorie%20Murphy%2C%201959)).
5. <https://www.slideshare.net/BimalAntony/group-work-process-23990034>
6. <https://www.youtube.com/watch?v=Yunbt4u9uWg>
7. <https://www.youtube.com/watch?v=ausahOeYOMQ>

### **Pedagogy**

Lectures, Seminars, Case Presentations, Discussion, Observation, Role Play, E- contents

### **Course Designers**

Dr.S.Vidhya, Ms.PL.Rani



<b>Semester I</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>
<b>22PSW1CC3</b>	<b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### **Course Objectives**

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

### **Prerequisites:**

Basic knowledge on communities.

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

<b>CO NO</b>	<b>CO Statements</b>	<b>Cognitive Level</b>
<b>CO1</b>	Remember and understand the history of Community Organization and basic concepts of Community Organization	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO2</b>	Analyze the process of Community Organization and Social Action	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO3</b>	Evaluate the importance of Community Participation in Rural, Urban & Tribal Development	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO4</b>	Justify the importance of theories, practices and approaches of Community Organization and Social Action	<b>K1, K2, K3, K4, K5, K6</b>
<b>CO5</b>	Develop models in Community Organization.	<b>K1, K2, K3, K4, K5, K6</b>

## 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
I	<b>Community:</b> Meaning, Classifications, and Characteristics; 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.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
II	<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.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
III	<b>Community Organisation 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 Organisation Building and Federating for Sustained Problem-Solving Action. Strategies in Community Organisation; Organising Conferences, Training	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

	programmes, Consultation, Negotiation and networking.			
<b>IV</b>	<b>Application of Community Organisation:</b> Community Organisation 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, Practice skills, Research skills for Community Work, Various Roles of Community Organiser.	<b>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
<b>V</b>	<b>Social Action:</b> 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>18</b>	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
<b>VI</b>	<b>Self study for Enrichment (Not Included for 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, Advantages of Social Action, Examples of Social Action in India and abroad.		CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

### **Text Books:**

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

### **References**

- 3) Guha, A. (2013) .Community Organization and Social Action, Centrum press.
- 4) Patil, A.R (2013) Community Organisation and Development: An Indian Perspective New Delhi: PHI Learning
- 5) Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
- 6) Lee, B.(2011). Pragmatics of Community Organization, Common Act.
- 7) Christopher, A.J & William A.T (2009)Community Organisation and Social Action New Delhi: Himalaya Publishing.
- 8) Rothman. J(2001) Strategies of Community Interventions and Macro Practice(6<sup>th</sup> Ed)
- 9) Sidduque,H.Y.(1997).Working with Communities: An Introduction to Community Work, Hira Publications
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- 11) Parsons, T. (1967). The Structure of Social Action, Free Press
- 12) Ross,M. G.(1955).Community Organization: Theory and Principles

### **Web References**

- 1) <https://mgkvp.ac.in/Uploads/Lectures/32/2531.pdf>
- 2) <https://www.notesonzooology.com/ecology/communities-meaning-types-and-characteristics-zoology/4324>
- 3) <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
- 4) <https://egyankosh.ac.in/bitstream/123456789/50437/1/Block-2.pdf>
- 5) <https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/systems-advocacy-and-community-organizing/main>
- 6) [http://www.govtgirlsekbalpur.com/Study\\_Materials/Sociology/Sociology\\_Sem-V\\_CC-11\\_Social\\_Action\\_and\\_Ideal\\_Types.pdf](http://www.govtgirlsekbalpur.com/Study_Materials/Sociology/Sociology_Sem-V_CC-11_Social_Action_and_Ideal_Types.pdf)

### **Pedagogy**

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

### **Course Designer**

**Dr.G.Kanaga**

Semester I	Internal Marks:40	External Marks:60		
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
22PSW1CC1P	SOCIAL WORK PRACTICUM	CORE	6	5

### Course Objectives

1. To give an opportunity to the students to put into practice the theory learnt in the classroom in the real life situation.
2. To expose to the students the various governmental and non-governmental organizations working for the welfare of the needy, downtrodden and vulnerable through observation visits.
3. To kindle the students' interest to learn the standard of living of Rural and Tribal people through social work camps and inspire them to develop a desire to serve them.
4. To train the students in developing various skills through taking up group projects on social issues/problems

### Prerequisites

Students need to possess basic knowledge on the kind of Social Welfare organizations functioning for the needy, down trodden and vulnerable.

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	COGNITIVE LEVELS
CO1	Relate classroom learning in the field	K2
CO2	Identify different agencies of social work practice	K3
CO3	Discover emerging problems of rural, urban and tribal people	K4
CO4	Appraise means of Programme Planning	K5
CO5	Create models to work with emerging problems in the society.	K6

### Mapping of CO and PO and PSO

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

**1. Orientation:** A detailed instruction about field work, objectives importance of field work. Orientation provides information regarding: (1) the importance and place of the practice in the social work education and (2) the purpose, functions, and ethics in professional practice

**2. Observation Visits:**

The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to critically evaluate the initiative of voluntary and government programmes, and to develop an appreciation of social work intervention in these programmes.

A minimum of 10 visits to different social agencies with at least two settings pertaining to each field of specialisation. Suggested fields:

**Health Setting:** Hospitals, Psychiatric hospitals/clinics de-addiction centres, community health extension projects, district mental health programmes /projects, PHCs, etc

**Educational Setting:** Formal schools, non formal / adult education centres, etc.

**Services for special groups:** like differently abled, destitute, elderly- both institutional and non institutional

**Community settings** village visits, Corporations, municipalities, Panchayat Samitis etc.

**Criminal Justice system:** observation homes, jails, etc.

**3. Rural /Tribal Camps** provide opportunities to experience rural and tribal life, analyse rural and tribal dynamics, and observe the functioning of local self government and voluntary agencies. This experience helps peer participation in planning for activities for own group and for the local people. It helps to carry out, evaluate, and report the experience. It also helps the social work trainees in planning, organising, budgeting, mobilising, implementing and evaluating the projects to be implemented during the camps besides exposing their histrionic talents. The camps should be for a minimum of seven days organised by the Social Work students on a self supporting basis.

**4. Group awareness project** on social issues / problems – Minimum of 10 days to be allotted for this purpose. A programme should be organised by the group. Each group must comprise of 3-5 students. Suggested themes such as anti – dowry campaign, HIV/AIDS awareness, gender sensitization, alcoholism, and drug awareness, suicide prevention or any social problem could be considered.

**Evaluation: Total Marks – 100****Internal Evaluation- 40 marks**

S.No	Internal	Marks	Total
A	Field Orientation Visits		10 marks
	(i) Observational Skills	3.5 marks	
	(ii) Reporting	3.5 marks	
	(iii) Attendance for Filed Work	3 marks	
B	Rural/Tribal Camp		15 marks
	(i) Individual Participation	5 marks	
	(ii) Initiative and Leadership	5 marks	
	(iii) Community Involvement	5 marks	
C	Group Awareness Project		15 marks
	(i) Organizing Ability & Team Work	5 marks	
	(ii) Resource Mobilization	5 marks	
	(iii) Social Relevance	5 marks	
<b>TOTAL</b>			<b>40 MARKS</b>

**External Evaluation – 60 marks-VIVA-VOCE**

S.NO	EXTERNAL	MARKS
1	Theoretical Knowledge	15
2	Practice Skills	15
3	Mobilizing Resources	10
4	Communication and Presentation	10
5	Reporting	10
<b>Total</b>		<b>60</b>

**Pedagogy**

Observation visits, organizing group Projects, Planning and implementing activities in camp, Organizing community outreach programmes.

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

<b>Semester I</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>
<b>22PSW1DSE1A</b>	<b>HUMAN RESOURCE MANAGEMENT</b>	<b>DISCIPLINE SPECIFIC ELECTIVE</b>	6	3

### Course Objectives

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of HRM

### Prerequisites

Basic knowledge on Human Resource Management and its functions

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the Successful completion of the course, students will be able to	
<b>CO 1</b>	Recall and explain the basic concepts in Human Resource Management	<b>K1, K2</b>
<b>CO 2</b>	Apply the Various functions of Human resource management	<b>K3</b>
<b>CO3</b>	Analyse the skills involved in acquisition, maintaining and developing of Human Resources	<b>K4</b>
<b>CO4</b>	Assess the Roles of Human Resource managers in various settings	<b>K5</b>
<b>CO5</b>	Invent the new trends in the field of Human Resource management	<b>K6</b>

### Mapping of CO and PO and PSO

<b>CO/PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</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>	2	2	2	2	2	2	3	2	2	2
<b>CO2</b>	2	1	2	2	2	2	2	2	2	3
<b>CO3</b>	2	2	3	2	2	2	3	3	3	3
<b>CO4</b>	2	2	1	1	2	2	2	2	2	2
<b>CO5</b>	1	1	1	1	2	2	2	3	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 HUMAN RESOURCE MANAGEMENT:</b> Concept, Objectives, Importance and Functions of Human Resource Management, Human Resource Development-Meaning and Objectives, Difference between HRM and HRD, Human capital management, Concepts of HR philosophy, HR policy, HR audit and HR Information Systems	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
II	<b>ACQUISITION OF HUMAN RESOURCES:</b> Human resource planning: concept, objectives, process. Job analysis: concept, purpose, methods. Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection, Employee Induction and Placement.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
III	<b>EMPLOYEE WELFARE:</b> Employee Welfare-Meaning, Objectives, Philosophy, Scope, types of employee welfare - statutory and non-statutory welfare measures and Labour welfare theories.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
IV	<b>MAINTENANCE OF HUMAN RESOURCES:</b> Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Rewards: Concepts and types.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
V	<b>DEVELOPMENT OF HUMAN RESOURCES:</b> Training and Development -concept and difference between employee training and management development, Training process and methods (on the job training and off the job training). Management Development Methods.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

VI	<p><b>SELF STUDY FOR ENRICHMENT (Not included for End Semester Examination)</b></p> <p>Green HRM, Human Resource Business Partner, <b>Selection – concept, process and devices (application forms, employment tests, Interviews, Realistic job previews, background investigation, physical examination),</b> Criteria for distributing rewards.</p> <p>Difference between Performance-based pay and Competence-based pay, Laws related to Welfare, Training effectiveness: Concept and Methods of evaluating training effectiveness</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
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1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.
7. Charles R. Greer, (2003). Strategic Human Resource Management, Pearson Education Pvt Ltd.
8. Jeffrey .A. Mello, (2002). Strategic Human Resource Management, Thompson Learning, U.S.A.

### **Web References**

- 1.<https://youtu.be/KXxheTQXyDw>
- 2.<https://www.youtube.com/watch?v=qWv570bxjdU>
- 3.<https://youmatter.world/en/definition/green-human-resources-management-meaning-definition/>
- 4.<https://www.youtube.com/watch?v=CLr-xaQEnkE>

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

### **Course Designer**

Ms.S.Hema

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	Category	Hours/Week	Credits
22PSW1DSE1B	MANAGEMENT OF ORGANIZATIONS	DISCIPLINE SPECIFIC ELECTIVE	6	3

### Course Objectives

To provide an overview of the structure and administration of an organization.

To impart necessary skills for the management of organizations.

To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

### Prerequisites

Gain Knowledge on managing Organisations and Non-government organizations

### Course Outcome and cognitive level mapping

CO Number	CO Statement	Cognitive level
	On the successful completion of this course, the students will be able to	
CO 1	Define and Interpret the basic concepts of organisation and non-Governmental organisation	K1, K2
CO 2	Apply the various functions of management and non-governmental organisations	K3,
CO3	Analyse the skills involved in governing organisations	K4
CO4	Determine the roles of social workers in managing organisations	K5
CO5	Formulate the various plans and policies to improve the functions of organisation	K6

### Mapping of CO and PO and PSO

CO/PO	PSO1	PSO 2	PSO 3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3	3	2	2	2	2
CO2	2	2	2	2	2	2	3	2	2	2
CO3	3	2	3	3	2	3	2	3	3	3
CO4	2	3	3	3	3	2	2	2	2	3
CO5	3	2	2	2	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	<p><b>Basics of Organization</b>            Organization: Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization Structure. Business Organizations: Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5</b>
II	<p><b>Fundamentals of Management</b>            Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Controlling, Reporting and Budgeting), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Motion).</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
III	<p><b>Evolution of management Thought</b>            Concepts and Key Contributions – Classical Theory: Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber);            Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (M P Follet) New Management theory: System Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
IV	<p><b>Introduction to Non-Profit Organization</b>            Non-profit organization: Meaning, Objectives, Principle. History of Non-profit organizations in India. Registration of organizations as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
V	<p><b>Management of Non-profit Organizations</b>            Project proposal –Meaning and Project proposal Writing, Fund Raising -Meaning, Importance, principles and practices and various funding agencies in India.</p>	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>

VI	<b>Self-study for Enrichment (Not Included for End semester examination)</b>  Managerial skills: Conceptual, Technical and Human Relation Skills. Case study and role play in Classical theory and Neo-Classical theory. Various Non-Profit Organisations in Tamilnadu. Preparing project proposal by using MS-Word and MS-Excel	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
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### References Books

1. Samvel.C. Certo And S. Trevis Certo,(2007). Modern Management. Prentice Hall of India Pvt Ltd.
2. P. Subba Rao, (2017) Mangament and organsiation behavior ( text and cases) Himalaya publishing House Pvt Ltd.
- 3.S. P. Rajagopalan, (2008). Principles of Management,, Srivari Publication
4. John R. Schermerhorn.Jr,(2005), Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A,Heredia R.A. et al.,(1979) “Industrial Organization and Management”, Himalaya Publishing House, Bombay.
6. Gupta C.B.,(1998) .“Organisation and Management” Sultan Chand &Sons, New Delhi.
7. Joseph L. Massie, (1973).“Essentials of Management”, Prentice Hall of India Ltd, New Delhi.
8. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir,(2004). “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-
9. Robin Lall ,(2004) .The Dynamics of NGO’s New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues (1983) Hand Book for the Management of Voluntary Organisation Madras, Alfa Publishers Pvt ltd.
11. Sooryamoorthy R and Gangrade K.D, (2006). NGOs in India-A cross Sectional study New Delhi: Rawat publication pvt Ltd.
12. Vetrivel Surendra ,(1999). Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri Publishers
13. Prasanna chandra projects,(2002). Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi.
14. Vasant Desai Project Management,(1997). Himalaya Publishing House Mumbai.

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- 1.<https://www.youtube.com/watch?v=Ie7kjAE0aBM>
- 2.<https://www.youtube.com/watch?v=TsZukmeaewc>
- 3.<https://www.youtube.com/watch?v=d1jOwD-CTLI>
- 4.<https://www.youtube.com/watch?v=EryyxLI4IK8>
- 5.<https://www.fool.com/the-blueprint/project-proposal/>

### Pedagogy

Group Discussion, Case Study, E-Content and PPT

### Course Designer

Ms.S.Hema

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
22PSW1DSE1C	NGO MANAGEMENT	DISCIPLINE SPECIFIC ELECTIVE	6	3

### Course Objectives

- To facilitate the understanding towards the role of civil society organizations especially NGOs in the development of the masses.
- To justify the importance of practices and approaches in NGO Management.
- To apply the process of planning and implementation of Projects.
- To elaborate the concepts and principles of NGO management.

### Prerequisites

Gain knowledge in initiating NGO and managing it.

### Course Outcome and cognitive level mapping

CO Number	CO Statement	Cognitive Level
CO1	Remember and understand the concept and history of NGOs, Project Management	K1, K2, K3, K4, K5, K6
CO2	Analyze the process of Planning and implementation of Projects	K1, K2, K3, K4, K5, K6
CO3	Evaluate the importance of skills and techniques involved in NGO Management	K1, K2, K3, K4, K5, K6
CO4	Justify the importance of practices and approaches in NGO Management	K1, K2, K3, K4, K5, K6
CO5	Formulate various strategies in the development of NGOs	K1, K2, K3, K4, K5, K6

### Mapping of CO and PO and PSO

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

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

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

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Foundations of Management and NGOs:</b> Management- Concepts, Objectives, Functions. NGOs -Concept, Types, Functions, Board of Directors – Composition, functions, and Role of NGOs in Community Development. <b>NGO Management</b> – Concept, Principles and Approaches.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
II	<b>Legal Framework for Establishing NGOs in India:</b> Constitutional Provision with regard to Charitable Organization, Formulation and Registration of NGOs in India – Societies Registration Act, Indian Trusts Act, Indian Companies Act. Foreign Contribution Regulation Act, Statutory Obligations – Income tax exemption (80G, 12A & 35 AC).	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
III	<b>Project Management in NGOs:</b> Planning – Concept, Principles and Scope, Micro and Macro level planning. <b>Projects</b> – Concept, Types, Dimensions of Project –Identification, Need Assessment, Problem Tree, Formulation of Project Proposal and Project Appraisal, PRA tools, <b>Monitoring and Evaluation</b> - PERT and CPM	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
IV	<b>Resource Mobilization: Resources</b> – Concept & Types. <b>Resource Mobilization</b> – Concept, Need for Resource Mobilization, Methods and Techniques. <b>Fund Raising and Grant Proposals</b> – Concept, Local, Regional, State, National and International level funds, Potential donors, Strategies adopted in fund raising, Challenges encountered during fund raising, Grant Proposals – concept & framework.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
V	<b>NGO Governance:</b> Concept, Governing Structures at the National and International level, Challenges and Ethical Concerns. <b>Good Governance:</b> Concept, Principles and Guidelines for good governance and Accountability. <b>Financial Management of NGOs</b> – Concept, Record Keeping, Internal Control, Budgeting and Financial Reporting.	18	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>



<b>VI</b>	<p><b>Self Study for Enrichment</b> (Not included for End Semester Examination)</p> <p>Maslow Hierarchy of Needs, Deficiency Needs Vs Growth Needs, Maslow Hierarchy of Needs, Characteristics of Self Actualizers, Strengths and Weakness of NGOs.</p>	-	CO1, CO2, CO3, CO4, CO5	<b>K1, K2, K3, K4, K5, K6</b>
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### **Text Books**

- 1) Abraham, A (2011) Formulation and Management of NGOs, Universal law.
- 2) Chandra, S. (2003) Guidelines to NGO Management, Kanishka Publishing

### **References Books**

- 1) Fisher, J. (2003) NGOs and the Political Development of the Third World, Rawat.
- 2) Jain, R.B (1991). NGOs in Development Perspective, Vivek Prakasam
- 3) Shah, I (2005). A Practical Guide to NGO and Project Management, Himalayas

### **Web References:**

- 1) <https://www.youtube.com/watch?v=QwvCU6AJJRI>
- 2) <https://www.youtube.com/watch?v=FveLpFhQbeM>
- 3) <https://www.youtube.com/watch?v=4AeBxiIYoZs>
- 4) [https://www.youtube.com/watch?v=dEwJ\\_E9pqLQ](https://www.youtube.com/watch?v=dEwJ_E9pqLQ)
- 5) [https://www.youtube.com/watch?v=GIItEsM\\_u8Tk](https://www.youtube.com/watch?v=GIItEsM_u8Tk)

### **Pedagogy**

Lecture, Peer Discussion, Seminar, PPT, Group Discussion and Case Study.

### **Course Designer**

**Dr. T. Amirtha Mary**

<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>CREDITS</b>
22PSW2CC4	<b>SOCIALWORK RESEARCH &amp; SOCIAL STATISTICS</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objective

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

### Prerequisites

Basic understanding of research

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
<b>CO1</b>	Acquire knowledge on the process of doing research	K1
<b>CO2</b>	Understand the steps of research and use of statistics in research	K2
<b>CO3</b>	Identify the sources of doing research	K3
<b>CO4</b>	Demonstrate on presentation of research	K4
<b>CO5</b>	Apply the process of research	K5,K6

### Mapping of Co with PO

<b>CO/PO</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	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” Slight (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>Social Research:</b> Meaning, definition, objectives, characteristics <b>Social Work Research:</b> Meaning and definition; Difference between social research and social work research; <b>Scientific method:</b> meaning, characteristics; <b>Types of Research:</b> pure, applied, and action research; participatory and evaluation research; <b>Qualitative research:</b> meaning, scope, characteristics, types- Case study, Focussed Group Discussion, difference between qualitative and quantitative research.	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; <b>Variables:</b> meaning; types of variables; Operationalization; <b>Measurement:</b> meaning, levels of measurement ; nominal ordinal, interval, and ratio; <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.</p>	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
III	<p><b>Design and Sampling: Research design:</b> meaning and types- exploratory, descriptive, diagnostic,experimental. <b>Universe and sampling:</b> meaning, principles and types of sampling; Advantages and disadvantages; <b>Tools/instruments:</b> Types and steps involved in tool construction; <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; <b>Methods:</b> Interview- meaning and types; questionnaires; observation: Meaning and definition; types of observation. <b>Data processing;</b> Editing, Sorting, 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; preparation of research project proposal; agencies involved in social work research.</p>	18	CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6
V	<p><b>Social Statistics:</b> meaning, definition, use and its limitations in Social Work Research: Measures of Central tendency: arithmetic mean, Median and Mode. Computer Applications: use and Application of Computer in social work research</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> Learners will be given as assignment to select a topic and carry out the steps of research. Case study and Focused Group Discussion need to be carry out. Inventories on different dimensions can be administered. Statistical package for Social sciences - Dispersion: range, quartile deviation, standard deviation and co-efficient of variation; Tests of significance: “t” test,F- test and chi-square test; Correlation: meaning, types, and uses; Karl Pearson’s coefficient of correlation and rank correlation.</p>		CO1,CO2,CO3, CO4,CO5	K1,K2,K3, K4,K5,K6

### **Text Book**

1. 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) *Encyclopedia 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, Royce A., 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:** Chalk & Talk, Seminar, PPT Presentation, Group Discussion and Case Study.

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

<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>
<b>22PSW2CC5</b>	<b>SOCIAL WELFARE ADMINISTRATION AND SOCIAL POLICY</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### **Course Objectives**

To equip the students with knowledge on Social Welfare Administration

To assist the learners to learn about Social Welfare agencies and Social Welfare Programme

To develop an understanding on Social Planning, Social Development, NITI Aayog

To enhance skills of learners to work effectively in Welfare Agencies

To provide necessary knowledge on Social Policy Process and problems

**Prerequisite:** Basic knowledge on Administrative Concepts and Weaker Sections

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

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

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

### 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	2	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
I	<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, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, annual report); Social Welfare Administration at National, State and local levels; CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare and Department of Empowerment of Persons with Disabilities, Functions of DDRO	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Social Welfare Programme and Agencies:</b> Evaluation of Social Welfare in India; Voluntary Social Work, Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Governmental Schemes on Social Welfare. Concept of Grant in Aid, Agency registration: Methods, advantages, preparation of byelaws, memorandum of association, rules, regulation and registration procedures; Registration of Societies and Trusts: Governing Board, committees. Executives: Roles and Functions	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Social Planning and Social Development:</b> Social planning and community planning, Need and importance. Concept and indicators for social change and social development in India NITI (National Institute For Transforming India) Aayog : Introduction, Structure, Aims and Objectives, Features, Functions.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

IV	<p><b>Social Policy:</b> Definition, need, evolution and constitutional base; Sources and instrument of social policy, policies regarding other backward castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs) and Denotified Communities. Policies and programmes for women, Children, Youth, Senior Citizens and Disabled, Central and State Governments programme for weaker sections.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p><b>Social Policy Process and Problems:</b> Policy making processes and structures in India, Policy advocacy: Analysis and budget analysis, The role of Executive, Legislature and judiciary, Policy implementation: The role of Governmental agencies - the participation of non-governmental organizations and citizens participation- Problems in implementation of policy-Analysis of different policies of the Central and State Governments and changing nature of social policy in India.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p><b>Self-study for Enrichment (Not to be included for End Semester Examinations)</b> 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>	18	CO1, CO2, CO3, CO4, CO5, CO6	K1, K2, K3, K4, K5, K6

**Text Book:**

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

**REFERENCE BOOKS**

**Web References**

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

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

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

<b>SEMESTER II</b>	<b>Internal Marks:40</b>		<b>External Marks:60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
22PSW2CC2P	SOCIAL WORK PRACTICUM	CORE	6	5

### 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

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

### Mapping of CO with PSO and PO

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

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

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- 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

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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>
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**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

Ahuja Ram. 1992. Social problems in India. New Delhi: Rawat publications

Rajendra. J, 1992, Modernisation of youth in India, New Delhi: Rawat Publications Pvt. Ltd

## Reference Books

- Amala Jeyarayan A (2014), Empowerment of Marginalized Youth, Abhijeet Publication, New Delhi
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- Kasi Eswarappa;Ziyauddin K.M (Ed). *Dimensions of Social Exclusion: Ethnographic Explorations*. Cambridge Scholars Publishing, 2009
- Kehily Jane Mary (Etd.) (2007), *Understanding Youth: Perspectives, Identities and Practices*, London: Sage Publication.
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- Paul,L.H.(2011). *Adolescence and Youth: The Process of Maturing*. New Delhi: Sarup Book Publishers Pvt. Ltd.
- 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
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- 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

### **REFERENCES**

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
20PSW2DSE2C	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. ChiefMinister'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 Five Year Plan; Health Policies in india	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>

**Course Designer: Dr. T. Amirtha Mary**