

**BACHELOR OF SOCIAL WORK**

**SYLLABUS**

**FROM THE ACADEMIC YEAR  
2023 - 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600  
005**

# **MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI**

## **UG COURSES – AFFILIATED COLLEGES B.A. Social work**

### **(Choice Based Credit System)**

**(with effect from the academic year 2023 onwards)**

#### **UNIVERSITY VISION**

"To provide quality education to reach the un-reached"

#### **UNIVERSITY MISSION**

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the work place and to serve as catalyst for economic and cultural development

To provide quality inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

#### **PROGRAMME VISION**

Envisage a society which ensures peace, harmony, dignity, justice and equal opportunities for development of individuals and communities through planned social work interventions by a committed cadre of professionals

#### **PROGRAMME MISSION**

##### **Promote social justice by providing social work education**

- **Conduct scholarly inquiry, disseminating knowledge, and contributing to public policy and practice.**
- **Lead innovative and translational solutions through community-engaged practice, advocacy, policy, research, and service.**
- **Intervene effectively with micro, mezzo, and macro systems and evaluate the effectiveness of interventions.**
- **Prevent and alleviate personal, interpersonal, and societal problems and Redress conditions that limit human development and quality of life**

### **Rational Behind Social Work**

Social workers are professionals, who aim to enhance overall well-being and help meet basic and complex needs of communities and people. Social workers work with many different populations and types of people, particularly focusing on those who are vulnerable, oppressed, and living in poverty.

Depending on their specialty, job title and place of employment, a social worker may be required to participate in legislative processes that often result in the formation of social policies. They lean on social work values and principles, as well as academic research to carry out their work.

Social workers are educated and trained to address social injustices and barriers to their client's overall wellbeing. Some of these include poverty, unemployment, discrimination and lack of housing. They also support clients and communities who are living with disabilities, substance abuse problems, or experience domestic conflicts.

Social workers often fine-tune their practice with a focus on a level of interventions and types of communities they wish to serve

### **Field work Evaluation**

The 100 marks will have external and internal in the ratio of 50:50. While the External 50 marks will be awarded jointly by the concerned supervisor from same institution and one more External faculty member from other institution.

## **BACHELOR OF SOCIAL WORK**

### **PROGRAMME OUTCOMES**

PO1: Professional Knowledge: Facilitate the students to understand appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

PO2: Ethical and Professional values: Inculcate Social Work knowledge, Professional Ethics, Principles and methods to guide professional practice.

PO3: Technical and Operating Skills: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

PO4: Competencies and Professional Behaviour: Ability to practice personal reflection, apply professional skills, behaviour and self-correction to assure continual professional development

PO5: Decision Making Skills: Facilitate strategies of ethical reasoning to arrive at principled decisions.

PO6: Entrepreneurial Skills: Enrich professional capabilities and skills for the continuous professional development to become an Entrepreneur.

PO7: Critical Thinking: Apply critical thinking to inform and communicate professional judgements and mould the students into active social workers by integrating theory to practice

PO8: Problem Solving: Develop Problem solving skills in relation to the psycho-social problems of Individuals and groups as well as communities

PO9: Communication and Implications: Capability to demonstrate professional demeanour in behaviour, appearance, and communication.

PO10: Lifelong Learning and Development: Train professional social worker to be independent and lifelong learning to discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging social trends to provide relevant services

PO11: Leadership Skills: Establish Leadership Skill in promoting sustainable changes in service delivery and practice to improve the quality of social services

PO12: Analytical Skills and Intervention: Analyse, assess, intervene and evaluate models of Social Work for the Interventions.

### **PROGRAMME SPECIFIC OUTCOMES**

PSO1: Gain knowledge on Social Work Profession to practice in the contemporary world.

PSO2: Inculcate social values among the students, so that they become the change agents for the betterment of the society.

PSO3: Engage diversity and difference in practice and sensitize the student community on all the social issues prevailing in the society.

PSO4: Enhance experiential learning through fieldwork practice and apply methods of Social Work for the holistic development of Individual, Groups, Families and Communities.

PSO5: Adopt indigenous models, strategies, and approaches to empower vulnerable sections at various levels of micro, meso and macro systems.

MAPPING OF FPOs with PSOs

	PSO1	PSO2	PSO3	PSO4	PSO5
PO1	3	3	3	3	3
PO2	3	3	3	3	3
PO3	3	3	3	3	3
PO4	3	3	3	3	3
PO5	3	3	3	3	3
PO6	3	3	3	3	3
PO7	3	3	3	3	3
PO8	3	3	3	3	3
PO9	3	3	3	3	3
PO10	3	3	3	3	3
PO11	3	3	3	3	3
PO12	3	3	3	3	3

Correlation Rubrics

High	Moderate	Low	No Correlation
3	2	1	0

### **Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

<b>Semester</b>	<b>Newly introduced Components</b>	<b>Outcome / Benefits</b>
<b>I</b>	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I, II, III, IV</b>	<b>Skill Enhancement papers</b> (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
<b>III, IV, V &amp; VI</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature</li> <li>➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.</li> </ul>

<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment opportunities enhanced</li> </ul>
<b>V Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the concept to real situation is conceived resulting in tangible outcome</li> </ul>
<b>VI Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing a research framework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners / Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners / research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

**Credit Distribution for UG Programme**

<b>Sem I</b>	<b>Credit</b>	<b>Sem II</b>	<b>Credit</b>	<b>Sem III</b>	<b>Credit</b>	<b>Sem IV</b>	<b>Credit</b>	<b>Sem V</b>	<b>Credit</b>	<b>Sem VI</b>	<b>Credit</b>
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1. Core Course - CC IX	4	6.1. Core Course - CC XIII	4
1.2. English	3	2.2. English	3	3.2. English	3	4.2. English	3	5.2. Core Course - CC X	4	6.2. Core Course - CC XIV	4
1.3. Core Course - CC I	5	2.3. Core Course - CC III	5	3.3. Core Course - CC V	5	4.3. Core Course - CC VII Core Industry	5	5.3. Core Course - CC -XI	4	6.3. Core Course - CC XV	4

						Module					
1.4 Core Course – CC II	5	2.4 Core Course – CC IV	5	3.4 Core Course – CC VI	5	4.4 Core Course – CC VIII	5	5. 3.C ore Co urs e –/ Pro ject wit h viv a- voc e CC - XII	4	6.4 Elect ive - VII Gene ric/ Disci pline Spec ific	3

1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII  Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
		2.7 Skill Enhancement	2	3.7 Skill Enhancement Course	2	4.7 Skill Enhancement	2	5.6 Value Education	2	6.7 Professional Com	2

		Course – SEC-3(N ME)		SEC-5		Course SEC-7		tion		pete ncy Skill	
1.8 Skill Enhancement - (Foundation Course)	2						2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V. S	2				
	2 3		2 3		2 2		2 5		2 6		21
	<b>Total Credit Points</b>										<b>1 4 0</b>

**CREDIT DISTRIBUTION FOR U.G.**

<b>3 – Year UG Programme</b>			
<b>Credits Distribution</b>			
		<b>No. of Papers</b>	<b>Credits</b>
<b>Part I</b>	Tamil( 3 Credits )	4	12
<b>Part II</b>	English( 3 Credits)	4	12
<b>Part III</b>	Core Courses 8*5 & 7*4 Credits)	15	68
	Elective Courses :Generic / Discipline Specific ( 3 Credits)	8	24
<b>Total</b>			<b>116</b>
<b>Part IV</b>	NME ( 2 Credits)	2	4
	Skill Enhancement Courses (7 courses) Entrepreneurial Skill -1 Professional Competency Skill Enhancement Course		13
	EVS ( 2 Credits)	2	
	Value Education ( 2 Credits)	2	1
<b>Part IV Credits</b>			<b>22</b>
<b>Part V</b>	Extension Activity (NSS / NCC / Physical Education)		2
<b>Total Credits for the UG Programme</b>			<b>140</b>

<b>Parts</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Total Credits</b>
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	3	6	4	1	22
<b>Part V</b>	-	-	-	-	-	2	2
<b>Total</b>	23	23	23	24	25	22	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

## BACHELOR OF SOCIAL WORK – CURRICULUM TEMPLATE

### FIRST YEAR

#### Semester-I

Part	Category	Title of the Subject	Credit	No. of Hours
Part-1	Language – Tamil		3	6
Part-2	English		3	6
Part-3	Core Course – CC I	Introduction to Social Work	5	5
	Core Course – CC II	Field Work - I	5	5
	Elective Generic/ Discipline Specific Elective-I	Sociology for Social Work (or) Man and Indian Society	3	4
Part-4	Skill Enhancement Course -SEC-1	Social Problems in India	2	2
	Skill Enhancement Course (Foundation Course)	Skill Lab – I Self Awareness and Positivity	2	2
Total			23	30

### FIRST YEAR

#### Semester-II

Part	Category	Title of the Subject	Credit	No. of Hours
Part-1	Language – Tamil		3	6
Part-2	English		3	6
Part-3	Core Course – CC III	Social Case Work	5	5
	Core Course – CC IV	Field Work - II	5	5
	Elective Generic/ Discipline Specific Elective-II	Psychology for Social Work (or) Dynamics of Human Behaviour	3	4
Part-4	Skill Enhancement Course -SEC-2	Marriage and Life Education	2	2
	Skill Enhancement Course –SEC-3	Skill Lab – II Communicative English	2	2
Total			23	30

<b>METHODS OF EVALUATION</b>
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<b>Internal Evaluation</b>	Continuous Internal Assessment Test	<b>25 Marks</b>
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	<b>75 Marks</b>
<b>Total</b>		<b>100 Marks</b>

<b>METHODS OF ASSESSMENT</b>	
<b>Remembering (K1)</b>	<ul style="list-style-type: none"> <li>• The lowest level of questions require students to recall information from the course content</li> <li>• Knowledge questions usually require students to identify information in the textbook.</li> </ul>
<b>Understanding (K2)</b>	<ul style="list-style-type: none"> <li>• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>• The questions go beyond simple recall and require students to combine data together</li> </ul>
<b>Application (K3)</b>	<ul style="list-style-type: none"> <li>• Students have to solve problems by using / applying a concept learned in the classroom.</li> <li>• Students must use their knowledge to determine a exact response.</li> </ul>
<b>Analyze (K4)</b>	<ul style="list-style-type: none"> <li>• Analyzing the question is one that asks the students to break down something into its component parts.</li> <li>• Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.</li> </ul>
<b>Evaluate (K5)</b>	<ul style="list-style-type: none"> <li>• Evaluation requires an individual to make judgment on something.</li> <li>• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>• Students are engaged in decision-making and problem – solving.</li> <li>• Evaluation questions do not have single right answers.</li> </ul>
<b>Create (K6)</b>	<ul style="list-style-type: none"> <li>• The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>• Developing original ideas and problem solving skills</li> </ul>

## SEMESTER - I

### INTRODUCTION TO SOCIAL WORK

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>INTRODUCTION TO SOCIAL WORK</b>	<b>Core Course – CC I</b>	<b>60</b>				<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>YEAR</b>		<b>2022 onwards</b>									
<b>SEMESTER</b>		<b>I</b>									
<b>PRE-REQUISITE</b>		<b>An idea on concepts such as service, reform, development and the beginning of social work in India</b>									
<b>Learning Objectives</b>											
1	To introduce the basic concepts of Social Work.										
2	To familiarize with the principles, values, and ethics of Social Work.										
3	To kindle the learners to develop the desire to explore the origin of Social Work in India and abroad.										
4	To support the learners to learn the contribution of various religions towards society's welfare.										
5	To analyze and explain the methods of Social Work.										
<b>Course Outcomes</b>											
On the successful completion of the course, students will be able:											
								<b>Taxonomy Levels</b>			
CO1: To comprehend the Meaning, Definition, Basic Assumptions, Objectives, Philosophy, Ethics, and Principles of social work.								K1, K2, K3			
CO2: To appreciate Social Work as a Profession.								K2, K3, K4			
CO3: To define, recall, explain, demonstrate and outline, the basic concepts of Social Work.								K3, K4			
CO4: Distinguish and examine the history and development of Social Work as a Profession.								K1, K4, K5			
CO5: To apply the methods of Social Work in the various fields of Social Work practice.								K3, K4, K5			

### Syllabus

#### UNIT I (15 Hours)

**Introduction to Social Work:** Meaning & Definition, Objectives, Characteristics, Principles, Values and Ethics. Social Work as a Profession.

#### UNIT II

(15 Hours)

**Basic Concepts in Social Work:** Social Service, Social Welfare, Social Assistance, Social Development, Social Security, Social Justice, Social Inequality, Social Defense.

### UNIT III

(15 Hours)

**History and Development of Social Work:** Development of Social Work – USA, UK, India.

### UNIT IV

(15 Hours)

**Methods of Social Work:** Meaning, Definition, Objectives & Principles of - Social Case Work, Social Group Work, Community Organization, Social Work Research, Social Welfare Administration and Social Action.

### UNIT V

(15 Hours)

**Fields of Social Work Practice in India:** Health Settings, Family and Child Welfare Settings, Rural, Tribal and Urban Community Settings, Correctional Settings, Industrial Settings, Welfare of Youth, Aged and Differently Abled and School Social Work. Roles of Social Worker.

### LEARNING SOURCES

#### Text Books:

1. Ahuja, Ram.(2002). *Indian Social Systems*, New Delhi: Rawat Publications.
2. Bhattacharya, Sanjay.(2003). *Social Work: An Integrated Approach*, Delhi: Deep & Deep Publications.
3. Choudry, Paul D.(1983). *Introduction to Social Work*, New Delhi: Atma Ram Publications.
4. Chandrasekar.(2012). *New Heights in Contemporary Social Work*, Delhi: Cyber Tech Publications.
5. Joshi, S. C.(2004). *Handbook of Social Work*, New Delhi: Akansha Publications.

#### Books for References:

1. Bhattacharya, S.(2003). *Social Work –An Integrated Approach*. Deep& Deep publication.
2. Rameshwari Devi & Ravi Prakash.(1998). *Social work and Social Welfare Administration (Method and Practice)*. Mangal Deep Publication.
3. Sanjay Roy.(2011).*Introduction to Social Work & practice in India*. Akansha publishing.
4. Saxena, S.K.(2011). *Social Movements in India*, New Delhi: Centrum Press Publications.
5. Singh,K.(2011).*An Introduction to Social Work*.ABD Publishers.

#### Online Resources:

1. <http://sites.google.com/socialwork>
2. [https://en.wikipedia.org/wiki/Social\\_work](https://en.wikipedia.org/wiki/Social_work)
3. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
4. [https://youtube.com/channel/UCedfu\\_XQsbrhtOUjzhcwaYw](https://youtube.com/channel/UCedfu_XQsbrhtOUjzhcwaYw)
5. <https://youtube.com/user/kkhsou>

### MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

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

S – Strong

M – Medium

L - Low

### SOCIOLOGY FOR SOCIAL WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>SOCIOLOGY FOR SOCIAL WORK</b>	<b>Elective Generic/ Discipline Specific Elective-I</b>	60	-	-	-	3	4	25	75	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Sociology for Social Workers</b>									
<b>Learning Objectives</b>											
1	To define the concepts in Sociology and its relevance to Social Work										
2	To understand Social Stratification and its significance in the Society										
3	To know the need and importance of Social Institutions										
4	To appreciate the factors responsible for Change in the Society and its importance in Social Work practice										
5	To explain the various Social Problems in India										

#### **Course Outcomes**

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

CO1: To find the relevance of Sociology to Social Work  
 CO2: To understand the need, importance, and types of the various systems in the Society  
 CO3: To apply the knowledge acquired about the Society in the practice of Social Work  
 CO4: To analyse the issues and challenges in the Society  
 CO5: To experiment the use of the methods of Social Work in its practice

## SYLLABUS

**UNIT – I** **(12 Hours)****Introduction to Sociology:** Sociology – Meaning, Definition. Society – Meaning, Definition, Characteristics, Types. Community – Meaning, Definition, and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Sociology and its relation and difference to Social Work.

**UNIT – II** **(12 Hours)****Social Stratification:** Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste, and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility

**UNIT – III** **(12 Hours)****Social Institutions:** Social Institutions – Meaning, Definition. Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society

**UNIT – IV** **(12 Hours)****Principles of Sociology:** Social Control – Meaning, Definition, Functions, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Causes, Factors affecting Social Change. Social Movements – Meaning, Definition, Factors essential for Social Movements.

**UNIT – V** **(12 Hours)****Social Problems in India:** Meaning, Definition, Types, Causes of the various Social Problems in India – Poverty, Unemployment, Illiteracy, Crime, Addiction, Health, Migration, Gender Discrimination, Corruption

### Learning Sources:

#### **Text Books**

1. Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur: Rawat Publications
2. Bottmore. T.B, 1980: Sociology: “A Guide to Problems and literature”, New Delhi. McGraw Hill
3. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
4. Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
5. Srinivas M.N., 1966: Social Change in India: New Delhi, Orient Longman

#### **Books for Reference**

1. Dhanagare, D., N. (1993) Indian Sociology, Jaipur and New Delhi: Rawat Publications
2. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham

3. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
4. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press
5. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

#### Web Resources

1. <http://www.sociologyguide.com/>
2. <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
3. <https://www.researchgate.net>
4. <https://shodhganga.inflibnet.ac.in/>
5. <http://www.ignou.ac.in/>

#### MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

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

S – Strong

M – Medium

L - Low

#### MAN AND INDIAN SOCIETY

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	MAN AND INDIAN SOCIETY	Elective Generic/ Discipline Specific Elective – 1	60	-	-	-	3	4	25	75	100
Year	I										
Semester	I										
Prerequisites	Basic Understanding of Indian Society										
Learning Objectives											

1	To define the concepts in Society
2	To understand the Components of Indian Society
3	To know the importance of Social Stratification
4	To appreciate the Indian Social Institutions in the Indian Society
5	To explain the Social Structure and Social Problems in the Indian Society

### Course Outcomes

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

CO1: To find the relevance of understanding Indian Society

CO2: To understand the various components of the Indian Society

CO3: To apply the knowledge acquired about Society in the practice of Social Work

CO4: To analyze the issues and challenges in the Society

CO5: To experiment with the use of the methods of Social Work in its practice

## SYLLABUS

### UNIT – I

(12 Hours)

**Introduction:** Society – Meaning, Definition, Characteristics, Types, Composition of Indian Society- Racial, Religious, Linguistic Groups in India, Changing trends in the Indian Society

### UNIT – II

(12 Hours)

**Components of Indian Society:** Community – Meaning, Definition and Types. Socialisation – Meaning, Definition, Agents of Socialisation. Culture – Meaning, Definition, Components of Culture. Globalisation, Privatisation, Liberalisation – Meaning, Definition, Effects on Indian Society, Advantages and Disadvantages.

### UNIT – III

(12 Hours)

**Indian Social Stratification:** Social Stratification – Meaning, Definition, Characteristics, Need and Importance. Caste, Class – Definition, Difference between Caste and Class, Changing Patterns in Caste and Class, Impact of Caste, and Class on Indian Society. Sex and Gender – Meaning, Definition, Difference. Social Mobility – Meaning, Definition, Forms of Social Mobility

### UNIT – IV

(12 Hours)

**Social Institutions:** Social Institutions – Meaning, Definition Marriage – Meaning, Definition, Types, Changing Trends. Family – Meaning, Definition, Functions, Types, Changing Trends. Kinship – Meaning, Definition, Types. Religion – Meaning, Definition, Types, Role of Religion in Society

### UNIT – V

(12 Hours)

**Social Structure and Social Problems:**

Social Control – Meaning, Definition, Forms of Social Control. Social Processes – Meaning, Definition, Types. Social Change – Meaning, Definition, Factors affecting Social Change. Social Problems – Meaning, Definition, Causes of Poverty, Unemployment, Illiteracy, Addiction and Crime

### Text Books

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

2. Bottmore. T.B, 1980: Sociology: “A Guide to Problems and literature”, New Delhi. McGraw Hill
3. Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
4. Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
5. Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

**Books for Reference**

1. Chris Yuill. (2011) Sociology for Social Work. New Delhi: Sage Publication
2. Dhanagare, D., N. (1993) Indian Sociology, Jaipur and New Delhi: Rawat Publications
3. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
4. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
5. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press

**Web Resources**

1. <http://www.sociologyguide.com/>
2. <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
3. <http://www.ignou.ac.in>
4. <https://www.researchgate.net>
5. <https://shodhganga.inflibnet.ac.in/>

**MAPPING WITH PROGRAMME-SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

**SOCIAL PROBLEMS IN INDIA**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>SOCIAL PROBLEMS IN INDIA</b>	<b>Skill Enhancement Course - Sec-1 (NME)</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>I</b>									
<b>Pre requisites</b>		<b>Basic Understanding of Social Problems</b>									
<b>Learning Objectives</b>											
1	To define the various Social Problems in India										
2	To realize the Causes of Poverty and Unemployment										
3	To know the measures to eradicate Illiteracy and Unemployment										
4	To analyse the cause of Crime and Corruption as Social Problems in the Indian Society										
5	To evaluate the role of a Social Welfare Programmes for the eradication of Social Problems in India										

### Course Outcomes

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

CO1: To find the relevance of understanding the various Social Problems in India

CO2: To recognize the various types of Social Problems

CO3: To apply the knowledge acquired about Social Problems in its eradication

CO4: To analyse the issues and challenges in the Society

CO5: To experiment the Welfare Schemes for the eradication of Social Problems in India

## SYLLABUS

### UNIT – I

(6 Hours)

**Introduction to Social Problems in India:** Meaning, Definition, Characteristics of Social Problems, Role of SDGs in Social Problems

### UNIT – II

(6 Hours)

**Poverty and Population Explosion: Poverty -** Meaning, Definition, Causes.  
**Population Explosion –** Meaning, Causes and Effects

### UNIT – III

(6 Hours)

**Illiteracy and Unemployment: Illiteracy** – Meaning, Definition, Steps for Removal of Illiteracy.  
**Unemployment** – Meaning, Definition, Causes, Types

**UNIT – IV**

**(6 Hours)**

**Crime and Corruption: Crime** – Meaning, Definition, Causes, Types. **Corruption** – Meaning, Definition, Impact of Corruption on Indian Society

**UNIT – V**

**(6 Hours)**

**Social Welfare:** Meaning, Definition, Role of State Social Welfare Department, Voluntary Social Welfare Organisation and National Council of Social Welfare in the eradication of Social Problems in India.

**Learning Sources:**

**Books for Study**

1. Ahuja Ram, (2014) Social Problems in India, Jaipur: Rawat Publications
2. Madan G.R. (2009) Indian Social Problems, New Delhi: Allied Publishers
3. Parrillo Vincent N. (2008) Encyclopedia of Social Problems. California: Sage Publication
4. Rao Shankar (2017) Indian Social Problems A Sociological Perspective, New Delhi: S. Chand
5. Sarkar Sukanta (2015) Social Problems in India. New Delhi: Gyan Books

**Books for Reference**

1. Govinda Rangachar and Poornima M, (2019), India’s Social Sector and SDGs Problems and Prospects: Oxfordshire, England UK, Routledge India
2. Rao Shankar (2006) Sociology of Indian Society, New Delhi, S. Chand
3. Shah A.M., (2010) The structure of Indian Society: Then and Now: New Delhi, Routledge
4. Sharma, K.R., (1997). Indian Society, New Delhi: Atlantic Publishers
5. Srinivas M.N, (1980). India’s Social Structure, New Delhi: Hindustan Publication

**Web Resources**

1. <http://www.sociologyguide.com/>
2. <http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
3. <http://www.insoso.org/>
4. <https://www.egyankosh.ac.in/>
5. <https://shodhganga.inflibnet.ac.in/>

**MAPPING WITH PROGRAMME-SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

**FIELD WORK – 1(LAB SESSIONS)**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	Fieldwork -1	Core Course (CC II)	Y	-	-	-	5	5	50	50	100
Year		I									
Semester		I									
Prerequisites		Basic Understanding on Personality development topics and organizations									
<b>Learning Objectives</b>											
1	To develop the capacity to reflect over one's own behaviors.										
2	To describe its effect on self and others.										
3	To demonstrate skills to establish relationship with individuals ,groups and communities with reference to social work.										
4	To provide an exposure to and understanding about the various agency settings to the students.										
5	To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations										

### Course Outcome

The Successful completion of this course shall enable the student;

CO1: Predict own behavior and analyze its impact.

CO2: Asses the skills to establish relationship with individuals, groups and communities.

CO3: Experience the activities of various agencies

CO4: Analyze the various projects of government and non-government organizations

CO5: Develop report writing skill and understand role of professional Social Workers in different settings

### Syllabus

1	<b>Interpersonal Relationships</b> (Concept, skills, importance and relevance to social work)
2	<b>Communication Skills</b> (Concept, type, importance and relevance to social work)
3	<b>Documentation &amp; Report Writing Skills.</b> (Concept, Types of Report, importance and relevance to social work)
4	<b>Societal Analysis</b> (Concept, Tools and techniques, importance and relevance to social work)
5	<b>Understanding Group Behavior</b> (Concept, importance and relevance to social work)

<b>6</b>	<b>Indian Social Problems</b> (Concept, Different types of social problem, Causes and consequences)
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**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

**Instructions**

Every student submit assignments and report based on syllabus. Students identify any one issue of their own community and prepare their reports.

**NORMS FOR FIELD WORK EVALUATION**

The 100 marks will have external and internal in the ratio of 50:50. While the External 50 marks will be awarded jointly by the concerned supervisor from same institution and one more External faculty member from other institution. The Internal 50 marks will be awarded by concerned supervisor in accordance with the guidelines given below:

**For External Evaluation:**

Quality and Content of the Report	- 10 Marks
Presentation in Viva -voce	- 10 Marks
Subject Knowledge & Field work Knowledge	- 10 Marks
Observation and Suggestions	- 10 Marks
Professionalism in Development and Values	- 10 Marks
<b>Total</b>	<b>- 50 Marks</b>

**For Internal Evaluation:**

- Regularity in field visits - 10 Marks The
- quality of the reports and the punctuality in submitting the report - 10 Marks
- Participation in group conferences - 10 Marks
- Diligence shown in seeking individual guidance from the supervisor - 10 Marks
- Communication Skill - 10 Marks **Total**
- **50 Marks**

## **SELF AWARENESS AND POSITIVITY**

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SELF AWARENES S AND POSITIVITY	SKILL LAB 1	30				2	2	25	75	100
<b>YEAR</b>		<b>2022 onwards</b>									
<b>SEMESTER</b>		<b>I</b>									
<b>PRE-REQUISITE</b>		<b>A basic idea on self awareness and motivation.</b>									
<b>Learning Objectives</b>											
1	Realizethesignificanceandessenceofawiderangeofsoftskills.										
2	Learnhowtoapplysoftskillsinawiderangeofroutinesocialandprofessionalsettings.										
3	Reflect upon her/his own strengths and weaknesses for personal leadership and responsible citizenship										
4	Demonstrate critical thinking about concepts relevant to self-development andmanagement of social skills										
5	Demonstrate consciousness of self, others and context										
<b>Course Outcomes</b>											
On the successful completion of the course, students will be able:											
								<b>TaxonomyLevels</b>			
CO1: facilitate students' self-awareness.								K1, K2, K3			
CO2: exploration of values, beliefs, and socio-cognitive skills for active participation as responsible citizens.								K2, K3, K4			
CO3: To be mindfulness and positivity.								K3,K4			
CO4: fostering effective self-evaluation, networking, group work, social responsibility and service leadership.								K1, K4, K5			
CO5: to become responsible leaders in the local community and globally.								K3, K4,K5			

## Syllabus

### UNIT I (6 Hours)

**Self - Awareness:** Meaning, Levels, and Types of self-awareness. Need and Importance of understanding self, Ways to improve self-awareness.

### UNIT II (6 Hours)

**Self-Discovery:** Discovering the Self; the importance of self-discovery, Steps in discovering self, Setting Goals; Beliefs, Values, Attitude, Virtue.

### UNIT III (6 Hours)

**Self Management:** Understanding the importance of managing self, skills in managing self, SWOT analysis.

### UNIT IV (6 Hours)

**Positivity and Motivation:** Developing Positive Thinking and Attitude; Driving out Negativity, Enhancing Motivation Levels.

### UNIT V (6 Hours)

**Self-Image:** Meaning, the importance of a positive self-image and self-image-building techniques.

### Learning Resources:

#### Text Books:

1. Vikas. 2010. Life Skill Manual. Government of Karnataka. Karnataka Jnana Aayoga.
2. Manika Gosh. 2009. Positivity- A way of life. Orient blackswan pvt.ltd.
3. Swami Vivekananda. 2011. Personality Development. Published by Ramakrishna Math.
4. Ishitha V. Chirrimar. 2003. The Power Of Positive Thinking. Clever fox publishing, Chennai.
5. Mangal.S.K. 2017. Introduction to Psychology. Sterling Publishers. New Delhi.

#### Books for References:

1. Amit Goswami. 1995. The Self-Aware Universe: How Consciousness Creates the Material World. Published by TarcherPerigee.
2. Travis Bradberry. 2009. Self-Awareness: The Hidden Driver of Success and Satisfaction. Published by TarcherPerigee.
3. Stephen R. Covey. 2013. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster
4. Tom Rath. 2011. StrengthsFinder 2.0. Gallup Press. Newyork.
5. Veronika Tugaleva. 2017. The Art of Talking to Yourself. Soulux press.

### Web Resources:

1. <https://www.verywellmind.com/what-is-self-awareness-2795023>
2. <https://alifeoutstanding.com/self-discovery/>
3. <https://asana.com/resources/self-management>
4. <https://larrysanger.org/2018/06/positivity-and-motivation/>
5. <https://positivepsychology.com/self-image/>

#### **MAPPING WITH PROGRAMME-SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

**SEMESTER II**  
**SOCIAL CASE WORK**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>SOCIAL CASE WORK</b>	<b>Core Course (CC III)</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding about Human Growth and Development, Individuals and Society.</b>									
<b>Learning Objectives</b>											
1	To teach the method of social work and to understand values and principles of working with individuals. .										
2	To enhance understanding of the basic concepts, tools and techniques in working. with individuals.										
3	To Acquire knowledge of different intervention models and develop skills to utilize them.										
4	To obtain Skills and understand the role of Social Case Worker.										
5	To Facilitate in the process of using case work methods for professional development										
<b>Course Outcome</b>											
<p>The Successful completion of this course shall enable the student;</p> <p>CO1 : To teach the concept and Principles of Social Case Work</p> <p>CO2 : To understand the process of Social Case Work.</p> <p>CO3: To apply the suitable theories and models to resolve the problems of Individuals.</p> <p>CO4: To develop the ability to critically analyze problems of individuals and skills for working with individuals in various practice settings</p> <p>CO5: To evaluate the students to work with Individuals in various settings.</p>											

## SYLLABUS

### UNIT - 1

(12 Hours)

**Social Case Work:** Definition, Nature, Purpose of Social Case Work. Philosophical assumptions and casework values. Case work and its relationship with other methods of Social Work. Historical development of Social Case work in India and in the West (UK & USA). Skills and Roles of Case Worker. Principles of Social Case Work.

### UNIT - 2

(12 Hours)

**Components and Tools of Social Case Work: Components:** Person, Problem, Place and Process. **Case worker- client relationship:** Meaning and Importance, Characteristics of Professional Relationship, Empathy. Problems in Relationship - Transference and Countertransference, Resistance. **Case Work Tools:** Observation, Listening, Interview, Collateral Contacts and Home Visits.

### UNIT - 3

(12 Hours)

**Case Work Process** – Study (Case recording, Interview, Collateral contacts etc) Diagnosis - Treatment (methods and techniques), Follow – up and termination. **Recording:** Uses, Principles, Types, Structure and Content,

### UNIT - 4

(12 Hours)

**Theories and Approaches in Case Work:** Psycho-Social approach, Functional approach, Problem-Solving approach, Behavioral Modification, Family Centered Approach, Client Centered therapy, Crisis Intervention, Psychotherapy, Transactional Analysis and Holistic approach .

### UNIT - 5

(12 Hours)

**Case work in different settings:** School/Education setting, Family and Children Welfare setting, Community setting, Clinical settings, Correctional and Industrial settings – Working with older adults, Persons with Disability and Terminally ill. Substance and De-Addiction Treatment Services

### **Text Books**

1. Bhattacharya, S. (2009). Social case work administration and development. New Delhi: Rawat Publications.
2. Harris, F.J., 1970 Social Case Work, Oxford University Press, Nairobi.
3. Mathew, G., & Tata Institute of Social, S. (1992). An introduction to social casework: Tata Institute of Social Sciences.
4. Timms, N. (1972). Recording in social work: Routledge and K. Paul.
5. Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publication

### **Books for References:**

1. Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
2. Goldstein H. 1979, Social Work Practice: A Unitary Approach, Carolina, University Carolina Press.
3. Hamilton, G. 1946, Principles of Social Case Recording, New York, Columbia University Press.
4. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago
5. Robert W, Roberts Robert H. Nee, 2000 Theories of Social Casework, University of Chicago Press, Chicago.

### **Web Resources**

1. <https://www.socialworkin.com>
2. <https://www.guide2socialwork.com/social-group-work/>
3. <https://www.socialwelfare.library.vcu.edu>
4. <http://www.ignou.ac.in>
5. <https://www.researchgate.net>

### **MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	S	S	S	S	M
<b>CO2</b>	S	S	S	M	S
<b>CO3</b>	S	M	S	S	S
<b>CO4</b>	S	S	S	S	S
<b>CO5</b>	S	S	M	S	S

**S – Strong**

**M – Medium**

**L - Low**

## PSYCHOLOGY FOR SOCIAL WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>PSYCHOLOGY FOR SOCIAL WORK</b>	<b>Elective Generic (DSE II)</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Psychology</b>									
<b>Learning Objectives</b>											
1	To provide Knowledge of Psychology and its relevance to social work										
2	To understand the principles of human growth and development.										
3	To introduce various stages and processes in human development.										
4	To identify development theories and their application										
5	To acquire skills in applying social work intervention methods in promoting mental health.										

### **Course Outcomes**

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

CO1: To be aware of the application of psychology in social work practice

CO2: To understand the principles and process of human growth and development

CO3: To evaluate various developmental tasks and hazards in the human development process

CO4: To understand the theories of development and their application in social work

CO5: To evaluate various intervention methods for mental health.

## SYLLABUS

### **UNIT – I**

**(12 Hours)**

**Introduction to Psychology:** Psychology- meaning and definition. Fields of psychology. Relevance of psychology in social work. Human Development- meaning, characteristics, and Principles. Concepts of

human development- growth and development, maturation, and Learning. - its impact on human development.

**UNIT – II (12 Hours)**

**Life span** – Characteristics and stages. **Prenatal period** – conception, stages, Characteristics, and hazards. Types of delivery.

**UNIT – III (12 Hours)**

**Infancy and Childhood** - Developmental task, characteristics, and hazards of infancy, babyhood, early and late childhood. Jean Piaget's theory of cognitive development.

**UNIT – IV (12 Hours)**

**Puberty and Adolescence** – physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Erikson's theory of psychosocial development. Role of Social worker in Schools and colleges

**UNIT – V (12 Hours)**

**Adulthood, middle age, and old age** -developmental task, characteristics, adjustments- vocational and marital, and hazards. Role of a social worker in family counseling.

**Learning Sources**

WEB RESOURCES

1. <https://www.psychologydiscussion.net/educational-psychology/principles-of-human-growth-and-development/1813>
2. <https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/>
3. <https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf>
4. <https://ufhealth.org/puberty-and-adolescence>
5. <https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology->

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

## DYNAMICS OF HUMAN BEHAVIOUR

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>DYNAMICS OF HUMAN BEHAVIOUR</b>	<b>Elective Generic (DSE II)</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Human Behaviour</b>									
<b>Learning Objectives</b>											
1	To provide Knowledge of Psychology and its relevance to social work										
2	To understand the concepts of human behaviour										
3	To identify the psychological base of human behaviour										
4	To introduce the basics of human behaviour and mental processes.										
5	To acquire skills in applying social work intervention methods in promoting community mental health.										

### **Course Outcomes**

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

CO1: To be aware of the application of psychology in social work practice

CO2: To analyze the process and aspects of human behaviour

CO3: To apply the psychological theories in social work practice

CO4: To understand the various disorders and their psychological process

CO5: To evaluate various intervention methods for the mental health of individual, group, and community

## **Textbooks**

1. Ahuja, N. A. (1995) Short Textbook of Psychiatry. New Delhi: Jaypee Brother
2. Crider, et al. (1989). Psychology. New York: Scott. Foresman
3. Fernald, L. D. & Fernald, P. S. (1999). Introduction to Psychology. New Delhi: AITBS Publishers.
4. Mangal, S. K. (2006). General Psychology. New Delhi: Sterling.
5. Morgan, et al. (1997). Introduction to Psychology. New York: McCraw-Hillbook Co.

## **SYLLABUS**

**UNIT – I** (12 Hours)**Introduction to Psychology:** Psychology- meaning and definition. Various Fields of psychology. Human Behaviour- definition, meaning, and types. methods in studying human behaviour Relationship between psychology and social work. Need for psychology in social work practice..

**UNIT – II** (12 Hours)**Sensation and perception** – meaning, concepts – stimulus and response, perceptual process, and factors influencing perception and perceptual selectivity. **Learning** – definition, types, and theories – classical conditioning, operant conditioning, and social learning theory. **Memory** – meaning, process- registration, retention, and recall, types of memory

**UNIT – III** (12 Hours)**Intelligence** – definition, levels, and theories. Howard Gardner's theory of multiple intelligences, Sternberg's Triarchic Theory of Intelligence, and Spearman's two-factor theory. Personality- definition and meaning. Dimensions in personality. Theories- Freud's Psychoanalytical theory, Erickson's Psychosocial Development, and Carl Roger's Humanistic theory. Relevance of psychological theories in social work practice.

**UNIT – IV** (12 Hours)**Motivation – meaning, types- Intrinsic and Extrinsic.** Abraham Maslow's theory of Hierarchical needs. **Motives-** meaning and types. **Emotion** – Nature, characteristics, and adaptive and disruptive qualities of emotion. Application of motivation theories in social work practice

**UNIT – V** (12 Hours)**Attitude** – formation, changes, stereotypes, and Prejudice. **Adjustment-** characteristics of adjustment and maladjustment. Factors – frustration, stress, conflict, and defence mechanism  
**Mental Health** – concept, Minor and Major mental disorders. Role of a social worker in community mental health.

### Books for References

1. Bee, Helen. Mitchell, Sandra. (1984) The Developing Person-A Life Span Approach.Ed2, New York Harper and Ro.
2. Benjamin A. Lahey, (1998). An Introduction to Psychology (Sixth Edition), New Delhi: Tata McGraw Hill.
3. Compton, Beulah. Galway, (2005) Cournoyer, Social Work Processes. Ed 7, USA: Brooks Cole Learning,
4. Coleman, James, (1976) Abnormal Psychology and Modern Life. Ed 5, Mumbai: D.B Taraporewala& Sons
5. Corner Ronald, J, (2012). Abnormal Psychology. New Delhi: Wisdom Press,

### WEB RESOURCES

1. <https://courses.lumenlearning.com/suny-hvcc-psychology-1/chapter/outcome-sensation-and-perception/>
2. <https://www.sciencedirect.com/topics/psychology/learning-and-memory>
3. <https://www.simplypsychology.org/personality-theories.html>
4. <https://www.yourarticlelibrary.com/motivation/motivation-theories-top-8-theories-of-motivation-explained/35377>
5. <https://www.ncbi.nlm.nih.gov/books/NBK92254/>

### MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong

M – Medium

L – Low

### MARRIAGE AND LIFE EDUCATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b><u>MARRIAGE AND LIFE EDUCATION</u></b>	<b>Skill Enhancement Course (SEC-2)</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding of Family</b>									
<b>Learning Objectives</b>											
1	To enrich the knowledge about the Concept of Marriage										
2	To understand the role of family, school, and media in imparting family life education.										
3	To know the importance of communication in marriage life.										
4	To acquire knowledge on various problems in family life										
5	To identify the various welfare services for settling family disputes										

#### **Course Outcomes**

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

CO1: To be aware of the concept and characteristics of marriage

CO2: To understand the values and role of family, school, and media in family life

CO3: To apply the knowledge of communication in family life

CO4: To analyze various reasons for the marital problems

CO5: To evaluate the welfare services in marital dispute settlement

## SYLLABUS

### **UNIT – I**

**(6 Hours)**

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

### **UNIT – II**

**(6 Hours)**

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

### **UNIT – III**

**(6 Hours)**

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

### **UNIT – IV**

**(6 Hours)**

#### **COMMUNICATION IN MARRIAGE**

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

### **UNIT – V**

**(6 Hours)**

#### **Problems in Marital Life**

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

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

Legal implications in marriage and divorce.

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

#### **Textbooks**

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

### Books for References

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

### Web Resources

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

### MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

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

S – Strong

M – Medium

L - Low

## FIELD WORK – 2

### (LAB SESSIONS 2)

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>Field work -II</b>	<b>Core Course (CC IV)</b>		-	-	-	5	5	50	50	100
<b>Year</b>		<b>I</b>									
<b>Semester</b>		<b>II</b>									
<b>Prerequisites</b>		<b>Basic Understanding on Personality development topics and organizations</b>									
<b>Learning Objectives</b>											
1	To develop the capacity to reflect over one's own behaviors.										
2	To describe its effect on self and others.										
3	To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.										
4	To provide an exposure to and understanding about the various agency settings to the students.										
5	To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations										

#### **Course Outcome**

The Successful completion of this course shall enable the student;

CO1: Predict own behavior and analyze its impact.

CO2: Asses the skills to establish relationship with individuals, groups and communities.

CO3: Experience the activities of various agencies

CO4: Analyze the various projects of government and non-government organizations

CO5: Develop report writing skill and understand role of professional Social Workers in different settings

#### **Syllabus**

<b>1</b>	<b>Networking.</b> (Concept, Types, Techniques, Relevance to social work)
<b>2</b>	<b>Need Analysis</b> (Concept, Procedure, Relevance to social work)
<b>3</b>	<b>Visual Aids Presentations</b> (Puppet Training)
<b>4</b>	<b>Public Speaking.</b> (Concept, Techniques, Exercises)

	<b>Public Relations.</b> (Concept, Techniques, Relevance to social work) –
<b>5</b>	<b>Fund Raising</b> (Concept, Types, Techniques, Relevance to social work)
<b>6</b>	<b>Networking.</b> (Concept, Types, Techniques, Relevance to social work)

**MAPPING WITH PROGRAMME SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**

**Instructions**

Students submit assignment /reports based on the syllabus.

**NORMS FOR FIELD WORK EVALUATION**

The 100 marks will have external and internal in the ratio of 50:50. While the External 50 marks will be awarded jointly by the concerned supervisor and one more External faculty member. The Internal 50 marks will be awarded by concerned supervisor in accordance with the guidelines given below:

**For External Evaluation:**

Quality and Content of the Report	- 10 Marks
Presentation in Viva -voce	- 10 Marks
Subject Knowledge & Field work Knowledge	- 10 Marks
Observation and Suggestions	- 10 Marks
Professionalism in Development and Values	- 10 Marks
<b>Total</b>	<b>- 50 Marks</b>

**For Internal Evaluation:**

Regularity in field visits	- 10 Marks
quality of the reports and the punctuality in submitting the report	- 10 Marks
Participation in group conferences	- 10 Marks
Diligence shown in seeking individual guidance from the supervisor	- 10 Marks
Communication Skill	- 10 Marks
<b>Total</b>	<b>- 50 Marks</b>

Field work Evaluation and Viva Voce will be conducted by concerned faculty Supervisor and one more External faculty member.

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	<b>COMMUNICATIVE ENGLISH</b>	<b>SKILL LAB II</b>	<b>30</b>				<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>YEAR</b>		<b>2022 onwards</b>									
<b>SEMESTER</b>		<b>II</b>									
<b>PRE-REQUISITE</b>		<b>A basic idea on self awareness and motivation.</b>									
<b>Learning Objectives</b>											
1	Speak fluently in English in any situation.										
2	Confidently express yourself in groups of people.										
3	Effectively able to present your thoughts										
4	Participate at higher levels in Group Discussions and meetings.										
5	Present yourself more confidently in personal interviews										
<b>Course Outcomes</b>											
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On the successful completion of the course, students will be able:											

	<b>Taxonomy Levels</b>
CO1: To make students gain confidence in spoken English.	K1, K2, K3
CO2: To realize their ability in addressing in English.	K2, K3, K4
CO3: To be mindfulness and choose appropriate vocabulary while speaking.	K3, K4
CO4: To fostering effective public speaking skills and techniques.	K1, K4, K5
CO5: to become confident in attending interviews and facing the public.	K3, K4, K5

## **COMMUNICATIVE ENGLISH**

### **Syllabus**

#### **UNIT I**

**(6 Hours)**

Introduction to Spoken communication, Building essential english Vocabulary, Construction of Sentences, basic grammar for spoken communication.

#### **UNIT II**

**(6 Hours)**

Everyday Communication in English built on real-life situations. (Role Play/ Video based) Telephonic Communication, Zoom/ Google meet calls. Interview communication (Mock Sessions).

#### **UNIT III**

**(6 Hours)**

Public Speaking: Skills, Methods, Strategies and Essential tips for effective public speaking.

#### **UNIT IV**

**(6 Hours)**

Styles of communication- Vlogging, Ted Talks, Story Telling, standup comedy, Reviews.

#### **UNIT V**

**(6 Hours)**

Confidence building, personal round interview preparation, and cover letter writing.

#### **Learning Resources:**

##### **Text Books:**

1. Narula. N.K. 2012. A Textbook of Communicative English. Ane Books Pvt. Ltd
2. Thakur. D. 2010. The Phonetics and Phonology of English. Bharati Bhawan Publishers & Distributors.
3. Renu Anand and Gayatri Khanna. 2015. New Oxford Communicative English Resource Book. Oxford.
4. Sureshkumar, E. and Sreehari, P. 2007. Communicative English. Orient BlackSwan.
5. Suruchi Tyagi. 2009. Textbook of Communicative English. Self Published.

##### **Books for References:**

1. Harmer, Jeremy (1991): The practice of English language teaching. London.
2. Keith Johnson. 1983. Perspectives in Communicative Language Teaching. Academic Press.
3. Birjandi, Parviz/Nourozi, Mahdi/Mahmoodi, Gholam Hussain (2005):English Book 2. Tehran.
4. Birjandi, Parviz/Nourozi, Mahdi/Mahmoodi, Gholam Hussain (2005): English Book 3. Tehran.
5. Birjandi, Parviz/Soheili, AbolGhasem/Nourozi, Mahdi/Mahmoodi, Gholam Hussain (2005): English Book 1. Tehran.

**Web Resources:**

1. <https://www.valamis.com/hub/communication-styles>
2. <https://www.scribd.com/document/356463382/Communicative-English-Book-PDF>
3. <https://fliphtml5.com/pbloa/jcnb/basic>
4. <https://studymaterialz.in/tag/communicative-english-book-pdf-free-download/>
5. <https://techcbse.com/revised-books-communicative-english-101-class-9-literature-reader-main-course-book-workbook>

**MAPPING WITH PROGRAMME-SPECIFIC OUTCOME**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO6</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

**S – Strong**

**M – Medium**

**L - Low**