BACHELOR OF SOCIAL WORK

SYLLABUS

**For those who joined during the Academic Year (2023-2024) III to VI Semesters
and
For those who joined during the Academic Year (2024-2025) I to VI Semesters**

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 demeanor 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: Analyze, assess, intervene and evaluate models of Social Work for the Interventions.

PROGRAMME SPECIFIC OUTCOMES

PSO1: Gain knowledge on Social Wok 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.

MAPPINGOFPOs withPSOs

	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	NoCorrelation
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:

Semester	Newly introduced Components	Outcome / Benefits
I	**Foundation Course** 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.	➢ Instill confidence among students ➢ Create interest for the subject
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	➢ Industry ready graduates ➢ Skilled human resource ➢ Students are equipped with essential skills to make them employable
		➢ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		➢ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective papers	➢ Strengthening the domain knowledge ➢ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➢ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.

IV	Elective Papers	➢ Exposure to industry moulds students into solution providers ➢ Generates Industry ready graduates ➢ Employment opportunities enhanced
V Semester	Elective papers	➢ Self-learning is enhanced ➢ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	➢ Enriches the study beyond the course. ➢ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: **For Advanced Learners / Honors degree**		➢ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Credit Distribution for UG Programme

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
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 Module	4	5. 3.Core Course CC - XI	4	6.3 Core Course – CC XV	4
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.Core Course –/ Project with viva- voce CC - XII	4	6.4 Elective - VII Generic/ Discipline Specific	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	2	2.6 Skill Enhancement Course	1	3.6 Skill Enhancement Course SEC-4,	1	4.6 Skill Enhancement Course	1	5.5 Elective VI Generic/ Discipline	3	6.6 Extension Activity	1

SEC-1 (NME)		SEC-2 (NME)		(Entrepreneurial Skill)		SEC-5		Specific			
		2.7 Skill Enhancement Course – SEC-3	1							6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2					4.7 Value Education	2				
				3.8 E.V.S	2						
		Nan muthalvan Course	2	Nanmuthalvan Course	2	Nanmuthalvan Course	2	Nanmuthalvan Course	2	Nanmuthalvan Course	2
	23		23		24		23		24		23
	140 **Total Credit Points**										140

CREDIT DISTRIBUTION FOR U.G.

		No. of Papers	Credits
3 – Year UG Programme **Credits Distribution**			
Part I	Tamil(3 Credits)	4	12
Part II	English(3 Credits)	4	12
Part III	Core Courses (4 Credits)	15	67
	Elective Courses :Generic / Discipline Specific (3 Credits)	8	24
	Total		**115**
Part IV	NME (2 Credits)	2	3
	Skill Enhancement Courses Entrepreneurial Skill - 1 credit	4	5
	Professional Competency Skill Enhancement Course	1	2
	Nan Muthalvan	5	10
	EVS (2 Credits)	1	2
	Value Education (2 Credits)	1	2
	Part IV Credits		**24**
Part V	Extension Activity (NSS / NCC / Physical Education)		1
Total Credits for the UG Programme			**140**

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	12	22	18	91
Part IV	4	4	5	5	2	4	24
Part V	-	-	-	-	-	1	1
Total	23	23	24	23	24	23	**140**

*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 (NME)	Social Problems in India	2	2
	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	4
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 (NME)	Marriage and Life Education	1	2
	Skill Enhancement Course –SEC-3	Skill Lab – II- Communicative English	1	2
		Nan Muthalvan Course/ Methods of social Work (Substitute Course)	2	2
Total			23	30

SECOND YEAR
Semester-III

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 V	Social Group Work	5	4
	Core Course – CC VI	Field Work - III	5	5
	Elective Generic/ Discipline Specific Elective-III	Child Rights and Welfare Programmes (or) Crime and Correctional Services	3	3
Part-4	Skill Enhancement Course-SEC-4	Life Skills for Social Workers	1	2
	Environmental Science(EVS)		2	2
		Naan Muthalvan Course/ Fields of social Work (Substitute Course)	2	2
Total			24	30

SECOND YEAR

Semester-IV

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 VII	Community Organization and Social Action	5	5
	Core Course – CC VIII	Field Work – IV	5	5
	Elective Generic/ Discipline Specific Elective-IV	Human Rights and Social Justice (or) Persons with Disability and Rehabilitation	3	2
	Skill Enhancement Course SEC-7	Rural Camp and Social Work Skills	1	2
	Value Education	Value Based Education	2	2
		Naan Muthalvan Course/ Rural Development(Substitute Course)	2	2
			24	30

THIRD YEAR
Semester-V

Part	List of Courses		Credit	No. of Hours
Part-3	Core Course – CC IX	Social Work Research and Statistics	4	5
	Core Course – CC X	Social Welfare Administration	4	5
	Core Course CC –XI	Field Work – V	4	5
	Core Course –/ Project with Viva- voce CC –XII	Research Project	5	5
	Elective Generic/ Discipline Specific Elective –V	Disaster Management and Social Work Interventions (or) Conflict and Peace Building	3	4
	Elective Generic/ Discipline Specific Elective –VI	Family and Child Welfare (or) Labour Management	3	4
Part IV		Naan Muthalvan Course/ Skills for social work practice (Substitute Course)	2	2
Total			25	30

THIRD YEAR
Semester-VI

Part	List of Courses		Credit	No. of Hours
Part-3	Core Course – CC XIII	Economic and Political System	4	6
	Core Course – CC XIV	Industrial Psychology	4	6
	Core Course – CC XV	Field Work - VI	4	6
	Elective Generic/ Discipline Specific Elective -VII	Corporate Social Responsibility (or) Healthcare and Social Work	3	5
	Elective Generic/ Discipline Specific Elective -VIII	Social Exclusion and Inclusive Development (or) Counselling	3	5
		Naan Muthalvan Course/ Hospital Management (Substitute Course)	2	2
	Extension Activity	NSS/NCC/NAVY/ AICUF/ Club / Forum etc.,	1	
	Total		21	30

Total Credits – 140

Remarks: English Soft Skill Two Hours will be handled by English Teachers(4+2 = 6 hours for English).

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

METHODS OF ASSESSMENT	
Remembering (K1)	• The lowest level of questions require students to recall information from thecourse content • Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. • The questions go beyond simple recall and require students to combine datatogether
Application (K3)	• Students have to solve problems by using / applying a concept learned in theclassroom. • Students must use their knowledge to determine a exact response.
Analyze (K4)	• Analyzing the question is one that asks the students to break down somethinginto its component parts. • Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.
Evaluate (K5)	• Evaluation requires an individual to make judgment on something. • Questions to be asked to judge the value of an idea, a character, a work of art,or a solution to a problem. • Students are engaged in decision-making and problem – solving. • Evaluation questions do not have single right answers.
Create (K6)	• The questions of this category challenge students to get engaged in creative andoriginal thinking. • Developing original ideas and problem solving skills

INTRODUCTION TO SOCIAL WORK

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	INTRODUCTION TO SOCIAL WORK	**Core Course – CC I**	60				5	5	25	75	100

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

Learning Objectives

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

Course Outcomes

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

	TaxonomyLevels
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 WelfareSettings, 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
3. http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf
4. 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
	SOCIOLOGY FOR SOCIAL WORK	**Elective Generic/ Discipline Specific Elective-I**	60	-	-	-	**3**	**4**	**25**	**75**	**100**

Year	I
Semester	I
Prerequisites	**Basic Understanding of Sociology for Social Workers**

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

Course Outcomes

On the successful completion of the course, 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, Ned 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, Jaipurand New Delhi: Rawat Publications

2. Prabhu, P.H., (1970) Hindu Social Organization, Madras: Popular Prakasham
3. Shah A.M., (2010) The structure of Indian Society: Then and Now, New Delhi, Routledge
4. Singh, Yogendra, (1973) Modernization of Indian Tradition, New Delhi: Thompson Press
5. 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 componentsof the Indian Society

CO3: To apply the knowledge acquired about Society in thepractice 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 itspractice

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, Jaipurand 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
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**

SOCIAL PROBLEMS IN INDIA

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL PROBLEMS IN INDIA	Skill Enhancement Course - Sec-1 (NME)	30	-	-	-	2	2	25	75	100

Year	I
Semester	I
Pre requisites	**Basic Understanding of Social Problems**

Learning Objectives	
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 SocialProblems in India
CO2: To recognize the various types of Social Problems
CO3: To apply the knowledge acquired about Social Problems in itseradication
CO4: To analyse the issues and challenges in the Society
CO5: To experiment the Welfare Schemes for the eradication of SocialProblems 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 Sate 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

	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**

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 III)**	Y	-	-	-	5	5	50	50	100
Year	I										
Semester	I										
Prerequisites	**Basic Understanding on Personality development topics and organizations**										
Learning Objectives											
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	**Interpersonal Relationships** **(Concept, skills, importance and relevance to social work)**
2	**Communication Skills** **(Concept, type, importance and relevance to social work)**
3	**Documentation & Report Writing Skills.** **(Concept, Types of Report, importance and relevance to social work)**
4	**Societal Analysis** **(Concept, Tools and techniques, importance and relevance to social work)**

5	**Understanding Group Behavior** **(Concept, importance and relevance to social work)**
6	**Indian Social Problems** **(Concept, Different types of social problem, Causes and consequences)**

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**

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
Total	**- 50 Marks**

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 AWARENESS AND POSITIVITY	SKILL LAB 1	30				2	2	25	75	100

YEAR	
SEMESTER	I
PRE-REQUISITE	**A basic idea on self awareness and motivation.**

Learning Objectives

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

Course Outcomes

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

	TaxonomyLevels
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

<div align="center">**Syllabus**</div>

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: DiscoveringtheSelf; the importance of self-discovery, Steps in discovering self, SettingGoals;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 ThinkingandAttitude;DrivingoutNegativity,EnhancingMotivationLevels.

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 blackswanpvt.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

	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

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SOCIAL CASE WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL CASE WORK	Core Course (CC III)	60	-	-	-	5	5	25	75	100

Year	I
Semester	II
Prerequisites	Basic Understanding about Human Growth and Development, Individuals and Society.

Learning Objectives	
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

Course Outcome

The Successful completion of this course shall enable the student;
CO1 : To teach the concept and Principles of Social Case Work
CO2 : To understand the process of Social Case Work.
CO3: To apply the suitable theories and models to resolve the problems of Individuals.
CO4: To develop the ability to critically analyze problems of individuals and skills for working with individuals in various practice settings
CO5: To evaluate the students to work with Individuals in various settings.

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. NewDelhi: 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

	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**

PSYCHOLOGY FOR SOCIAL WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	PSYCHOLOGY FOR SOCIAL WORK	Elective Generic (DSE II)	60	-	-	-	3	4	25	75	100

Year	I
Semester	II
Prerequisites	Basic Understanding of Psychology

Learning Objectives	
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.

<h1 style="text-align:center">SYLLABUS</h1>

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 – IIII   **(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-

<h2 style="text-align:center">MAPPING WITH PROGRAMME SPECIFIC OUTCOME</h2>

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

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
	DYNAMICS OF HUMAN BEHAVIOUR	**Elective Generic (DSE II)**	**6 0**	**-**	**-**	**-**	**3**	**4**	**25**	**75**	**100**

Year	I
Semester	**II**
Prerequisites	**Basic Understanding of Human Behaviour**

Learning Objectives	
1	To provide Knowledge of Psychology and its relevance to social work
2	To understand the concepts of human behavior
3	To identify the psychological base of human behavior
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

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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 – IIII (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.

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**

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.

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/

MARRIAGE AND LIFE EDUCATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	MARRIAGE AND LIFE EDUCATION	**Skill Enhancement Course (SEC-2)**	**3 0**	-	-	-	1	2	25	75	100
Year		I									
Semester		II									
Prerequisites		**Basic Understanding of Family**									

Learning Objectives	
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
	Field work -II	Core Course (CC III)		-	-	-	5	5	50	50	100
Year		I									
Semester		II									
Prerequisites		**Basic Understanding on Personality development topics and organizations**									
Learning Objectives											
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	**Networking.** (Concept, Types, Techniques, Relevance to social work)
2	**Need Analysis** (Concept, Procedure, Relevance to social work)
3	**Visual Aids Presentations** (Puppet Training)
4	**Public Speaking.** (Concept, Techniques, Exercises) **Public Relations.** (Concept, Techniques, Relevance to social work) –

5	**Fund Raising** (Concept, Types, Techniques, Relevance to social work)
6	**Networking.** (Concept, Types, Techniques, Relevance to social work)

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**

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

Total   **- 50 Marks**

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**

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

COMMUNICATIVE ENGLISH

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	COMMUNI CATIVE ENGLISH	SKILL LAB 1I	30				1	2	25	75	100

YEAR	
SEMESTER	I
PRE-REQUISITE	**A basic idea on self awareness and motivation.**

Learning Objectives

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

Course Outcomes

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

	TaxonomyLevels
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

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

	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**

Semester II- Nan Muthalvan- Subject Specific Paper credit :2

Course Objectives:

- To Understand Social Work Values and Ethics
- To Develop Interpersonal Communication Skills:
- To Learn Assessment and Intervention Techniques:
- To Cultivate Cultural Competence:
- To Foster Problem-Solving and Decision-Making Skills:

UNIT- 1

Relationship with other social sciences- Sociology, Anthropology, Economics, Psychology

UNIT-2

Working with Individuals and Groups : Meaning , principles and Process

UNIT-3

Community Organization: Working with Communities: definition-objectives-principles- phases of community organization

UNIT- 4

Social Work Administration: Evolution of Social Welfare Administration, Agency Administration, Elements of Administration.

UNIT- 5

Social Work Research and Social Action: Social Work Research: Definition, Meaning, Importance of social work research . Social Action -Definition, Principles, Strategies of Social Action, Meaning and concept of Advocacy and Lobbying

.**Essential Readings**

1. Agarwal, H.O International Law and Human Rights 2002 Central law Publications

2. Alok Chakravati Protecting Human rights 2003 Reference Press

3. Bajwa G.S Human rights in India 1995 Anmol Publishers

4. Gupta, D.N Human Rights Acts, Statutes and Constitutional 2003 Kalpaz Publications

5. Jayashre. P.M Dalit human Rights Violation Vol.1 2000 National Campaign

6. Khanna, H.R The Judicial System 1980 11 P.A, New Delhi

7. Ramphal Perspectives in human rights 2001 Rajat publication

SEMESTER III

SOCIAL GROUP WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL GROUP WORK	Core Course (CC V)	60	-	-	-	5	4	25	75	100
Year	II										
Semester	III										
Prerequisites	Basic Understanding of Group										

Learning Objectives	
1	To understand the nature, types and influences of different types of groups in an individual's life.
2	To develop the knowledge and appreciate the role of group dynamics and group leadership in the practice of group work.
3	To acquire understanding and skill in working with groups as a method of social work and as intervention method.
4	To create an understanding of the group work process.
5	To identify the settings and areas for the practice of Social Group Work method.

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

CO1 : To know the concept of group, values, Principles, characteristics of Social Group Work
CO2: To evaluate the students to work with different models of group work practice.
 CO3: To examine competencies and skills for working with different groups in various settings.
CO4: To assess the students to work with dynamics in the group
CO5: To collaborate the process of group experience and professional progress

SYLLABUS

UNIT – I   **(12 Hours)Introduction to**
Groups : Group: Definition, Characteristics; Types of groups: Open and Closed groups, TreatmentGroups: Educational, Growth, Remedial, Therapeutic, Resocialisation, Task oriented groups: Committees, Forum, Council, Team, Developmental groups: Self-help, Support, Training, Significance of groups in the life of an individual.

UNIT – II   **(12 Hours)Group Process**
& Group Dynamics : Concepts in Group: Morale, Norm, Bond, acceptance, isolation, rejection, conflict and control, Cohesiveness, Communication and Interaction pattern, Decision Making and Problem Solving, Group control, Group culture, Subgroups: meaning and types, Roles in a group: Functional and non-Functional. Group Leadership: Theories, Types, Roles and Leadership skills. Assessing group interaction: Sociometry and Sociogram.

UNIT – IIII   **(12 Hours)Working with**
groups : Meaning, Definition, Values, Principles and Objectives; Historical development, relevance and scope of Work with Groups. Skills or working with groups: skills in identifying potential groups, skills in forming groups, skills in strengthening groups, facilitation and leadership. Forming and assessing groups: Group formation, Formulation of objectives, individual and group goals, Planning assessment, Implementation and intervention in groups. Stages of group development – Identifying barriers to change and managing them Termination and Evaluation

UNIT – IV   **(12 Hours)Social Group**
work Process : Group Work Process- intake, study, goal/objective setting, interventions, termination, evaluation and follow up. Programme Development: meaning, Programme as a tool; principles of programme planning; programme development process; Stabilization of change effort. Concept and Importance of Programme in Social Group Work. Programme Planning.Group communication methods : Lectures, forum, brain storming, guided discussion, casestudy, role play, demonstration, Social Media

UNIT – V   **(12 Hours)Skills, Model &**
Settings in Group work : Group Worker – Role, skills and functions. Group Work Recording: types and uses. Social Group Work. Skills and Roles of Social Group Worker. Group Work models: Social, Remedial and Mediating or Reciprocal Models, Social Goal Model and Consensus Model.Social Group Work in Different Settings: Children, adolescents, elderly persons, women and persons with disability, Health education, substance abuse, schools, labour welfare, correctional, community

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Text Books

1. Bradler,S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press.
2. Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication.
3. David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication
4. Gravin, Charles. D. Lorriae & M. Gulier. (2007). A Hand Book of Social Work with Groups .New Delhi: Rawat Publications
5. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books.

Books for References

1. Erford, B. (2011). Group Work: Processes and Applications. Boston: Pearson
2. Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (8th Edition). Belmont, CA: Brooks/Cole/ Thompson.
3. Konopka, G. (1983) Social Group Work: A Helping Process, New Jersey, Prentice Hall International
4. Sanjay Bhattacharya (2013) Social Work An Integrated Approach, New Delhi, Deep & Deep Publications.
5. Siddiqui, H.Y. (2008) Group Work: Theories and Practices, New Delhi. Rawat Publication

Web Resources

1. http://glossary.org.in/
2. https://www.socialworkin.com
3. https://shodhganga.inflibnet.ac.in/
4. https://www.guide2socialwork.com/social-group-work/
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

CHILD RIGHTS AND WELFARE PROGRAMMES

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CHILD RIGHTS AND WELFARE PROGRAMMES	**Discipline Specific Elective - III**	60				3	3	25	75	100

YEAR	
SEMESTER	**III**
PRE-REQUISITE	**A general idea of the needs and problems faced by children in India**

Learning Objectives

1	To discuss the origin and development of Child rights.
2	To recognize the difference between Needs, Welfare, and Rights.
3	To study the constitutional provisions on Child rights in India.
4	To make aware of the various agencies available in ensuring child rights.
5	To identify the stakeholders in Child Development.

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

	TaxonomyLevels
CO1: Outline conceptual clarity on Human rights and child rights.	K1, K2, K3
CO2: Identify the framework of child rights in India.	K2, K3, K4
CO3: Distinguish the child protection system in India which focuses on services extended for Children.	K3,K4
CO4: Analyze the role played by constitution in protecting the fundamental Rights of Children.	K1, K4, K5
CO5: Recognize various mechanisms for implementation of the law concerning children and demonstrate Ethical and Professional behaviour in working with children.	K3, K4,K5

Syllabus

UNIT I   (10 Hours)

Child Rights as Human Rights– Rights based approach, Difference between Needs, Welfare and Rights. Child Rights: Meaning, scope, origin and development of child rights in India.

UNIT II   (15 Hours)

Child Rights and Constitutional Provisions – Concept of Human Rights, United Nations Convention on the Rights of the Child (UNCRC), Overview of Legal Systems in India. Provisions for Child Rights in Indian Constitution.

UNIT III   (10 Hours)

Ensuring Child Rights - Principles of practice and role of caregivers in promoting Child Rights. Role of Duty bearers in ensuring Child Rights – Role in protection, prevention, intervention and Rehabilitation. Role of Family, Community, Civil Society, Media and the State. Separation of powers between the Executive, Judiciary and Legislature. Important schemes and services for ensuring child rights.

UNIT IV   (15 Hours)

Legal Measures promoting Child Development – Right of Children to free and compulsory education act 2009, Commission for the protection of Child rights Act 2005, Prohibition of Child Marriage Act 2006, The Immoral Traffic Prevention Amendment Bill 2006, Protection of children from sexual offences Rules 2020, Juvenile Justice Care and Protection Act, 2021. Child Labour Prohibition and Regulation Act, 2016.

UNIT V   (10 Hours)

Stakeholders in Child Development - Ministry of Women and Child Development, Roles and Functions of the Central and State level Commission for Protection of Child Rights in India, National Institute of Public Cooperation and Child Development, The Child Welfare Committee. Role of Social Work and Civil Society Organisations: Advocacy, Lobbying, Fact-finding.

Text Books:
1. Bajpai, A. 2003. Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.
2. Chandru, K., Geetha, R. & Thanikachalam, C.1998. Child Law in India, Chennai: Indian Council for Child Welfare
3. Chopra, G. 2015. Child Rights in India: Challenges and Social Action. New York: Springer.
4. Ghosh, A. 1998. A Primer of the Convention on The Rights of The Child, Calcutta: IPER.
5. Manoharan, A. & Mehendale, A. 2012. Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.

Books for References:

1. Mehendale, A. 2012. Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.

2. Verhellen, E. 2006. Convention on the Rights of the Child, London: Garant Publishers. Joachim, T. 2004. Promoting Rights Based Approaches: Experiences and Ideas from Asia and the Pacific, Sweden: Save the Children

3. Upadhyaya Shivendra, 2009. Encyclopedia of Juvenile Rights, Child Rights, and Women Rights, volume 2, Anmol publications, New Delhi.

4. Shrivastave Rekha, 2009 International Encyclopaedia of Women Rights and Children Rights, Anmol Publications, New Delhi.

5. Baxi, Upendra. 2002. Future of Human Rights. Bueren.

Web Resources:
1. http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach__(1)_0.pdf
2. https://www.unicef.org/child-rights-convention/convention-text-childrens-version
3. https://www.unicef.org/child-rights-convention/child-rights-why-they-matter
4. https://www.ohchr.org/sites/default/files/Documents/Issues/RtD/InfoNote_ChildrenYouth.pdf
5. https://en.wikipedia.org/wiki/Child_development_in_India

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**

CRIME AND CORRECTIONAL SERVICES

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CRIME AND CORRECTIONAL SERVICES	**Elective Generic/ Discipline Specific Elective – III**	Y	-	-	-	3	3	25	75	100

Year	II
Semester	III
Prerequisites	**Basic Understanding of Crime and Correctional Services**

Learning Objectives	
1	To define the concepts in Crime
2	To understand the Laws related to Crime
3	To know the Correctional Procedures and Rules
4	To appreciate the Correctional Services for Adults and Children in India
5	To devise the role of Social Worker in the Prevention of Crime in India

Course Outcomes
On the successful completion of the course, student will be able:
CO1: To outline the crimes and the correctional services CO2: To understand the various Laws and Legislations related to Crime CO3: To apply the knowledge acquired in the functioning of an Organisation CO4: To analyse the reasons for increasing rate of Crime in India CO5: To comment on the various Correctional Services in India

SYLLABUS

UNIT – I   **(12 Hours)**
Crime: Meaning and Definition.Types of Crime. Causes of Crime. Types of Criminal Offenses. Principle and Methods of Prevention of Crime. Crime as a Social Problem

UNIT – II   **(12 Hours)**
Laws related to Crime: Brief outline or Summary of Indian Penal Code, 1860. Criminal Procedure Code,1974. The Indian Evidence Act, 1872.

UNIT – III   **(12 Hours)**
Correctional Procedure and Rules: Brief outline or Summary of Prison Act, 1894. Juvenile Justice Act, 2000.

UNIT – IV   **(12 Hours)**
Correctional Services: Meaning, Definition, Types of Correctional Services. Role of Correctional Services – Counselling, Continuation of Education, Vocational Skill Training and Health Care

UNIT – V   **(12 Hours)**
Correctional Services – Adults and Children:
Types of Correctional Services for Adults -Central Jail, District Jail, Sub Jail, Open Jail, Special Jail, Women's Jail, Borstal Schools. Children in Need of Care and Protection – Observation Home for Boys and Girls, Special Home, Children Home, Shelter Home, After-Care Organisation

Text Books

1. Ahuja, R. (2012). Criminology. Jaipur: Prem Rawat for Rawat Publications.

2. Ahuja, R. (1992). Social Problems in India.Jaipur: Rawat publications

3. Gaur Deo Krishna (2009) Textbook on the Indian Penal Code. New Delhi: Universal Law Publishing

4. Sastry V.L.N. (2020) Crime and Politics in India. Chhattisgarh: Blue Diamond Publishing

5. Unnithan Prabha N. (2013) Crime and Justice in India. New Delhi: Sage Publications

Books for Reference

1. Clinard, M. B., & Quinney, R. (2016). Criminal Behavior Systems: A Typology. London: Routledge.

2. Mehrotra Mamta (2014) Crimes Against Women In India – A Study. New Delhi: Ocean Books

3. Turner, B. S. (2006). The Cambridge dictionary of Sociology. Cambridge: Cambridge University Press.

4. Rao, C. N. (2015). Indian Social Problems: A Sociological Perspective. S. Chand & Co.

5. Varishistha Sarita (2021) Crime Against Children. New Delhi: K. K. Publications

Web Resources

1. https://egyankosh.ac.in/bitstream/123456789/17182/1/Unit-6.pdf

2. https://www.socialworkin.com/2021/09/type-of-correctional-setting.html

3. https://ncrb.gov.in/en/crime-india

4. https://www.india.gov.in/official-website-national-crime-records-bureau

5. https://cybercrime.gov.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**

LIFE SKILLS FOR SOCIAL WORKERS

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	LIFE SKILLS FOR SOCIAL WORKERS	Skill Enhancement Course-SEC-4	3 0	-	-	-	1	2	25	75	100
Year		**II**									
Semester		**III**									
Prerequisites		**Basic Awareness of Self**									
Learning Objectives											
1	To outline the need and importance of Self-Awareness and Empathy for Social Workers										
2	To explain Critical and Creative thinking and its importance in Life Skills										
3	To implement the use of Problem Solving and Decision Making										
4	To correlate the use of the Effective Communication and Interpersonal Relationship										
5	To experiment to Cope with Stress and Emotions as Social Workers										

Course Outcomes

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

CO1: To find the need and importance of Life Skills to Social Work

CO2: To be able to relate the different life skills

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

CO4: To analyse the skill imbibed

CO5: To experiment the use of the Life Skills of Social Work in its practice

SYLLABUS

UNIT – I   **(6 Hours)**

Self-Awareness and Empathy: Self-Awareness - Meaning, Importance, Need, Elements, **Empathy** – Meaning, Types, Difference between Empathy and Sympathy

UNIT – II   **(6 Hours)**

Critical Thinking and Creative Thinking: Critical Thinking – Meaning, Importance, Steps, Skills.

Creative Thinking Relationship – Meaning, Importance, Benefits, Skills Difference between Critical Thinking and Creative Thinking

UNIT – III   (6 Hours)

Decision Making and Problem Solving: Decision Making – Meaning, Importance, Skills
Problem Solving – Meaning, Need, Process

UNIT – IV   (6 Hours)

Effective Communication and Interpersonal Relationship: Effective Communication – Meaning, Need and Importance, Skills, Barriers. **Interpersonal Relationship** – Meaning, Need, Skills, Types

UNIT – V   (6 Hours)

Coping with Stress and Coping with Emotions: Coping with Stress – Meaning, Need, Types of Coping Strategies, Importance Coping with Emotions – Meaning, Skills, Need and Importance

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Text Books

1. Benjamin, Deepak. and Joseph Tintu P. (2020) Life Skills, Kerala: Pentex Book Publications
2. Mohanasundaram, (2020) Developing the Life Skills in Digital Era. Gujarat: Krishna Publication House
3. Sharma K. Lalita. (2022) Life Skills Education in India, Madhya Pradesh: Nitya Publication
4. Saravanakumar A. R. (2016) Life Skills Education Through Life Long Learning Solapur: Laxmi Book Publication
5. Thomas Gracious (2006) Life Skills Education and Curriculum, New Delhi: Shipra Publications

Books for Reference
1. Jain, Usha and Kumar Rajiv, Jain. (2014) Life Skills, New Delhi: Vayu Education of India
2. James, Larry. (2006) The First Books of Life Skills, Mumbai: Embassy Books
3. Rao Ravikanth K. and Dinakar P. (2016), Life Skills Education, Hyderabad: Neelkamal Publications
4. Swift Keilly (2021) Life Skills – Creativity, Problem Solving, Mindfulbess, Empathy, Teamwork. Great Britain: Dorling Kindersley Penguin Random House
5. Verma Shalini (2014) Development of Life Skills and Professional Practice. Noida: Vikas Publishing House

Web Resources
1. https://hangoutagile.com/
2. https://vikaspedia.in/
3. https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
4. https://special-learning.com/article/world-health-organization-explanation-of-life-skills/
5. https://nutspace.in/10-core-life-skills/

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**

Fields of social Work

Semester III - Nan Muthalvan- Subject Specific Paper

Credit:2

Course Objectives

- To Explore Diverse Fields of Social Work Practice:
- To Understand the Scope and Context of Each Field:
- To Develop Knowledge of Client Populations and Needs:
- To Enhance Skills Relevant to Each Field:
- To Promote Critical Thinking and Ethical Decision-Making:

UNIT- 1

Introduction to social work practice: Meaning, concept, Scope of Social Work Profession

UNIT-2

Methods of social work and levels of practice – Micro, mezzo and macro levels

UNIT-3

Social Work practice in Community Development, Medical and Psychiatric Social Work

UNIT- 4

Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work

UNIT- 5

Role of Social Worker in addressing contemporary social issues.

Essential Readings

1. Chaurasia,B P (1992) - Women's status in India: policies and programmes. Chugh Publications.

2. John Mary E. (2008). Women's studies in India-A reader. Penguin Books.

3. Evans, Mary. (2003). Gender and Social Theory. Rawat Publications

4. Dunk, P. (2007). Everyday sexuality and social work: Locating sexuality in professional practice and education. Social Work & Society, 5(2), 135 142.

5. Farmer, R., and Hirsch, S. (1980). The Suicide Syndrome. Croom/Helm.

6. Firestone, R., Firestone, L., & Catlett, J. (2006). What is healthy sexuality? Sex and love in intimate relationships, 11-27. Washington, DC US: American Psychological Association.

FIELD WORK – 3
(OBSERVATION VISISTS)

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	FIELD WORK – 3	Core Course (CC III)		-	-	-	5	5	50	50	100

Year		I
Semester		II
Prerequisites		Basic Understanding on Personality development topics and organizations
Learning Objectives		
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

OBSERVATION VISITS		
VISITS	**CONTENT**	**No. of Visits**
Health Setting	Hospitals, Community health extension projects, Primary health centres,Psychiatric Departments, Clinics, and HIV Guidance Centresetc.	**3**
Educational Setting	Formal schools, non- formal/adult education centres, icome generating skill development centres, vocational training facilities, etc.	**3**
Institutional and Non-institutional Services for Special Groups	the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and OtherVulnerableGroups;AdoptionAgencies,ChildRightsProtectionFacilities,Rehabilitationcentres,Labour Welfare Centres/workers education centres etc.	**2**
Criminal Justice System & Civic Administration Centres	Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, ZilaParishad, Panchayat Samiti, Block Development Office, etc.	**3**
Community Services	Skill development programme centres, vocational training centres,environmentimprovementcentres,familyservicecentres,Communitydevelopmentprojectsin urban and rural settings, etc.	**2**

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong **M – Medium** **L - Low**

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
Total	**- 50**
Marks	

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**

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

SEMESTER IV

COMMUNITY ORGANIZATION AND SOCIAL ACTION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	COMMUNITY ORGANIZATION AND SOCIAL ACTION	**Core Course (CC VII)**	**6 0**	**-**	**-**	**-**	**5**	**5**	**25**	**75**	**100**
Year		**II**									
Semester		**IV**									
Prerequisites		**Basic Understanding of Communities**									

Learning Objectives

1	To define the concepts of Community organisation and Social Action as a Direct method used in Social Work practice
2	To understand the Principles and Processes in Community Organisation and Social Action.
3	To apply the models of Community Organisation and Social Action in different settings.
4	To acquire skills in Community Organisation and Social Action understand the role of Social Worker.
5	To identify the fields for the practice of Community Organisation and Social Action

Course Outcomes

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

CO1: To become aware of the concept and features of the Community Organisation and Social Action as a direct method in Social Work Practice.

CO2: To understand the Values and Principles determining the use of the method of Community Organisation and Social Action.

CO3: To use appropriate theories, tools and models to resolve the problems of Communities.

CO4: To examine competencies and skills necessary for working with different communities in various practice settings

CO5: To evaluate the use of Community Organisation and Social Action in the context of Community dynamics.

SYLLABUS

UNIT I   **(12 Hours)**
Community Organization: Concept of Community, Community as a System, Characteristics and Types, Meaning and Definition of Community Organization, Values and Principles, History of Community Organisation in UK, U.S.A. History of Community Organisation in India
.

UNIT II   **(12 Hours)**

Community Organization as a method: Community organisation as direct, macro and a problem solving method, Community Organisation as a process **-** Relationship Building, Study and Survey, Analysis, Assessment, Discussion Organisation, Action, Reflection/Evaluation, Modification, Continuation. Participatory planning and introduction to Participatory Rural Appraisal. Concept and Dimensions of power, Leadership – Meaning, Types and Functions, Barriers to empowerment

UNIT IIII   **(12 Hours)**

Models, Approaches and Settings in Community Organization: Models - J Rothman, Murray Ross**,** Approaches in Community Organisation: Neighbourhood organising – The social work approach, Political Activists approach, Neighbourhood maintenance/Community development approach.Gandhian Approach in working with Communities, Different Settings – Location, Sector, Model, Role and Skills of a Community Organizer.

UNIT IV   **(12 Hours)**

Social Action: Definition, Principles ,Social Action as a method of Social Work, Strategies of Social Action , Typologies, Approaches/Social Action Models.

UNIT V   **(12 Hours)**

Social Action Movements in India: Environmental movements, Dalit Movement, Self help group Movement, Self-Respect Movements

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Text Books

1.   Schaffer, R. and Sheps, C. (1977). Community organization. Connecticut: Westport

2.   Joseph, S., & Mohan Dash, B. (2016). Community Organization in Social Work. Delhi: Discovery Publishing House Pvt Ltd.

3.   Burghardt, S. (1982). Organizing for community action. Beverly Hills, Calif.: Sage Publications.

4.   Hardina, D., n.d. Interpersonal social work skills for community practice.

5.   Sharma, S., 2022. Community Organization and Social Action. India: ABD Publishers.

6.   Raju, M., 2012. Community Organization and Social Action: Social Work Methods and Practice: Social Work Methods And Practices. India: Regal Publishers.

Books for References

1.   Ross G Murray. (1955). Community Organization – Theory and Principles: Harper Publications.

2.   Marie Weil, (2004). The Handbook of Community Practice. Sage Publications.

3.   Clarke, S.,(2017). Community Organization and Development – From its history toward model for the future: The University of Chicago Press.

4.   Siddiqui HY., (2021). Working with Communities – An introduction to Community Work: Alternotes Press

5.   Cox M Fred., (1987). Strategies for Community Organization – Macro Practice: FE Peacock Publishers.

Web Resources

●   http://glossary.org.in/

●   https://www.socialworkin.com

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

●   https://www.guide2socialwork.com/social-group-work/

●   https://www.socialwelfare.library.vcu.edu

●   http://www.ignou.ac.in

●   https://www.researchgate.net

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   M – Medium   L - Low

HUMAN RIGHTS AND SOCIAL JUSTICE

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	HUMAN RIGHTS AND SOCIAL JUSTICE	**Discipline Specific Elective**	Y	-	-	-	**3**	**2**	**25**	**75**	**100**

Year	**II**
Semester	**IV**
Prerequisites	Basic understanding about human rights

Learning Objectives	
1	To define the concepts related to Human Rights and Social Justice.
2	To understand the Evolution of Human rights from International and National perspective
3	To implement the Fundamental Rights and Directive Principles
4	To explain Human Rights of Vulnerable Groups
5	To know the role of Role of Social Work in relation to Human Rights and the Role of Voluntary Organisations in defending Human Rights

Course Outcome

The Successful completion of this course shall enable the student;
  CO1: To identify the concepts related to Human Rights and Social Justice
  CO2: To appreciate the historical evolution of Human Rights from International and National perspective
  CO3: To examine the Fundamental Rights and Directive Principles from Human Rights Perspective
  CO4: To analyse the Human Rights Challenges and Issues of Vulnerable Groups
  CO5: To evaluate the Role of Social Work and Organisations working for Human Rights Issues

<div align="center">**Syllabus**</div>

UNITI (12 Hours)

Overview of Human Rights: Concept of Human Rights - Liberty,Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice; Concerns in Indian Society: Inequality, Injustice, Oppression, Social, Economic and Political Structures of Indian Society

UNIT II (12 Hours)

Historical Overview of Human Rights (National & International Perspectives): Universal Declaration of Human Rights. Declaration on Elimination of Racial Discrimination 1963 & Convention on Elimination of Racial Discrimination 1965- International Covenants 1966 & Optional Protocols to International Covenant on Civil and Political Rights (ICCPR).
Origin and development of Human Rights in India - Freedom Movement with special reference to Civil Liberties movement, Social Justice and Jurisprudence.

UNIT III(12 Hours)

Fundamental Duties and Rights: Fundamental Duties and Rights under the Indian Constitution, Preamble, Directive Principles of State Policy. Recent amendments of Indian Constitution.

UNIT IV(12 Hours)

Human Rights of Vulnerable Groups: Human Rights with Specific Reference to Women, Children, Refugees, Dalit, Tribes, LGBT, Prisoners.

UNIT IV(12 Hours)

Role of social work in relation to human rights Mechanisms for Securing Social Justice; Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy and Social Action.**Human rights and voluntary organization** at International, National and State level – Human rights commissions in India – National Human rights commission – Its constitution – power and Functions – Human rights court in districts

References:

- Alok Chakravati (2003) Protecting Human rights. Reference Press.

- Gupta, D.N (2003) Human Rights Acts, Statutes and Constitutional. Kalpaz Publications.

- Agarwal, H.O (2002) International Law and Human Rights, Central law Publications.

- Jayashre. P.M (2000) "Dalit human Rights Violation Vol.1". National Campaign

- Ramphal (2001) Perspectives in human rights. Rajat publications

- Khanna, H.R (1980) "The Judicial System". 11 P.A, New Delhi

- Bajwa G.S (1995) "Human rights in India". Anmol Publishers

Prescribed Text Book:

- Kohli S. A (2004) "Human Rights and Social Work- Issues, Challenges and

Response". Kanishka Publishers, New Delhi

Web Resources:

- University of Minnesota Human Rights Library
- Human and Constitutional Rights - Web Resources and Documents
- Human and Constitutional Rights - National Links has links to countries and the treaties they have signed as well as to human rights groups working on those countries, truth commissions, lots of stuff. A great resource!
- Bibliography on Issues in Human Rights
- Derechos Human Rights Links - Articles on Human Rights lots of great issue articles and country specific articles as well
- Human Rights Education Association: Study Guides: The Study Guides offer introductions to various human rights topics. The guides present definitions, key rights at stake, human rights instruments, and protection and assistance agencies. They guides also offer links to the full text of international treaties relevant for the topic, and other useful resources on the HREA and University of Minnesota Human Rights Library web sites.
- Aboriginal Law and Legislation: http://www.bloorstreet.com/300block/ablawleg.htm
- Armed Conflict Database
- Geneva Conventions: http://avalon.law.yale.edu/subject_menus/lawwar.asp
- Truth Commissions Digital Collection (U.S. Institute of
  Peace: http://www.usip.org/library/formin.html

- Encyclopedia of human rights [electronic resource]. Edited by David P. Forsythe. Oxford; New York: Oxford University Press, c2009.
  Trustee Reading Room Reference (DR) JC571 .E673 2009
- **Encyclopaedia of human rights and social justice**. Satya P. Kanan. 1st ed. New Delhi : Dominant Publishers and Distributors, c2006
  Firestone Library (F) JC571 .K36 2006
- **Encyclopedia of war crimes and genocide.** Leslie Alan Horvitz and Christopher Catherwood. New York : Facts on File, c2006.
  Firestone Library (F) HV6322.7 .H67 2006
- **International encyclopedia of human rights: freedoms, abuses, and remedies**. Robert L. Maddex. Washington, D.C. : CQ Press, c2000.
  Firestone Library (F) JC571 .M3243 2000
- **Historical dictionary of human rights and humanitarian organizations.** Robert F. Gorman, Edward S. Mihalkanin. 2nd ed. Lanham, Md. : Scarecrow Press, 2007
  Firestone Library: Non Circulating (Fnc) JC571 .G655 2007

A guide to human rights: institutions, standards, procedures. Edited by Janusz Symonides and Vladimir Volodin; preface by Koïchiro Matsuura. 2003 ed. Paris: Unesco, 2003.
Trustee Reading Room Reference (DR): Firestone JC571 .G85 2003

Basic documents on human rights. Edited by Ian Brownlie and Guy S. Goodwin-Gill. 5th ed. Oxford ; New York : Oxford University Press, 2006.
Firestone Library (F) K3238 .B37 2006

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   **M – Medium**   **L - Low**

PERSONS WITH DISABILITY AND REHABILITATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	Persons with Disability and Rehabilitation	**Elective Generic (DSE IV)**	**6 0**	-	-	-	**3**	**2**	**25**	**75**	**100**
Year		**II**									
Semester		**IV**									
Prerequisites		**Basic Understanding of Disability and Rehabilitation.**									

Learning Objectives	
1	To provide basic knowledge of disability.
2	To understand the problems faced by persons with disability.
3	To identify various types and causes of disability.
4	To understand the role of various agencies and programmes in disability rehabilitation
5	To acquire insight into various legislations supporting persons with disability.

Course Outcomes

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

CO1: To be aware of the concept of disability and social work relevance in disability management.
CO2: To analyze the social, personal, and environmental problems of persons with disability
CO3: To evaluate the types and causes of various disabilities.
CO4: To understand the rehabilitation services and methods in promoting the physical, mental, and economic well-being of persons with disability
CO5: To apply the knowledge of various legislations in uplifting the lives of persons with disabilities

SYLLABUS

UNIT I   (12 Hours)

Disability– Definition, concepts, and terminologies -impairment, handicapped, differently abled, functional, or participation limitations. Problems due to disability. Social construct – stigma, misconceptions, attitudes, discrimination. Personal construct – carrying out the day-to-day activity, education, employment, and relationships. Needs and problems of people with multiple disabilities. Women with disability – needs, challenges, issues related to reproductive health, violence, and abuse. Role of a social worker in disability management.

UNIT II   (12 Hours)

Types of Disability- magnitude, causes, and nature of disability – sensory, visual, hearing impairment, neuromuscular disability, learning disability, psychiatric, and multiple disabilities. Disability due to accidents – injuries and loss of organs

UNIT III   (12 Hours)

Disability in India – the extent of disability, and services for various disabilities by institutional and non-institutional agencies. Medical, social, psychological, legal, political, and Human rights approach to disability. Preventive measures for early detection of disabilities.

UNIT IV   (12 Hours)

Rehabilitation- definition, nature, and objectives. Role of Governmental and Non-Governmental agencies in disability rehabilitation – education and management of rehabilitation. Community and institution-based rehabilitation services. Role of Rehabilitation council in India. Roles and responsibilities of the Chief Commissioner and State Commissioners for PWDs. Role of a social worker in promoting the welfare of persons with disability.

UNIT – V   (12 Hours)

Legislations for persons with disabilities - The Rehabilitation Council of India Act, 1992. The Persons with Disabilities Act, 1995. Rights of Persons with Disabilities Act, 2016. The Mental Health Care Act 2017. The national trust for the welfare of persons with autism, cerebral palsy, mental retardation, and multiple disabilities Act, 1999. UN Convention Rights of persons with disability & on Human Rights.

Textbooks

1. Albrecht, G., Seelman, K., Bury,M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
2. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
3. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
4. Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi: I.I.P.A
5. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.

Books for References

1. Bequer Ali & Anjali Sharma, (1997) Disability: Challengers, Response, Concerned Action, New Delhi,
2. Dalal, Ajith. K (2018) Disability Rehabilitation and social work.
3. MacDonald, John, (1995). Primary Health Care, London: Earthscan Publishers.
4. Mohapatra C. S (2004) Disability management in India, challenges, and commitment, NIHM and Indian institute of public administration,
5. Narasimha, M.C. & A.K. Mukherjee; (1986) Disability: A Continuing Challenge, Willey Eastern Ltd., New Delhi,

WEB RESOURCES

1. https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/types-of-disabilities
2. https://www.jica.go.jp/activities/issues/social_sec/pdf/india_annex.pdf
3. https://www.drishtiias.com/to-the-points/Paper2/issues-related-to-persons-with-disability
4. https://disabilityaffairs.gov.in/content/
5. https://www.un.org/esa/socdev/enable/disun.htm#:~:text=The%20United%20Nations%20provided%20assistance,setting%20up%20of%20rehabilitation%20centre

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   M – Medium   L - Low

FIELD WORK IV

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	CIA	External	Total
									Marks		
	FIELD WORK IV	**Core Course (CC VI)**	-	-	Y	-	5	5	50	50	100

Year	II
Semester	IV
Prerequisites	**Understanding of the primary methods of Social Work and basic working of NGOs**

Learning Objectives

1	To understand the functioning of a Community Based Organisation, its administrative structure, objectives, programmes
2	To acquire and develop skills in, planning, organizing, evaluation, recording, liaising, programme management, observation and teamwork.
3	To apply the knowledge of psychosocial aspects of individuals, groups and communities.
4	To develop the application of Social Work methods of dealing with individuals (Case Work) and communities (Community organization)
5	To participate in the process of networking with other organizations/agencies working in areas related to social issues/problems.

Course Outcomes

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

CO1 : Understanding of the CBOs it's vision, mission, administrative structure, programmes, financial management and guidelines of the organization.

CO2: Application of concepts and professional when working with individuals and groups.

CO3: Insight into the basic values and ethics of social work profession and its relevance in the field.

CO4: Professional and personal learnings to be demonstrated by consistent guidance of the field work supervisor.

CO5: Identification and equipping with the needed skills in the relevant social work area.

Requirements

•Detailed study on Vision, mission, philosophy and history of the organisation, organizational structure, administration and functioning of organisation in panchayats

•Observe and participate in the community the programmes and process of community services and other activities like – house visits, SHG meeting, local body meetings.

• Understand and be sensitive towards the requirements and challenges of individuals and families in the community

• Draft a family profile to identify areas of intervention.

• Identification of client through few case studies and execute referrals

• Conduct a group activity in the community

• Conduct a community organization

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

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
Total	**- 50 Marks**

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**

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

Skill Enhancement Course

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	Skill Enhancement Course	Rural Camp And Social Work	30	-	-	-	1	2	50	50	100
Year		**II**									
Semester		**IV**									
Prerequisites		**Basic Understanding of Values**									
Learning Objectives											
1	To enrich the knowledge about ethics and values.										
2	To instil Moral and Social Values and Loyalty and to appreciate the rights of others.										
3	To explain the role of ethics in the operation of human conduct										
4	To promote an understanding and framework for students to achieve value based positive and purposeful lives for themselves and their communities.										
5	To build excellent citizens and leaders for the country										

PHASE – I : Pre-Camp and Form Committees Identify• & Form Committees Describe Committee Roles• & Member'sResponsibilities Engage in Committee Tasks• Involve in Pre-Camp Planning•

PHASE – II : Pilot Visits & Finalization ofCamp Site Prepare for Pilot Visits• Undertake the Visits• 33 Present• & engage in Critical Evaluation

PHASE – III : Finalization of Camp Theme& Camp Schedule Engage in analytical evaluation and finalization of camp theme• Draft the Camp Schedule• Demonstrate Leadership Initiatives•

PHASE – IV : On-CampPhase

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

PHASE – V : Post Camp Phase

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

Duration: Pre-camp Preparation +On camp: 7 to10 Days.

Rural camp is preceded with camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be implemented, and to liaise with local community, various NGO's and Government departments to conduct the rural camp in a particular place

Objectives
The objective of the rural camp is

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.

2. To expose the students to rural life and living.

3. To enable the students to learn by carrying out development projects after identifying local

4. To help them to develop capacities and attitudes suitable for group living.

5. To inculcate the spirit of working in a team

Procedure

The entire class shall be divided into various groups called committees namely Project, Transport, Food, Medical, Housekeeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected. Micro–planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of Social Work camp.

DOCUMENTATION AND EVALUATION

Regarding writing reports, only the specific field work record sheets should be used. The reports should be submitted before 10 am on every next-day of the field work day to the staff incharge. Students should submit their weekly reports to the faculty supervisor. Weekly field work individual and group conferences are compulsory. At the end of the semester students should submit a consolidated field work report and self-evaluated report. The delayed reports will carry lesser marks during evaluation. The learning and outcome of each visit is to be evaluated through Individual and Group conference under the supervision of a faculty member

NORMS FOR FIELD WORK -I 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

Total - 50

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 Mark

Field work Evaluation and Viva Voce will be conducted by 36 concerned faculty Supervisor and one more External faculty member

Rural Development

Semester IV - Nan Muthalvan - Subject Specific Paper

Credit :2 Hours :2

Course Objectives

- To Understand Rural Development Concepts
- To Examine Rural Socio-Economic Contexts:
- To Analyze Rural Development Policies and Programs
- To Enhance Skills Develop Skills in Rural Development Planning and Implementation
- To Promote Sustainable Livelihoods and Economic Opportunities:

Unit 1 – Introduction to Rural Community -Characteristics of Rural Society and Rural Life

Unit II – Rural Reconstruction and Development - Concept, Meaning, and Philosophy

Unit III – Rural Community Development - Meaning, Objectives, Philosophy, Principles,

Unit IV – Panchayati Raj and Rural Development .

Unit V- Five Rural Development programmes in Tamilnadu.

Essential Readings

1. Madan G.R. (1964). Changing Pattern of Indian Villages. S. Chand and Co.

2. Mishra, S.N., Shweta Mishra & Chaitali Pal. (2000). Decentralised Planning and Panchayati Raj. New Delhi: Mittal Publications, 2000.

3. Maheshwari, Shriram. (1985). Rural Development in India A Public Policy Approach.New Delhi: Sage Publications.

4. Mohanan, B. (2005). Decentralised Governance and Participatory Development Issues, Constraints, and Prospects. New Delhi: Concept Publishing Company.

5. Chitambar, J.B. (1990). Introductory Rural Sociology. New Delhi: Wiley Eastern Ltd.

6. Doshi, S.L. and P.C. Jain. (1999). Rural Sociology. Rawat Publications.

SOCIAL WORK RESEARCH AND STATISTICS

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL WORK RESEARCH AND STATISTICS	**Course Course – CC IX**	**60**	**-**	**-**	**-**	**4**	**5**	**25**	**75**	**100**
Year		**III**									
Semester		**V**									
Prerequisites		**Basic understanding of the need and scope of research**									
Learning Objectives											
1	To develop an understanding of the nature, purpose and importance of research in Social Work Practice.										
2	To develop competence to conceptualise and conduct a research study.										
3	To acquire skills in conducting research using appropriate sampling methods.										
4	To develop ability to prepare appropriate tools for data collection and data processing.										
5	To understand and learn application of statistical techniques in Social Work Research.										
Course Outcomes											

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

CO1 : To identify the relevance of research in social work practice.
CO2: To understand social problems and conduct research using appropriate research design.
CO3: To choose appropriate sampling methods for conduct of research.
CO4: To organise tools for data collection, analyse, interpret and present them.
CO5: To demonstrate knowledge and skills of research and statistics in Social Work Practice.

SYLLABUS

UNIT I   (12 Hours)
Social Work Research: Definition, Meaning, Utility, and Process. Concept of Objectivity, Theory, Variables, Concepts, Constructs, Hypothesis, and Research Question in Social Research. Types of Social Research.Social Work Research: Definition, Objectives, Scope and limitations, Stages in the Social Work Research Process. Social Work Research as a Method of Social Work.

UNIT II   (12 Hours)

Research Design: Concept, need and importance. Types of research designs – definition, meaning, and functions of Exploratory, Descriptive, Explanatory, and Experimental research designs. Quantitative and Qualitative Study Designs. Formulating a Research Problem Relevant to Social Work.

UNIT III   (12 Hours)

Sampling Methods: Definition, concept and meaning of sampling, Sample Frame, Sample Size, and Sampling Error. Sampling Methods: Random Sampling – Simple Random, Systematic, Stratified, Multi-Stage. Non-Random Sampling – Convenience, Purposive, Snowball and Quota. Practical considerations in sampling and sampling size.

UNIT IV   (12 Hours)

Tools of Data Collection and Data Processing: Tools of Data Collection: Meaning of Data. Sources of data: Primary and Secondary. Tools for Data Collection: Observation, Interview Schedule, Interview Guide, Questionnaire.Data Processing: Editing, Coding, Preparation of Master Sheet, Tabulation, Data Analysis, Interpretation, Report Writing.

UNIT V   (12 Hours)

Statistics in Social Work Research: Definition, Meaning, Need and Importance of Statistics in Social Work Research. Normal Distribution and Characteristics of Normal Curve. Measurements: Concept of Measurement, need and uses. Validity and Reliability. Levels of Measurement: Nominal, Ordinal, Interval, Ratio. Measures of Central Tendency: Mean, Median, Mode and their uses. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation. Use of Graphs in presentation of Data.

Text Books

1. Jaspal, Singh. (1991) Introduction to Methods of Social Research, New Delhi: Sterling Publishers Pvt, Ltd.

2. Kothari C. R. (2004) Research Methodology: Methods and Techniques. Second Revised Edition, New Age International (P) Limited, Publishers.

3. Kumar Ranjit, (2011) Research Methodology: A Step-by-step Guide for Beginners. Third Edition, New Delhi: Sage Publications.

4. Laldas, D. K. (2005) Designs of Social Research, Jaipur: Rawat.

5. Merriam B Sharan and Elizabeth J. Tisdell(2019). Qualitative Research: A Guide to Design and Implementation, 4th Edition, San Francisco: Jossey-Bass.

Books for References

1. Alston, M. Bocoles, W. (2003) Research for Social Workers: An Introduction to Methods, Jaipur: Rawat Publications.

2. Bajpai. (2013) Methods of Social Survey and Research, Kanpur: Kilah Ghar, Fifth Edition.

3. Creswell J Davidand John W. Creswell (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, New Delhi: Sage Publications

4. Devi Pagadala Sugandha (2017). Research Methodology: A Handbook for Beginners, Chennai: Notion Press.

5. Gupta, S. P. (2011) Statistical Methods, New Delhi: Sultan Chand and Sons, 43rd Edition.

Web Resources

1. www.socialworksearch.com
2. https://research-methodology.net/research-methodology/research-types
3. https://www.scienceopen.com
4. https://www.elsevier.com
5. https://eric.ed.gov

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   **M – Medium**   **L - Low**

SOCIAL WELFARE ADMINISTRATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL WELFARE ADMINISTRATION	**Core Course – CC X**	**6 0**	**-**	**-**	**-**	**4**	**5**	**25**	**75**	**100**

Year	**III**
Semester	**V**
Prerequisites	**Basic Understanding of Administration**

Learning Objectives	
1	To define the concepts in Social Welfare Administration
2	To understand the Elements of Administration
3	To know the legal legislations governing registration of an Organisation
4	To appreciate the functioning of the various Organisations for the Welfare of the people in the Society
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 need and importance of Social Welfare Administration
CO2: To understand Social Welfare Administration as a method of Social Work
CO3: To apply the knowledge acquired in the functioning of an Organisation
CO4: To analyse the functioning of various Organisations
CO5: To experiment the various Elements of Administration

SYLLABUS

UNIT I 								(12 Hours)
Introduction to Social Welfare Administration: Social Welfare Administration – Meaning, Definition, Principles, Features, Nature, Scope. Evolution of Social Welfare Administration in India. Understanding related Concepts – Meaning and Definition of Voluntary Work, Social Welfare, Social Service. Social Welfare, Public Administration. Administration as a Method of Social Work.

UNIT II 								(12 Hours)
Elements of Administration: Meaning and Definition of the elements of Administration. Planning and Policy Making – role. Organising – functions. Staffing – Process. Co-ordination – Principles. Committees – types, Public Relations – Importance. Budgeting – Purpose, Principles. Accounting –

Books of Accounts. Fund Raising – Methods. Communication – Principles. Supervision – Purpose and Principles. Evaluation – Principles, Types.

UNIT III   (12 Hours)
Government and Non-Government Organisation: Function and Programmes of - Central Social Welfare Board. Function and Project of State Social Welfare Board. Function and Schemes of Indian Council for Social Welfare. Non-Government Organisation – Meaning, Definition, Characteristics, Types. Role and Challenges faced by Non-Government Organisation

UNIT IV   (12 Hours)
Legislations related to Registration of an Organisation: Need and Importance of Registering an Organisation. Societies Registration Act, Tamil Nadu Societies Registration Act, Indian Trust Act, Companies Act, Foreign Contribution Regulation Act, Foreign Exchange Regulation Act, Tax Exemption – 80G.

UNIT V   (12 Hours)
Introduction to Human Resource Management: Human Resource Management (HRM) - Meaning, Definition, Nature, Scope, Principles, Philosophy, Objectives and Functions. Corporate Social Responsibility (CSR) – Meaning, Definition, Principles, Types, CSR as a HR function, Benefits of CSR in HRM.

Text Books
1. Bhattacharya, Sanjay (2006) Social Work Administration and Development, Jaipur: Rawat
2. Chandra Shradha (2017) Social Welfare Administration in India, North Carolina: Lulu Press
3. Chowdhry, Paul. D. (1970) *Social Welfare Administration*, New Delhi: Atma Ram
4. Parmar, P. M. (2002) Social Work and Social Welfare in India, New Delhi: Sublime
5. Skidmore, Rex, A. (1990) Social Work Administration Dynamic Management and Human Relationships, New Jersey: Prentice Hall

Books for Reference
1. Gupta G.B. (2003) Human Resource Management, New Delhi: Shri Sultan Chand Trust,
2. Kirs. Ashman. Karen. K. (2003) Introduction to Social Work and Social Welfare, Critical Thinking Perspectives, U.S.A: Thomson
3. Schatz, Harry A. ed. (1970), Social Work Administration: A Resource Book. Council on Social Work Education, New York
4. Pawar, S. N. Ambedkar, J. B. and Shrikant, D. NGOs and Development: The Indian Scenario. New Delhi: Rawat, 2004
5. Wormer, Van, Katherin (2006) Introduction to Social Welfare and Social Work, London: Thomson

Web Resources
1. http://socialjustice.nic.in/
2. http://www.researchgate.net/journal
3. http://www.ignou.ac.in
4. https://www.socialwelfare.library.vcu.edu/
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
CO6	S	S	S	S	S

S – Strong   **M – Medium**   **L - Low**

RESEARCH PROJECT

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	RESEARCH PROJECT	**Core Course (CC XII)**	-	-	-	5	5	50	50	100

Year	III
Semester	**V**
Prerequisites	**Basic Understanding of Research and Statistics**

Learning Objectives	
1	To identify a social research problem
2	To understand the research methodology to conduct the research project
3	To apply the procedure to do the research project
4	To organise the tool for data collection and to do the analysis and interpretation of data
5	To reflect on the major findings of the research project

Course Outcomes
On the successful completion of the course, student will be able: CO1: To outline a Social Work Research Problem CO2: To compare with the various Types of Research and Research Design CO3: To apply the knowledge of the various tools for data collection and sampling techniques CO4: To organise the data for analysis and interpretation CO5: To review the finding of the research project for further intervention

Guidelines for preparing the research project

Every student is required to complete a project under the supervision and guidance of a faculty member who will guide the student on topics related to social issues and Social Work practice. The class will choose one topic and will be taught the procedure to do a research project. Each student is expected to collect data from 30 respondents, analyse and interpret the data. The major findings of the data along with the recommendation, suggestion and conclusion should be included in the research project report.

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**

DISASTER MANAGEMENT AND SOCIAL WORK INTERVENTIONS

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	DISASTER MANAGEMENT AND SOCIAL WORK INTERVENTIONS	**Elective Generic/ Discipline Specific Elective - V**	**6 0**	**-**	**-**	**-**	**3**	**4**	**25**	**75**	**100**
Year		**III**									
Semester		**V**									
Prerequisites		**Basic Understanding of Disasters**									
Learning Objectives											
1	To know the various disasters and its causes.										
2	To develop an understanding on the phases of disaster and disaster management.										
3	To acquire skills in mitigating disaster.										
4	To know the disaster interventions at various levels.										
5	To develop competencies and skills for disaster management.										

Course Outcomes

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

CO1 : To understand the nature, causes and effects of different types of disasters.
CO2: To identify the response level in the different phases of disaster management.
CO3: To apply appropriate measures in mitigating disaster.
CO4: To analyse interventions during disasters at various levels.
CO5: To evaluate and devise appropriate action during disaster situations.

SYLLABUS

UNIT I   **(12 Hours)**
Introduction to Disasters: Concept, meaning and definition of Disaster. Types of Disaster: Nature Induced disasters and Human Induced disasters, with case studies. Psychosocial Aspects of Disasters – Post Traumatic Stress Disorder (PTSD) and Psychosocial Care.

UNIT II   **(12 Hours)**
Disaster Management Phases: Goals of Disaster Management. Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation. Disaster Management Phases: Pre-disaster Phase, Disaster Phase andPost disaster Phase. Importance of Disaster Management.

UNIT III   **(12 Hours)**
Disaster Mitigation: Guiding Principles of Mitigation. Mitigation Measures, Risk Management, Vulnerability Analysis, Community Based Disaster Preparedness Programme, Emergency Preparedness, Resource Utilization, Public Awareness and Education; First aid training, Disaster Risk Reduction Measures - Third UN World Conference on Disaster Risk Reduction in Sendai 2015-2030 (The Four Priorities for Action). The Sustainable Development Goals and Disaster Management.

UNIT IV   **(12 Hours)**
Disaster Management – Policies and Interventions: Disaster Management Act, 2005. Role of Institutions: National Disaster Management Authority, State Disaster Management Authority and National Disaster Response Force, National Institute of Disaster Management (NIDM), National Institute of Mental Health and Neurosciences (NIMHANS). Role of NGOs, INGOs and Media in Disaster situations. The 2015 United Nations Climate Change Conference, COP 21.

UNIT V   **(12 Hours)**
Social Work Interventions in Disaster Management: Role of Social Work in Disaster Management: Assessment, Training, Networking, Coordination, and Public Awareness. Disaster Counselling and Crisis Intervention.Concepts related to Conflict and Peace. Conflict Resolution and Peacebuilding Strategies.

Text Books

1. Khanna B. K. (2005). Disasters: All You Wanted to Know About, Delhi: New India Publishing Agency.
2. Khorram-Manesh Amir, Krzysztof Goniewicz, Attila Hertelendy, Maxim Dulebenets (2021). Handbook of Disaster and Emergency Management (2nd Edition), Sweden: Kompendiet i Goteborg AB.
3. Ryan Lanclos, Matt Artz (2021). Dealing with Disasters: GIS for Emergency Management, Noida: Esri India Technologies Private Limited.
4. Sakurai Mihoko and Devinder Thapa (2019). Emergency and Disaster Management: Concepts, Methodologies, Tools, and Applications (3 Volumes), USA: IGI Global.
5. Schneid D. Thomas and Larry Collins (2000). Disaster Management and Preparedness; Occupational Safety and Health Guide Series, Boca Raton: CRC Press

Books for References

1. Agnimitra Sanjay Bhatt Neera (Ed). (2014). Social Work Response to Environment and Disasters, Delhi: Shipra Publications

2. BasuDebarata and Debarata Mondal (2020). Disaster Management: Concepts and Approaches, Chennai: CBS Publishers & Distributor.

3. Bose, B. C. (2007) Disaster Management in India, New Delhi: Rajat Publication

4. Dhawan Nidhi Gauba and Ambrina Sardar Khan (2019). Disaster Management and Preparedness, New Delhi: CBS Publishers and Distributors

5. Disaster Management Act (2005). Ministry of Home Affairs, Delhi: Government of India.

Web Resources

1. http://www.ignou.ac.in
2. https://www.researchgate.net
3. www.unisdr.org
4. www.ndma.gov
5. https://www.nationalgeographic.com

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   M – Medium   L – Low

PEACE AND CONFLICT BUILDING

Course Code	
Course Title	**CONFLICT AND PEACE BUILDING**
Credits	**3**
Hours / Week	**4**
Category	**Elective Generic/ Discipline Specific Elective -V**
Semester	**V**
Regulation	**2022**

Course Objectives

1. To cultivate knowledge about Conflict and Peace and appreciate the need for unity in diversity.

2. To understand the process involved in peace making.

3. To develop confidence to apply the models of peace in different settings.

4. To acquire Skills useful in resolving conflicts and building peace.

5. To cognise the organisations involved in peace building

6. To identify the strategies and techniques used by leaders and organisations in building sustainable peace.

Course Outcome

The Successful completion of this course shall enable the student;

CO1: To recognise dynamics of conflict and to appreciate unity in diversity.

CO2: To understand the values and principle used in resolution of conflicts and implementation of peace among communities.

CO3: To apply the suitable models to resolve the conflicts and build peace among communities.

CO4 : To analyse competencies and skills necessary for working with different groups in the context of peace building

CO5:   To evaluate the work undertaken by organisations and leaders in bringing about lasting peace.

CO6: To create innovative strategies for Peace building.

UNIT	CONTENT

I **Introduction to Conflict – 1**
Conflict – meaning and definition, sources and types of conflict; difference between conflict and violence, terrorism, war, genocide.
Conflict Analysis Tools – Conflict Wheel, Conflict Tree, Conflict Mapping.

II **Introduction to Conflict – 2**
Criminalisation, communalisation, Caste violence, communal violence, resource-based violence, religious fundamentalism, regionalism, fanaticism, Role of State in Conflict.
Impact of Conflict - Underdevelopment, Migration, Internally Displaced people, refugees, people Seeking Asylum and citizenship,

III **Introduction to Peace – 1**
Peace – meaning and definition; peacemaking, peace keeping, peace building, and reconciliation, Difference between positive and negative peace.
Peace in different religions – beliefs, concepts and good practices.

IV **Introduction to Peace – 2**
Rights Based Approach and The Gandhian Approach
John Paul Lederach's Model of Hierarchical Intervention Levels and Johan Galtung's Model of Conflict Resolution

Skills and Techniques involved in peace building

Leaders and Organisations involved in Peace building

V Leading for peace - Martin Luther King and Nelson Mandela
Role of UN, UNESCO and International NGOs in Peace building.Role Media, Civil Society and Community Initiatives for Peace Building - Mohalla Committee, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace.

References

- Arulsamy. S. *Religion for a New Society*. Delhi: ISPCK, 2000.

- Bercovitch. J., & Jackson. R. *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. Ann Arbor, MI: University of Michigam Press, 2009.

- Baskaran M. Willaim. *Indian Perspectives on Conflict Resolution*. Kerala: Gandhi Media Centre, 2004.

- Esman J. Milton. *An Introduction to Ethnic Conflict*. Cambridge: Polity Press, 2004.

- Galtung Johan. *Peace by Peaceful Means: Peace and Conflict, Development and Civilisation*. New Delhi: Sage Publications, 2012.

- Gangrade K. D. *Religion and Peace: A Gandhian Perspective*. New Delhi: Gandhi Smriti and Darshan Samiti, 2001.

- Marchetti Raffaele and Tocci Nathalie. Conflict Society and Peacebuilding: Comparative Perspectives. New Delhi: Routledge Avantika Printers Pvt. Ltd., 2016

- . Oberschall Anthony. *Conflict and Peace Building in Divided Societies: Responses to Ethnic Violence.* New York: Routledge Publications, 2007.

- Raghavan V.R. and Fischer Karl. *Conflict Resolution and Peace Building in Sri Lanka. New Delhi*: Tata Mc Graw-Hill Publishing Company Ltd., 2005.

- Raj Bala Mathur. *NGOs and Human Rights Movements*. Jaipur: Aadi, 2012.

- Samaddar Ranbir. *Peace Studies: An Introduction to the Concept, Scope, and Themes*. New Delhi: Sage Publications, 2004.

Web Resources

- https://www.youtube.com/watch?v=jpw6ypVg0qE

- https://www.youtube.com/watch?v=9anguZV9U6U&t=3s

- https://egyankosh.ac.in/handle/123456789/2668

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

- https://www.iom.int/

FAMILY AND CHILD WELFARE

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	FAMILY AND CHILD WELFARE	**Discipline Specific Elective-VI**	**60**				**3**	**4**	**25**	**75**	**100**

YEAR	**III**
SEMESTER	**V**
PRE-REQUISITE	**A general idea of the trends and changes that had occurred in India**

Learning Objectives

1	To discuss the history and trends in Family and Child Welfare.
2	To realize the impact of Modernization, Urbanization, and Globalization on Families.
3	To identify the Developmental tasks in each stage of the family life cycle.
4	To study the demographic profile of children in India.
5	To make aware of the various agencies available in dealing with the problems of families and children.

Course Outcomes

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

CO1: Identify the unique characteristics of the family, the impact of Culture, Social background, functions, and problems of families and children.	
CO2: To appreciate the importance of family as an institution and children as the future of the country.	
CO3: To define, recall, explain, demonstrate and outline, the basic concepts related to families and children.	
CO4: Analyze, engage and develop strategies for implementing programme policies, and to Intervene with Individuals, Families, Groups, Communities, and Organisations.	

CO5: Recognize the skills needed for effective practice of Social Work in Family and Child welfare settings.

Syllabus

UNIT I (15 Hours)

Family- Meaning, Definition, Characteristics and functions. Family as an institution and its importance. Impact of Modernization, Urbanization and Globalization on Families and its functions. Problems related to family. Types of Families. Family Life Cycle and developmental tasks of family in each stage.

UNIT II(10 Hours)

Historical development of services for the family, women, and children in India. Family welfare programmes in India. Role of family welfare agencies. Scope for Social Work intervention.

UNIT III   (15 Hours)

Concept, Principles and Evolution of Child Welfare in India. Demographic profile of Child in India. Constitutional safeguards for children in India. SAARC policy on a female child.

UNIT IV   (10 Hours)

Children in Special Circumstances – Destitute Children, Delinquent Children, Street Children, Child Labour, Child abuse, Child Trafficking, Beggary. Social Work Intervention to deal with the problems of Children.

UNITV   (10 Hours)

Child Welfare Policies and Programmes in India- ICDS, Foster Care, Institutional Services, Adoption, Juvenile Courts, Child Guidance Centers. School Social Work. Role of Child Welfare Board and other agencies in promoting Child Welfare.

LEARNING SOURCES

Text Books:

1. Devi, Laxmi (ed). (1998). Child and Family Welfare. Institute of Sustainable Development. Lucknow: Anmol Publications Pvt. Ltd.
2. Desai, M. (ed).(1994). Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
3. Khasgiwala, A. (1993). Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers. 7. Klein, D. M. and White, J. M. 1996. Family Theories: An Introduction. London: Sage Publications.
4. Kaldate, S. V. (1982). Society, Delinquent and Juvenile Court, New Delhi: Ajanta Publications.

5. Rane, Asha. (1994). Street Children - Challenge to Social Work Profession- Mumbai: Tata Institute of Social Sciences.

Books for References:

1. Haritman, A. and J. Laird. (1982). Family Centered Social Work Practice. New York: Free Press.
2. India: Ministry of Welfare. (1994). India's Commitment of Family Well Being, An Overview of the Report of National Seminars on the International year of the family. Bombay: Tata Institute of Social Sciences.
3. M. S. Swaminathan Research Foundation.(1994). Policy for the Young Child in Tamilnadu Proceedings No. 10.
4. M. S. Swaminathan Research Foundation & NIPCCD.(2000). Learning Innovations, - Report of a consultation in innovative approaches in early child care and education.
5. National Institute of Public Cooperation & Child Development.(1994). The Child in India a Statistical Profile. New Delhi: NIPCCD.

Web Resources:

1. https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programs-in-india.pdf
2. https://courseware.cutm.ac.in/wp-content/uploads/2020/06/Family-Welfare-Programme-pdf.pdf
3. https://www.niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch2_10.pdf
4. https://www.dcyf.wa.gov/sites/default/files/policy-archive/icwDec2021.pdf
5. https://www.unicef.org/india/what-we-do/child-protection

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**

LABOUR MANAGEMENT

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	LABOUR MANAGEMENT	Elective Generic/ Discipline Specific Elective -VI	**60**	**-**	**-**	**-**	**3**	**4**	**25**	**75**	**100**
Year	III										
Semester	V										
Prerequisites	**Basic Understanding of organised & unorganised sector, Human Resource Management and Industrial relations**										
Learning Objectives											
1	To enrich the knowledge about the concept of Labour.										
2	To understand the Unorganised Sector.										
3	To comprehend the concepts and functions of Human Resource Management.										
4	To acquire knowledge on Labour Welfare in India.										
5	To understand the importance of Industrial Relations & Trade Unionism.										

Course Outcome
The Successful completion of this course shall enable the student;

CO1 : To be aware of Labour, its types and its focus in the Indian Constitution

CO2 : To understand the salient features of the Unorganised Sector and the problems faced by the unorganised workforce.

CO3: To comprehend the various functions of Human resource Management.

CO4 : To analyse the need for labour welfare.

CO5: To explain the need for maintain good Industrial Relations and having a good Trade Union.

CO6 : To analyse the importance of Labour studies in Social Work curriculum.

SYLLABUS

UNIT – I   (12 Hours)

Introduction to Labour

Labour – Meaning, Importance, Characteristics & facors affecting labour in India. Classification of Labour – Unorganised Labour & its classification & the organized labour. Labour & the Indian Constitution. ILO- History, objectives & functions

UNIT – II   (12 Hours)
Unorganised Sector

Unorganised Sector- Meaning, definition and characteristics. Various industries in which Unorganised workforce are employed. Problems of the unorganised sector. Social Welfare schemes for the Unorganised sector. Salient Features of the Unorganised sector Social Security Act 2008.

UNIT – III   (12 Hours)

Human Resource Management

Human Resource Management- Definitions, Objectives, Functions and scope. Definition & Functions of the various Human Resource Management Functions - Human Resource Planning, Recruitment, Selection, Induction, Performance Appraisal, Training, Compensation and Separation.

UNIT – IV   (12 Hours)

Labour Welfare

Labour Welfare -Meaning, Definition, Types, Scope and Objectives. Evolution of Labour Welfare in India. Statutory & Non-Statutory Labour Welfare measures in India. Agencies of Labour Welfare in India. Role & Functions of Labour Welfare Officer.

UNIT – V   (12 Hours)

Industrial Relations & Trade unionism

Industrial Relations - Meaning, Definition & Characteristics. Various parties to industrial relations. Salient features of Industrial Disputes Act 1947. Industrial Unrest. Disciplinary Action & Domestic Enquiry. Trade Unionism - Trade Union- Meaning, Objectives, Importance & Scope. History of Trade Unions in India. Functions & Problems of Trade Unions. Salient features of the Trade Union Act 1926.

Text Booka

1. Aswathappa, K., (2010). Human Resource Management – Text and Cases. New Delhi: Tata McGraw Hill Publications.

2. Gupta, C. B. (2009). Management - Theory and Practice. New Delhi: Sultan Chand and Sons.

3. Gupta, P. (2019). Industrial Relations and Labour Laws for Managers. New Delhi: SAGE Publications India Pvt Ltd.

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4. Mamaoria, C B. (2009). A Textbook of Human Resource Management. New Delhi: Himalaya Publishing House.

5. Monappa, Arun, et. al. (2012).Industrial Relations and Labour Laws (2nd Eds). Tata McGraw-Hill Education.

6. Tripathi, P. C. (2013). Personnel Management and Industrial Relations. New Delhi: Sultan Chand and Sons.

Books for Reference

1. Chhabra, T. N., (2002). Human Resource Management (3rd ed.). New Delhi: Dhanpat Rai and Co Limited.

2. Dessler, G., & Varkkey, B. (2011). Human Resource Management. New Delhi: Dorling Kindersley Pvt Ltd India.

3. Goel, V. (2009). Human Resource Development. New Delhi: Saurabh Publishing House.

4. Jain, J. N. and Bhola, A. (2009). Modern Industrial Relations and Labour Laws: Principles and Techniques. Regal Publications.

5. Kapila, (2004). Understanding the problems of Indian Economy, New Delhi: Academic Foundation Publications.

6. Kumar, H L (2016). Practical Guide to Labour Management. Chennai: Universal Law Publishing.

7. Narayan, B (1999). Labour Management. New Delhi: APH Publishing Corporation.

8. Pylee, M. V., (1999). Constitution of India. Delhi: Atma Ram Sons.

9. Sharma, A. M. (2011).Industrial Relations Conceptual and Legal Framework. New Delhi: Himalayan Publishing House.

Web Resources
1. https://backup.pondiuni.edu.in
2. https://www.economicsdiscussion.net
3. https://www.uou.ac.in
4. https://ddceutkal.ac.in

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   **M – Medium**   **L - Low**

FIELD WORK V

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	FIELD WORK V	**Core Course (CC -XI)**	-	-		-	**4**	**5**	**50**	**50**	**100**

Year	III
Semester	V
Prerequisites	**Understanding of social problems, social policies and the delivery systems**

Learning Objectives	
1	To gain exposure to Social Work & Social Development sectors.
2	To establish contacts with development/social work agencies working on selected issues.
3	To analyse the needs, problems and suggest solutions, strategies in the individual and community level.
4	To learn the skills of planning, execution and evaluation of a programme.
5	To critically examine the processes in the community and the service-based organisations.

Course Outcomes

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

CO1 : Liaison and work with Professionals in the field and understand the different ways to address social issues.
CO2: Understand the role of family, groups and community in the life of an individual.
CO3: Work independently in the given area.
CO4: Apply theoretical concepts and principles of Social Work into practice.
CO5: Ability to have a holistic perspective on any given issue.

Requirements
•Organize need based community programmes

•Mobilized the needed resources for the work in community
•Draft case study and identify intervention strategies through case work.

•Understanding the basics of NGO administration

•Conduct a group activity

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   M – Medium   L - Low

Skills for social work practice

Semester V - Nan Muthalvan - Subject Specific Papers

Credit : 2 Hours : 2

Course Objectives

- To Develop Effective Communication Skills
- To understand the knowledge of Master Assessment Techniques::
- To Acquire Intervention Strategies:
- To Understand Professional Ethics and Values:
- Enhance Cultural Competence

Unit 1 – Communication Skills

Verbal and Non-verbal Communication, Active Listening Techniques, Empathy and Rapport Building

Unit II – Assessment Techniques

Introduction to Social Work Assessment, Bio-psycho-social-spiritual Model, Needs and Risk Assessment, Interviewing Skills, Use of Assessment Tools and Instruments

Unit III – Intervention Strategies

Overview of Intervention Models (e.g., CBT, Solution-Focused Therapy), Crisis Intervention and Management, Case Management and Service Coordination, Advocacy and Evaluating

Unit IV – Professional Ethics and Standards

NASW Code of Ethics- Ethical Decision-Making Models- Confidentiality and Privacy- Self-care and Professionalism

Unit V- Cultural Competence and Sensitivity

Understanding Diversity and Inclusion- Cultural Humility and Awareness- Working with Diverse Populations- Anti-Oppressive Practice- Global Perspectives in Social Work

Essential Readings

1. Social Work Skills for Beginning Direct Practice" by Linda K. Cummins, Judith A. Sevel, and Laura Pedrick

2. "The Social Work Skills Workbook" by Barry R. Cournoyer

3. "Direct Social Work Practice: Theory and Skills" by Dean H. Hepworth, Ronald H. Rooney, Glenda Dewberry Rooney, and Kimberly Strom-Gottfried

4. "Cultural Competence in Health and Human Services: Directions for the Twenty-First Century" by James L. Green and Karen M. Willis

5. "Ethics and Values in Social Work" by Sarah Banks

SEMESTER- VI

ECONOMIC AND POLITICAL SYSTEM

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	Economic and Political System	**Core Course (CC XIII)**	Y	-	-	-	**4**	**6**	**25**	**75**	**100**

Year	III
Semester	VI
Prerequisites	**Basic Understanding of Economics and Political Science**

Learning Objectives	
1	To gain insights into the interconnections between economic and political relations and the political process in India
2	To acquire knowledge on the economic and political factors affecting Individuals, Groups and Communities.
3	To equip students with the basic economic and political concepts necessary for a proper understanding of the discipline.
4	To make the students aware of Indian Constitution and the manner in which government functions through its various organs**.**
5	To develop analytical skills to critique Economic and political system of India.

Course Outcomes

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

CO1 : To understand the concepts related to Economic and Political processes in India
CO2: To compare different Economic system and political structure and function.
CO3: To resolve the Economic and political problems intervening Individuals, Groups and communities.

CO4: To analyse and compare contemporary economic and Political issues.
CO5: To evaluate the socio-economic problems of India

SYLLABUS

UNIT I   **(12 Hours)**
Basic concepts of Economics: Definition of Economics, Types of Economic Systems - Traditional, Capitalist, Socialist and Mixed Economy. Concept of Economic Growth and Development, Five Year Planning in India, Union and State Budgets of India.
.

UNIT II   **(12 Hours)**
Microeconomics; Meaning, Nature and Scope, Concept of Utility, Demand, Supply, Market, and Opportunity cost. Factors of production; Factor Pricing ; Concepts of costs and Revenue; Role of Price Mechanism in a Market Economy. **Macroeconomics;** Meaning, Nature and Scope, Determination of gross domestic product; income, expenditure; price indices; balance of payments: current and capital accounts. Inflation: Types of Inflation.

UNITIII   **(12 Hours)**
Indicators of Economic Development: Gross Domestic Product (GDP), Gross National Product (GNP), Infant Mortality Rate (IMR), Total Fertility Rate (TFR), Human Development Index (HDI), Gender Inequality Index (GII), Gender Development Index (GDI), Multidimensional Poverty Index (MPI). Challenges in Indian Agricultural Sector, Industrial Sector, Service Sector and Public Sector. Role, Structure and functions: NITI Aayog, RBI, ADB, WTO, IMF, World Bank. Relevance of economics in Social Work Practice.

UNIT IV   **(12 Hours)**
Indian Polity: Framing of the Indian Constitution, Preamble, Significant Features of the Indian Constitution, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties. Structure, Power and Functions: Union Parliament and State Legislatures.

UNIT V   **(12 Hours)**
Structure, Power and Functions: Union and State Executives; President, Vice - President, Prime Minister , Council of Ministers, Governor, Chief Minister and State Council of Ministers. Judiciary; Supreme Court and State High Courts. Relevance of political Science in Social Work Practice.

Text Books

1) Datt, Ruddar and K P M Sundharam, 2005,

2) Indian Economy, S.Chand and Co. Pvt. Ltd. New Delhi

3) Economic Survey, Ministry of Finance, GoI, N. Delhi

4) Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.

5) S. Kashyap (2017), Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust.

Books for References

1) Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.

2) Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.

3) Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.

4) Mankiw, N. (2016). Macroeconomics, 9th ed. Worth Publishers.

5) Salvator D, (2003) "Microeconomics Theory and Applications" Oxford University press, New Delhi.

Web Resources

1. www.rbi.org.in
2. http://mospi.nic.in
3. http://www.indiastat.com
4. http://www.ignou.ac.in
5. www.ncert.nic.in

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   **M – Medium**   **L - Low**

INDUSTRIAL PSYCHOLOGY

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	INDUSTRIAL PSYCHOLOGY	Core Course -CCXIV	60	-	-	-	4	6	25	75	100

Year	III
Semester	VI
Prerequisites	**Basic Understanding of Industry, Psychology and Organisational Culture**

Learning Objectives	
1	To enrich the knowledge about the Industrial Psychology.
2	To understand the behaviour of individuals in an Industry.
3	To comprehend the behaviour of groups in an Industry.
4	To acquire knowledge on Organisational culture and Organisational Change.
5	To understand the importance of Psychological assessment/ Tests for/of employees.

Course Outcome

The Successful completion of this course shall enable the student;

CO1 : To be awareof the importance of psychology in workplace.
CO2 : To understandthe effect of individual behaviour in an Industry.
CO3: To comprehend the various group dynamics and its play in an industry.
CO4 : To analyseat the various organisational culture and its influence on the organisational climate.
CO5: To explain the need for maintaining positive work psychology.
CO6 : To analyse the psychological level of employees through standardised psychological assessments/ Tests.

SYLLABUS

UNIT I **(12 Hours)**
Introduction to Industrial Psychology: Meaning, Definition, Importance and Scope. Disciplines contributing to Industrial Psychology. Scientific Management, Human Relations School & Hawthorne Experiment.

UNIT II   (12 Hours)

Individual Behaviour in Industries: Motivation–Meaning, Definition, Factors affecting Motivation, Abraham Maslow's Hierarchy of Needs, Theory X-Theory Y.

Job Satisfactions – Meaning, Definition, Factors affecting Job Satisfaction

Work Stress – Meaning, Definition, Types, Causes and consequences of Stress.

UNIT III   (12 Hours)

Group Behaviour in Industries: Teams- Group Behaviour, Group Dynamics, Working in Teams.

Conflict Management- Meaning, Definition, Types, Process of Conflict, Conflict Management.

Leadership- Meaning, Definition, Trait Theory & Blake & Mouton Model of Leadership.

UNIT IV   (12 Hours)

Organisational Culture & Organisational Change: Organisational Culture – Meaning, Definition, Importance, Elements of Organisational Culture, Functions. Diversity & Inclusion.

Organisational Change- Meaning, Definition, Importance, Factors affecting Organisational Change.

UNIT V   (12 Hours)

Understanding Psychological assessments/ Test: Psychological Assessment/ Test – Meaning, Types, Importance & Scope. IQ- Binet Kamath Test, Personality Types- MBTI, Emotional Intelligence Test

Positive Industrial Psychology- meaning & importance of -Employee Well-being, Emotional Intelligence, Positive & Negative Emotions, Mindfulness, Resilience, Forgiveness & Gratitude.

Text Books

1. Luthans, Fred (2008). Organizational Behavior. New Delhi, McGraw Hill.
2. Pareek, Udai (2009). Understanding Organizational Behavior. New Delhi: Oxford University Press
3. Robbins Stephen (2016).Organizational Behavior. New Delhi: Pearson Prentice Hall, India
4. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (2005). Handbook of Industrial and Organizational Psychology. New Delhi: Sage Publications.
5. Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.

Books for Reference

1. Nelson, Quick and Khandelwal (2012). Organisational Behaviour: An innovative approach to learning and teaching Organizational Behaviour. A South Asian Perspective. Cengage Learning.
2. Robbins Stephen (2016).Organizational Behavior. New Delhi: Pearson Prentice Hall, India
3. Kreitner, R and Kinicki, A. (2008). Organizational Behavior. New Delhi: Tata McGraw Hill Publishing Company Limited.
4. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (2005). Handbook of
5. Industrial and Organizational Psychology. New Delhi: Sage Publications.

Web Resources
1. https://www.yourarticlelibrary.com
2. https://www.iedunote.com
3. https://egyankosh.ac.in

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	M	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**

CORPORATE SOCIAL RESPONSIBILITY

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CORPORATE SOCIAL RESPONSIBILITY	Elective Generic/ Discipline Specific Elective -VII	60	-	-	-	3	5	25	75	100
Year		II									
Semester		III									
Prerequisites		**Basic Understanding of Project Management, Rural Community and Principles of Management**									
Learning Objectives											
1	To learn the models and strategies of Corporate Social Responsibility.										
2	To enhance understanding of the basic concepts, tools and techniques in Community Participation and Corporate –Community Collaboration working.										
3	To Acquire knowledge on legal Provision related to CSR.										
4	To enrich the knowledge on Business ethics and Corporate Governance										
5	To obtain Skills and understand the role of Social Worker in the field of CSR.										

Course Outcome
The Successful completion of this course shall enable the student;

CO1 :To learn the concept and Model of Corporate Social Responsibility.

CO2 :To understand steps and strategies in attaining CSR.

CO3: To examine the various norms and Standards on CSR(National and International).

CO4 :To appraise the various CSR Programmes in an Organization.

CO5:To Reflect on various Ethical standards on consumer,Environmental and Social aspects of CSR.

SYLLABUS

UNIT I (10 Hours)

Introduction to CSR: Meaning & Definition of CSR,Concept of Charity, Corporate philanthropy, Corporate Citizenship.History & evolution of CSR,Chronological evolution of CSR in India.Need to be Socially Responsible. Models of CSR- Carroll's model,CSR through triple bottom line and Sustainable Business.Steps to attain CSR.Drivers of CSR. CSR Strategies. CSR in Indian and International context.

UNIT II (10 Hours)

CSR-

Legislation In India & the world. Indian Companies Act(2013):Section 135 of Companies Act 2013.Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India.**International standards and norms on CSR.** Social Accounting: Definition, Objective, Scope.Social Audit: Definition, Approaches & Need.SA:8000 and Corporate Social Reporting.

UNIT III (10 Hours)**Business ethics and Corporate Governance: Business ethics:**Meaning and definitions of Ethics. Nature of business ethics; the relationship between business ethics, corporate governance and ethical leadership; Kohlberg's six stages of moral development; levels of ethical analysis; concept of corporate integrity.**Corporate Governance** – meaning, significance, principles and dimensions. Issues in corporate governance— Theoretical basis of corporate governance.Consumer Protection, Environment Protection, Gender issues in multiculturalism, Ethics and Corruption.

UNIT IV (10 Hours)**CSR and Community Participation:** Corporate and Community Participation. Corporate,NGO, Government and Citizen Participation, Need and types of participation,Corporate –Community Collaboration (CCC)and Social Development.Challenges and barriers to Corporate-Community Collaboration – CCC as CSR process and Product-Socio-Economic Impact of CCC – Community Investment and Corporate Citizenship Programs

UNIT V (10 Hours)**Role and Skills of Social Worker:** Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting and Supervising.IICA format for Annual report on CSR activities.CSR Audit & Reporting Guidelines by Companies act 2013

Text Books

1. Blowfield, M. and Murray, A. (2008). *Corporate Responsibility: A Critical Introduction*. UP: Birohi Brothers (P) Ltd.
2. Chatterjee, M. (2015).*Corporate Social Responsibility*. Delhi: Oxford University Press
3. David Crowther & Güler Aras (2008) . Corporate Social Responsibility. Güler Aras & Ventus Publishing ApS .ISBN 978-87-7681-415-1
4. Moon, Chris and Bonny, Clive., et. al. (2002).*Business Ethics*. London: Profile books Ltd.
5. Wayne Visser, Dirk Matten, Manfred Pohl, Nick Tolhurst, & Katja Böhmer (2008). *The A to Z of Corporate Social Responsibility: A Complete Reference Guide to Concepts, Codes and Organisations.* ICCA Publisher ISBN: 978-0-470-72395-1.

Books for References

1. Maya. R. J., Vanitha, S., Kamala, Padmavati, D., SangarMithirai and Padmavathy, M. (2008). *Issues and Challenges of Sustainable Development in India.* New Delhi: Serials Publication
2. Mellahi, F., George, Finlay, P. (2005).*Global Strategic Management*. New York: Oxford University Press Inc.
3.Das, Chandra, Subash. (2010). *Corporate Governance.* New Delhi: PHI Learning Pvt. Ltd.
4. Neil, H. (1973). *Corporate Power Social Responsibility.* New York: Macmillian Publishing Co., Inc.
5. Sarkar, Jayati&Sarkar, Subrata.(2012). *Corporate Governance in India*. New Delhi: Sage Publications India Pvt. Ltd.

Web Resources

- https://www.jru.edu.in/wp-content/uploads/moocs/e-books/management/Corporate_social_responsibility.pdf
- https://www.mdos.si/wp-content/uploads/2018/04/defining-corporate-social-responsibility.pdf
- https://ncert.nic.in/textbook/pdf/kebs106.pdf
- https://www.iisd.org/system/files?file=publications/csr_guide.pdf
- https://www.augstskola.lv/upload/CSR%20book_FINAL_01.2020.pdf

- https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32 http://www.untagsmd.ac.id/files/Perpustakaan_Digital_1/CORPORATE%20SOCIAL
- https://www.augstskola.lv/upload/CSR%20book_FINAL_01.2020.pdf

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	M	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

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	HEALTH CARE AND SOCIAL WORK	Elective Generic (DSE VII)	60	-	-	-	3	5	25	75	100
Year		III									
Semester		VI									
Prerequisites		Basic Understanding of Health Care									
Learning Objectives											
1	To provide basic knowledge of Health and its dimensions and determinants.										
2	To understand the factors affecting health.										
3	To identify various communicable and non-communicable diseases and their causes										
4	To get insight into the concept of mental health and mental disorders.										
5	To understand the role of various health care agencies and programmes in community health										

Course Outcomes

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

CO1 : To be aware of the concept of health and its various determinants and dimensions and its relevance in social work practice
CO2: To analyze the social, personal, and environmental factors affecting health of the community
CO3: To evaluate the causes and treatment for various physical and mental disorders.

CO4: To understand the indigenous and modern intervention methods in promoting physical and mental health
CO5: To apply the knowledge of health and hygiene in promoting community health and well-being

SYLLABUS

UNIT I   **(12 Hours)**
Health – Definition, Dimension – physical, mental, social, spiritual, and positive mental health. Health Philosophy and health determinants – biology and genetics, individual behaviour, social and economic factors, health care services. Hygiene – definition, importance. Changing the concept of health. Primary health care system in India.
.

UNIT II   **(12 Hours)**
Factors affecting health – **Lack of personal hygiene**- eyes, nose, teeth, gums, hair, nail, skin, clothing, sleep, and personal habits. Sanitation- definition, and importance. Role of primary health care centers. **Nutrition –** Malnutritionand deficiency diseases. **Environmental factors –** air, water, noise pollution, disposal of waste, and radiation**. Social factors –** Poverty, ignorance, superstitious beliefs. Role of a social worker in promoting health and hygiene in the community.

UNIT III   **(12 Hours)**
Physical health – meaning and importance Disease, Illness - definition and clinical aspects. **Communicable diseases** – malaria, cholera, typhoid, leptospirosis, diarrhoeal diseases, leprosy, Poliomyelitis, TB, STD, and HIV /AIDS. **Non-Communicable diseases** – Hypertension, diabetes, cancer, asthma, cardiovascular diseases, and neurological disorders. Role of a social worker in promoting physical well-being in the community

UNIT IV   **(12 Hours)**
Mental health – meaning and importance. Mental illness and Mental retardation **Mental disorders-**Neurotic, Psychotic and psychosomatic disorders - types, symptoms, causes, and treatment. Depression, Anxiety, Phobia, PTSD, OCD, Schizophrenia, eating, and digestive disorders. **Factors Promoting health**: hygienic food and a balanced diet, exercise, Yoga, Meditation, Naturopathy, and Relaxation therapy. **Indigenous and Modern Intervention methods** - AYUSH and Wellness centers. Role of a social worker in promoting community mental health.

UNIT – V   **(12 Hours)**
National and International Health Care Agencies and Services. IRCS – Indian Red Cross Society ICCW - Indian Council for Child Welfare. CSWB - Central Social Welfare Board. FPAI - Family Planning Association of India National Malaria, TB and Leprosy Eradication Program, Immunization Programme, STD control programme, and Integrated Child Development Services. WHO and UNICEF. Role of a social worker in health care services.

Text Books

1. Egan, Marcia. Kadushin, Goldie. (2007) Social Work Practice in Community-Based Health Care. The Haworth Press, New York.
2. Elizabeth, K.E., (2010), Nutrition & Child Development, Paras Medical Publishers
3. Mangal, S., K. (2004) Introduction to Abnormal Psychology. New Delhi: Sterling Publishers.
4. Morgan, Clifford T., King, A., Richard Weisz., John.R. and Schople, (1986) Introduction to Psychology. New York: Tata McGraw Hill,
5. Sridhar Rao, B. (2005) Principles of Community Medicine, AITBS Publishers

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Books for References

1. Bajpai, P.K. (1998) Social Work Perspectives on Health. Rawat Publications, New Delhi.
2. Bedi, Yashpal, A handbook of Preventive and Social Medicine, Atma Ram and Sons
3. Chauhan, S., S. (2009) Mental Hygiene – A Science of Adjustment. New Delhi,
4. Coleman, James, (1976) Abnormal Psychology and Modern Life. Ed 5, Mumbai: D.B Taraporewala& Sons,
5. Goel, S.L., Kumar, R. (2007). Hospital Administration and Management- Theory and Practice. New Delhi: Deep & Deep Publications Pvt. Ltd

Web Resources

1. https://www.healthypeople.gov/2020/about/foundation-health-measures/Determinants-of-Health
2. https://www.healthinspirations.net/my-health-philosophy/
3. https://www.who.int/news-room/fact-sheets/detail/mental-disorders
4. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5144115/#:~: 2Dcare%20services
5. https://www.egyankosh.ac.in/bitstream/123456789/31587/1/Unit-6.pdf

MAPPING WITH PROGRAMME SPECIFIC OUTCOM

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

S – Strong   **M – Medium**   **L – Low**

SOCIAL EXCLUSION AND INCLUSIVE DEVELOPMENT

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL EXCLUSION AND INCLUSIVE DEVELOPMENT	**Core Course (CC V)**	Y	-	-	-	3	5	25	75	100
Year		III									
Semester		VI									
Prerequisites		**Basic Understanding on Inclusiveness**									
Learning Objectives											
1	To define the concepts in Social Exclusion and Inclusion										
2	To understand the nature and mechanism of Social Exclusion in the Indian context										
3	To know the evolution of Social Exclusion and Inclusion										
4	To appreciate the legislations and policies on Minorities and the Marginalised in the Society										
5	To explain the Inclusive Development Approach										

Course Outcomes

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

CO1: To find the relevance of Social Exclusion and Inclusion in the Indian Society

CO2: To understand the interrelationship between Social Exclusion and Inclusion

CO3: To apply the knowledge in understanding the challenges and issues concerning the Marginalised and the Minorities

CO4: To analyse the relevance of the various Legislations and Policies on those excluded from the society

CO5: To experiment the use of the methods of Social Work with the Marginalised

SYLLABUS

UNIT I (12 Hours)

Introduction to Social Exclusion: Emergence of the concept social exclusion, Modern Usage – Lenoir and the Les Exclus, Poverty and Deprivation Approach, capability approach, welfare rights approach and spatial exclusion. Indicators of social exclusion: Qualitative and Quantitative debate – properties of

Social Exclusion measure, Socio historical perspective, nature, and mechanism of social exclusion in India.

UNIT II   (12 Hours)
Caste and Exclusion: Caste and Exclusion: Varna System; Caste and Religion. Caste and power relations. In Modern Terms: Caste, Untouchables, Dalits, Other Backward Classes. Caste in colonial period. Caste politics, OBC upsurge. Modus operandi of caste in neo liberal paradigm.Exclusion in public sphere, discrimination, oppression, violence and stigma

UNIT III   (12 Hours)
Gender and Exclusion: Gender and Exclusion:Gender, patriarchy, Caste and Gender, Feminism and Dalit feminism. Approaches to understand gender inequality and Exclusion, Gender and media, Violence against women, family laws, and its exclusionary nature.Emergence of women's movement across the world andin India.

UNIT IV   (12 Hours)
Minorities and Exclusion: Minorities: Concept, Definitions and Types, Historical Profile of Minorities in India, Constitutional Precepts on Minorities: Identities and Dynamics, Minority and Conflict in Modern India, Marginalization of Minorities in India. Hate politics, Intolerance debate

UNIT V   (12 Hours)
Inclusive Policies and the Marginalized in India: Inclusive Policies and the Marginalized in India: Affirmative Action, Reservations and Quota System. Politics and Discourse on Reservation in India: Before and after Independence, Mandal Commission.   Discourse on Reservation in Private Sector: Issue of Inclusion and Equality. Agencies of Inclusion: Scheduled Caste and Scheduled Tribes and SafaiKaramchari Commission, Minority Commission. Institutions as instrument of Inclusion: Role of Judiciary, Legislative and Bureaucracy.

Text Books

1. Gurusamy S. (2011), Social Exclusion and Inclusion: New Delhi, APH Publishing Corporation
2. Gupta, Vijayakumar, (2009) Women, Social Justice and Human Rights. New Delhi, MD Publishers
3. Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion. Oxford University Press
4. Liamputtong (2022) Handbook of Social Inclusion. Spriner Internatiional Publishing
5. Pais Richard and Makwana M.H. (2018), Social Inclusion and Development: New Delhi, Rawat Publication

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Books Reference

1. Amartya, Sen (2007) On Economic Inequality, Oxford University Press
2. Chandra Ramesh (2004) Social Development in India (8 Volumes), New Delhi: Isha Books
3. Oommen T. K. (2016) Social Inclusion in Independent India, Hyderebad: Orient Black Swan
4. Rodgers, G., C. Gore and J. B. Figueiredo (eds), 1995, Social Exclusion, Rhetoric, Reality, Responses, ILO, Geneva, International Institute for Labour Studies,.
5. SukhadeoThorat, Caste, Social Exclusion and Poverty Linkages – Concept, Measurement and Empirical Evidence, Working Paper

Web Resources

1. https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf
2. https://www.slideshare.net/dakshinamurthy59/social-exclusion-and-inclusive-policy-in-india-drrdakshinamurthy-bharathidasan-university-tiruchirappalli
3. https://www.researchgate.net/publication/348603300_Social_Exclusion_and_Challenges_of_Inclusion_in_India
4. https://shodhganga.inflibnet.ac.in/
5. https://www.researchgate.net/

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**

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	COUNSELLING	Elective -V III	60	-	-	-	3	5	25	75	100

Year	III
Semester	VI
Prerequisites	Basic Understanding of Psychology and problems of individuals

Learning Objectives	
1	To develop skills and techniques of counselling
2	To understanding conceptual and theoretical approaches to develop eclectic approach counselling
3	To Appreciate the ethical principles of counselling associated with Social work practice
4	To assess boundaries of the different types of counselling
5	To understand and differentiate guidance, counselling and psychotherapy.

Course Outcomes

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

CO1 : To understand the values and Principles of Counselling in Social Work

CO2: To integrate the skills and techniques into practice

CO3: To choose and evaluate a model of counselling intervention in social work practicein different settings

CO4: To be able to practice the model of Egan model of counselling with the necessary skills.

CO5: To demonstrate understanding of the impact of multiple perspectives on human behaviour

SYLLABUS

UNIT I **(12 Hours)**

The Conceptual Framework: Definition, principles and goals; factors influencing counselling process; Principles of Counselling.Counsellor – counselee relationship, process of counselling – qualities of an effective counsellor – practical counselling skills, Counsellor as a professional: attitudes, values, beliefs, burn–out stress management, self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client's behaviour.

UNIT II **(12 Hours)**

Different Types and Approaches of Counselling: Types of Counselling - Individual and Groups Counselling, Couple counselling and Family Counselling, directive counselling, non-directive

counselling, individual counselling, group counselling, community counselling, peer counselling Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling

UNIT III   (12 Hours)
Counselling Skills and Techniques: Micro Skills: Reflection and Paraphrasing, Summarising, Confronting. Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation, listening, and responding, SOLER. Identifying barriers to change and managing them , Termination and Evaluation

UNIT IV   (12 Hours)
The Eagan Model of Counselling: Stage- 1: Problem exploration and clarification- Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper's response and clients self-exploration, Helper's skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients' skills – self exploration
Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper's skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client's skill - non-defensive listening, dynamic self-understanding
Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.

UNIT V   (12 Hours)
Counselling with Various Groups: Children, Youth, Distressed Women, Unmarried Youth (Pre marital Counselling), PLWHA, Families, Employees and Disabled, Marital, family, Grief and Bereavement Counselling HIV/AIDS Counselling (Pre-Post test Counselling), Counselling in drug addiction and alcoholism, Premarital counselling, Counselling of victims of rape and Sexually Abused Counselling, student guidance and counselling, Child Counselling. counselling suicidal clients, gerontological counselling, disaster counselling.

Text Books

1. Antony, D. John, (2003). Skills of Counselling, Anugraha Publication, Tamilnadu

2. Burke, F. Joseph (1989). Contemporary approaches to Psychotherapy & Counselling California : Brooke/Cole Publishing Co.

3. Capuzzi, David (1999). Counselling and Psychotherapies Columbia : Merril Prentice Hall,London,Steel

4. Carkuff, R.R. and Bereason, B.S, (1977). Beyond Counselling and Therapy, New York, London: Hot Rinchart & Winston

5. Chaturvedi, Ramesh, (2005). Educational and Vocational guidance and counseling, Cresent
   Publications, Corporation, New Delhi

6. Corey, Gerald, (1977). Theory and Practice of Counselling And Psychotherapy, Brooks: Cole V.S., New York

Books for References

1. Antony D John , (2005). Emotions in counseling, Anugraha Publications, Tamilnadu

2. Antony D John , (2005). Self psychology, Anugraha Publications, Tamilnadu

3. Antony D John, (2006): Mental disorders encountered in counseling, Anugraha
   Publications
   Tamilnadu

4. Antony D John, (2005).Family Counselling, Anugraha, Publications Tamilnadu

5. Berne Eric, (1964). Game people play, New York: Grove Press

6. Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill

7. Dalaganjan Naik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan.

8. Dryden and Feltham, (1994). Developing counselor training,Sage Publications, London
   Steel.

Web Resources

- http://glossary.org.in/
- https://www.socialworkin.com
- https://shodhganga.inflibnet.ac.in/
- https://www.guide2socialwork.com/social-group-work/
- https://www.socialwelfare.library.vcu.edu
- http://www.ignou.ac.in
- https://www.researchgate.net

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   **M – Medium**   **L - Low**

FIELD WORK VI

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	FIELD WORK VI	**Core Course (CC XV)**	-	-	-	-	**4**	**6**	**50**	**50**	**100**
Year		III									
Semester		VI									
Prerequisites		**Understanding of the working of CBOs & NGOs and the approaches of Social Work**									
Learning Objectives											
1	To acquire the basic skills of planning, administration and analytical skills in report writing.										
2	To enable students to practice the Integrated Approach in field work settings.										
3	To facilitate students in the use assessment tools and documenting their professional learning.										
4	To develop skills in working with different types of individuals, group and community.										
5	To help students in having the ecological approach in Social Work Practice.										

Course Outcomes

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

CO1 : Contribute as a part of a professional participation in the agency Liaison and work with Professionals in the field and understand the different ways to address social issues.

CO2: Use supervision and feedback for critical understanding. Knowledge of direct methods of Social Work.

CO3: Knowledge and skill in objective assessment and evaluation Work independently in the given area.

CO4: Practice the methods of Social Work efficiently Apply theoretical concepts and principles of Social Work into practice

CO5: Understand the importance of cultural and diversity issues in practice.

Requirements

••Record systematically with integrated understanding of the process.

•Practice Integrated Approach in field work settings.

•Be a part of the agency's activities.

•Identify and form a group to conduct group work session.

•Plan interventions based on assessments done.

•Reflective and analytical recording of the everyday activities**.**

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

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

S – Strong   M – Medium   L – Low

NORMS FOR SUMMER PLACEMENT 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 faculty member in the Department, 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	-	15 Marks
Presentation in Viva –voce	-	15 Marks
Observation and Suggestions	-	10 Marks
Professionalism in Development and Values	-	10Marks
Total	**-**	**50 Marks**

For Internal Evaluation:

Regularity in field visits	-	10 Marks
Regularity in submission of Reports	-	10 Marks
Maintenance of Record	-	10Marks
Communication Skill	-	10Marks
Subject Knowledge & Field work Knowledge	-	10 Marks
Total	**-**	**50Marks**

Summer Placement evaluation and Viva Voce will be conducted by concerned faculty Supervisor and one more External faculty member.

Hospital Management

Semester VI- Nan Muthalvan - Subject Specific Paper

Credit : 2 Hours ; 2

Course Objectives

- To Understand Hospital Operations and Organizational Structure:
- To Learn Healthcare Management Principles and Practices:
- To Develop Financial Management Skills:
- To Enhance Leadership and Human Resource Management Skills:
- To Explore Healthcare Information Systems and Technology:

Unit 1: Hospital Organizational Structure and Management

Unit 2: Financial Management in Hospitals

Unit 3: Human Resource Management in Healthcare

Unit 4: Patient Care Services and Operations

Unit 5: Quality Assurance and Regulatory Compliance

Essential Readings:

1. Baxi, U (1998) the State and Human Rights Movements in India. Sage Publications
2. Gangrade. K.D (1978). Social Legislations in India. Concept Publishing Company
3. Government of India: The Constitution of India.
4. Indian Government: The Constitution of India. Government of India Press
5. Kulkarni P.D (1979). Social Policy and Social Development in India Association of School of Social Work in India
6. Manohar S (2000) the Indian Judiciary and Human Rights. Butterworths
7. Parasuraman S.K.R, G & Fernadez B (2003) Institutional Context: Socio Cultural. Books For Change
8. Singh S. D (2001) socioeconomic disparities and violation of Human Rights in India: Problems and Perspectives. Deep and Deep publishers
9. Bare Acts