BACHELOR OF SOCIAL WORK

O.B.E. BASED SYLLABUS
&
PROGRAMME STRUCTURE
(for the Students admitted from the Academic Year 2023-2024)

PG & RESEARCH DEPARTMENT OF SOCIAL WORK
Bishop Heber College (Autonomous)
(Nationally Reaccredited at the 'A' Grade by NAAC with a CGPA of 3.58 out of 4)
(Recognized by UGC as "College of Excellence")
Tiruchirappalli – 620 017

socialwork@bhc.edu.in

PG & RESEARCH DEPARTMENT OF SOCIAL WORK

Motto: To serve with dignity

Vision

To foster student growth by providing quality academic training through experiential learning and equip them to be employable - imbibed with professional ethics, knowledge and skillsets - in the context of contemporary Social Work practice.

Mission

- Enable students who come from diverse backgrounds, to acquire the knowledge, attitudes, skills and behaviour necessary for professional social work practice.
- Integrate professional acumen with basic human values and social work ethics; 'service with dignity' being the primary focus
- Promote a spirit of scientific inquiry throughout, rooting its philosophy in the tenets of humanity.

Core Values

- Commitment to Society
- Service with Dignity
- Professional Approach to Problem Solving
- Adherence to Professional Values and ethics
- Acquisition of Specialized Skills

BACHELOR OF SOCIAL WORK PROGRAMME OUTCOMES (POs)

On successful completion of the programme the graduands will be able to

Knowledge

PO1 Internalize the concepts, principles and theories related to human development and social development in the field of Social Work

Skills

PO2 Administer community-based organizations and implement need-based programmes for the vulnerable sections of the society**.**

PO3 Apply the concepts, principles and theories related to social work as interventional strategies in varied fields of Social Work.

PO4 Demonstrate competencies and leadership qualities in managing Development Projects and Organizations.

PO5 Model social activism by advocating the human rights of members of the society.

PO6 Counsel individuals, groups and communities in distress.

PO7 Research and arrive at scientific solutions to burning issues of
     Societal concern.

Lifelong Learning

PO8 Exhibit a thirst for enduring learning that is experiential and authentic in nature.

Values

PO9 Affirm ethical principles, values, roles and responsibilities of the social work profession through their practice.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

On successful completion of the programme the graduands will be able to have

PSO1 : Insight on the basic values, ethics and fields/ agencies of social work profession and understand society, and its sociological perspectives **(Knowledge)**

PSO2 : Application skills – Group Work, Case Work, Community Organisation - in various fields of Social Work **(Skills)**

PSO3 : Ingrained ability to relate and apply theoretical frameworks and scientific orientation to conduct assessment and practice interventions with   individuals, groups and community through continuous training. **(Lifelong Learning)**

PSO4 : Exemplary professional values, ethics and skills in practicing engagement, assessment, intervention and evaluation with their clientele. **(Values and Ethics)**

PROGRAMME ARTICULATION MATRIX

POs Mission Statement	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Enable students who come from diverse backgrounds, to acquire the knowledge, attitudes, skills and behaviour necessary for professional social work practice.	3	3	3	3	3	3	3	3	1
Integrate professional acumen with basic human values and social work ethics; 'service with dignity' being the primary focus	1	3	3	3	3	3	3	2	1
Promote spirit of scientific inquiry throughout, rooting its philosophy in the tenets of humanity.	1	1	1	1	1	1	3	3	3

1-Low   **2- Moderate**   **3- High**

Programme Articulation Matrix

Course	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4
U21SW101	H	L	M	M	M	M	M	M	H	H	M	H	H
U21SW1Y1	H	H	M	H	M	M	M	H	M	M	M	H	H
U21SW1Y2	H	H	H	H	H	M	M	H	H	H	M	M	M
U21SW202	M	M	M	M	M	M	M	M	M	M	M	H	M
U21SW2Y3	H	H	H	M	M	M	M	L	M	L	M	M	M
U21SW2Y4	L	M	M	L	H	M	M	L	M	M	L	L	L
U21SW303	M	H	H	H	H	H	H	H	H	M	H	H	H
U21SW304	H	M	M	M	M	H	H	H	H	M	H	H	H
U21SW3Y5	H	M	H	L	H	L	M	M	H	M	L	M	M

U21SW3S1	M	M	M	H	L	H	M	H	H	M	H	M	M
U21SW3E1	L	L	L	H	M	H	M	L	L	L	H	H	L
U21SW4:1	M	M	H	H	M	M	M	H	H	H	M	H	H
U21SW4Y6	M	M	M	M	M	L	M	L	L	M	M	M	L
U21SW4S2	M	M	M	M	M	M	H	M	M	M	M	M	H
U21SW4E2	M	H	H	H	H	H	H	H	H	M	H	H	H
U21SW506	M	H	H	M	M	H	M	H	H	H	H	H	H
U21SW507	M	M	M	M	M	M	M	M	M	M	M	H	M
U21SW508	M	M	M	M	M	M	H	M	M	M	M	M	H
U21SW5:2	M	M	M	M	L	L	M	L	M	M	M	M	L
U21SW5S3	M	M	M	L	M	L	L	L	M	M	L	M	L
U21SW610	M	M	H	H	H	M	H	M	H	M	M	H	H
U21SW611	M	M	M	M	M	M	M	M	M	M	M	H	M
U21SW612	L	M	M	M	L	M	L	M	M	L	L	M	M
U21SW6:3	M	M	M	M	M	M	M	M	M	M	M	H	H

Bishop Heber College

Bachelor of Social Work (BSW)

Sem.	Part	Course	Course Title	Course Code	Credits	Hours/ Week	Marks			
							CIA	Viva Voce	ESE	Total
I	I	Tamil I	பொதுத்தமிழ் I	U23TM1L1	3	6	25	-	75	100
	II	English I	Prose and Short Stories	U23EG1L1	3	6	25	-	75	100
	III	Core I	Introduction to Social Work	U23SW101	5	5	25	-	75	100
		Core II	Field Work – I	U23SW1F2	5	5	25	75	-	100
		Discipline Specific Elective I	Sociology for Social Work (or) Structure of Indian Society	U23SW1:A/ U23SW1:B	3	4	25	-	75	100
	IV	NMEC - I	Fundamental of Mass Communication and Media (NMEC – I)	U23SW1E1	2	2	25	-	75	100
		SEC I (Foundation Course)	Self-Awareness and Positivity	U23SW1N1	2	2	25	-	75	100
			Sem.I Credits 23 / Hours 30							
II	I	Tamil II	பொதுத்தமிழ் II	U23TM2L2	3	6	25	-	75	100
	II	English II	Poetry and Shakespeare	U23EG2L2	3	6	25	-	75	100
	III	Core III	Psychology for Social Work	U23SW203	5	5	25	-	75	100
		Core IV	Field Work – II	U23SW2F4	5	5	25	75	-	100
		Discipline Specific Elective II	Indian Social Problems / Human Rights	U23SW2:A/ U23SW2:B	3	4	25	-	75	100
	IV	SEC II	Substance Abuse and Rehabilitation (NMEC II)	U23SW2E2	2	2	25	-	75	100
		SEC III	Inclusive Development of Vulnerable Sections (SBEC I)	U23SW2S3	2	2	25	-	75	100
			Sem.II Credits 23 / Hours 30							
III	I	Tamil III	பொதுத்தமிழ் III	U23TM3L3	3	6	25	-	75	100
	II	English III	One Act Plays and Abridged Novel	U23EG3L3	3	6	25	-	75	100
	III	Core V	Working with Individuals and Groups	U23SW305	5	5	25	-	75	100
		Core VI	Field Work – III	U23SW3F6	5	5	25	75	-	100
		Discipline Specific Elective III	Child Rights and Welfare Programmes / Conflict and Peace Building	U23SW3:A/ U23SW3:B	3	4	25	-	75	100
	IV	SEC IV	Introduction to Social Entrepreneurship Development	U23SW3S4	1	1	CIA - 100			
		SEC V	Fundamentals of Counselling (SBEC II)	U23SW3S5	2	2	25	-	75	100
		EVS	Dept. of Environmental Sciences	U23EST41		1	-	-	-	-
			Sem.III Credits 22 / Hours 30							
IV	I	Tamil IV	பொதுத்தமிழ் IV	U23TM4L4	3	6	25	-	75	100
	II	English IV	Language through Literature	U23EG4L4	3	6	25	-	75	100
	III	Core VII	Working with Communities and Social Action	U23SW407	5	5	25	-	75	100
		Core VIII	Field Work – IV	U23SW4F8	5	5	40	60	-	100
		Discipline Specific Elective IV	Disaster Management and Social Work Interventions / Social Work Practice with Persons with Special needs	U23SW4:A/ U23SW4:B	3	3	25	-	75	100
	IV	SEC VI	Rural Camp	U23SW4S6	2	2	25	CIA -100		
		SEC VII (SL)	Green Social Work	U23SW4S7	2	2	25	CIA -100		
		EVS	Dept. of Environmental Sciences	U23EST41	2	1	25	-	75	100
			Sem. IV Credits 25 / Hours 30							

Sem.	Part	Course	Course Title	Course Code	Credits	Hours/Week	CIA	Viva Voce	ESE	Total
V	III	Core IX	Introduction to Social Work Research and Statistics	U23SW509	4	5	25	-	75	100
		Core X	Introduction to Social Welfare Administration	U23SW510	4	5	25	-	75	100
		Core XI	Introduction to Community Development	U23SW511	4	5	25	-	75	100
		Core XII	Field Work – V	U23SW5PJ	4	5	40	60	-	100
		Discipline Specific Elective V	Social Exclusion and Inclusive Development /Family and Child Welfare	U23SW5:A/ U23SW5:B	3	4	25	-	75	100
		Discipline Specific Elective VI	Labour Management / Social Work with Women and Elderly	U23SW5:C/U23SW5:D	3	4	25	-	75	100
	IV	Value Education	RI / MI	U23VLO51/U23VLO52	2	2	CIA – 100			
		Summer Internship / Industrial Training	Summer Internship	U23SW5I1	2	-	CIA – 100			
				Sem. V Credits 26 / Hours 30						
VI	III	Core XIII	Introduction of Medical and Psychiatric social Work	U23SW612	4	6	25	-	75	100
		Core XIV	Introduction to Human Resource Management	U23SW613	4	6	25	-	75	100
		Core XV	Field Work – VI	U23SWF14	4	6	40	60	-	100
		Discipline Specific Elective VII	Correctional Social Work / Gender Studies	U23SW6:A/ U23SW6:B	3	5	25	-	75	100
		Discipline Specific Elective VIII	Introduction to NGO Management / Social work and Healthcare	U23SW6:C/ U23SW6:D	3	5	25	-	75	100
	IV	Professional Competency Skill	Computer Training	U23SW6G1	2	2	CIA – 100			
		Extension Activities	Extension Activities	U23ETA61	1	-	25	-	75	100
				Sem.VI Credits 21 / Hours 30						

Total Course: 49   **Total Hours: 181**   **Total Credits: 140**

I Semester
Core I : Introduction to Social Work

Semester : I   **Course Code : U23SW101**
Credits   : 4   **Total Hours   : 5**

Course Objectives

1. To help students gain an understanding of the history and philosophy of Social Work and its emergence as a profession
2. To understand Social Work as a profession – its objectives, values, principles and ethics.
3. 3. To help students develop an understanding of the various methods and fields of Social Work practice
4. To know the social work education and professional associations of social work.

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

S. No.	Course Outcome	K Level	Unit Covered
CO1	Basic understanding of Social Work Profession, principles, values and ethics and to Apply the Principles of Social Work Profession and to Practice ethical and professional behavior	K2	I
CO2	Know the historical development of social work profession	K2	II
CO3	To understand the related concepts in social work and its relevance in social work profession	K2	III
CO4	Understand and have an over view of the various social work methods	K2	III
CO5	Demonstrate the professional ethics, values and principles of Social Work and to Evaluate challenges faced by professional social work in India	K3	IV
CO6	Learn about the components of social work education various professional Social Work associations.	K4	V

UNIT I
Introduction to Social Work
Social Work Profession: Meaning - Definition – Characteristics of Social Work Profession - Goals, Objectives and Principles of Social Work Profession - Values and Code of Ethics of Social Work Profession (NASW). (12 Hours)

UNIT II
Basic Concepts in Social Work
Basic concepts related to Social Work: Social Service, Social Welfare, Social Justice, Social Health, Social Security, Social Policy, Social Defense, Social Development, Human Rights, Social Legislation, Social Welfare Administration. (12 Hours)

UNIT III
Historical Development of Social Work
Historical development of Social Work: Development of Professional Social Work- USA, UK, India, Development of Social Work education in India and Tamilnadu. Professional aspects of Social Work. (12 Hours)

UNIT IV
Social Work Education
Influence of religion on Social Work, Philosophy of Social Work, Nature and content of Field Work – Importance of Field Work Supervision – Professional Associations of Social Work - International Federation of Social Workers (IFSW), The National Association of Social Workers (NASW) (12 Hours)

UNIT V
Methods of Social Work & Fields of Social Work Practice in India
A brief overview of methods and field of social work practice - Roles and skills of Social Worker – Challenges and misconceptions in Social Work Profession in India. (12 Hours)

Topics for Self Study (Not For Evaluation)

- **Introduction to Social Welfare and Social Work**
  https://openoregon.pressbooks.pub/humanservices/chapter/introduction-to-social-welfare-work/
- The Impact of Welfare Reform on the Social Services workforce
  https://www.iriss.org.uk/resources/insights/impact-welfare-reform-social-services-workforce

B. **Text Books:**

T1: Mishra P.D.(1994), Social Work Philosophy & Methods, Inter Alia Publications

T2: Bhattacharya Sanjay (2012), Social work- An Integrated Approach, Deep & Deep Publications Pvt. Ltd

T3: Choudhary Paul(1983) , Introduction to Social Work: Atma Ram, Publishers, New Delhi.

C. **References:**

R1: Encyclopedia of Social Work in India. (1987), Ministry of Welfare, New Delhi.

R2: Encyclopedia of Social Work. (1987), National Association of Social Workers, Silver Spring, Maryland

R3: Rameshwari Devi & Ravi Prakash (2001) – Social Work Practice, Mangal deep Publications, Jaipur.

R4: Jha J.K (2002), Encyclopaedia of Social Work, Anmol Publications Pvt Ltd

R5: Wadia A.R.(1961) History & Philosophy of Social Work in India, Allied Publishers New Delhi.

3. **Specific Learning Outcomes (SLOs)**

Unit	Course – Content	Learning Outcomes	Highest Bloom's Taxonomic Levels of Transactions
I	**Social Work**		
1.1	Definition, Meaning, Goals and Objectives	Explain the meaning, goals and objectives of social work	K2
1.2	Scope and Principle of Social Work	Describe the scope and principles of social work	K2
1.3	Values and Ethics of Social Work	Demonstrated Values and Ethics of Social Work.	K2
II	**Basic concepts related to Social Work**		
2.1	Social Service, Social Welfare, Social Justice, Social Health	Describe the concept of social service, social welfare, social justice and social health	K2
2.2	Social Security, Social Policy, Social Defense, Social Development	Explain the concept of social security, social policy, social defense, and social development.	K2
2.3	Human Rights, Social Legislation and Social welfare administration.	Describe the concept of Human rights, Social Legislation and Social Welfare administration.	K2
III	**Historical development of Social Work**		
3.1	Development of Professional Social Work – USA	Describe the Development of Professional Social Work – USA	K2
3.2	Development of Professional Social Work – UK	Describe the Development of Professional Social Work – UK	K2

3.3	Development of Professional Social Work – India	Describe the Development of Professional Social Work – India	K2
3.4	Development of Social Work education in India & Tamilnadu	Explain the development of Social Work education in India & Tamilnadu	K2
3.5	Professional aspect of Social Work	Apply Professional aspect of Social Work	K3
IV			
4.1	Influence of religion on Social Work	Analyze the influence of religion on Social Work	K4
4.2	Philosophy	Apply Philosophy of Social Work	K3
4.4	Content and Important of Field Work	Explain the content and important of field work	K3
4.5	International Federation and National Association of Social Work	Describe the International Federation and National Association	K2
V	**Social Work**		
5.1	Roles and skills of Social Worker	Analyze the roles and skills of Social Worker	K4
5.2	Challenges faced by the Social Work Profession in India	Examine challenges faced by the social work profession in India	K4
5.3	Misconceptions about professional social work	Identify Misconceptions about professional social work	K3

4. MAPPING OF PO, PSOs & COs

U21SW1Y2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
COs1	H	L	L	L	L	M	L	L	H	H	L	H	H
COs2	H	M	M	M	M	H	H	M	H	H	M	H	H
COs3	H	L	L	L	L	L	L	L	L	L	L	L	L
COs4	H	M	H	H	M	M	M	M	H	H	M	M	M
COs5	H	L	L	H	M	M	M	M	H	H	M	H	H
COs6	L	L	H	L	H	H	H	H	M	H	M	H	H

L - Low   M - Moderate   H - High

5. COURSE ASSESSMENT METHODS DIRECT:
1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)
   Course Coordinator : Dr. V. Jansi William

Discipline Specific Elective I : Sociology for Social Work

Semester	:	I	Course Code: U23SW1:A	
Credits	:	4	Hours Per Week :	5

COURSE OBJECTIVES:

The objective of the course is to enable the students:

1. To identify key social work values, knowledge, principles, and skills within an ethical frame work as defined in the NASW Code of Ethics.
2. To educate the roles and functions of community-based generalist social work practice and fields of practice and their functions.
3. To become familiar with the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a particular concern population.
4. To elaborate empowering practices and ways of working collaboratively as generalist social workers.
5. To be aware of the problems and their implication.

2. **COURSE OUTCOMES:**

At the end of this course, the students will be able to

S. No	Course Outcomes	Level	Unit Covered
CO 1	Understanding concepts of Sociology, social structures, norms and Values ,society and culture social process	K1	I
CO 2	Know about the Community and the Society and importance of the individual and the society	K2	II
CO 3	Culture and Social Stratification	K2	III
CO 4	To understand family , Marriage and Socialization and the agents of the society	K3	III
CO 5	Social Change and Factors and Characteristics	K4	IV
CO6	Understand Ecological Perspective in Social Work Practice	K6	V

3. COURSE CONTENTS

Unit I : Basic Concepts in Sociology - Definition, & key concepts: Society, community, association and institutions, Social groups; social structure and social systems, Norms and values, Status and role. Society and Culture. Social processes: cooperation, competition and conflict; assimilation and integration.

Unit II : Community: Concept & Meaning, Characteristics, Differences between Society and Community. Group: Meaning, Characteristics & Classification of Group (Primary and secondary Groups). Importance to Individual and Society.

Unit III : Culture and Social stratification: Culture- Concept, nature, characteristics, element of culture, cultural lag. Social Stratification - Meaning, types element.

Unit IV: Socialization, mechanisms and the agents of Socialization Socialization and Social Control, Social deviance, Society and environment. Social Institutions - Marriage: Meaning, Characteristics, Forms of Marriage, Mate Selection: Exogamy & Endogamy. Family: Meaning, Function of Family, Types of Family: Nuclear, Extended, Joint Family, Features of Modern Family and Trends.

Unit V: Social change and Indian Society - Meaning, nature, factor and characteristics, Processes of social change

Topics for Self- Study (Not for Evaluation)

Ecological Perspective in Social Work Practice
https://www.researchgate.net/publication/264932867_Social_work_practice_from_an_ecological_p erspective

a. TEXT BOOKS:

T1: Bhushan, Vidya and D. R. Sachdeva(2014). An Introduction to Sociology. Allahabad: Kitab Mahal.

T2: Ahuja, R. (1993) *Indian Social System*, Jaipur: Rawat Publication,Jaipur

T3: Haralambos, M. (2013) Sociology: Themes and Perspectives. Oxford University Press, New Delhi.

T4: Johnson, Harry M.(2003) Sociology: A Systematic Introduction. Allied Publishers, New Delhi.

T5: Kapoor, B. K.(2007)) Indian Society: Structure and Change. Ritu Publications Jaipur:.

b. REFERENCE BOOK:

R1 : Gisbert, P.(1973) Fundamentals of Sociology.III edition. Orient Longman Ltd.Bombay.

R2 : Johnson, Harry M.(2003) Sociology: A Systematic Introduction. Allied Publishers, New Delhi.

R3 : Deva, Indra and Shrirama (1999), Society and Culture in India: Their Dynamics through the Ages, Jaipur: Rawat Publications.

R4 : Patil, S. N. (2007) Handbook of Sociology. Vital Publications, Jaipur.

R5 : Perry, John and Erna Perry (1973) The Social Web: An Introduction to Sociology. Canfield Press, San Francisco.

R6 : Singh K.(1999) Principles of Sociology. Lucknow: Prakashan Kendra.

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomi c Levels of Transaction
I	**Basic Concepts in Sociology**		
1.1	Definition, & key concepts	Explain the basic aspects of Sociology, its related concepts	K2
1.2	Society, community, association and institutions,	Describe the concept of Society, community, association and institutions.	K2
1.3	Social groups; social structure and social systems, Norms and values, Status and role	Outline of the social groups, structure, social system, Norms & Values, Status & Role.	K2
1.4	Society and Culture	Classification of Society and Culture	K2
1.5	Social processes: cooperation, competition and conflict; assimilation and integration,	Explain the Social Processes.	K2
II	**Community**		
2.1	Concept & meaning	Describe the Concept & Meaning of Community.	K2
2.2	Characteristics of Society and Community	Explain the Characteristics of Society & Community.	K2

2.3	Group meaning and Characteristics, Classification.	Classify the meaning and characteristics of Group		K2
2.4	Importance to individual and Society	Explain about the importance to individual and Society		K2
III	**Culture and Social Stratification**			
3.1	Culture – concepts , nature and Characteristics	Designate the concept and characteristics of culture.		K2
3.2	Element of Culture, Culture lag	Explain the Element of culture and Culture lag		K2
3.3	Social Stratification- Meaning ,types and Element	Describe the Social Stratification		K2
IV	**Socialization**			
4.1	Mechanisms and agents of socialization	Describe the Mechanisms and agents of socialization		K2
4.2	Social Control and Social Deviance	Depict Social Control and Social Deviance		K2
4.3	Society and Environment	Demonstrate Theoretical Understanding of Society and environment		K3
4.4	Social Institutions – Marriage, meaning and characteristics, Forms of Marriage	Demonstrate Theoretical Understanding of Marriage		K5
4.5	Mate Selection-Exogamy & Endogamy	Explain the Exogamy and Endogamy of marriage.		K2
4.7	Family- Meaning and, function of family	Classify the meaning and function of family		K3
4.8	Types of family-nuclear ,joint and extended family	Analyze the type of family		K4
4.9	Modern family and trends	Examine the modern family and trends		K4
V	**Social Change and Indian society**			
5.1	Meaning and Nature	Explain the meaning and nature of Social Change and Indian Society		K2
5.2	Factors and characteristics	Describe the factors and characteristics of social change and Indian society		K2
5.3	Process of Social Change	Evaluate of Process of social change		K5

4. MAPPING OF PO, PSOs & COs

L - Low   **M - Moderate**   **H - High**

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSOs1	PSOs2	PSOs3	PSOs4
COs1	H	M	M	M	H	M	H	H	H	L	L	H	H
COs2	H	M	M	H	M	H	M	H	M	L	M	M	H

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COs3	L	H	M	M	H	H	L	M	M	M	H	H	H
COs4	H	M	M	M	M	M	M	H	H	L	M	H	M
COs5	H	H	M	H	H	H	H	H	M	H	H	H	H
COs6	M	H	M	H	L	L	H	H	L	H	M	H	M

COURSE ASSESSMENT
METHODS DIRECT:
1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)
 Course Coordinator : Dr. R. Ravi

Discipline Specific Elective I : **STRUCTURE OF INDIAN SOCIETY**

Semester	: I	Course Code : U23SW1:B	
Credits	: 3	Hours per week :	4

COURSE OBJECTIVES:

- To understand the basics and structure of Indian Society
- To examine the problems of the Society
- To explore the various marginalized and weaker sections of the Society and their socio-economic conditions
- To educate the meaning definition, concept and characteristics of Indian Society and weaker section.
- To be aware of the social problems and their implication
- To understand the problem faced by Women and differently abled person in India.

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO No.	Course Outcomes	K Level	Unit Covered
CO1	Understand and compositions of Indian Society and the concept of Social stratification and classification in India	K2	I
CO2	Interpreting the historical factors of weaker sections, characteristics and factors responsible for the growth of Caste System in India	K2	II
CO3	Analyze the problem, causes and challenges of Scheduled caste	K4	III
CO4	Detect the Scheduled Tribe problems	K4	III
CO5	Importance of Women, Differently able person, and Senior citizens in India.	K5	IV
CO6	Elaborate the Poverty in Indian Society	K	V

2A. COURSE CONTENT

Unit I- Indian Society - Composition of Indian society: the concept of unity of diversity, Social classification in India tribal, Rural and urban divisions. Social stratification in India: Meaning Caste, Class division. **(12 Hours)**

Unit II - Scheduled Caste - Definition, problems of SC, Causes for low literacy among SC, Impact of education on SC, Entrepreneurial challenges for SC. **(12 Hours)**

Unit III Scheduled Tribe - Definition, problems of ST, Causes for low literacy among ST,

Position of Women among ST, Tribal Economy, Tribal culture, Legal provision for marginalized groups in the Indian society: SC/ST/OBC and Minorities. **(12 Hours)**

Unit IV - Poverty in Indian Society - Meaning and definition of poverty, Types and Cause Measurement of Poverty, Concept of Poverty line: meaning and definition, Different approaches to understand poverty, Absolute Poverty, Relative poverty, Basic need approach, Minimum Diet approach, Human Development Index (HDI) Human Poverty Index(HPI). **(12 Hours)**

Unit V Constitution of Indian Society

Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, Constitutional provisions for the protection of weaker sections. **(12 Hours)**

Topics for Self Study (Not For Evaluation)

- **Ways of Living in Indian Society**
  https://asiasociety.org/education/indian-society-and-ways-living
- **The Impact of Caste on Economic Mobility in India**
  https://www.livemint.com/Opinion/FLn6TiQPArdQZUN9LE2ZsM/The-impact-of-caste-on-economic-mobility-in-India.html

B.   Text Books:

T1: Sharma, R. K. 1997, Indian Society- Institution and Change, New Delhi Atlantic Publishers., Nadgonde Gurunath, Indian Society. (Unit I)

T2: G.R. Madan (1983)Indian Social Problems, Allied Publishers Private Limited, New Delhi.(Unit II, III)

T3: Social Problems in India- Ram Ahuja(Unit V)

C.   References:

R1: Dietrich Gabriele & Bas Wielenga- Towards Understanding Indian Society. Madurai: Tamilnadu Theological Seminary1997

R2: Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi : Atlantic

R3. Kumar, S., Chacko, K. M. (1985) Indian Society & Social Institutions, New Delhi : New

R4: M. Savur and I. Munshi (eds.) Contradictions in Indian Society, Jaipur: Rawat Publications.

R5: JayapalanN.(2001): Indian Society and Social Institutions, New Delhi, Atlantic Publishers and Distributors.

6.   Specific Learning Outcomes (SLOs)

Unit	Course – Content	Learning Outcomes	Highest Bloom's Taxonomic Levels of Transactions
I	**Indian Society**		
1.1	Composition of Indian Society	Describe the composition of Indian Society	K2
1.2	Concept of unity in diversity	Explain the concept of unity in diversity	K2
1.3	Social classification in India	Classification of Tribal, Rural and Urban divisions	K2
1.4	Social Stratification in India	Outline of social stratification in India	K2
II	**Scheduled Caste**		
2.1	Definition,	Define the Scheduled caste system	K1
2.2	Problem of SC, Causes of low literacy among SC	Analysis the problem of SC	K4
2.3	Impact of education on SC,	Explain the challenges of	K2

	Entrepreneurial challenges for SC	education and Entrepreneurial of SC	
2.4	Definition,	Define the Scheduled caste system	K1
III	**Scheduled Tribe**		
3.1	Definition	Define the Scheduled Tribe system	K1
3.2	Problems of ST, Causes for low literacy among ST, Position of Women among ST	Analysis the problem of ST	K4
3.2	Tribal Economy, Tribal culture, Legal provision for marginalized groups in the Indian society: SC/ST/OBC and Minorities.	Analyze the legal provision of Scheduled Tribe.	K4
IV	**Poverty in Indian Society**		
4.1	Meaning, definition of poverty and types and causes, Measurement of poverty, concept of poverty,	Demonstrate the concept of Poverty in Indian Society	K2
4.2	Different approaches to understand poverty, absolute poverty, relative poverty, basic need approach, minimum diet approach	Examine the different approaches of poverty.	K4
4.3	Human development Index, Human Poverty Index.	Eradication of Poverty	K6
V	**Constitution of Indian Society**		
5.1	Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989,	Explain the SC, ST Act 1989	K2
5.2	Constitutional provisions for the protection of weaker sections.	Describe the constitutional provisional for the protection of weaker sections.	K2

7. MAPPING OF PO, PSOs & COs

U21SW1Y2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSOs1	PSOs2	PSOs3	PSOs4
COs1	H	H	H	M	L	L	L	M	H	H	L	L	L
COs2	M	H	H	L	M	L	L	M	L	H	L	L	L
COs3	H	H	M	H	H	H	H	H	H	H	H	H	H
COs4	H	H	H	H	H	H	H	H	H	H	H	H	H
COs5	H	M	M	H	H	H	H	H	H	H	H	H	H
COs6	H	H	M	H	H	H	H	H	H	H	H	H	H

L - Low   M - Moderate   H – High

8. COURSE ASSESSMENT METHODS DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Coordinators : Dr. V. Jansi William, Dr. R. Ravi

SEC I (NMEC 1) : FUNDAMENTAL OF MASS COMMUNICATION AND MEDIA

Semester	: I	Course Code : U23SW1E1	
Credits	: 2	Hours per week : 2	

Hours

Course Objective:
1. To introduce the basic concepts of communication and its role in society
2. To learn the role of Television, Advertising and Films
3. To learn about the role of Folk Media and its contribution to Social Change.
4. To introduce different types of media their characteristics, merits and demerits

COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Discuss the theoretical background of Mass Communication and their types	K1	I
CO2:	Analyze the role of Television, Advertising and Films	K4	II
CO3:	Examine the role of Folk Media and its contribution to Social Change	K5	II
CO4:	Consolidate the role of Governmental and Non Governmental agencies in promoting Development though Mass Media	K2	III
CO5:	Examine the various issues and challenges of today's Media	K4	IV
CO6:	Become familiar with the Theories and Models of Mass Communication	K2	V

2A. COURSE CONTENT

Unit I : Mass communication : Meaning, definition and characteristics Role of Mass Media; Mass Media and Values, Role of Press : Anatomy of a Newspaper What makes News?; Role of Newspapers in India Role of Magazines, Radio: Special Features of Radio as a Mass Medium Advantages and Limitations

Unit II:
Television : T.V. in India Impact of TV, Television and Children; Advertising : Impact of Advertising, Exploitation of Women in advertising Social Advertising; Films: Elements of Cinema Indian Cinema Impact of films

Unit III:
Folk Media: Meaning and Features, Types of folk media- folk songs, folk music, folk dance, folk theatre Role of folk media in India, Folk media and social change. Visual Aids in Communication: Importance of Visual Aids, Display Aids: Charts, Posters, Collage, Photographs, Photo language, Information Technology: Internet- use, abuse and addiction E-mail Etiquette, Social Media: Types, Advantages and Disadvantages Use of Internet for Social Work practice.

Unit IV : Globalization, Media and Development, Local cultural needs and development, National & International media organizations & policies addressing imbalances in development, Globalization of Media, Democratization of Communication, Changing face of Indian Media.

Unit V : Media, Technology and Society. What is Right to Information? Salient features of RTI Act.

Production Documents You Need To Make For Your Film Shoot
https://www.lightsfilmschool.com/blog/3-production-documents-for-your-film-shoot-aet , TA today by Ian Stewart and Vann joines 1987, Scripts people live by Claude Steiner-1974, Games people play by

Eric Berne 1964

Text Books:

Ahuja B.K. (2014) – Mass Communication: Theory and practice. New Delhi Saurabh Publishing, house

Jayakaran I (2005) – Every one's Guide to Effective Writing. Chennai 2M Publishing International

Kumar, Keval J (1981) – Mass Communication in India. Bombay Jaico Publishing House

Rani N Usha (1996) – Folk Media for Development: A Study of Karnataka's traditional Media: Bangalore Karnataka Book Publishers

References:

Civikly Jean M – Messages: A Reader in Human Communication. New York Random House1974

Dhama O.P. and O.P. Bhatnagar – Education and Communication for Development. New Delhi : Oxford and IBH Publishing1985

Ludlow Ron and Fergus Panton – The Essence of Effective Communication. New Delhi Prentice Hall of India1995

Nagaraj Geetha – Write to Communicate. New Delhi Foundation Books 2004

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Mass communication**		
1.1	Mass communication : Meaning, definition and characteristics Role of Mass Media; Mass Media and Values	Recall all aspects related to Mass Communication and Mass Media	K1
1.2	Role of Press : Anatomy of a Newspaper What makes News?; Role of Newspapers in India Role of Magazines	Recall the role of Press and Newspapers in India	K1
1.3	Radio: Special Features of Radio as a Mass Medium Advantages and Limitations	Recognize the limitations of Mass Media	K1
II	**Television**		
2.1	T.V. in India Impact of TV, Television and Children	Understand the impact of TV	K2
2.2	Advertising : Impact of Advertising, Exploitation of Women in advertising Social Advertising	Understand the impact of Advertising	K1
2.3	Films: Elements of Cinema Indian Cinema Impact of films	Analyse the Impact of Films	K4
III	**Folk Media**		
3.1	Folk Media: Meaning and Features, Types of folk media- folk songs, folk music, folk dance, folk theatre Role of folk media in India, Folk media and social change	Identify the Concept of Folk Media	K3
3.2	Visual Aids in Communication: Importance of Visual Aids, Display Aids: Charts, Posters, Collage, Photographs, Photo language	Recognize the Concept of Visual Aids and its Importance	K1
3.3	Information Technology: Internet- use, abuse and addiction E-mail Etiquette	Understand the Concept of Information Technology	K1
3.4	Social Media: Types, Advantages and Disadvantages Use of Internet for Social Work practice	Recall the Concept of Social Media	K1

IV	Globalization		
4.1	Globalization, Media and Development, Local cultural needs and development	Apply the knowledge of Globalization, Media and Development	K3
4.2	National & International media organizations & policies addressing imbalances in development, Globalization of Media	Apply the knowledge of addressing the imbalances in Development	K3
4.3	Democratization of Communication, Changing face of Indian Media	Analyse the Democratization of Communication	K3
V	Media		
5.1	Media, Technology and Society	Distinguish the Concept of Technology and Society	K3
5.2	What is Right to Information	Analyze the Concept of Right to Information Ac	K4
5.3	Salient features of RTI Act	Recognize the Salient features of RTI Act	K2

MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW5: 2	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PSO 1	PSO 2	PSO 3	PSO 4
CO1	-	-	L	H	-	-	L	L	L	-	H	M	L
CO2	-	-	L	H	-	-	-	L	L	L	H	H	L
CO3	-	-	L	H	-	-	-	L	L	L	H	H	L
CO4	-	-	L	H	-	-	-	L	L	L	H	H	L
CO5	-	-	L	H	M	H	M	-	L	L	H	H	M
CO6	L	L	H	L	-	-	-	L	L	L	M	M	M

L-Low   M-Moderate   H- High

COURSE ASSESSMENT METHODS

DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Coordinators: Mrs. R. Udhaya Selvi

Foundation Course : Self Awareness and Positivity

Semester	**:**	**I**	**Course Code : U23SW1N1**
Credits	**:**	**2**	**Total Hours : 2**

Learning Objectives

1	Realize the significance and essence of a wide range of soft skills.
2	Learn how to apply soft skills in a wide range of routine social and professional settings.
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 and management of social skills
5	Demonstrate consciousness of self, others and context

Course Outcome

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

S. No.	Course Outcome	K Level	Unit Covered
CO1	Facilitate students' self-awareness.	K1, K2, K3	I
CO2	Exploration of values, beliefs, and socio-cognitive skills for active participation as responsible citizens.	K2, K3, K4	II
CO3	To be mindfulness and positivity.	K3,K4	III
CO4	Fostering effective self-evaluation, networking, group work, social responsibility and service leadership.	K1, K4, K5	IV
CO5	To become responsible leaders in the local community and globally.	K3, K4,K5	V

UNIT I (6 Hours)
Self - Awareness: Meaning, Levels, and Types of self-awareness. Need and Importance of understanding self, Ways to improve self-awareness.
UNIT II   (6 Hours)
Self-Discovery: Discovering the Self; the importance of self-discovery, Steps in discovering self, Setting Goals; Beliefs, Values, Attitude, Virtue.
UNIT III (6 Hours)
Self Management: Understanding the importance of managing self, skills in managing self, SWOT analysis.
UNIT IV   (6 Hours)
Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity, Enhancing Motivation Levels.
UNIT V   (6 Hours)
Self-Image: Meaning, the importance of a positive self-image and self-image-building techniques.
Learning Resources:
Text Books:
1. Vikas. 2010. Life Skill Manual. Government of Karnataka. Karnataka Jnana Aayoga.
2. Manika Gosh. 2009. Positivity- A way of life. Orient 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	H	H	H	H	M
CO2	H	H	H	M	H
CO3	H	M	H	H	H
CO4	H	H	H	H	H
CO5	H	H	M	H	H
CO6	H	H	H	H	H

H – High   **M – Medium**   **L - Low**

Course Coordinators: Dr. S. Lidia Susan

CORE II: PSYCHOLOGY FOR SOCIAL WORK

Semester :	**II**	**Course Code :**	**U23SW203**
Credits :	**4**	**Hours per week :**	**5 Hours**

Course Objectives

1. To introduce students with basic psychological concepts and processes regarding human behavior.
2. To help students find relevant application of psychology in social work practice.
3. To make student find areas of their interest for further exploration

COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Analyze the relevance of psychology for social work by Interpreting its basic ideologies from various school of thoughts and perspectives.	K4	I
CO2:	Recognize the basic concepts in psychology.	K2	II
CO3:	Determine the development and manifestation of Personality among individuals.	K5	III
CO4:	Infer the cognitive processes needed for problem solving and creative thinking	K4	IV
CO5:	Explain the basic concepts of Social Psychology	K2	V
CO6:	Analyze the relevance of social psychology for social workers.	K4	V

2A. COURSE CONTENT

Unit I : Introduction to Psychology- Definition and scope of Psychology, Psychology as a science, branches of Psychology and applications, Schools of –Psychology, Perspectives of Psychology, Methods to study behaviour, Relevance of Psychology for Social Workers.

Unit II : Basic psychological concepts, the components, theories and process: Memory, Emotions, Learning, Perception, Attitude, and Motivation

Unit III : Personality – Definition, Nature, Concept, Biological and sociological determinants of personality, assessment of personality and humanistic theory of Personality - Roger, Maslow

Unit IV : Cognitive Process- Intelligence: definition, concept of IQ, nature versus nurture controversy, measurement of intelligence. Reasoning: Types of reasoning; problem solving- steps, strategies, barriers to problem solving; decision making, creative thinking.

Unit V : Social Psychology – Meaning, Definition, Concept, Nature and Scope of Social Psychology, Crowd and its characteristics, Public Opinion, Propaganda, Leadership, Relevance of Social Psychology for Social Workers.

Topics for Self-Study (Not for Evaluation):

- **Introduction to Psychological assessment.**

 http://www.setyo-riyanto.com/phocadownload/userupload/Handbook%20of%20Psychological%20Assessment.pdf

- **Relevance of Psychology for Social Workers**
 https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf

B. TEXT BOOKS

T1: Mangal SK (2017), General Psychology, Sterling publishers (Unit - I, II, III, IV)
T2: Niraj Ahuja (2011), A Short Textbook of Psychiatry, Jaypee Brothers Medical Publishers (Unit V)

C. REFERENCES

R1: Sharma R & Chandra S.S (2003), General Psychology: (Vol. 1 & 2) Atlantic Publishers and Distributors

R2: Myers D.G., Social Psychology : David G.

R3: Aronson E, Wilson T.D. et. al., Social Psychology: Eliot, Timothy D. & Robin M.Akert

R4: Coon, D & Mitterer J. O. (2007). Introduction to Psychology. USA: Wadsworth

R5: Baron, R. A. (2004). Psychology (5th ed.). New Delhi: Pearson Education

R6: Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

R7: Morgan, King, Weisz & Schopler. (1986). Introduction to Psychology (7th ed.). Newyork : Mc Graw Hill companies

R8: Weiten, W. (2008). Psychology themes and variations (8th ed.). USA:Wadsworth

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Psychology:**		
1.1	Psychology- Definition and scope of Psychology	Recall the definition and scope of psychology	K1
1.2	Psychology as a science	Infer the nature of psychology as a science	K2
1.3	Branches of Psychology and applications	Classify the branches of psychology and infer its applications	K2
1.4	Schools of Psychology, Perspectives of Psychology	Relate with the various school of thoughts and its perspectives about psychology	K1
1.5	Methods to study behavior	Recognize the methods to study behavior of people	K2
1.6	Relevance of Psychology for Social Workers	Analyze the importance and relevance of Psychology for Social Workers	K4
II	**Basic psychological concepts:**		
2.1	Basic psychological concepts, their components, theories and process: Memory	Interpret the theories, components and process of memory	K2
2.2	Emotions	Recognize the composure of human emotions	K2
2.3	Learning	Infer the theories and process of learning	K2
2.4	Perception	Illustrate the determinants of perception.	K2
2.5	Attitude	Summarize the factors influencing the formation & change of attitude.	K2
2.6	Motivation	Interpret the theories of motivation	K2
III	**Personality**		
3.1	Personality – Definition, Nature, Concept	Infer the nature and concept of Personality.	K2
3.2	Biological and sociological determinants of personality, assessment of personality	Determine the factors influencing personality development in a person and its assessment procedures.	K5
3.3	Humanistic theory of Personality - Roger, Maslow;	Relate with the humanistic theories of personality	K2

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
IV	**Cognitive Process**		
4.1	Cognitive Process- Intelligence: definition, concept of IQ, nature versus nurture controversy, measurement of intelligence.	Explain the cognitive process with regard to Intelligence	K2
4.2	Reasoning: Types of reasoning;	Classify the types of reasoning	K2
4.3	Problem solving- steps, strategies, barriers to problem solving	Explore the strategies and barriers of problem solving	K4
4.4	Decision making, creative thinking	Explain the cognitive process of decision making and creative thinking.	K2
V	**Social Psychology**		
5.1	Meaning, Definition, Concept, Nature and Scope of Social Psychology	Analyse the scope of Social Psychology by understanding its basic concepts	K2
5.2	Crowd and its characteristics	Explain the crowd behavior	K2
5.3	Public Opinion, Propaganda, Leadership	Explain the concepts of Public Opinion, Propaganda and Leadership.	K2
5.4	Relevance of Social Psychology for Social Workers	Analyse the Relevance of Social Psychology for Social Workers	K4

4. MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW202	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	H	L	L	M	M	H	M	M	M	H	H
CO2	H	L	L	L	L	L	L	L	L	M	L	H	L
CO3	M	L	H	H	L	M	M	H	M	M	H	H	H
CO4	M	M	H	H	H	H	H	H	M	M	H	H	H
CO5	H	L	L	M	M	M	L	L	L	H	L	H	L
CO6	L	M	H	H	H	H	M	H	M	H	H	H	H

L -Low   M-Moderate   H- High

5. COURSE ASSESSMENT METHODS
DIRECT:

i.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
ii.   Assignment, Seminar: Open Book.
iii.   Group Discussion & Presentation, Quiz (written).
iv.   Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)

Course Coordinator : Dr. V. Jansi William

Semester :	I	Course Code :	U23SW2:A
Credits :	4	Hours Per Week :	5

Course Objectives
1. To define the various Social Problems in India
2. To create awareness amongst students about various social issues prevailing in India
3. To study the various state and central level programmes related to social and economic issues in India

1.COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Identify key social problems in India	K1	I
CO2:	Develop the ability of applying Social Work methods in solving Social Problems.	K3	II
CO3:	Develop skills to analyze the Social situations of Social Problems	K3	II
CO4:	Develop skills to analyze the causes of Social Problems	K3	III
CO5:	Aware of the social problems and their implications in the Society	K2	IV
CO6:	Evaluate Social Problems and highlight the significance of Social Work interventions in Indian context	K5	V

2A. COURSE CONTENT

Unit I : Introduction to Social Problems - Meaning of Social Problems, concept and causes of Social Disorganization. Social problems in India: Nature & causes of a) Crime b) Alcoholism and drug addiction c) Prostitution d) Beggary e) Poverty f) Unemployment g) Corruption. Social Deviation: Meaning, definition and scope.

Unit II : Crime and Juvenile Delinquency: concept, definition, characteristics, causes, prevention and reformative measures. Juvenile Delinquency, suggestions to control juvenile delinquency. Distinction between crime and Juvenile Delinquency. Terrorism: meaning, characteristics, objectives, types, evil consequences of Terrorism.

Unit III : Dowry - Definition causes and measures for control. Divorce, Desertion and Destitution: Concept and meaning. Domestic violence: causes and remedial measures.

Unit IV : Casteism and Communalism : Concept, definition, factors responsible for the growth of Casteism, negative consequences of Casteism, measures for eradication. Bonded Labour- Definition, Problems and types of Bonded labour. Child labour & Child Abuse: meaning, concept, causes, impact, remedial measures. Welfare schemes for child labourers.

Unit V : Contemporary Social Problems: Farmer suicide, student suicide, Pandemics: Social Aspects of HIV/AIDS and COVID.

Ecological Perspective in Social Work Practice:

https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1855&context=jssw#:~:text=The%2

0ecological%20perspective%20suggests%20that,social%20functioning%20influences%20the%20enviro nment.

Text Books *:

Mamoria, C.B.(1981)   : Social Problem & Social Disorganisation in India, Kitab Mahal, Allahabad.

Madan, G.R.(1973)   : Social Problems, Allied Publisher Mumbai.

Ahuja, Ram (1992)   : Social Problems in India, Jaipur-Delhi, Rawat Publications.

Nagla, B.K (1991)   : Women, crime and Law, Jaipur-Delhi, Rawat Publications.

NCERT, New Delhi   : Problems of Indian Society, NCERT, New Delhi

References*:

Bartleft, Harriet   : "The common base of social work practice, National Association of social workers.

Connaway Randa S. : Social work practice, New Gercy.

Goldstein, Howard   : Social work practice : A Unitary Approach.

Persons Ruth, J.   : The integration of social work practice Jorgensen J.D. Hernender Santors H.

Pincus, Allen   : Social work practice: Model & Method. Anne Minaham

Specht, Hary& : Integrating social work Methods. AnneVickrey

Mehta, Prayag(1971): The Indian Youth, Somaiya Pub., Mumbai

Paul, M.C.   (1986) : Dowry & Position of Women, Inter-India Publication, Delhi.

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Introduction to Social Problems**		
1.1	Meaning of Social Problems, concept and causes of Social Disorganization	Familiarize the Concept of Social Disorganization	K1
1.2	Social problems in India: Nature & causes of a) Crime b) Alcoholism and drug addiction c) Prostitution d) Beggary e) Poverty f) Unemployment g) Corruption.	Understand the Social Problems in India	K1
1.3	Social Deviation: Meaning, definition and scope.	Familiarize the Concept of Social Deviation	K1
II	**Crime and Juvenile Delinquency**		
2.1	Concept, definition, characteristics, causes, prevention and reformative measures.	Describe the concept, characteristics, causes and prevention of Juvenile Delinquency	K2
2.2	Juvenile Delinquency, suggestions to control juvenile delinquency. Distinction between crime and Juvenile Delinquency	Distinguish between Crime and Juvenile Delinquency	K3
2.3	Terrorism: meaning, characteristics, objectives, types, evil consequences of Terrorism.	Analyse the evil consequences of Terrorism	K4
III	**Dowry**		
3.1	Dowry - Definition causes and measures for control	Recognize the Concept of Dowry	K1
3.2	Divorce, Desertion and Destitution: Concept and meaning.	Recognize the Concept of Destitution	K1
3.3	Domestic violence: causes and remedial measures	Recognize the Concept of Domestic Violence	K1
IV	**Casteism and Communalism**		
4.1	Casteism and Communalism - Concept, definition, factors responsible for the growth of Casteism, negative consequences of Casteism,	Distinguish between Casteism and Communalism	K3

	measures for eradication.		
4.2	Bonded Labour- Definition, Problems and types of Bonded labour	Recognize the Concept of Bonded Labour	K1
4.3	Child labour & Child Abuse: meaning, concept, causes, impact, remedial measures. Welfare schemes for child labourers	Recognize the Concept of Child Labour and Child Abuse	K1
V	**Contemporary Social Problems**		
5.1	Farmer suicide, student suicide	Recognize the Concept of Suicide and its causes	K3
5.2	Pandemics: Social Aspects of HIV/AIDS and COVID.	Analyse Social aspects of HIV / AIDS and Covid	K4

4. MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW2Y3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	L	M	H	-	M	M	M
CO2	H	H	H	M	M	M	M	L	M	M	M	M	M
CO3	H	H	H	M	M	M	M	L	M	M	M	M	M
CO4	H	H	H	M	M	M	M	L	M	M	M	M	M
CO5	H	M	M	L	L	M	L	M	H	-	M	M	M
CO6	-	M	M	L	L	M	M	L	M	L	M	M	M

L-Low M-Moderate   H- High

5. COURSE ASSESSMENT METHODS

DIRECT:
1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
2. Course end survey (Feedback)

Course Coordinator : Dr. R. Ravi.

Semester	:	I	Course Code : U23SW2:B	
Credits	:	4	Hours Per Week :	5

Course Objectives

1. Introduction to National Human Rights Protection System.
2. Human Rights Provisions in the Constitution-I.
3. Human Rights Provisions in the Constitution-II.
4. Directive Principles of State Policy and Fundamental Duties.
5. Relationship between Constitutional Law and International Human Rights Law.

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Interpret the concept of and classify Human Rights.	K2	I
CO2:	Relate human rights to the International Human Rights instruments.	K1	III
CO3:	Discuss the historical evolution of Human Rights	K2	II
CO4:	Discuss human rights for target populations	K5	V
CO5:	Analyse human rights from the social work perspective	K4	V
CO6:	Identify human rights guaranteed through the Indian Constitution	K3	IV

2A. COURSE CONTENT

Unit I : Foundational Aspect - Human Rights: Meaning, Definition and Importance, Notion and Classification of Rights: Natural, Moral and Legal Rights, Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights.

Unit II: Evolution of the Concept of Human Rights - Journey from Magna Carta to the Universal Declaration of Human Rights. The United States Declaration of Independence; The French Declaration of the Rights of Man and the Citizen; Geneva Convention of 1864.

Unit III: International Initiatives - International Bill of Rights (Significance of Universal Declaration of Human Rights). International Covenant on Civil and Political Rights. International Covenant on Economic, Social and Cultural Rights.

Unit IV: Human Rights Movement in India -Movement for Civil Rights, Indian Constitution and Fundamental Rights. Duties of individuals and the state towards promoting rights for Women, Children, and other Marginalized Groups. Duties of Social worker towards ameliorating Social Hierarchy, Bias and Exploitation.

Unit V : Mechanism and Strategies of Social Work practice - Human Rights perspective in social work practice: Ethnic sensitive practice, Feminist practice, social work with diverse groups, Laws and social advocacy, Human rights activism and civil society initiatives in India

Unit VI Extra Reading (Not for Examination))- Institutional Machinery for Human Rights enforcement in India- The Protection of Human Rights Act, 1993, NHRC, SHRC

https://nhrc.nic.in/sites/default/files/Unit_2.pdf

References*:

Bhanwar Lal Harsh (2008) Human Rights Law in India – Protection and Implementation of the Human Rights Act , Regal Publication New Delhi.

Alston, Phillip (ed.), (1992), *The United Nations and Human Rights: A Critical Appraisal,* Oxford: Clarendon Press. Anamika Publishers.

Baxi, Upendra, (2002), *The Future of Human Rights*, New Delhi: Oxford University Press.

Bhagwati, P.N., (1987*), Dimensions of Human Rights*, Society for Community Organization Trust, Madurai.

Davidson, Scott, (1993), *Human Rights*. Buckingham: Open University Press.

Donnelly, Jack, (1989), *Universal Human Right in Theory and Practice*, Ithaca: Cornell University Press.

Dube, M.P. and Neeta Bora, (ed.), (2000), *Perspective on Human Rights*, New Delhi.

Harsh Bhanwar (2008) *Human Rights Law in India: Protection and Implementation of the Human Rights*, Regal Pub, New Delhi.

Shanker Sen, *Tryst with Law Enforcement and Human Rights: four decades in Indian Police*, New Delhi: APH, 2009.

G..R. Madan(2012) Indian Social Problems Vol. I &II, Allied Publishers Ltd. Mumbai

http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf

http://mls.org.in/books/H-2537%20Human%20Rights%20in.pdf

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	Foundational Aspect		
1.1	Human Rights: Meaning, Definition and Importance	Interpret the concept of Human Rights	K2
1.2	Notion and Classification of Rights: Natural, Moral and Legal Rights	Classify Human Rights	K2
	Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights.	Evolution of Human Rights	K2
II	Historical Evolution of the Concept of Human Rights		
2.1	Journey from Magna Carta to the Universal Declaration of Human Rights	Discuss the historical evolution of Human Rights	K2
2.2	The United States Declaration of Independence	Discuss the historical evolution of Human Rights	K2
2.3	The French Declaration of the Rights of Man and the Citizen	Discuss the historical evolution of Human Rights	K2
2.5	Geneva Convention of 1864, Universal Declaration of Human Rights -1948.	Discuss the historical evolution of Human Rights	K2
III	International Initiatives		
3.1	International Bill of Rights (Significance of Universal Declaration of Human Rights)	Recall and relate to the International Human rights instruments	K1
3.2	International Covenant on Civil and Political Rights.	Recall and relate to the International Human rights instruments	K1

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
3.3	International Covenant on Economic, Social and Cultural Rights	Recall and relate to the International Human rights instruments	K1
IV	Human Rights Movement in India		
4.1	Movement for Civil Rights	Assess the circumstances for the civil rights movement	K5
4.2	Indian Constitution and Fundamental Rights. Duties of individuals and the state towards promoting rights for Women, Children, and other Marginalized Groups.	Identify human rights guaranteed through the Indian Constitution	K3
4.3	Duties of Social worker towards ameliorating Social Hierarchy, Bias and Exploitation	Understand the role of Social Worker	K2
V	Mechanism and Strategies of Social Work practice		
5.1	Human Rights perspective in social work practice: ethnic sensitive practice, feminist practice.	Interpret context based practice	K5
5.2	Social work with diverse groups.	Apply knowledge of Social Work in practice with target populations	K3
5.3	Laws and social advocacy,	Understand the laws underpinning human rights	K2
5.4	Human rights activism and civil society initiatives in India	Analyse the need for human rights activism	K4

Mapping Scheme for the PO, PSOs and COs
L-Low   M-Moderate   H- High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	L	L	L	M	L	L	M	M	L	L	L
CO2	M	L	L	L	H	M	M	M	M	L	L	L	L
CO3	L	M	M	L	M	L	L	M	M	L	L	L	L
CO4	L	H	H	L	H	M	M	L	M	M	L	M	L
CO5	M	H	H	L	H	L	L	L	M	M	L	L	M
CO6	L	L	H	L	H	M	M	L	H	M	L	M	L

9. **COURSE ASSESSMENT**
   METHODS DIRECT:
   a. Continuous Assessment Test: T1, T2 (Theory): Closed Book
   b. Assignment, Seminar: Open Book.

    c.   Group Discussion & Presentation, Quiz (written).
    d.   Pre-Semester & End Semester Theory Examination

INDIRECT:
  1. Course end survey (Feedback)

Course Coordinators : Dr. V. Jansi William, Dr. R. Ravi

SEC I (NMEC II) : SUBSTANCE ABUSE AND REHABLITATION

Semester : II	Course Code :	U23SW2E2
Credit : 2	Total Hours :	2 hours

COURSE OUTCOMES

After successful completion of this course, the students will be able to:

CO No.	Course Outcome	Level	Unit Covered
CO1	Describes substance abuse, its causes, types and preventive measures	K1	I
CO2	Explain stages of Addiction and its impact on Individuals and Family members	K2	II
CO3	Use Social Legislations pertinent to Addiction.	K3	III
CO4	Identify the Need and importance of preventing Addiction.	K4	IV
CO5	Propose professional Intervention skills to help people in Addiction.	K5	V
CO6	Verify the hands-on skills most applicable to enable those in Addiction to be helped to help themselves.	K5	V

COURSE CONTENT:

Unit I : Substance Abuse: Causes, Types, preventive measures. Classification of Drugs (Alcohol, Caffeine, Hallucinogens, Inhalants, Marijuana, Nicotine, Opiates, Sedatives, Steroids, Stimulants). **(2 Hours)**

Unit II : Stages of Addiction: Primary, Secondary and Chronic stages, and its impact on Individuals and Family members - Co-dependency. **(2 Hours)**

Unit III : Addiction and Social Legislation: Motor Vehicle Act (Drunk Driving Law) 2012. Tamilnadu State Marketing Corporation (TASMAC). **(2 Hours)**

Unit IV : Need and importance of Prevention of Addiction: Role of Family, Socialization, Peer Group Pressure, Neighborhood, Workplace, Leisure management, Awareness Building, Preventive Education.

Unit V : Professional Intervention : Assessment & Diagnosis, Detoxification, Relapse, Aftercare, Follow-up, Referral Services, Rehabilitation. Confidentiality and Ethical Issues. Role of Alcohol Anonymous Groups.

TOPICS FOR SELF STUDY (NOT FOR EVALUATION)

Contemporary Drug Abuse Treatment suggestive tool kit.

https://www.unodc.org/docs/treatment/contemporary_drug_abuse_treatment.pdf

TEXT BOOKS:

T1: Fisher, G. L. and Harrison, T. C. (2005). Substance abuse: Information for school counselors, social workers, therapists, and counselors. Boston: Allyn and Bacon. OPTIONAL TEXTS McNeece, C. A., DiNitto, D. M. (2005). Chemical dependency: A systems approach. Boston: Allyn and Bacon.

REFERENCE BOOK:

R1: Jayaraman, Rukmani and Kanakam.U.,(2002).Personal Recovery Tools for the Drug Dependent, Chennai: T.T. Ranganathan Clinical Research Foundation.

R2: Ranganathan, Shanthi, Jayaraman, Rukmani and Thirumagal.V.,(2010). Counselling for Drug Addiction – Individual, Family and Group – A Field Guide for Trainers – Concepts, Issues, Practical Tools and Resources, Chennai: T.T.Ranganathan Clinical Reasearch Foundation.

(* latest editions of the above books to be referred.)

SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
I	**Substance Abuse**		
1.1	Substance Abuse: Causes, Types, preventive measures.	Recollect the Causes, Types, preventive measures of substance abuse.	K1
1.2	Classification of Drugs (Alcohol, Caffeine, Hallucinogens, Inhalants, Marijuana, Nicotine, Opiates, Sedatives, Steroids, Stimulants)	Illustrate the classification of Drugs.	K2
II	**Stages of Addiction:**		
2.1	Stages of Addictions	Define the Primary, Secondary and Chronic stages.	K1
2.2	its impact on Individuals and Family members Co-dependency	Analyse Co-dependency.	K4
III	**Addiction and Social Legislation:**		
3.1	Addiction and Social Legislation:	Examine Motor Vehicle Act (Drunk Driving Law) 2012	K4

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
3.2	Addiction and Social Legislation:	Assess the Tamilnadu State Marketing Corporation (TASMAC)	K5
IV	**Need and importance of Prevention of Addiction:**		
4.1	Need for Prevention of Addiction	Identify the need and importance of Prevention of Addiction: Role of Family, Socialization, Peer Group Pressure, Neighborhood	K3
4.2	Importance of Prevention of Addiction	Discover the prevention of addiction in Workplace, Leisure management, Awareness Building, Preventive Education.	K4
V	**Professional Intervention:**		

5.1	Professional Interventions Assessment & Diagnosis, Detoxification, Relapse, Aftercare, Follow-up, Referral Services, Rehabilitation	Explain the Assessment & Diagnosis, Detoxification, Relapse, Aftercare, Follow-up, Referral Services, Rehabilitation	K4
5.2	Professional Intervention	Examine the Confidentiality and Ethical Issues. Role of Alcohol Anonymous Groups.	K4

Mapping Scheme for the PO's, PSO's and CO's

L-Low, M-Moderate, H-High

MAPPING SCHEME FOR THE PO, PSOs AND COSs

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	M	M	H	H	H	H	H	M	H	H	H
CO2	L	M	M	H	H	H	H	H	H	L	M	H	H
CO3	M	H	H	M	M	M	M	H	H	M	H	H	H
CO4	L	M	M	M	H	H	H	H	H	M	H	H	H
CO5	M	H	H	H	H	H	H	H	H	M	H	H	H
CO6	H	H	H	H	H	H	H	H	H	H	H	H	H

H – High   M – Moderate   L - Low

COURSE ASSESSMENT METHODS
DIRECT:
5. Continuous Assessment Test: T1, T2 (Theory): Closed Book
6. Assignment, Seminar: Open Book.
7. Group Discussion & Presentation, Quiz (written).
8. Pre-Semester & End Semester Theory Examination
INDIRECT:
3. Course end survey (Feedback)

Semester   : II   **Course Code : U23SW2S3**
Credits   :   2   **Hours per week   : 2 Hours**

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Explain the concept of Weaker section	K2	I
CO2:	Apply knowledge on emerging Issues and concerns that require legal assistance	K3	II
CO3:	Acquire information about the historical factors contributing to the low status of weaker sections in the contemporary Society	K3	II
CO4:	Analyze the social situation of weaker sections	K4	III
CO5:	Identify the economic situation of weaker sections	K3	IV
CO6:	Analyze the political situation of weaker sections	K4	V

2A. COURSE CONTENT

Unit I : Weaker sections : Definition, concept, criteria for classification of weaker sections; Administrative setup at the Central, State and District levels for the development of weaker sections.

Unit II : Scheduled caste: Definition, problems of SC, Causes for low literacy among SC, Impact of education on SC, Entrepreneurial challenges for SC. Scheduled Tribe: Definition, problems of ST, Causes for low literacy among ST, Position of Women among ST, Tribal Economy, Tribal culture.

Unit III : Bonded labour: Definition, meaning, features, causes, measures taken by the government to abolish it. Differently abled: types, welfare and rehabilitative measures taken by the government. Bonded Labour System Abolition Act-1976.

Unit IV : Agricultural Labourers- Problems, Senior Citizens- Challenges, Sexual Minorities – Meaning, Types and Rights of sexual minorities

Unit V : Status of women and empowerment: Problems of Women in modern India, Development and welfare of women, Constitutional provisions to safeguard the interest of women, Protection of Women from Domestic Violence Act-2005, Role of NGO‟s in the empowerment of women. Role of Social Workers in the welfare of weaker sections.

Weaker sections of society and the Constitution : a socio-legal analysis (Not for evaluation)
https://blog.ipleaders.in/weaker-sections-society-constitution-socio-legal-analysis/

B. TEXT BOOKS
T1 : Frncis, D., and Chandu Subba Rao – Development of Weaker Sections. Jaipur Rawat Publication 2000 (UNIT I)
T2 : Jayapalan, N – Indian Society and Social Institutions. New Delhi: Atlantic Publishers and Distributors 2001 (Unit II)
T3: Khan Mumtaz Ali – Scheduled Caste and their Status in India. New Delhi Uppal Publishing house 1980 (UNIT III & IV)
T4: Patel,Tara- Development of Education among women. Delhi Mittal Publications 1984
 (Unit V)

C Reference Book:

R1: Bose, Kumar Nirmal – Tribal Life in India. New Delhi : National Book Trust,1971

R2: D'souza Lawrance- Koragas, A primitive Tribe of South India Mangalore: Kodialbail Press 2000

R3: Jayapalan, N – Indian Society and Social Institutions. New Delhi: Atlantic Publishers and Distributors 2001

R4: Kamble M.D – Deprived Castes and their struggle for Equality. New Delhi Ashish Publishing house 1984

R5: Kumar A – Tribal Development in India. New Delhi: Sarup& sons 2002R1 : Dubey S.N.: Administration of Social Welfare programmes in India, Somaiya pub., Bombay

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	Weaker sections:		
1.1	Definition, concept, criteria for classification of weaker sections;	Recall all aspect weaker sections;	K1
1.2	Administrative setup at the Central & State level	Categorize the Administrative setup at the central and State levels for the development of weaker sections.	K1
1.3	Administrative setup at the District levels for the development of weaker sections.	Categorize the Administrative setup at the District levels for the development of weaker sections.	K4
II	Scheduled caste:		
2.1	Definition, problems of SC,	Describe the Process of legislation,	K2
2.2	Causes for low literacy among SC, Impact of education on SC,	Recall civil society in enactment of legislation	K1
2.3	Entrepreneurial challenges for SC.	Discover Entrepreneurial challenges for SC.	K4
2.4	Scheduled Tribe: Definition, problems of ST, Causes for low literacy among ST,	Understand Scheduled Tribe: Definition, problems of ST, Causes for low literacy among ST,	K2
2.5	Position of Women among ST, Tribal Economy, Tribal culture.	Classify the Position of Women among ST, Tribal Economy, Tribal culture.	K2
III	Bonded labour:		
3.1	Bonded labour:-Definition, meaning, features,	Recognize the Bonded labour:- Definition, meaning, features,	K3
3.2	Bonded labour: causes, measures taken by the government to abolish it.	Relate the Bonded labour: causes, measures taken by the government to abolish it	K2
3.3	Differently abled: types, welfare	Recognize the importance of Law	K3
3.4	Differently abled:- rehabilitative measures taken by the	Understand the Concept of	K2

	government.	Social Change	
IV	Agricultural Labourers-		
4.1	Agricultural Labourers- Problems,	Apply knowledge of The Dowry Prohibition Act-1961, Juvenile justice Act-2000,	K3
4.2	Senior Citizens- Challenges,	Apply knowledge on Citizens-Challenges,	K3
4.3	Sexual Minorities –Meaning, Types and Rights of sexual minorities	Identify the Sexual Minorities –Meaning, Types and Rights of sexual minorities	K3
V	Status of women and empowerment:		
5.1	Status of women and empowerment: Problems of Women in modern India,	Recognize the Concept Status of women and empowerment: Problems of Women in modern India	K3
5.2	Development and welfare of women	Recall Development and welfare of women	K1
5.3	Constitutional provisions to safeguard the interest of women,	Understand Constitutional provisions to safeguard the interest of women,	K2
5.4	Role of NGO"s in the empowerment of women. Role of Social Workers in the welfare of weaker sections.	Analyze the Role of NGO"s in the empowerment of women. Role of Social Workers in the welfare of weaker sections.	K4

MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW5:2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	L	L	L	L	L	L	L	H	L	M	L
CO2	H	L	H	L	M	L	L	L	L	H	L	M	L
CO3	L	L	H	L	H	L	L	L	M	L	L	H	L
CO4	M	M	H	M	L	L	M	M	M	M	L	M	L
CO5	H	L	L	L	L	M	L	L	M	M	L	L	L
CO6	L	L	L	M	H	L	L	M	L	M	L	L	L

L -Low   M-Moderate   H- High

6. COURSE ASSESSMENT METHODS
    DIRECT:
    - Continuous Assessment Test: T1, T2 (Theory): Closed Book
    - Assignment, Seminar: Open Book.
    - Group Discussion & Presentation, Quiz (written).3
    - Pre-Semester & End Semester Theory Examination

    INDIRECT:
Course end survey (Feedback)

Semester   : III   **Course Code: U23SW305**
   Credits   : 4   **Hours per week: 5**

Course Objectives:

1. To understand the concept of working with individuals and groups as a direct method
of social work practice.
2. To comprehend the values and principles of working with individuals and groups.
3. To enhance the understanding in using tools and techniques in working with
individuals and groups.
4. To create an understanding of the process of working with individuals and groups.
5. To acquire the skills of social case worker and social group worker.
6. To understand the role of social case worker and social group worker in facilitating
the direct methods of social work for professional development.
7. To identify the settings and areas for the practice of working with individuals and
groups.

Course Outcomes

At the end of the course, the students will be able to

S.No	Course Outcome	Level	Unit Covered
01	To know the concept, principles and objectives of working with individuals and groups.	K1,K2	I
02	To understand the process of Working with Individuals and Groups.	K3	II
03	To apply the suitable theories and models to resolve the problems of Individuals and Groups.	K3	II
04	To develop the ability to critically analyze problems of individuals and skills for working with individuals and groups in various practice settings.	K4	III
05	To examine competencies and skills for working with different individuals and groups in various settings.	K4	IV
06	To assess the students to work with dynamics in the group and to collaborate the process of group experience and professional progress	K4	V

UNIT – I
Working with Individuals
Social Case Work – Definition – Purpose of Social Case Work – Principles of Social Case
Work – Social Case Work Values. Historical Development of Social Case Work.
Components of Working with Individuals – Person, Problem, Place and Process.
Case Worker and Client Relationship – Characteristics of Professional Relationship –
Empathy – Transference and Counter Transference – Resistance.
UNIT – II
Process, Tools and Approaches of Working with Individuals
Process of Working with Individuals – Social Study, Social Diagnosis, Social Treatment,

Follow Up and Termination. Tools of Working with Individuals – Observation – Listening – Interview – Collateral Contacts – Home Visits. Recording – Uses – Types – Principles – Structure and Content. Basic Skills of Case Worker.

UNIT – III

Introduction to Groups & Group Dynamics

Groups – Definition – Characteristics – Types of Groups – Importance of Groups.

Sub Groups – Meaning – Types and Roles. Concepts in Group – Group Morale –Group Bond – Acceptance - Isolation – Rejection –Conflict – Group Control – Group Norms – Group Culture – Group Cohesiveness – Group Communication & Interaction – Decision-making – Problem-solving – Sociometry and Sociogram – Group Leadership – Types – Roles and Leadership Skills.

UNIT – IV

Working with Groups

Social Group Work – Definition – Objectives - Principles –Stages of Group Development – Forming – Storming - Norming – Performing – Adjourning.

Group Work Models – Social Model – Remedial Model – Mediating Model – Reciprocal

Model – Social Goal Model – Consensus Model, Process of Working with Groups – Intake – Study – Objectives – Goal Setting – Intervention – Evaluation – Termination. Concept and Importance of Programme in Social Group Work - Programme Planning. Group communication methods: Lectures, forum, brain storming, guided discussion, Case Study, Role Play, Demonstration, Social Media. Basic Skills of Social Group Worker

UNIT – V

Practice Settings of Working with Individuals & Groups

School/Education Setting – Family & Child Welfare Setting – Correctional Setting – Industrial Setting – Community Setting – Clinical Setting - Adolescents – Youth - Women – Persons with Special Needs – Substance Use – De-addiction – Terminally Ill – Elderly Persons – Treatment Services. Role of Social Worker in Individuals and group

Self - Study

Case Work Report and Group Work Report

Reference: https://socialworklicensure.org/resources/writing-guide/

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomi c Levels of Transaction
I	**Working with Individuals**		
1.1	Social Case Work – Definition – Purpose of Social Case Work – Principles of Social Case Work – Social Case Work Values.	Explain the purpose, principles and values of social case work	K2
1.2	Historical Development of Social Case Work.	To provide the overview knowledge of historical development of social case work	K2
1.3	Components of Working with Individuals – Person, Problem, Place and Process.	To understand the components involved in working with individuals	K2

1.4	Case Worker and Client Relationship	To know the significance of professional relationship between the case worker and the client	K3
1.5	Characteristics of Professional Relationship –Empathy – Transference and Counter Transference – Resistance.	To know the features of professional relationship while working with individuals	K3
II	**Process, Tools and Approaches of Working with Individuals**		
2.1	Process of Working with Individuals – Social Study, Social Diagnosis, Social Treatment, Follow Up and Termination.	To comprehend the process of working with individuals.	K3
2.2	Tools of Working with Individuals – Observation – Listening – Interview – Collateral Contacts – Home Visits.	To know the tools and its application in working with individuals	K3
2.3	Recording – Uses – Types – Principles – Structure and Content.	To know the principles and types of recording in working with individuals	K3
2.4	Basic Skills of Case Worker. Role of Social Case Worker.	Describing the basic skills required and the roles of social case worker	K4
III	**Introduction to Groups & Group Dynamics**		
3.1	Groups – Definition – Characteristics – Types of Groups – Importance of Groups. Sub Groups – Meaning – Types and Roles.	To understand the concept of groups and subgroups and its types	K2
3.2	Concepts in Group – Group Morale – Group Bond – Acceptance - Isolation – Rejection – Conflict – Group Control – Group Norms – Group Culture – Group Cohesiveness — Decision-making – Problem-solving	To learn the related concepts in Working with Groups	K2
3.3	Group Communication Interaction - Sociometry and Sociogram	To describe the communication and interaction among the groups by applying tools	K3
3.4	Group Leadership – Types – Roles and Leadership Skills	To understand the leadership styles and leadership skills in Working with Groups	K4
IV	**Working with Groups**		
4.1	Social Group Work – Definition – Objectives - Principles	Explain the objectives and principles in Working with Groups	K2
4.2	Stages of Group Development – Forming – Storming - Norming –	To understand the stages of group Development	K2

	Performing – Adjourning.		
4.3	Group Work Models – Social Model – Remedial Model – Mediating Model – Reciprocal Model – Social Goal Model – Consensus Model	To know the models of Working with Groups	K3
4.4	Process of Working with Groups – Intake – Study – Objectives – Goal Setting – Intervention – Evaluation – Termination	To understand the process of Working with Groups	K3
4.5	Concept and Importance of Programme in Social Group Work - Programme Planning.	To know the significance of Programme and its planning in Working with Groups	K3
4.7	Group communication methods: Lectures, forum, brain storming, guided discussion, Case Study, Role Play, Demonstration, Social Media	To understand the methods of group communication	K3
4.8	Basic Skills of Social Group Worker	To learn the basic skills required for social group worker	K4
V	**Practice Settings of Working with Individuals & Groups**		
5.1	School/Education Setting – Adolescents – Youth - Family & Child Welfare Setting	To understand the practice of Working with Individuals and Groups among Children, Adolescents and Youth	K2
5.2	Clinical Setting - Substance Use – De-addiction – Terminally Ill - Treatment Services	To understand the practice of Working with Individuals and Groups in Clinical Setting	K2
5.3	Women – Persons with Special Needs — Elderly Persons	To understand the practice of Working with Individuals and Groups with Special Needs People and Women	K3
5.4	Correctional Setting – Industrial Setting – Community Setting	To understand the practice of Working with Individuals and Groups in Industry, Community and Correctional Setting	K4

Text Book:
T1: Social Work Philosophy and Methods Hardcover – 1 January 1994
by P D Misra (Author)
T2: Beistek, F.P. 1957 The Casework Relationship. Chicago: Loyola University Press.(Unit-IV)
T3: Trecker, H.B. 1972 Social Group Work: Principles and Practices. New York: Association Press.(Unit-IV)
T4: Ross, M.G. 1967 Community Organization. Theory, Principle and Practice, New York: Harper & Row (Unit V)
References* :

R1: Hamilton, G. 1956 Theory and Practice of Social Casework. New York : Columbia University Press. (Unit-V)

R2:Mathew, G. 1992 An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences.(Unit-II)

R3:Pearlman, H.H. 1957 Social Casework: A Problem Solving Process. Chicago: The University of Chicago Press.(Unit-II)

R4:Skidmore, R.A. & Thakhary, M.G.1982 Introduction to Social Work. New Jersey : Prentice Hall. (Unit-I)

R5:Werner, H.D. 1965 A Rational Approach to Social Case Work. New York : Association Press.(Unit-III)

R6:Young husband, E. 1966 New Development in Case Work. London: George Allen and Unwin.(Unit-III)

R7: Brown, Allan 1994 Group Work. Hamphshire: Ashgate. (Unit-I)

R8: Konopka, G. 1963 Social Group Work: A Helping Process. Englewood Cliffs: Prentice.(Unit-II)

R9: Toseland, R.W. & Rivas, R. 1984 An Introduction to Group Work Practice. New York : MacMillian. (Unit-III)

R10: Siddiqui, H.Y. 1997 Community Organization in India. New Delhi: Harnam (Unit I)

R11:Vettivel, Surendra 1992 Community Participation: Empowering the Poorest: Role of NGOs, New Delhi: Vetri Publishers (Unit IV)

Mapping Scheme for the PO's, PSO's and CO's
L-Low, M-Moderate, H-High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	M	H	H	M	H	H	H	L	M	M	M
CO2	L	H	H	H	H	H	H	H	H	M	M	M	M
CO3	M	H	H	H	H	H	H	H	H	M	M	M	M
CO4	M	H	H	H	H	H	H	H	H	L	H	H	H
CO5	M	H	H	H	H	H	H	H	H	L	H	H	H
CO6	M	H	H	H	H	H	H	H	H	H	H	H	H

7. **COURSE ASSESSMENT METHODS**
   DIRECT:
   i.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
   ii.   Assignment, Seminar: Open Book.
   iii.   Group Discussion & Presentation, Quiz (written).
   iv.   Pre-Semester & End Semester Theory Examination
   INDIRECT:
   2. Course end survey (Feedback)

Discipline Specific Electives III : CHILD RIGHTS AND WELFARE PROGRAMMES

Semester : III	Course Code: U23SW3:A
Credits : 3	Hours per week : 4

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

Discipline Specific Electives III : Conflict and Peace Building

Semester : III   **Course Code : U23SW3:B**
Credits   : 3   **Hours per week : 4**

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

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

UNIT 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.

UNIT Introduction to Conflict – 2

II   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.

V   Leaders and Organisations involved in Peace building

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/

Semester   : III   **Course Code** :   **U23SW3S4**
Credit   : 1   **Total Hours :   1 Hours**

Course Objectives:
1. To understand the concepts, characteristics and types of social entrepreneur and social entrepreneurship
2. To explain and appreciate the nature of social entrepreneurship.
3. To provide students with a working knowledge of the concepts, opportunities and challenges of social entrepreneurship.
4. To provide the knowledge on the process and models of social entrepreneurship and the skills required by a social entrepreneur.
5. To demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs.

Course Outcomes:
1. To help students to develop "a Social entrepreneurial imagination and to bring out the practice of Social Entrepreneurship in India.
2. To help the students personally and professionally for meaningful employment by reflecting on the issues of social entrepreneurship.
3. To learn the primary tasks and decisions that are required to turn an idea into a sound opportunity.
4. To highlight the challenges faced in implementing a plan for a new business opportunity.
5. To talk about the impact of social entrepreneurship.
6. To show ethical issues surrounding entrepreneurial decisions and obligations of entrepreneur

UNIT-I
Entrepreneur and Entrepreneurship Meaning, definition: Entrepreneur, Entrepreneurship.
Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur, Life style entrepreneur. Entrepreneurial characteristics: Inspiration, creativity, direct action, courage and fortitude, innovate, introduces new technologies, catalyst, creative, generating opportunity for profit or reward. Entrepreneurship development in India. Scope of entrepreneur development. Concepts of Value Creation.

UNIT-II
Meaning, definition: Social entrepreneur, Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable. Differences between Business and Social entrepreneur, Entrepreneurship and Social Entrepreneur ship. Social Entrepreneurship in developing countries and in India.

UNIT-III
The Social Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) frame work. Qualities and Skills of Social Entrepreneur - Entrepreneurial, innovative, transformatory leadership, storytelling, people, visionary opportunities, alliance building, questions and doubts, accountability, missing skills, succession, scale.

UNIT-IV
Social Entrepreneurship in Practice Bangladesh Rural Advancement Committee (BRAC), Boundaries of Social Entrepreneurship – Social service provision, Social activism. Emerging Green Enterprises in Tamil Nadu.

UNIT-V
Ethical Entrepreneurship and Challenges in Social Entrepreneurship Meaning. Entrepreneur and customer, Entrepreneur and employee, Entrepreneur and Government. Challenges in Social Entrepreneurship

References:

1. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011

2. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009

3. Jill Kickul and Thomas S.Lyons, Routledge, Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world, New York, 2012

4. Vasanth Desai, Entrepreneurial development, Himalaya Publishing House, 2008, web resources

5. Bornstein, David, how to change the world: social entrepreneurs and the power of new ideas New York, Ny: oxford university press, 2004

6. Dees, j. Gregory, "the meaning of social entrepreneurship" center for the advancement, 2007. of social entrepreneurship duke universityhttp://www.caseatduke.org/documents/dees_sedef.pdf

7.Martin, roger and Osberg, sally, "social entrepreneurship: the case for definition", Stanford social innovation review. 2008

SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomi c Levels of Transaction
I	**Entrepreneur and Entrepreneurship**		
1.1	Meaning, definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs –Social entrepreneur, Serial entrepreneur, Life style entrepreneur.	To understand the concept of Entrepreneur, Entrepreneurship and its types	K1
1.2	Entrepreneurial characteristics: Inspiration, creativity, direct action, courage and fortitude, innovate, introduces new technologies, catalyst, creative, generating opportunity for profit or reward.	To know the characteristics of Entrepreneur and Entrepreneurship	K2
1.3	Entrepreneurship development in India. Scope of entrepreneur development.	To know the historical development of entrepreneurship and its scope in India	K2
1.4	Concepts of Value Creation.	To understand the concept of value creation	K2
II	**Social Entrepreneur and Social Entrepreneurship**		
2.1	Meaning, definition: Social entrepreneur, Characteristics of Social Entrepreneur- social catalysts, socially aware, opportunity seeking, innovative, resourceful, accountable.	To learn the concept of social entrepreneur and its characteristics	K2
2.2	Differences between Business and Social entrepreneur, Entrepreneurship and Social Entrepreneur ship.	To differentiate between business and social entrepreneur and business and social entrepreneurship	K2

2.3	Social Entrepreneurship in developing countries and in India.	To know the social entrepreneurship in developing countries and in India	K2
III	**The Social Entrepreneurship Process**		
3.1	The Social Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) frame work.	To comprehend the process and framework of social entrepreneurship	K3
3.2	Qualities and Skills of Social Entrepreneur - Entrepreneurial, innovative, transformatory leadership, storytelling, people, visionary opportunities, alliance building, questions and doubts, accountability, missing skills, succession, scale.	To know the qualities and skills required for a social entrepreneur	K3
IV	**Social Entrepreneurship in Practice**		
4.1	Bangladesh Rural Advancement Committee (BRAC)	Social Entrepreneurship Practice in Bangladesh	K3
4.2	Boundaries of Social Entrepreneurship – Social service provision, Social activism.	To understand the boundaries in Social Entrepreneurship	K2
4.3	Emerging Green Enterprises in Tamil Nadu.	To learn the emerging green enterprises in Tamil Nadu	K2
V	**Ethical Entrepreneurship and Challenges in Social Entrepreneurship**		
5.1	Ethical entrepreneurship: Meaning. Empirical ethics, eternal ethics.	To know the concept of ethical entrepreneurship and ethics in social entrepreneurship	K2
5.2	Entrepreneur and customer, Entrepreneur and employee, Entrepreneur and Government.	To know the association and relationship between an entrepreneur and customers, employees and government	K3
5.3	Challenges in Social Entrepreneurship	To know the challenges faced in social entrepreneurship	K4

Semester	: III	Course Code : U23SW3S5
Credit	: 2	Total Hours : 2

1. COURSE OBJECTIVES:

- To Understand the meaning and importance of communication in day-to-day life.
- To Develop an understanding of the key elements involved in the counseling process.
- To acquire an insight on the Different Skills of Counseling.
- To focus on the role of other professionals in the field and the role of the social worker as a member of the inter-disciplinary team.
- To provide exposure on developing attitudes that will enhance the intervention process.
- To facilitate students to acquire the required aspects needed to work with different settings.

2. COURSE OUTCOME:

At the end of the course, the students will be able to

S. No.	Course Outcome	Level	Unit Covered
CO1.	Recall knowledge base on concept, process, types and qualities on counselling.	K1	I
CO2	Describe the Principles and Ethics in counselling process.	K2	II
CO3	Analyze the stages and process of counselling Techniques	K3	III
CO4	Examine the capability to use the techniques and tools of counselling	K4	III
CO5	Relate various skills and qualities required for effective counselling.	K4	IV
CO6	Determine the nature of counselling practices in different practice settings.	K5	V

3. COURSE CONTENT:

Unit I: Concepts of Counselling: Counselling- Counselling: Counselling: Definition and concept of counselling, Scope of counselling in India & Abroad. Counsellor – counselee relationship, Barriers to communications, Types of counselling. **(2 Hours)**

Unit II : Principles and ethics in counseling: American Counselling Association (ACA) Code of Ethics. Trustworthiness, Autonomy, Beneficence, Non-malfeasance, Justice, Self-respect. Goals of counselling. **(2 Hours)**

Unit III : Stages and process of counselling: Identification of the need for counselling Preparation and client motivation, Diagnosis or Responding, Personalizing, Decision Making, Evaluation, Follow up and Termination. **(2 Hours)**

Unit IV: Techniques and tools of counselling: Communication for effective counselling Acquainting Skills, Observing Skills, Attending Skills, Listening skills, Questioning, Responding skills, Interpreting and Feedback, Confrontation, Personalizing, Reframing, Skills in evaluating, Summarization. **(2 Hours)**

Unit V: Practice of Counseling in Different Settings: Family counseling, Individual Counselling, Mental Health centers, Child Guidance Clinics, Correctional Institutions, De-addiction & Rehabilitation centers, Guidance & Counselling **(2 Hours)**

TOPICS FOR SELF STUDY (NOT FOR EVALUATION)

Counselling & Global Perspective: Counselling Practice in different Countries; Counselling around the globe.

https://cdn.ymaws.com/www.csinet.org/resource/resmgr/Research,_Essay,_Papers,_Articles /Counseling_Around_the_World-.pdf

TEXT BOOKS:

T1: Gibson, Robert L. & Mitchell, Marianne H. Introduction to Counselling & Guidance (6th Ed.) Pr entice Hall of India Pvt. Ltd. N. Delhi.(2005)

T2: Les Parrott III - Counseling & Psychology (2nd Ed.). Thomson Brooks/Cole. US, UK (2003)

Patterson C.H. - Theories of Counselling &Psychotherapy.. Harper & Row Pub. N.York (1986)

REFERENCE BOOK:

R1: Capuzzi, David & Douglas, R. Gross(2003) Counselling & Psychotherapy: Theories & Interventions.. Merrill Prentice Hall, Ohio, US

R2: Dave Mearns & Brian Thorne (1988) Person Centred Counselling in Action.. Sage Publication. New Delhi

R3: Gerard Egan. - The Skilled Helper: Model, Skills & Methods for Effective Helping (2ndEd.).

R4: Gregory & Smelter. Psychiatry: Essentials of Clinical Practice. Ch. 4. Brooks/ Cole Publishing Co. California

R5: Humphrey, Geraldine M.& Zimpfer, David G.(2008) Counselling for Grief & Bereavement 2nd Ed. Sage Pub. New Delhi

R6: Melkote, Srinivas R(1991) Communication for Development in the Third World – Theory and Practice, Sage Publications, New Delhi.

R7: Mohan, Krishna and Banerji, Meera: Developing Communication Skills, Macmillan India Ltd., Delhi,1990.

R8: Robert D: Mass Communication and Human Interaction, Houghton Mifflin Company, Boston, 1977.

4. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
I	**Fundamentals of Counselling**		
1.1	Counselling: Definition and concept of counselling, Scope of Counselling in India & Abroad	Recognize the definition and concept of counselling	K1
1.2	Counsellor – counselee relationship,	Depict the Importance of counsellor – counselee relationship	K2
1.3	Qualities of an effective counsellor for practical counselling. Types of Counselling	Apply the knowledge base on skills, types of counselling.	K3
II	**Principles and Ethics of Counselling:**		
2.1	Principles of Counselling.	List the Principles of Counselling	K1
2.2	Ethics in Counselling: ACA code of Ethics. Goals of Counselling.	Apply the professional ethics of counselling in the practice Setting	K3
III	**Stages and Process of Counselling:**		
3.1	Stages and process of counselling: Preparation and client motivation, Diagnosis or Responding.	Analyze the various stages and process of counselling	K4

3.2	process of counselling:	Analyze the process of counseling: Personalizing, Decision Making, Evaluation, Follow up and Termination.	K4
IV	**Techniques and Skills of Counselling:**		
4.1	Techniques and tools of counselling:	Synthesize the Techniques and tools of counselling: Acquainting Skills, Observing Skills, Attending Skills, Listening skills	K5
4.2	Qualities and skills required for counsellor:	Integrate the skills of Questioning, Responding skills, Interpreting and Feedback, Confrontation, Personalizing, Reframing, Skills in evaluating, Summarization	K5
V	**Practice of Counselling in Different Settings:**		
5.1	Practice of Counseling in Different Settings:	Analyze the Counseling in family Individual, mental health centers, child guidance clinics.	K4
5.2	Practice of Counseling in Different Settings:	Assess the counselling practices in correctional institutions, de-addiction & rehabilitation centers, Guidance & Counselling.	K5

5. MAPPING SCHEME FOR THE PO, PSOS AND COS
L-Low   M-Moderate   H- High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	M	L	H	M	H	H	H	H	H	L
CO2	H	L	L	H	L	H	L	M	H	H	H	M	M
CO3	M	H	H	H	L	H	M	M	H	M	H	H	L
CO4	M	L	M	M	M	H	H	M	M	M	M	L	H
CO5	H	H	M	M	L	H	L	H	M	L	M	M	M
CO6	L	H	H	H	L	H	M	H	M	L	H	H	H

DIRECT:
1. Continous Assesment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)

Course Coordinator: Dr. V. Jansi William

Core VII : WORKING WITH COMMUNITIES AND SOCIAL ACTION

Semester : IV	Course Code : U23SW407
Credits : 4	Hours per week : 5 Hours

Course Objectives:
1. To define the concepts of Community Organization and Social Action as a method of Social Work in Social Work Practice.
2. To understand the principles, process and models of Community Organization and Social Action.
3. To acquire skills in Community Organization and Social Action.
4. To identify and understand the fields for the practice of Community Organization and Social Action.
5. To apply the knowledge of various approaches, skills and techniques of working with communities in different settings.
6. To learn the role of social worker in Community Organization and Social Action.

Course Outcomes:
1. To become aware of the concept and features of the Community Organization and Social Action as a direct method in social work practice.
2. To comprehend the concepts, skills, process and strategies involved in community organization practice.
3. To examine competencies and skills necessary for working with different communities in various practice settings.
4. To practice community organization in the community.

UNIT – I
Community Organization
Concept of Community – Community as a system – Characteristics and Types of Community. Community Organization – Definition – Objectives – History – Philosophy – Principles – Scope of Community Organization in India – Community Organization as a method of Social Work. Community Organization and Community Development.

UNIT – II
Models, Process and Approaches in Community Organization
Models of Community Organization – Locality Development Model – Social Planning Model – Social Action Model. Rothman's Model of Community Development. Process of Community Organization – Study Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.
Approaches in Community Organization – Neighborhood Organizing – The Social Work Approach – Political Activist Approach – Community Development Approach – Gandhian Approach.

Unit – III

Methods and Skills of Community Organization

Skills of Community Organization Practitioner – Communication – Conflict Resolution – Resource Mobilization – Networking – Consultation – Public Relation – Negotiation – Problem Analysis – Report Writing and Documentation – Training.

Methods in Community Organization – Awareness Creation – Education – Communication – Participation – Leadership – Community Action and Participatory Rural Appraisal in Community Organization.

Unit – IV

Social Action

Social Action – Definition – Objectives - Principles – Process – Scope of Social Action in India. Models of Social Action – Paulo Freire's Conscientization Model – Saul Alinsky Model – Gandhian Model. Skills in Social Action – Liasoning – Facilitating – Participatory Skills – Advocacy – Legislative Promotion.

Unit – V

Strategies of Social Action and Social Action Movements in India

Strategies of Social Action – Collaboration – Bargaining – Negotiation – Advocacy – Disruption – Confrontation – Mild Coercion – Non-cooperation.

Social Action Movements in India – Environmental Movements – Dalit Movements – Self-Respect Movements.

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

SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomi c Levels of Transaction

I	**Community Organization**		
1.1	Concept of Community – Community as a system – Characteristics and Types of Community.	Explain the concept of community, characteristics and types	K2
1.2	Community Organization – Definition – Objectives – History – Philosophy – Principles – Scope of Community Organization in India	To describe the concept, objectives, principles and scope of community organization	K2
1.3	Community Organization as a method of Social Work.	To explain the community organization as a method of social work	K2
1.4	Community Organization and Community Development.	To understand the difference between community organization and community development	K3
II	**Models, Process and Approaches in Community Organization**		
2.1	Models of Community Organization – Locality Development Model – Social Planning Model – Social Action Model - Rothman's Model of Community Development.	To learn the models of community organization	K2
2.2	Process of Community Organization – Study Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.	To understand the process involved in community organization	K3
2.3	Approaches in Community Organization – Neighborhood Organizing – The Social Work Approach – Political Activist Approach – Community Development Approach – Gandhian Approach.	To know the approaches practiced in community organization	K3
III	**Methods and Skills of Community Organization**		
3.1	Skills of Community Organization Practitioner – Communication – Conflict Resolution – Resource Mobilization – Networking – Consultation – Public Relation – Negotiation – Problem Analysis – Report Writing and Documentation – Training.	To acquire the skills required for a community organization practitioner	K4
3.2	Methods in Community Organization – Awareness Creation – Education – Communication – Participation – Leadership – Community Action	To understand the methods involved in organizing a community	K3
3.3	Participatory Rural Appraisal in Community Organization	To describe the significance of implementation of PRA in Community Organization	K3
IV	**Social Action**		

	Social Action – Definition –	Explain the objectives,	K2
4.1	Objectives - Principles – Process – Scope of Social Action in India.	principles, process and scope in Social Action	
4.2	Models of Social Action – Paulo Freire's Conscientization Model – Saul Alinsky Model – Gandhian Model.	To understand the models of Social Action	K3
4.3	Skills in Social Action – Liasoning – Facilitating – Participatory Skills – Advocacy – Legislative Promotion.	To learn the skills in social action	K4
V	**Strategies of Social Action and Social Action Movements in India**		
5.1	Strategies of Social Action – Collaboration – Bargaining – Negotiation – Advocacy – Disruption – Confrontation – Mild Coercion – Non-cooperation.	To understand the strategies involved in Social Action	K2
5.2	Social Action Movements in India – Environmental Movements – Dalit Movements – Self-Respect Movements.	To know the movements of social action	K3

Discipline Specific Elective IV: Disaster Management and Social Work Intervention

Semester　　: IV　　　　　　　　　　　　　　Course Code: U23SW4:A
Credits　　　: 3　　　　　　　　　　　　　　Hours per week: 4 Hours

Course Objectives:
1. To understand the concept of disaster, its types and the concept of disaster management.
2. To comprehend the disaster management cycle and phases of disaster management.
3. To acquire skills in mitigation and preparedness for disaster.
4. To know the role of social worker for intervention at various levels.

Course Outcomes:
1. To understand the concept, types, causes, effects of disasters.
2. To know the mitigation measures for disaster management.
3. To know the role of social worker in disaster management.

UNIT – I
Introduction to Disasters and Disaster Management
Disaster – Definition and Types of Disaster – Natural and Man-made.
Natural Disasters - Climate Disaster, Geological Disorder, Cyclone, Landslide, Floods, Earthquakes, Tsunami, Heat Wave. Man-made Disasters – Chemical Disaster, Biological Disaster, Industrial Disaster, Nuclear Disaster. Disaster Management – Concept - Definition – Objectives - Importance and Scope of Disaster Management.

UNIT – II
Disaster Management Phases
Disaster Management Cycle – Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation.
Disaster Management Phases – Pre-Disaster, Disaster Phase and Post-Disaster.

UNIT – III
Disaster Mitigation
Guiding Principles of Mitigation – Mitigation measures – Risk Management – Vulnerability Analysis – Community Based Disaster Preparedness Programme.
Emergency Preparedness – Resource Utilization – Public Awareness – Education – First Aid Training.

UNIT – IV
Disaster Management – Policies and Interventions
Agencies involved in Disaster Management – National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), National Disaster Response Force, National Institute of Disaster Management (NIDM). Role of NGOs, INGOs and Media in Disaster Situations.

UNIT – V
Social Work Interventions in Disaster Management
Role of Social Worker in Disaster Management – Assessment, Training, Networking, Coordination, Public Awareness or Awareness Creation, Resource Mobilization,
Psycho-social Aspects of Disasters – Post Traumatic Stress Disorder (PTSD) -Psycho-social Care - Disaster Counselling - Crisis Intervention.

Unit VI: Topics for Self-Study (Not for Evaluation):
Disaster Risk Management
https://drmonline.net/drmlibrary/pdfs/systemsapproach.pdf
https://www.adb.org/sites/default/files/publication/27890/disaster-management-handbook.pdf
NIDM Online Courses Portal http://nidm.gov.in/online.asp
B. TEXT BOOKS

Murthy D.B.N. (2004), Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi
DISASTER MANAGEMENT by Nitesh Kumar (Unit. III & IV)
Singh K.K., Singh AK (2010) Natural and Man Made Disasters: Vulnerability, Preparedness and Mitigation
MAN-MADE DISASTERS Paperback – Import, 7 April 1997 by Barry A. Turner (Author), Nick Pidgeon (Author), Diane Vaughn (unit V)

C. REFERENCES

R.1 R.B Singh (Ed): Disaster Management, Rawat Publications, New
Delhi

R.2 H.K Gupta(Ed) :Disaster Management, Universities Press, India:

R.3 R.B Singh : Space Technology for Disaster Mitigation in India (INCED), University of Tokyo

R.4 Dr. Satender : Disaster Management in Hills, Concept Publishing Co., New Delhi

R.5 M.C Gupta : Manual on Natural Disaster Management in India,

R.6 National Centre for Disaster Management, IIPA, New Delhi.

R.7 R.K Bhandani : An Overview on Natural and Manmade Disaster & their 44 Reduction, CSIR, New Delhi.

R.8 Kates B.I & White G.F: The Environment as Hazards, Oxfords, New York, Savinder Singh: Environmental Geography, Prayag Pustak Bhavan

R.9 R.B Singh (Ed): Environmental Geography, Heritage Publishers, New Delhi

R.10 Anderson M and Woodrow P. 1998. Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uK

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Conceptual Framework of Disaster Management**		
1.1	Disaster: Meaning & Concept, Related terms and models	Recall all aspects related to Disaster	K1
1.2	Vulnerability, Risk and Hazard of Disaster.	Outline the terms related to disaster	K2
II	**Effects of Disaster :**		
2.1	Classification and Effects of Disaster:	Classify and Describe the effects of Disasters.	K2
2.2	Natural disaster vs Man Made disaster	Distinguish between natural and man-made disasters	K4
2.3	Meteorological, Storm, cyclone.	Understand the types of Meteorological disasters	K4
2.4	Topological: Avalanche.	Describe the earth as a planet	K2
2.5	Manmade disasters-Industrial, Nuclear, Biological, Wars	Understand the different types of man-made disasters	K2
2.6	Effects of Disaster: Physical, social, economic, psychological, spatial.	Analyse the effects of disasters	K4
III	**Disaster Management and Phases**		
3.1	Pre-disaster: Prevention, Preparation, education & awareness, preparedness.	Describes pro-active process of anticipating and mitigating disaster risk	K3

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
3.2	Impact Phase- Search & Rescue	Recognize the education can indirectly influence disaster vulnerability by having a positive impact	K1
3.3	Actual disaster: Contingency	Describing an anticipatory emergency plan to be followed in an expected or eventual disaster	K1
3.4	Short-term and long term plans	Measures which deal with the disaster situation immediately at hand and sustainability over time	K1
3.5	Search, relief, rescue, recovery and restoration	Describes People need food, water, shelter, and medicines	K1
3.6	Post disaster: Rehabilitation and commemorations	Recognize the savings and credit schemes are helping people regain their livelihoods and to cope with disruptive events.	K1
IV	**Institutional Frame work**		
4.1	Institutional Framework for Disaster management- National Disaster Management Act 2005,	Understand the legislation for disaster management in India	K2
4.2	National Institute of Disaster Management, National Disaster Management Authority (NDMA),	Understand the institutional machinery for disaster management in India	K2
V	**Role of Social Worker.**		
5.1	Role of social work professionals at different levels	Recognize the Concept by facilitating community development, restoring livelihoods, providing psychosocial support.	K3
5.2	Resources mobilization	Recognize the Concept by include spreading flyers, holding community meetings, and recruiting volunteers. Material: includes financial and physical capital, like office space, money, equipment, and supplies.	K2
5.3	working with other professionals	Recognize the Concept by including the police, local authority departments, schools and the probation service.	K6
5.4	Working with government and voluntary organizational. Voluntary agencies working on disaster management.	Recognize the Concept by joins with Government to support vulnerable groups such as people with disabilities, children and elderly people	K5

Mapping Scheme for the PO, PSOs and COs
L-Low   M-Moderate   H- High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	M	H	M	M	H	H	H	H	H	H	H
CO2	H	L	H	M	M	M	M	H	H	H	H	H	H
CO3	H	H	H	H	L	L	M	M	M	M	L	H	H
CO4	L	H	H	H	M	M	M	M	M	M	L	L	L
CO5	M	M	M	H	L	L	L	M	H	M	H	H	H
CO6	M	M	H	M	M	M	M	H	H	H	H	H	H

COURSE ASSESSMENT METHODS
   DIRECT:
   v.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
   vi.   Assignment, Seminar: Open Book.
   vii.   Group Discussion & Presentation, Quiz (written).
   viii.   Pre-Semester & End Semester Theory Examination
   ix.   Role Play
   INDIRECT:
   3. Course end survey (Feedback)

Discipline Specific Elective IV:
Social Work Practice with Person with Special Needs

Semester : IV		Course Code: U23SW4:B
Credits : 3		Hours per week: 4 Hours

Course Objectives :
The objective of the course is to enable the students:
1. Develop an understanding of the basic concept of disability.
2. Understand the historical perspectives of special education.
3. Develop understanding of different categories of disabilities.
4. Develop understanding of rehabilitation perspectives, laws and legal implications for people with disabilities.
5. Develop an understanding of Rights based participatory approach

Course Outcomes :
At the end of the course, the students will be able to

S. No	Course Outcomes	Level	Unit Covered
CO1	Interpret the various forms of disability, prevention and Social attitude towards special need people.	K3	I
CO2	Explore the problems faced by the person with special need	K4	II
CO3	Analyse the Government schemes and programmes for PWSN	K4	III
CO4	Explore the process to apply for Legal provisions.	K4	III
CO5	Envision the application of various models and CBR matrix among PWSN	K6	IV
CO6	Review models of rehabilitation, functions of multidisciplinary rehabilitation.	K6	V

Course Contents
Unit I : Introduction - Definition: Definition of disability, PWD in Rehabilitation context, Social Construction of Disability. Attitudes, Stigma, Discrimination. Disabling and Enabling Environment. Impairment, Disability and Handicap, Injuries and Loss of Organs caused due to accidents.

Unit II : Different Approaches to Disability - Medical, legal, socio-political, human right, psychological, social model and other emerging models. Types of Disability - Visual Impairment, Hearing Impairment, Deaf blind, Locomotor Disability, Cerebral Palsy, Multiple Sclerosis, Intellectual disability/mental retardation. Learning disability, Mental illness including psychosocial disability, Autism. Disability due to burns and accidents.

Unit III : Disability Management - Assistive Technology-Prosthesis and Wheel chairs. Inclusive Education, Vocational training, Information, Communication and Technology as a tool for Empowerment and Social Security for Persons with Disability. Social Model of Disability.

Unit IV : Problems and issues faced by the Persons with Disability. Rehabilitation Perspectives: Education for independent living, Job opportunities: urban, rural, organized sector, quota, Housing & residential facilities, Gender issues and disabilities and Human resource development.

Unit V : Policy and Legal Provisions : National Policy on Education – 1986 , Laws in disability sector: PDA, RCI Act, NTA RCI's D.Ed.Spl.Ed.(ASD) Revised Curriculum 2008, Legal provisions: Disability Certificate, Concession, Disability Identify Cards, Tax Concessions, Job Reservations and Guardianship & Social Security.

Text Books:

T1: R.S Pandey, Lal Advani: Perspectives in Disability and Rehabilitation, Vikas Publishing
House Pvt Ltd, 576, Masjid Road, Jangpura, NewDelhi110014, 1995. (Unit I,II)

T2 : Dr. Bushan Punani, Mrs Nandhini Rawal: Community Based Rehabilitation Manual,
National Association for the Blind, 11, Khan Abdul Gaffar Khan Road, Worli Seaface,
Mumbai 400 025, 1987. (Unit III, IV)

T3: David Werner: Nothing About Us Without Us, Health Wrights, P.O Box 1344, Palo Alto,
CA 94302, USA,1998 (Unit V)

T4: Captain H.J.M Desai: Human Rights of the Differently abled, The National Association
for the Blind, 11, Khan Abdul Gaffar Khan Road, Worli Seaface, Mumbai 400 025,
1990 (Unit IV, V)

Reference Books:

R1 : Promotion of Non-Handicapping Environments for Differently abled Person: Guidelines, United Nation, New York, 1995.

R2 : Community Based Rehabilitation, Directorate of Rehabilitation of the Diusabled, Government of Tamilnadu, Chennai & Spastics Society of Tamilnadu, Chennai,1993

R3 : Manual on Bridge Course in the Field of Visual Impairment- for Special Teachers/Rehabilitation Workers, Rehabilitation Council of India, Bharat Scouts and Guide Building ,16 Mahatma Gandhi Marg, New Delhi – 100 002

R4: Manual on Mental Retardation and Associated Disabilities, Rehabilitation Council of India, Bharat Scouts and Guide Building ,16 Mahatma Gandhi Marg, New Delhi – 100 002

R5: Manual on Hearing Impairment and Associated Disabilities, Rehabilitation Council of India, Bharat Scouts and Guide Building ,16 Mahatma Gandhi Marg, New Delhi – 100 002.

R6: Manual on Locomotor Impairment and Associated Disabilities, Rehabilitation Council of India, Bharat Scouts and Guide Building ,16 Mahatma Gandhi Marg, New Delhi – 100 002

R7: Children With Disabilities in Regular Schools- A Case Study Approach,District Primary Education Program Bureau[DPEP], New Delhi & UNICEF

R8: A Guide for the Care of Pre – School Visually Handicapped Children,National Institute for the Visually Handicapped, 116, Rajpur Road, Dehra Dun- 248 001

R9: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

R10: Tamilnadu Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Rules 2002.

SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic levels of Transaction

1.1	Definition of disability, PWD in Rehabilitation context	Explain the Concept, Definition, and Extent of Disabilities	K2
1.2	Social Construction of Disability	Explain the Social Construction of Disability	K4
1.3	Disabling and Enabling Environment	Analysis the Disabling and Enabling Environment measures	K4
1.4	Impairment, Disability and Handicap	Differentiate Impairment /Disability / Handicap	K2
2.1	Different Approaches to Disability	Different Approaches to Disability	K2
2.2	Social model and other emerging models	Interpret the types of Model	K3
2.3	Types of Disability	Describe the Types of Disability	K4
3.1	Disability Management	Apply Disability Management	K3
3.2	Inclusive Education	Explain the Rights of a Differently abled Person & Barrier-free environment	K4
3.3	Vocational Training	Examine the Vocational Training Programme	K4
4.1	Problems and issues faced by the Persons with Disability	Recognize the Differently abled Person as an Individual and within the family and the Society	K2
4.2	Education for independent living	Analyse the Education for independent living for disable person	K4
4.3	Job opportunities	Examine Sheltered Workshop, Placement Services	K4
4.4	Human resource development	Analyse Orientation & Mobility, Activities of Daily Living and Counseling	K4
5.1	National Policy on Education	Analyze the role of National Policy on Education	K4
5.2	Laws in disability sector	Explore the functions Laws in disability sector	K4
5.3	Job Reservations and Guardianship & Social Security	Analyze the Job Reservations and Guardianship & Social Security	K4

SPECIFIC LEARNING OUTCOMES (SLOs)
MAPPING (CO, PO, PSO)

COs/	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	L	M	M	L	M	H	L	H	H	L	H
CO2	L	L	H	H	L	H	H	L	H	L	L	H	H
CO3	H	M	L	M	L	L	L	H	L	H	L	H	H
CO4	M	M	H	H	M	H	H	M	H	H	H	H	H
CO5	H	M	M	L	M	M	H	H	M	M	M	M	M
CO6	M	M	H	H	M	H	H	L	M	M	M	M	M

H- High;   L- Low;   M-Medium

COURSE ASSESSMENT METHODS
DIRECT:
1. Continous Assesment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)

Semester: IV   **Code: U23SW4S6**
Credits : 2   **Hours : 2 Hours/week**

NO OF DAYS ON CAMP: 5 Days
OBJECTIVES: ¬
- To expose the students to rural life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

ASSESSMENT:
- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

Regulations:
1. Selection of place (Rural Area - with in 50Km radius)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp

SEC VII : Green Social Work

Semester : IV   **Code: U23SW4S7**
Credits   : 2   **Hours : 2 Hours**

1. Course Outcomes (only five outcomes – unit wise)

CO No.	Course Outcomes	K - Level	Unit
CO1	To comprehend the key concepts of S-L and differentiate the community service and Service-Learning	K2	1
CO2	To become aware of the role of a responsible citizen	K2	2
CO3	To implement the profession of Green Social Work	K3	3
CO4	To effectively adhere to the limitations and restrictions to utilization of environment	K3	4
CO5	Analyze the Social Movement in India	K4	5

2 a Syllabus

Unit 1
Service-Learning – Definition, difference between community service and service-learning, Principles; Whole Person Education. Identifying Community Needs, Community Partners, Reflection, Reciprocity. Public Dissemination; Understanding of community dynamics. Project Planning Stages and report preparation **Classroom Activity:**   i. Group discussion about Civic/Social responsibility (Display of Video/Documentary film (Through this activity Students should recognize civic responsibility of the society)   ii. Conduct a role play/games/drawing to provide problem solving skill and ignites critical thinking.   iii. Group activity to frame questionnaire for identify community needs   iv. Reflection on identify the need of the community (Students go to the community for identify the community needs and reflect their experience)
Unit 2

Green Social Work - Concept
Introduction of Green Social Work, Meaning and Features of green social work, Objectives, importance and nature of Green social work, Values and scope of Green Social Work.

Classroom Activity:
    i.   Group Discussion about Green Social Work
    ii.   Role play, games
    iii. Group activity to frame questionnaire for identify community needs

Unit 3

Green Social Work as a Profession, Green Social Work and Social Service, Green Social Work Social Welfare, Green Social and Environmental protection. Role of NGOs in Green Social Work, Role of Social Work in Green Social Work.

Classroom Activity:
    i.   Group Discussion about Green Social Work
    ii.   Role play,
    iii. Games

Unit 4: Concept of Rural Appraisal

Rural Appraisal : meaning and concepts: Tools of Assessment, Participatory Approaches, Participatory Rural Appraisal : Tools and Techniques in PRA: Diagrammatic Techniques

Field Activity
    i.   Pilot Visit
    ii.   Semi- Structured Interviews
    iii. Key Informant Interviews
    iv. Social Mapping
    v.   Resource Mapping

Unit 5: Field Based Learning

Methods of Field based Learning, Needs Identification, Analysis of Needs, Intervention and Follow Up

Field Activity
i.   Need Identification Process
ii.   Analysis of Needs
iii.   Organizing Programmes to address the Needs
iv.   Analysis of Outcome
v.   Follow Up Activities

b. Text Books
- Lena Dominelli - Green Social Work From Environmental Crises to Environmental Justice"
- Lena Dominelli (2018) The Routledge Handbook of Green Social Work
- Alka Verma (2015) Green Social Work Environmental Protection, Pentagon Press
- Anubha Kaushik (2018) Perspectives in Environmental Studies
- Bilal M Bhat (2021) Environment and Ecology
- Dominelli, L (2012) Green Social Work. Cambridge: Polity Press

c. Web Resources:
- https://swhelper.org/2016/10/13/green-social-work/
- https://www.youtube.com/watch?v=0AzzuQm-Uvs

- https://www.vifindia.org/article/2012/july/26/man-and-environment-in-india-past-traditions-and-present-challenges
- https://en.wikipedia.org/wiki/Human_impact_on_the_environment
- http://uprtou.ac.in/syllabus/28_09_2020_PGDGSW_2020_21.pdf

3. Specific Learning Outcomes

Unit & Section	Course Content	Learning Outcomes	Highest Level of Bloom Taxonomic Transaction
1	Service-Learning – Definition, difference between community service and service-learning	Understanding the difference between S-L and other community services	K2
	Principles – Whole Person Education.	Comprehend the Whole Person education	K2
	Identifying Community Needs, Community Partners	Linking discipline specific knowledge and community needs Collaboration with community partners	K2
	Reflection, Reciprocity	Reflection about field exposure and highlighting the benefits of the recipients and provider through service-learning	K2
	Public Dissemination; Understanding of community dynamics	Recognize and celebrate the contribution of students and community	K2
	Project Planning Stages and report preparation	Apply the S-L principles, analyze the community intervention, assess the community benefits present the reflection.	K2
2	Introduction of Green Social Work.	Understand the Green Social Work	K2
	Meaning and Features of green social work,	Classify the meaning and Features of Green Social Work	K2
	Objectives, importance and nature of Green social work,	Describe the objective, importance and nature of Green	K2

		Social Work.	
	Values and scope of Green Social Work.	Demonstrate of Values and scope of green social work	K2
3	Green Social Work as a Profession,	Describe Green Social Work as a Profession	K2
	Green Social Work and Social Service,	Explain Green social work and social service	K2
	Green Social Work and Social Welfare	Depict green social work and social welfare	K2
	Green Social work and Environmental protection.	Analyze the green social work and Environmental protection.	K2
	Role of NGOs in Green Social Work,	Recognize the Concept by joins with NGOs to support community people	K2
	Role of Social Work in Green Social Work.	Perceive the role of social workers in Green social work.	K2
4	Rural Appraisal : meaning and concepts:	Describe the rural appraisal meaning and concepts.	K2
	Tools of Assessment, Participatory Approaches,	Explain the tools of assessment and participatory approaches.	K2
	Participatory Rural Appraisal : Tools and Techniques in PRA: Diagrammatic Techniques	Recognize the concept of participatory rural appraisal, tools and techniques in PRA: Diagrammatic Techniques.	K2
5	Methods of Field based Learning,	Describe the methods of field-based learning	K2
	Needs Identification, Analysis of Needs,	Analyze the needs identification and analysis of needs	K2
	Intervention and Follow Up	Explain the intervention and follow up.	K2

EVALUATION
Continuous Internal Assessment (CIA)

S. No.	Classroom Activities	Marks

1.	Class participation and Discussion	**10**
2.	Problem Identification (Community Needs)	**10**
3.	Journal (Reflection)	**20**
4.	Attendance	**10**
	Total	**40**

S. No.	Community Activities	Marks
1	Field work report / Mini Project	40
2	Student presentation and Viva-voce	20
	Total	**60**
	Grand Total 40 + 60	**100**

CORE IX: INTRODUCTION TO SOCIAL WORK RESEARCH AND STATISTICS

Semester	**: V**	**Course Code**	**:**	**U23SW509**
Credits	**: 4**	**Hours per week**	**:**	**5 Hours**

Course Objectives:

1. To develop an understanding of the nature, purpose and importance of social work research
2. To develop competence to conceptualise a problem and conduct a research study
3. To acquire research skills in conducting research using appropriate sampling methods
4. To develop the ability to prepare appropriate tools for data collection and data processing
5. To understand and learn application of statistical techniques in social work research

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	**Understand the nature, purpose and importance of social work research**	K2	I
CO2:	**Develop competence to conceptualise a problem, analyse and assess social problems and needs at the micro-level**	K3	II
CO3:	**Acquire research skills thereby conducting research study**	K3	II
CO4:	**Developing ability to prepare appropriate tools to collect data, analyse and interpret them through appropriate presentation – tables and diagrams**	K5	IV
CO5:	**To demonstrate the knowledge of statistics in social work research**	K4	V

2A. COURSE CONTENT

UNIT I
Social Work Research

Meaning and Definition – Process of Social Research. Concept of Objectivity, 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
Research Design

Research Design – Meaning and Definition. Types of Research Designs - Exploratory, Descriptive and Experimental research designs. Quantitative and Qualitative Study Designs. Identifying and Formulating a Research Problem Relevant to Social Work.

UNIT III
Sampling Methods

Definition, concept and meaning of sampling, Sample Frame, Sample Size, Sampling Unit,

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

UNIT V
Statistics in Social Work Research
Statistics - Definition, Meaning, Need and Importance of Statistics in Social Work Research. Concept of Measurement, Validity and Reliability. Levels of Measurement: Nominal, Ordinal, Interval, Ratio. Measures of Central Tendency: Mean, Median, Mode and their uses. Frequency and Percentage Distribution – Preparation of One, Two and Three Way Tables. Diagrammatic Presentation of Data – One, Two and Three Dimensional Diagrams, Pie Charts, Pictograms and Cartograms.

Topics for Self-Study (Not for Evaluation)
Guide to Reading Social Science: How to work through long reading assignments
(https://ocw.mit.edu/courses/anthropology/21a-245j-power-interpersonal-organizational-and-global-dimensions-fall-2005/study-materials/guidereading.pdf)

B.   TEXT BOOKS:
T1: Aldershot, Hants, Survey methods in social investigation / by Sir Claus Moser and Graham Kalton. - 2nd ed. (with supplementary bibliography, 1979)., England ; Brookfield, Vt., U.S.A. : Gower, 1979 (Unit - III)

T2: Blacok, Hubert M : Social Statistics, McGraw-Hill 1979 (Unit - V)

T3: Clarie, selttiz & Marie Jahoda : Research methods in social Relations, Sellitz, 1967 (Unit - I)

T4: Dorn Busch and Schnid : Methods in social research Premier of Social Statistics, McGraw-Hill, 1952 (Unit - I)

T5: Gopal, M.H. - An Introduction to Research Procedure in Social Sciences, 1964 (Unit - I)

T6: Kothari C.R., Research Methodology: Methods and Techniques, New Age International, 2004 (Unit -II)

T7: Mac Cermicm Thomas. E and Francis M Ray G :Methods of Research **(Unit -II)**

T8: Millian, Warne M.C. : Statistical Methods for Social Workers **(Unit -V)**

T9: Moser C.A. and Katton G : Survey methods in social investigations **(Unit -III)**

T10: Parten, Mildred, Surveys, Polls, and Samples: Practical Procedures, New York: Harper. 1950 **(Unit -III)**

T11: Whitney Frederick : The elements of Research, 1950 **(Unit -I)**

C.   REFERENCE BOOK:
R1: Anderson J. Durston and H.S. Spoorum : Thesis and Assignment Writing, Wiley Eastern Ltd., New Delhi, 1992.

R2: Baber L.T. :   Doing Research, McGraw Hill, Singapore, 1988. R3: Gopal M.A. : An Introduction to research Procedure in Social science

R4: Gupta S.P. : Elementary Statistical Methods, Sultan Chand & Sons, New Delhi, 9th Ed., 1992

R5: Labertz, Sanford and Higeborn Robert: Introduction to Social Research

R6: Nachmias & Nachmias : Research methods in the Social Sciences, St. Martin's Press, New York,

2nd Ed., 1981.

R7: Young, Pauline : Scientific social surveys and research, Prentice-Hall, 1966

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Research as Scientific Method**		
1.1	Basics of Research: Meaning, definition, nature	Understanding Basics of Research	K1
1.2	Types of research- Basic and applied	Learning the types of research	K1
1.3	Application of research in social sciences	Understanding research in social sciences	K2
1.4	Social science research and social work research: Meaning, nature, significance and difference	Learning the significance and difference	K2
1.5	Ethics of social research	Understanding Ethics of social research	K1

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
II	**Research Process**		
2.1	Identifying and formulating the research problem	Defining research problem	K2
2.2	Literature review, Formulation of research Objective	Recalling Formulation of research Objective	K1
2.3	Hypotheses: definitions, Meaning and types	Understanding Hypotheses	K4
2.4	Variables: definitions, meaning, and types	Learning Variables and types	K2
III	**Research Design**		
3.1	Research Design - Meaning, Functions, Contents.	Recall the types of Research	K3
3.2	Types of Research Design	Analyse Research Design	K1
IV	**Sampling and Data Collection**		
4.1	Sampling: Meaning, Definition, Significance. Types of Sampling: probability and non-probability sampling.	Analyze Sampling Design	K3
4.2	Concept of universe and population	Define Population and Universe	K3
4.3	Data collection - Methods and tools of data collection	Understanding Data collection	K3
	Observation – as method and tool (Chart preparation),	Learning Observation – as method and tool	K3
	Science of statistics	Difference between Science of statistics	K2
	Meaning, concept, definition	Compare Science of statistics	K2
	Functions and limitations	List down the Functions and limitations	K2
V	Importance of Statistics in social work research		
5.2	Science of statistics	Difference between Science of statistics	K2
5.3	Meaning, concept, definition	Compare Science of statistics	K2

5.4	Functions and limitations	List down the Functions and limitations	K2
5.5	Importance of Statistics in social work research	Illustrate the Importance of Statistics in social work research	K4
5.6	Methods of Grouped and Ungrouped Data	Difference method of grouping the data	K2
5.7	Graphical presentation of data	Draw different Graph	K3
5.8	Difference between Mean and Standard deviation	Distinguish between Mean and Standard Deviation.	K4

8. MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW5:2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	H	L	L	M	M	H	M	M	M	H	H
CO2	H	L	L	L	L	L	L	L	L	M	L	H	L
CO3	M	L	H	H	L	M	M	H	M	M	H	H	H
CO4	M	M	H	H	H	H	H	H	M	M	H	H	H
CO5	H	L	L	M	M	M	L	L	L	H	L	H	L
CO6	L	M	H	H	H	H	M	H	M	H	H	H	H

L -Low   M-Moderate   H- High

9. COURSE ASSESSMENT METHODS
   DIRECT:
   x.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
   xi.   Assignment, Seminar: Open Book.
   xii.   Group Discussion & Presentation, Quiz (written).
   xiii.   Pre-Semester & End Semester Theory Examination
   INDIRECT:
   4. Course end survey (Feedback)

Core X : Introduction to Social Welfare Administration

Semester   : V   **Course Code : U23SW510**
Credits   : 4   **Hours per week : 5 Hours**

OBJECTIVE:
The objective of the course
1. To explore the functions and areas of social welfare administration from a social work perspective
2. To know the details of the social welfare programmes rendered through social agencies and its registration procedures
3. To Study the social policies for the vulnerable and weaker sections of the society.
4. To understand the functions of Ngo and CSWE
5. To learn the funding process and its benefits.

COURSE OUTCOME
After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Understand the functions and areas of social welfare administration from a social work Perspective	(K2)	I
CO2:	Analyses the social welfare programmes rendered through social agencies and its registration procedures	.(K4)	II
CO3:	Apply the social policies enacted for the vulnerable and weaker sections of the society.	(K3	II
CO4:	Synthesize the role CSWB in India.	(K5)	III
CO5:	Categorize various NGO activities	(K3)	IV
CO6:	Explain Social change	(K4)	V

COURSE CONTENT
Unit I: Social Welfare Administration: Concept & definition - Definition & meaning of social welfare, Philosophy of social welfare. Principles of Social Welfare Administration, Functions of Social Welfare Administration, Distinction between social work & social welfare.

Unit II : Agency administration: Concepts of administration, Elements of administration : The executive responsibility, function & role; 'POSDCORB' (planning, organizing, staffing, directing, coordinating, reporting, budgeting), Decision making processes, Role of Communication & Leadership in administration, Voluntary Social Welfare: Concept of NGO, Characteristics, Types, Funding, The importance and need for Registration, Registration procedure under different Acts, Role and functions of Committees and bodies.

Unit III: Social Welfare Boards: Central Social Welfare Board - Objectives & functions, Programmes and Schemes of CSWB. State Social Welfare Board- objectives, composition, functions and role. Grant-in-aid for social Welfare - Concepts of grant in aid, Eligibility and procedure involved to get funding assistance
from Internal and External organization.

Unit IV: General problems of voluntary organization, Fund raising: Meaning, methods & scope, Nature of programmes of NGO'S, General and specific problems of voluntary and NGO's, Remedial measures.

Unit V: Emerging Trends in Welfare Administration - Practice of Social Welfare Administration in different settings. Social Welfare Administration as an instrument of Social Change

Unit VI. Extra Reading (Not for Examination)
www.Department of Social Welfare, Government of NCT of Delhi, India

Text Books:

T1 : Chowdhry, Paul 1992: Social Welfare Administration, Atma Ram & Sons, New Delhi

T2 : Jacob K.K.: Social Policy in India(Unit II)

T3: Chowdhry, Paul: Voluntary Social Welfare in India, Streling Pub., New Delhi 1979 (UNIT III & IV)

Reference Book:

R1 : Dubey S.N.: Administration of Social Welfare programmes in India, Somaiya pub., Bombay

R2: Social Welfare Administration in India. by D.R. Sachdeva

R3: Introduction to Social Administration R.B.S. Verma

SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
1	Concept, Philosophy, Meaning and definition of Social Welfare Administration	Examine the Social Welfare Administration.	K4
1.1	functions and areas of social work	Explain the Development of Social Welfare Administration.	K2
1.2	Philosophy of social welfare. Principles of Social Welfare Administration,	Examine the personnel, supervision, office administration	K4
1.3	Distinction between social work & social welfare.	Analyze the record maintenance, co-ordination	K4
1.4	Decision making processes, Role of Communication & Leadership in administration,	Examine the public relation, monitoring and evaluation, research, annual report.	K4
1.5	Social Welfare Administration at national, state and local levels	Critique the Social Welfare Administration at National and State Level.	K4
2	Agency administration	Outline the Administration Social Welfare in India;	K2
2.1	Social Work Administration; 'POSDCORB' (planning, organizing, staffing, directing, coordinating, reporting, budgeting),	Classify the types and models of Administration and its Roles;	K3
2.2	Decision making processes, Role of Communication, Leadership in administration	National Development, Role Models, Social service in difference settings and apply the various methods of social work practices	K3
2.3	Voluntary Social Welfare: Concept of NGO, NGO, Characteristics and Types, Funding and fund raising, the importance and need for Registration of NGO	Discus the Methods, To know about stockholders and other funding agencies Authorization from Government side of services	K2
2.4	Registration procedure under different Acts, Role and functions of Committees and bodies	Regulation and working pattern to reach the communities.	K2
3	Central Social Welfare Board -	Applying varies professional	K2

	Objectives & functions, Programmes and Schemes of CSWB	methods and technics	
3.1	State Social Welfare Board- objectives, composition, functions and role.	Different levels of professional state social body	K3
3.2	Grant-in-aid for social Welfare - Concepts of grant in aid,	Foreign contribution National, State Funding Agencies	K2
3.3	Eligibility and procedure involved to get funding	To run the projects and programmes	K4
3.4	Internal and External organization	Design the Planning machineries at the state & National levels to reach the communities.	K6
4	General problems of voluntary organization	Explains the social & political interference accordingly	K2
4.1	Fund raising: Meaning, methods &scope, Nature of programmes of NGO'S	It' a Skill and also to build rapport with stockholders and communities.	K3
4.2	General and specific problems of voluntary and NGO's, Remedial measures.	It depends on the need of the People and the communities.	K6
5	Emerging Trends in Welfare Administration	Categorize the different scientific methods of Administration.	K4
5.1	Practice of Social Welfare Administration in different settings	To reach all the un reached people of the state and Nation.	K4
5.2	Social welfare Administration as an instrument of Social Change	Results in the pattern of life style of the people and adoption.	K2

MAPPING SCHEME FOR THE PO, PSOS AND COS

L-Low   **M-Moderate**   **H- High**

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	M	H	M	H	H	H	H	H	M	H	M
CO2	H	M	M	L	L	M	H	H	H	M	H	H	H
CO3	H	M	H	M	H	H	M	H	H	H	H	H	H
CO4	H	M	M	L	L	H	H	H	H	M	H	H	M
CO5	M	H	H	L	M	H	M	H	H	L	H	M	H
CO6	H	H	M	H	L	H	H	M	H	H	M	H	M

COURSE ASSESSMENT METHODS

DIRECT:

1.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
2.   Assignment, Seminar: Open Book.
3.   Group Discussion & Presentation, Quiz (written).
4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Coordinator : Dr. R. Ravi

CORE XI: INTRODUCTION TO COMMUNITY DEVELOPMENT

Semester : V	Course Code : U23SW511
Credits : 4	Hours per week : 5 Hours

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Employ knowledge on Rural Community, it characteristics and rural development	K2	I
CO2:	Integrate the historical development and related concepts in Rural Development	K3	II
CO3:	Consolidate the role of PRIs and cooperatives in RCD	K3	II
CO4:	Examine the Government Programmes in RCD	K4	III
CO5:	Validate the Voluntary Efforts in RCD	K5	IV
CO6:	Critique the contributions made by Government, role of Social Workers and NPOs	K4	V

2A. COURSE CONTENT

Objectives
- Understanding Philosophy of Community Development
- Understanding Rural and Tribal Community Development
- Understanding Community Development initiatives in India

Unit I : Community Development :Meaning, definition, Philosophy of community development, Distinction between community development and community organization, Community Development programmes in India, Objectives of Community development programme, Basic characteristics of community development programmes

Unit II : Historical Perspective of Community Development : Concept of community development, Historical perspective of community development, Rural and urban community development programmes, Panchayati raj and 73rd and 74th constitutional amendment, Cooperatives and rural development.

Unit III : Community Development Programmes: community welfare council and community welfare chest. Identifying community problems, analysis of problems of marginalized groups, launching of community awareness programme, education and extension programmes in community development. Contemporary Community development Programmes of government and Non- governmental Organisational: MGNREG, TSP, UPAP, SGSRY, etc,.: Role of Social workers in effective implementation.

Unit IV : Rural Community Development :Rural Community-meaning & characteristics, Rural Development Administration. Structure and Functions of Community Development Blocks, Role of NGOs in Rural Development in India

Unit V: Urban Community Development- Concepts& Strategies. Urban development programmes.

EXTRA READING
Disaster Preparedness and Resilience for Rural Communities:
https://www.ruralhealthinfo.org/topics/emergency-preparedness-and-response

B.TEXT BOOKS:

T1- Singh Katar, Rural Development: Principles, Policies, and Management, SAGE Publications, New Delhi, 2009 (Unit I, II)

T2- Dynamics of New Panchayat Raj System in India, Concept Publishing Company, New Delhi – 2002 (Unit III & IV)

T3- Madan GR, Cooperative Movements in India, A Mittal Publication, New Delhi, 2009 (Unit V)

C. REFERENCES*:

JAinendra Kumar Jha (Editor-in-Chief): Social Work and Community Development, Institute for Sustainable Development, Lucknow, and Anmol Publications Pvt. Ltd. New Delhi, 2002.

Kramer, Ralph M. and Specht, Harry (Eds): Readings in Community Organization Practice, Prentice Hall, London, 1975.

Marulasiddaiah, H.M: Community: Area and Regional Development in India, Bangalore University, Bangalore, 1987.

Mukherji, B: Community Development in India, Orient Longman, New Delhi, 1961.

Dynamics of Sustainable Rural Development: Raghava Reddy and P Subramanyan

Rural Development in India-Emerging Issues & Trends: NLalitha New Panchayath Raj System- Local Self-Government in Community Development : VSudhaker

Panchayath Raj in India Theory & Practice : SL Goel & Shalini Rajneesh

The Rura lUrban Continuum:S E Bhatia

Urban Community Development : Jacob Z Thudipara

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Community Development**		
1.1	Community Development: Meaning, definition, Philosophy of community development,	Interpret rural community, Meaning, characteristics.	K1
1.2	Distinction between community development and community organization	Interpret rural community, Meaning, characteristics.	K1
1.3	Community Development programmes in India.	Understanding Community Development programmes	K2
1.4	Objectives of Community development programme, Basic characteristics of community development programmes	Basic characteristics of community development programmes	K1
1.5	Project formulation: Project Description; Project Monitoring and Project Evaluation.	Learning Project formulation	K2
II	**Historical Perspective of Community Development**		
2.1	Concept of community development	Interpret rural community, Meaning, characteristics.	K2
2.2	Historical perspective of community development	Learn Historical perspective of community development	K1
2.3	Rural and urban community development programmes	Understand Rural and urban community development programmes	K4

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
2.4	Panchayati raj and 73rd and 74th constitutional amendment, Cooperatives and rural development.	Learn Panchayati raj and 73rd and 74th constitutional amendment	K2
III	**Community Development Programmes**		
3.1	Community Development Programmes: community welfare council and community welfare chest.	Differentiate community welfare council and community welfare chest.	K3
3.2	Identifying community problems, analysis of problems of marginalized groups, launching of community awareness programme, education and extension programmes in community development.	Identify community problems	K1
3.3	Contemporary Community development Programmes of government and Non-governmental Organisational: MGNREG, TSP, UPAP, SGSRY, etc,.:	Learn Contemporary Community development Programmes of government and Non- governmental Organisational	K1
3.4	Role of Social workers in effective implementation	Analyse Role of Social workers in effective implementation	K1
IV	**Rural Community Development**		
4.1	Rural Community-meaning & characteristics	Understand Rural Community-meaning & characteristics	K3
4.2	Rural Development Administration. Structure and Functions of Community Development Blocks	Learn Rural Development Administration.	K3
4.3	Role of NGOs in Rural Development in India	Analyse Role of NGOs in Rural Development in India	K3
	73rd Constitutional Amendment Panchayath Raj, Structure and Functions. Decentralised planning.	Recalling Panchayath Raj, Structure and Functions.	K3
V	**Urban Community Development**		
5.1	Urban Community Development-Concepts& Strategies	Learning Concepts& Strategies	K3
5.2	Urban development programmes.	Understanding Urban development programmes.	K2

10. MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW5:2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	H	L	L	M	M	H	M	M	M	H	H
CO2	H	L	L	L	L	L	L	L	L	M	L	H	L
CO3	M	L	H	H	L	M	M	H	M	M	H	H	H

CO4	M	M	H	H	H	H	H	H	M	M	H	H	H
CO5	H	L	L	M	M	M	L	L	L	H	L	H	L
CO6	L	M	H	H	H	H	M	H	M	H	H	H	H

L -Low   M-Moderate   H- High

11. COURSE ASSESSMENT METHODS

DIRECT:

- Continuous Assessment Test: T1, T2 (Theory): Closed Book
- Assignment, Seminar: Open Book.
- Group Discussion & Presentation, Quiz (written).
- Pre-Semester & End Semester Theory Examination

INDIRECT:

Course end survey (Feedback)

Discipline Specific Elective V :   Social Exclusion and Inclusive Development
Semester   : V   Course Code : U23SW5:A
Credits   : 3   Hours : 4 Hours

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

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
SCO4	S	S	S	S	S
CO5	S	S	M	S	S

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

Discipline Specific Elective V: Family and Child Welfare

Semester : V		Course Code : U23SW5:B
Credits : 3		Hours per week : 4 Hours

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.

UNIT V   (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	H	H	H	H	M
CO2	H	H	H	M	H
CO3	H	M	H	H	H
CO4	H	H	H	H	H
CO5	H	H	M	H	H
CO6	H	H	H	H	H

H – High   **M – Medium**   **L - Low**

Discipline Specific Elective VI: Labour Management

Semester : V	Course Code: U23SW5:C
Credits : 3	Hours per week : 4
Hours	

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.

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 (2ndEds). 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 (3rded.). 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**

Discipline Specific Elective VI: Social Work with Women and Elderly

Semester :	V	Course Code: U23SW5:D
Credits :	3	Hours per week : 4
Hours		

COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Analyze the status of women in India by examining their bio-psycho-social problems.	K4	I
CO2:	Perceive the role of social workers in improving the Quality of Life of Women	K5	I
CO3:	Examine the behavioural and social problems of children based on the theoretical knowledge about their characteristics, development and rights	K4	II
CO4:	Perceive the role of social workers in improving the Quality of Life of Children	K5	III
CO5:	Propose strategies to promote physical and mental health of the Elderly by relating with the concepts of geriatrics and gerontology.	K6	IV
CO6:	Perceive the role of social workers in improving the Quality of Life of the Aged.	K5	V

COURSE CONTENT

Unit I : Women :Status of women in Independent India, evidence of gender discrimination – key indicators, sex ratio, infant mortality rates, age at marriage, literacy rate – enrollment, and dropout rates in schools, education of women at different levels.

Unit II: Socio-emotional Problems faced by Women, Current legal position regarding marriage, dowry, divorce, problem of violence against women outside home and inside home, restitution of conjugal rights. Health issues: Anemia and Malnutrition, Post-Partum blues; Role of Social Workers in improving the Quality of Life of Women.

Unit III : Aged : Definition of 'the aged', Legal, social, cultural and medical. Concept of Geriatric and Gerontology. Perception of the role of the aged in India, and in a changing socioeconomic structure. Physical and Mental Health : Physical and Mental Health: Strategies for restoration of physical and mental health. Role of family in promotion of physical and mental health.

Unit IV : Economic and Psychological Changes:

Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.

Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression.

Unit V : Social Security Measures for the Aged: Pension, Provident Fund, Social Security and other Statutory Provisions and gaps in the same. Role of Social Worker in Improving the quality of life of the Aged.

Topics for Self-Study (Not for Evaluation):

- **Violence against women in India**
  https://www.researchgate.net/publication/343278780_VIOLENCE_AGAINST_WOMEN'S_IN_INDIA
- **Elder Abuse in India**
  https://www.who.int/ageing/projects/elder_abuse/alc_ea_ind.pdf

B. TEXT BOOKS

T1: Ahuja, Ram (1993), *Indian Social System,* Rawat Publications Jaipur and New Delhi.

T2: Elizabeth Hurlock. B., Child Growth and Development, McGraw Hill, 1956.

T3: Howard M Fillit, Kenneth Rockwood, Kenneth Woodhouse, Brocklehurst's Textbook of Geriatrics and Gerontology, Saunders Elsevier, Philadelphia, 2010.

C. REFERENCES

R1: Alphone, Clemens. H. (1994), *Marriage and Family,* Prentice Hall Inc. Englewood, N.J.

R2: Bhasin, Kamla, Edited (1972), *The Position of women in India.*

R3: Green, Amold W. (1964), *Sociology, An analysis of life in modern society,* McGraw-Hill

R4: Book Company, New York. Grugni, Antony (1997), *Exercises in Education to Love*, Tej-Prasarin, Mumbai.

R5: Mascarenhas, Marie Mignon. (1994), *Family Life Education/Value Education,* Sevadasan Training Institute, Bangalore.

R6: Drescher . John M. -Six things children Need. Mumbai St Paul Publications 1994

R7: Ginott Haim, G,- Between Parent and child, New York: Avon Books 1956

R8: Guptha Sangettha- The joy of Parents. New Delhi: Unicorn Books Pvt Ltd 2003

R9: LakshmammaaT.- Professional Training in Social Work. New Delhi: Discovery Publishing House Pvt Ltd 2010

R10: Santrock, John W. – Child Development. New Delhi, Tata McGraw Hill Publishing Co Ltd 2007

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Women:**		
1.1	Women: Status of women in Independent India	Analyse the status of women in India	K4
1.2	Evidence of gender discrimination – key indicators, sex ratio, infant mortality rates, age at marriage, literacy rate – enrollment, and dropout rates in schools, education of women at different levels	Identify the vital statistics that demonstrates the prevalence of gender discrimination in the society.	K3
1.3	Socio-emotional Problems faced by Women	Examine the Socio-emotional Problems faced by Women	K4
1.4	Current legal position regarding marriage, dowry, divorce, problem of violence against women outside home and inside home, restitution of conjugal rights	Infer the legal position of women with regard to various social problems prevailing against women.	K2
1.5	Health issues: Anemia and Malnutrition, Post-Partum blues	Explain the health and nutritional problems of women	K2
1.6	Role of Social Workers in improving the Quality of Life of Women	Perceive the role of social workers in improving the Quality of Life of Women	K5
2.1	Socio-emotional Problems faced by Women, Current legal position regarding marriage, dowry, divorce, problem of violence against women outside home and inside home, restitution of conjugal rights.	Analyze the Socio-emotional problems faced by women and current legal position.	K3
2.2	Health issues: Anemia and Malnutrition,	Explain Health issues in women	K3

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
	Post-Partum blues;		
2.3	Role of Social Workers in improving the Quality of Life of Women.	Analyze the role of Social Worker in improving the Quality of Life of Women	K4
III	**Aged:**		
3.1	Aged: Definition of 'the aged', Legal, social, cultural and medical.	Relate the concept of the aged from legal, social, cultural and medical perspective.	K2
3.2	Concept of Geriatric and Gerontology.	Infer the concept of Geriatrics and Gerontology	K2
3.3	Perception of the role of the aged in India, and in a changing socioeconomic structure.	Perceiving the role of the aged in India.	K5
3.4	Physical and Mental Health: Strategies for restoration of physical and mental health.	Propose strategies to promote physical and mental health of the Elderly	K6
3.5	Role of family in promotion of physical and mental health.	Explain the Role of family in promotion of physical and mental health.	K2
IV	**Economic and Psychological Changes:**		
4.1	Economic Changes: Retirement, Reduction of income and impact on the Individual and his/her family.	Analyze the impact on the Individual and his/her family.	K4
4.2	Psychological Changes: Self perception of the individual. Fear of dependency, loneliness, Fear of illness, Dying and Death, Old age, Forgetfulness, Depression	Analyze the Psychological problems of old age people.	K4
V	**Social Security Measures for the Aged:**		
5.1	Social Security Measures for the Aged: Pension, Provident Fund, Social Security and other Statutory Provisions and gaps in the same.	Interpret the social security measures available for the Aged and analyse the gaps in it.	K2
5.2	Role of Social Worker in Improving the quality of life of the Aged.	Perceive the role of social workers in improving the Quality of Life of the Aged.	K5

MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW506	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	H	M	M	M	H	M	H	H	H	H	H
CO2	M	H	H	M	M	H	M	H	H	H	H	H	H
CO3	H	H	H	M	M	M	H	M	H	H	H	H	H
CO4	M	H	H	M	M	H	M	H	H	H	H	H	H

CO5	H	H	H	H	M	H	M	M	H	M	H	H	H
CO6	M	H	H	M	M	H	M	H	H	H	H	H	H

L -Low   M-Moderate   H- High

5. **COURSE ASSESSMENT METHODS**
   DIRECT:
   a.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
   b.   Assignment, Seminar: Open Book.
   c.   Group Discussion & Presentation, Quiz (written).
   d.   Pre-Semester & End Semester Theory Examination
   INDIRECT:
   Course end survey (Feedback)

Core XIII : Introduction to Medical and Psychiatric Social Work

Semester	: VI	**Course Code**	: U23SW612
Credits	: 4	**Hours**	: 6 Hours

COURSE OUTCOMES:

At the end of this course, the students will be able to

CO1	Assume the concept, dimensions and Indicators of health.	K2	I
CO2	Infer the fundamental concepts of Health, Hygiene and Medical social work	K2	II
CO3	Apply the knowledge base on the psychosocial, and Economic implications of illness in assessing and intervening patients and their family.	K3	II
CO4	Examine the understanding of the causes, types and symptoms of the varied mental disorders.	K4	III
CO5	Acquire the skills of a Multidisciplinary team worker related to mental health care	K4	IV
CO6	Initiate treatment of mentally ill, Preparing the family and community for the return and follow-up of the mentally ill.	K5	V

3.COURSE CONTENTS

Unit I : Concept of health and Hygiene : Physical, social, mental and spiritual dimensions of health, Determinants of health, Indicators of health. Public health, Community health, Positive health, Concept of Prevention: Levels of prevention.

Unit II : Medical Social Work: Meaning, Definition and Scope, Historical background and nature: Medical Social Work in India and Abroad, Team work and Multidisciplinary approach in health care; Organization and administration of medical social work departments in hospitals. Patient as a person.

Unit III : Concept of mental health and mental illness: Mental health as a part of general health - Misconceptions about mental illnesses. General approaches to the mentally ill. Signs, symptoms, aetiology, diagnosis, prognosis and management.

Unit IV : Introduction to Psychiatric Social Work: Meaning and Scope, Historical background of psychiatric social work in India and abroad, Reasons for its development as a specialty.

Unit V : Medical & Psychiatric Social Work: Concept of Patient as a Person. Social & Emotional factors involved in disease. Reaction to terminal illness. Impact of illness on the patient and family. Role of medical and psychiatric social workers - Practice of Social Work: Importance of home visit and collateral contacts, Role of family in the treatment of mentally ill, Preparing the family and community for the return of the affected individual, follow-up.

TOPICS FOR SELF LEARNING (NOT FOR EVALUATION)

1.Medical Social Work in India
https://www.researchgate.net/publication/342698972_Medical_Social_Work_in_India_Addressing_Emotional_and_Social_Components_of_Illness

2.Multicultural Therapy, Mindfulness-Based Cognitive Therapy
https://www.psychologytoday.com/us/therapy-types/multicultural-therapy
https://www.psychologytoday.com/us/therapy-types/mindfulness-based-cognitive-therapy

a. Text Books

T1: Park J.R. & Park. : Text book of preventive and social medicine, Jabalpur, M/s Banarshidas, 2011.

T2: Verma, Ratna, Psychiatric Social Work in India, Sage Pub., New Delhi, 1991

References*:

R1 Pathak S.H. : Medical social work, Delhi School of Social Work, Delhi.

R2 Hamilton, Kenneth W. : Counselling the handicapped, Ronald press, New York.

R3 Pattison, Harry A. : Handicapped and their rehabilitation, Charles C. Thomas, New York.

R4 Bajpai, P. K. (Ed.) 1998 : Social Work Perspectives on Health, Jaipur, Rawat Publications.

R5 Brody, Elaine M. and Contributors.(1974) :A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health,

R6 Education and Welfare, Public Health Service, Mary land: National Institute of Mental Health.
R7 Butrym, Zofiaand Horder, John. (1983) : Health, Doctors and Social Workers, London: Routledge and KeganPaul.

4.LEARNING OUTCOMES TABLE:

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
1.1	Concept of health and Hygiene : Physical, social, mental and spiritual dimensions of health, Determinants of health,	Explain the Physical, social, mental and spiritual dimensions, indicators of health	K2
			K2
		Analyse the relevance of health care for community.	K4
1.2	Indicators of health. Public health, Community health, Positive health,	Analyse the concepts preventive medicine, community health, social medicine, community medicine	K4
	Concept of Prevention: Levels of prevention.	Explain the various levels of of health care	K5
2.1	Medical Social Work: Meaning, Definition and Scope, Historical background and nature: Medical Social Work in India and Abroad, Team work and Multidisciplinary approach in health care; Organization and	Identify the Historical background and nature: Medical Social Work in India and Abroad,	K3
		Identify the Team work and Multidisciplinary approach in health care; Organization and administration of medical social work departments in hospitals	K3
		Analyse Patient as a person	K3
2.3	Administration of medical social work departments in hospitals. Patient as a person and Role of Social Worker: Understanding the patient as a person;	Infer the Administration of medical social work departments in hospitals	K5
		Analyse the roles of a social worker in a hospital.	K4
2.4	Illness behaviour and treatment, Behaviour of the patient - Impact of illness on the patient and family.	List out the typical characteristics of a patient admitted in a hospital	K5
		Analyse the risks and factors influencing ill health in family	K4
3.1	Concept of mental health and mental illness:	Plan strategies to improve the mental health.	K5
3.2	Mental health as a part of general health	Devise strategies to motivate people to learn as Mental health as a part of general health.	K5
3.3	Misconceptions about mental illnesses.	List out the Misconceptions about mental illnesses	K3

3.4	General approaches to the mentally ill.	Analyse the General approaches to the mentally ill.	K4
3.5	Signs, symptoms, aetiology, diagnosis, prognosis and management of the following.	Infer the Signs, symptoms, aetiology, diagnosis, prognosis and management of Mental Illness	K5
4.1	Introduction to Psychiatric Social Work	Identify the importance of Psychiatric Social Work	K3
4.2	Meaning and Scope, Historical background of psychiatric social work in India and abroad, Reasons for its development as a specialty. Application of social work methods and other related techniques used in the field.	Comment the Historical background of psychiatric social work in India and abroad	K2
		Discusses the Application of social work methods and other related techniques in treating patients	K3
4.3	Multi-disciplinary approach and team work in mental health care, Problems of hospitalization: Impact of mental illness on the patient, family and community.	Determine the factors influencing a healthy working of Multi-disciplinary approach and team work in mental health care,	K5
5.1	Medical & Psychiatric Social Work	Identify the scope of Medical & Psychiatric Social Work practice	K3
	Concept of Patient as a Person. Social & Emotional factors involved in disease..	Analyse the Emotional factors involved in disease	K4
5.2	Reaction to terminal illness. Role of medical social worker, role of psychiatric social worker - Practice of Social Work:	Illustrate the patients reaction to terminal illness and the roles of medical social worker.	K2
5.3	Importance of home visit and visit to the place of work, Role of family in the treatment of mentally ill, Preparing the family and community for the return of the affected individual, follow-up	Explain the importance of home visit and visit to the place of work, Role of family in the treatment of mentally ill	K3

5. MAPPING SCHEME FOR THE PO, PSOS AND COS
   L-Low-1   M-Moderate -2   H- High-3

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4

CO1	H	H	M	M	L	M	L	H	H	H	M	H	H
CO2	H	L	M	H	H	L	M	H	M	H	H	H	H
CO3	M	L	H	H	H	H	H	M	H	M	L	H	H
CO4	M	M	H	H	M	L	H	H	H	L	M	H	H
CO5	L	M	H	H	H	M	H	M	L	L	H	H	H
CO6	L	H	H	H	H	H	H	L	H	M	M	H	H

COURSE ASSESSMENT METHODS
DIRECT:
1. Continuous Assessment Test: T1, T2 (Theory): Closed Book
2. Assignment, Seminar: Open Book.
3. Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)

Core XIV : Introduction to Human Resource Management

Semester :	VI	**Course Code : U23SW613**	
Credits :	4	**Hours per week : 6**	

Objectives:
1) To acquire knowledge in Human Resource Management.
2) To be familiar with the various functions of Human Resource Management.
3) To examine the methods of Training & Development.
4) To analyse the factors influencing Industrial Relations
5) To analyse the problems of labour in the organised and unorganised sector
6) To apply social work methods in industrial setting

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Explain the concept of Management and HRM.	K2	I
CO2:	Highlight the importance of various functions of HRM	K1	II
CO3:	Identify the factors influencing Industrial Relations	K2	IV
CO4:	Develop a proper understanding of Training & Development	K3	III
CO5:	Analyse the problems of Indian Labour in the unorganised sector.	K4	V
CO6:	Demonstrate how to apply social work methods in Industrial setting	K2	IV

2A. COURSE CONTENT

Unit I : Management: Concept and Scope, Principles, Functions of Management. Human Resource Management: Concept, philosophy, principles. Functions of Human Resource Management. Human Resource Planning. Difference between Personnel Management and Human Resource Management.

Unit II : Recruitment: Process, Methods and problems, Selection, Procedures, steps in Selection. Interview : Types, Orientation, and Induction. Promotion : Types. Demotion :Causes .Transfer : Purposes and Procedures. Separation, Retirement and Superannuation.Voluntary Retirement and Exit Interviews.

Unit III : Training and Development : Concept of Human Resource Development, meaning and functions. Need, Importance and Objectives, Methods and Techniques of Training, Performance Appraisal System-Concept, Techniques. Wage and Salary Administration-Definition, Types, Wage Determination.

Unit IV : Concept of Labour Welfare and Industrial Relations: Labour Welfare: Scope, Concept and Classifications, Role of Labour welfare officer. Industrial relations: concept, definitions, need and objeives. Factors influencing Industrial relations.

Unit V : Marginalized and Unorganized Sector: Unorganized Labour- Meaning, Types And Problems. Constitutional and Statutory Safeguards for Unorganized Labours. Bonded Labour and Contract Labour.

Extra Reading (Not for Examination))

Social Work in Industry: Historical Development, Scope, Applicability of Social Work Methods.
http://www.ignou.ac.in/upload/bswe-02-block4-unit-19-small%20size.pdf

Reference

Agarwal R.D (ed.),(1977).Dynamics of Industrial Relations in India, New Delhi : Tata McGraw Hill.

Ahme Abad, (1977). Management and Organsiation Development, New Delhi : Rachna Prakashan.

Chatterjee, N.N.,(1978).Management of Personnel in Indian Enterprises, New Delhi : Allied Book Agency.

Flippo Edwin, (1990).Personnel Management, Tokyo: Kogakusha.

KarnikV.B., (1974).Indian Labour Problems and Prospects, Kolkatta : Minerva Associates.

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	Management		
1.1	Concept and Scope, Principles, Functions of Management	Understand the concept and scope, principles, functions of management	K2
1.2	Human Resource Management: Concept, philosophy, principles.	Understand the concept, philosophy, principles of HRM	K2
1.3	Functions of Human Resource Management. Human Resource Planning.	Examine the functions of HRM	K4
1.4	Difference between Personnel Management and Human Resource Management.	Distinguish between Personnel Management and Human Resource Management.	K4
II	Recruitment		
2.1	Recruitment: Process, Methods and problems	Understand the Recruitment: Process, Methods and problems	K2
2.2	Selection, Procedures, steps in Selection. Interview : Types, Orientation, and Induction.	Understand Selection, Orientation and Induction	K2
2.3	Promotion :Types. Demotion :Causes .	Understand Promotion, demotion, their types and causes	K2
2.4	Transfer : Purposes and Procedures.	Understand the purpose and procedures relating to Transfer	K2
2.5	Separation, Retirement and Superannuation .	Distinguish between Separation, Retirement and Superannuation	K4
2.6	Voluntary Retirement and Exit Interviews	Understand the separation process	K2
III	Training and Development		
3.1	Concept of Human Resource Development meaning and functions	Understand the concept and functions of Human Resource Development	K2
3.2	Need, Importance and Objectives	Assess the Importance of Training & Development	K5
3.3	Methods and Techniques of Training	Develop an understanding of the Methods and Techniques of Training	K3
3.4	Performance Appraisal System- Concept, Techniques	Understand the Performance Appraisal System	K2
3.5	Wage and Salary Administration- Definition, Types, Wage Determination.	Explain Wage and Salary Administration	K5
IV	Concept of Labour Welfare and Industrial Relations		
4.1	Labour Welfare: Scope, Concept and	Understand the Scope, Concept and	K2

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
	Classification	Classification of Labor Welfare	
4.2	Role of Labour welfare officer	Interpret the role of Labor welfare officer	K2
4.3	Industrial relations: concept, definitions, need and objectives.	Understand the concept, definitions, need and objectives of Industrial Relations	K2
4.4	Factors influencing Industrial relations.	Analyse the factors influencing Industrial relations.	K4
V	Marginalized and Unorganized Sector		
5.1	Unorganized Labour- Meaning, Types And Problems.	Understand and Analyse the problems of Unorganised labor	K4
5.2	Constitutional and Statutory Safeguards for Unorganized Labours	Examine the Constitutional and Statutory Safeguards for Unorganized Labours	K4
5.3	Bonded Labour and Contract Labour.	Analyse the problems of Bonded Labour and Contract Labour.	K4

Mapping Scheme for the PO, PSOs and COs
L-Low   M-Moderate   H- High

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	L	H	L	M	L	L	L	L	L	M	L
CO2	L	M	M	H	L	L	L	M	L	L	L	L	L
CO3	L	L	L	L	L	L	L	L	M	L	L	L	M
CO4	L	M	L	H	L	M	M	H	L	L	L	M	L
CO5	M	H	H	L	M	L	L	M	M	M	L	M	M
CO6	L	H	H	H	L	H	M	M	M	L	H	H	M

COURSE ASSESSMENT METHODS
DIRECT:
i.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
ii.   Assignment, Seminar: Open Book.
iii.   Group Discussion & Presentation, Quiz (written).
iv.   Pre-Semester & End Semester Theory Examination
INDIRECT:
    5. Course end survey (Feedback)

Discipline Specific Elective VII :   Correctional Social Work

Semester	**: VI**	**Course Code : U23SW6:A**	
Credits	**: 3**	**Hours : 5 Hours**	

2.COURSE OUTCOMES:

At the end of this course, the students will be able to

CO1	Assume the concept, Institutional protection for children and young offenders	K2	I
CO2	Infer the Institutional systems, functions of correctional administration.	K2	II
CO3	Apply the knowledge base on the Apply the knowledge base on the Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice.	K3	II
CO4	Examine the legal-aid schemes, Right to Information Act and Public Interest Litigation Provisions and implementations.	K4	III
CO5	Acquire the skills of dealing with Institutional Treatment for Released Offenders and Convicts	K4	IV
CO6	Initiate Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime	K5	V

3.COURSE CONTENTS

12 Hrs

Unit I : Institutional Systems: Introduction to correctional administration. History of Correctional Administration in India: Concept, objectives and functions of Correctional administration. Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act -2002, 2005.Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls and their functions.

12 Hrs

Unit II : Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act. Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes. Public Interest Litigation : Meaning, Concept, Process and Problems. Right to Information Act-Provisions and implementation. Role of Social Worker: Social Work intervention, need, methods.

12 Hrs

Unit III : Institutional Treatment for Released Offenders and Convicts. Prison - Historical development of prison system- Indian Prison Act. Prison administration, prison labor, prison discipline and prison education Pre-release programmes, prisoners' welfare board. Open-air prison - Historical development of Open-air prison system, organization and administration.

12 Hrs

Unit IV : Non-institutional systems. Probation and Parole : Historical development of probation system, principles and procedure. Parole : Historical development of parole - functions and powers of Parole Board, Conditions under the Prison Manual. Indian Penal Code, provisions on Parole. Pre-release preparation of the parolee.

12 Hrs

Unit V: Social Work Practice in Correctional Setting: Scope for social work practice in institutional and non institutional settings. Application of Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

TOPICS FOR SELF LEARNING (NOT FOR EVALUATION)

Human Rights in the context of crime and punishment : Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation, Social Work measures with the Police, the Judiciary and the

prison staff – Job stress, burn out and other issues.
T1.Ahuja, Ram(2006),Criminology : New Delhi, Rawat Publications
References:
R1.Ahuja, Ram1996 :Youth and Crime, Jaipur, Rawat Publications
R2.Bhattacharya, S.K 1985: Social Defence: An Indian Perspective, Delhi, Manas Publications
R3.Chadha, K 1983 : Indian Jail: A Contemporary Document, NewDelhi, Vikas Publications.
R4.Chang, D.H 1976: Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
R5.Gandhi B.M, 2006 : Indian Penal Code- Lucknow, Eastern BookCo
R6.Paranjape, N. V1998: Criminology and Penology; Allahabad : Central Law Publications
R7.Sarkar, Chandan 1987 :Juvenile Delinuency in India – An Etiological Analysis, Delhi, Daya Publishing House.
R8.Siddique, A 1983: Criminology, 2ndEdition, Lucknow, Eastren Book Co.

4. LEARNING OUTCOMES :

Unit	Course – Content	Learning Outcomes	Blooms Taxonomic Levels of Transactions
1.1	**Institutional Systems**: Introduction to correctional administration. History of Correctional Administration in India. Concept, objectives and functions of Correctional administration.	Explain the various correctional administration in India	K2
		Explain the History of Correctional Administration in India	K2
		Analyse the Concept, objectives and functions of Correctional administration in India.	K4
1.2	Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act -2002, 2005.	Analyse the Institutional protection for children and young offenders - Juvenile Justice	K4
	Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls and their functions	Critique the functions of Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls	K5
2.1	Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice Act (Care and Protection of Children)	Interpret the nature and importance of Corrective measures as per Criminal Procedure.	K2
2.2	Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes.	Identify the Historical background and nature legal-aid, persons needing legal-aid	K3
		Identify the legal-aid schemes	K3
		Analyse the Concept of legal-aid	K3
2.3	Public Interest Litigation : Meaning,	Infer the Public Interest	K5

		Litigation Act.	
	Concept, Process and Problems.	Analyse the roles of a social worker in a Legal Aid services.	K4
2.4	Right to Information Act-Provisions and implementation. Role of Social Worker: Social Work intervention, need, methods.	List out the Right to Information Act-Provisions	K5
		Analyse the challenges and the role of Social Workers/ interventions, needs, methods	K4
3.1	Institutional Treatment for Released Offenders and Convicts	Plan strategies to release Offenders and Convicts	K5
3.2	Prison - Historical development of prison system- Indian	Examine the Prison - Historical development of prison system- Indian	K5
3.3	Prison Act. Prison administration, prison labor, prison discipline and prison education	List out the condense of Prison Act	K3
3.4	Pre-release programmes, prisoners' welfare board.	Analyse the Pre-release programmes, prisoners' welfare board.	K4
3.5	Open-air prison - Historical development of Open-air prison system, organization and administration.	Infer the details of Open-air prison - Historical development of Open-air prison system, organization and administration	K5
4.1	Non-institutional systems.	Identify the importance of Psychiatric Social Work	K3
4.2	Probation and Parole : Historical development of probation system, principles and procedure. Parole : Historical development of parole - functions and powers of Parole Board, Conditions under the Prison Manual.	Comment the Historical background of probation system, principles and procedure	K2
		Discusses the functions and powers of Parole Board, Conditions under the Prison Manual	K3
4.3	Indian Penal Code, provisions on Parole. Pre-release preparation of the parolee.	Determine the Indian Penal Code, provisions on Parole. Pre-release preparation of the parolee.	K5
5.1	Social Work Practice in Correctional Setting	Identify the scope of Social Work Practice in Correctional Setting	K3
	Social work practice in institutional and non-institutional settings.	Analyse the Social work practice in institutional and non- institutional settings.	K4
5.2	Application of Social Work interventions with under: trials, prisoners,	Illustrate the Application of Social Work interventions with under: trials, prisoners,	K2

		Rehabilitation of prisoners, work with families of prisoners, work with victims of crime	Explain the importance of Rehabilitation of prisoners, work with families of prisoners, work with victims of crime	K3
5.3				

5. MAPPING SHEME FOR THE PO, PSOS AND COS
L-Low-1   M-Moderate -2   H- High-3

Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	M	H	L	L	L	M	H	H	H	H
CO2	H	M	M	L	M	L	M	L	L	H	H	H	H
CO3	L	L	H	H	H	M	H	M	L	M	L	H	H
CO4	M	H	L	H	M	H	M	H	H	L	M	H	H
CO5	L	H	H	H	M	M	H	M	H	M	H	H	H
CO6	M	L	H	L	L	H	H	H	H	H	M	H	H

COURSE ASSESSMENT METHODS
DIRECT:
5. Continuous Assessment Test: T1, T2 (Theory): Closed Book
6. Assignment, Seminar: Open Book.
7. Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
8. Pre-Semester & End Semester Theory Examination

INDIRECT:
1. Course end survey (Feedback)

Semester : VI   **Course Code:23SW6:B**

Credits : 3   **Hours per week : 5**

Hours

OBJECTIVES:

1. To make students to aware of Gender constructions and gendering Process
2. To explore existing gender biases in the society and to understand the need to work towards the inclusive society
3. To inculcate sensitivity and build gender perspectives.
4. To use the course to bring attitudinal cum behavioral changes towards gender neutral ambience and promote the humanistic values

COURSE OUTCOMES:

1. Students would have gained a perspective and understood the social reality of gender society
2. understood the differences of gender and sex and may resort to building alternative perspectives and critical thinking.
3. Gained knowledge on the various social institutions governing gender and the intersectionality.
4. Exposed to the kind of initiatives of the State towards gender equality

UNIT- I INTRODUCTION TO GENDER STUDIES CONCEPTS

Gender Spectrum.-Sex – Gender distinction – Biological Determinism – Patriarchy – Feminism – Gender Socialization and Stereotyping-Gender Discrimination – Gender Division of labour and roles– Gender Sensitivity and awareness – Gender Equity – Equality – Gender Main streaming and Gender Analysis.

UNIT- II UGC INITIATIVES ON WOMEN'S STUDIES

Definition of Women's Studies –Gender Studies –UGC Initiatives and guidelines on Women's Studies - Beijing Conference, UN Initiatives – Convention on Elimination of All forms of Discrimination Against Women (CEDAW)- Sustainable Development Goals on Gender Equality (SDG 5) and targets

UNIT- III AREAS OF GENDER DISCRIMINATION

Gender Socialization- Sex Ratio– Health and Nutrition– – Literacy and Education -
Employment- Governance – participation in decision making- politics- property rights and
access to credit- gender based violence- Social institutions –Family, Caste, Class, religion,
gender, State. Market – Media – Politics – Judiciary

UNIT -IV WOMEN DEVELOPMENT AND GENDER EMPOWERMENT

Towards Equality Report of Status of Women in India 1974 – International Women's Decade – International Women's Year – National Policy for Empowerment of Women 2001

UNIT -V WOMEN'S MOVEMENTS AND SAFEGUARDING MECHANISM :

In India National /State Commission for Women(NCW) – All Women Police Station – Family
Court Legislations safeguarding women –Transgender Policy—Constitutional amendments for women's political participation

CURRENT CONTOURS: (for continuous internal assessment only):

Tamil Nadu State Policy for Women 2021- National Policy for Women 2015 – Prevention of
Sexual Harassment at Work places Act 2013- Protection of Children from Sexual Offences Act, 2012 - Analysis of regressive and progressive High court and supreme court judgments- women proactive policies, programmes, interventions

REFERENCE :

1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited,
2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited, 2004
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited, 1993

4. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000

5. Mishra .O.P,Law Relating to Women &Child ,Allahabad :Central Law Agency ,2001

6. Uma Chakravarti, Gendering Caste Through a Feminist Lens, Sage Publication 2003

7. Bhattacharya Malini , Sexual Violence and Law ,Kolkata; West Bengala Commission for Women ,2002

9. Sexual Harassment at the Workplace – A Guide , New Delhi ;Sakshi,1999

10. Women's Integrated National Development Trust

11. https://www.schooloflegaleducation.com/women-and-law-in-india-e-book/

Discipline Specific Elective VIII: INTRODUCTION TO NGO MANAGEMENT

Semester : V		Course Code : U23SW6:C
Credits : 3		Hours per week : 5 Hours

1. COURSE OUTCOME

After successful completion of this course, the students will be able to:

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Explain about voluntary sector in India.	K2	I
CO2:	Apply knowledge on registration procedures for voluntary agencies.	K3	II
CO3:	Interpret government schemes and other concessions for NGO Sector	K3	II
CO4:	Examine the role of NGOs in National Development.	K4	III
CO5:	Synthesize the role of international agencies	K5	IV
CO6:	Explore the procedures to start a voluntary agency	K4	V

2A. COURSE CONTENT

Unit I : **Conceptual Framework and Historical Development** - Basic concepts : NGOs, Voluntary action, voluntary organization, civil society organisations, Historical development of NGOs in India. **(12 Hours)** **Unit II : Initiating an NGO** - Formation of By-laws, Registration of NGO, Laws Related to NGO : Tamilnadu Societies Registration Act, Public Trust Act, Section 25 Companies Act, Income Tax Acts, Procedures and Process of Registration. **(12 Hours)**

Unit III : Managing NGO - Record keeping, documentation, budgeting, accounting and auditing, Staffing, Capacity Building, Training and Development, Organizational behaviour. **(12 Hours)**

Unit IV : Resource Mobilization and management - Mobilizing human and material resources, Fund raising and Grant-in-aid. **(12 Hours)**

Unit V : Project planning and execution - Formulation of project proposals, Project implementation, Project appraisal -Social, Technical and Financial, Project Monitoring and Evaluation, Documentation. **(12 Hours)**

Topics for Self-Study (Not for Evaluation):

Knowledge Management for NGOs.

https://books.google.co.in/books/about/Knowledge_Management_in_Non_Governmental.html?i d=rfXijwEACAAJ&redir_esc=y

https://www.degruyter.com/view/serial/DGSKMEE-B

B. TEXT BOOKS

T1: NGOs and Rural Development- Theory and Practice, Bhose SCR Joel: Concept Publishing Company, 2003 (Unit I,V)

T2: Social Welfare Administration, Chowdhry Paul: Atma Ram & Sons, Delhi, 1979) (Unit – II,III,IV)

C. REFERENCES

R1:Ministry of Welfare: Encyclopedia of Social Work in India, Vol.4, New Delhi, 1986,

R2 :International Non-Governmental Organisations, Lyman Cromwell White, Rutgers University Press, 1951

R3: Principles of NGO Management, Phiroshaw Camay, Anne J. Gordon, CORE, 1997.

R4: Chandra, S. (2001). Non Governmental Organisations: Structure, relevance and function. New Delhi: Kanishka Publishers (Unit I and Unit II)

R5: Fowler, A., & Edwards, M. (2002). Reader on NGO Management, New York : Earthscan

R6: John Santiago Joseph. Louis Manohar, (2012), Practical guide to Participative NGO Management, KIDS Trust publication, Kamuthi.

R7: Mukerjee, K.K (1999). A book for strengthening Voluntary Organisations. Ghaziabad: Gram Niyojan Kendra   (Unit I and II)

R8: PRIA, (2000). Defining Voluntary Sector in India: Voluntary Civil or Non-profit, New Delhi: PRIA (Unit I)

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
I	**Conceptual Framework and Historical Development**		
1.1	Basic concepts : NGOs, Voluntary action, voluntary organization, civil society organisations,	Recall all aspects related to NGO's	K1
1.2	Historical development of NGOs in India.	Recall the History of NGO sector in India	K1
II	**Initiating an NGO & Laws Related to NGO :**		
2.1	Formation of By-laws, Registration of NGO	Describe the registration procedures for NGO Formation and Management -	K2
2.2	Procedures and Process of Registration in Tamilnadu Societies Registration Act,	Recall Tamil Nadu Societies Registration Act 1975	K1
2.3	Procedures and Process of Registration in Public Trust Act,	Analyse the Indian Trusts Act 1882	K4
2.4	Procedures and Process of Registration in Section 25 Companies Act,	Describe Section 25 of The Companies Act 1956	K2
2.5	Procedures and Process of Registration in Income Tax Acts,	Employ Tax exemptions	K3
III	**Managing NGO**		
3.1	Record Keeping	Recognize the Concept of Record Keeping	K3
3.2	Documentation,	Recognize the Concept of Record Keeping	K1
3.3	Budgeting,	Recognize the Concept of Record Keeping	K1
3.4	Accounting And Auditing,	Recognize the Concept of Record Keeping	K1
3.5	Staffing,	Recognize the Concept of Record Keeping	K1
3.6	Capacity Building,	Recognize the Concept of Record Keeping	K1
3.7	Training And Development,	Recognize the Concept of Record Keeping	K1
3.7	Organizational Behaviour.	Recognize the Concept of Record Keeping	K1
IV	**Resource Mobilization and management**		
4.1	Mobilizing human and material resources,	Apply knowledge of Mobilizing human and material resources,	K3
4.2	Fund raising and	Apply knowledge of Fund raising	K3
4.3	Grant-in-aid Schemes.	Apply knowledge of Grant-in-aid	K3

Unit	Course- Content	Learning Outcomes	Highest Bloom's Taxonomic Level of Transactions
		Scheme.	
V	**Project planning and execution**		
5.1	Formulation of project proposals,	Recognize the Concept of Formulation of project proposals,	K3
5.2	Project implementation	Recognize the Concept of Project implementation	K2
5.3	Social, Technical and Financial Project appraisal,	Recognize the Concept of Social, Technical and Financial Project appraisal,	K6
5.4	Project Monitoring and Evaluation,	Recognize the Concept of Project Monitoring and Evaluation,	K5
5.5	Documentation	Recognize the Concept of Documentation	K5

12. MAPPING SCHEME FOR THE PO, PSOs AND COSs

U21SW5:2	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	H	M	L	L	L	L	M	M	M	L
CO2	L	L	L	L	M	M	M	L	L	M	M	H	L
CO3	H	M	L	L	L	L	M	L	M	H	H	M	L
CO4	L	M	M	M	L	L	M	L	L	L	L	M	M
CO5	H	M	L	L	L	L	M	H	M	L	L	L	L
CO6	L	M	M	M	L	L	M	L	M	M	M	L	L

L -Low   M-Moderate   H- High

13. COURSE ASSESSMENT METHODS

DIRECT:

xiv.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
xv.   Assignment, Seminar: Open Book.
xvi.   Group Discussion & Presentation, Quiz (written).
xvii.   Pre-Semester & End Semester Theory Examination

INDIRECT:

6. Course end survey (Feedback)

Discipline Specific Elective VIII : Social Work and Health Care

Semester	: VI	Course Code : U23SW6:D	
Credits	: 3	Hours	: 5 Hours

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

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 OUTCOME

	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**

Professional Competency Skill : Computer Training

Semester	**: VI**	**Course Code :**	**U23SW6G1**
Credits	**: 2**	**Hours**	**: 2 Hours**

Objectives of the Course:
- To give basic information about the computer system.
- To give knowledge about computer hardware and computer software.
- To familiarize students with the use of MS Windows, Internet and E-mail.
- To familiarize students with the use of MS Office-MS Word, MS Excel

Course Outcome
1. Performing basic editing functions, formatting text, copy and moving objects and text.
2. Working knowledge of using Word's themes and clip art to create a variety of visual effects.
3. Demonstrating the basic mechanics and navigation of an Excel spreadsheet.
4. Formatting techniques and presentation styles
5. Understanding the need and use of using Excel templates.

Unit I: Introduction to Word **(3 hours)**
Basic of MS Word, Features of MS Word, MS Word Menu Bar, Creating and Managing Documents, Formatting Text, Paragraphs, and Sections, Changing Page Layout, Background, and Borders.

Unit II: Managing Documents **(3 hours)**
Creating Tables and Lists, Header, Footer, References, Inserting and formatting the Graphic Elements, Work with pictures – Edit Pictures and Shapes, Insert Clip Art and Images into a document, Work with language tools – Spell Check, Printing, Saving and Protecting the document, Short Cut Keys.

Unit III: Introduction to Excel **(4 hours)**
About Excel, Uses of Excel, Spreadsheet window pane, Title Bar, Menu Bar, Standard Toolbar, Formatting Toolbar, the Ribbon, File Tab and Backstage View, Formula Bar, Workbook Window, Status Bar, Task Pane, Workbook & sheets

Unit IV: Columns & Rows **(5 hours)**
Selecting Columns & Rows, Changing Column Width & Row Height, Auto fitting Columns & Rows, Hiding/Unhiding Columns & Rows, Inserting & Deleting Columns & Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, Use of paste and paste special, Sorting and Filter, Short Cut Keys

Unit V: Functionality Using Ranges & Creating Formulas **(5 hours)**
Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill, Using Formulas, Formula Functions – Sum, Average, if, Count, max, min, Proper, Upper, Lower, Using AutoSum. **Spreadsheet Charts (4 hours) :** Creating Charts, Different types of chart, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table

REFERENCES:
 Word - https://support.office.com/en-US/article/Word-2013-training-courses-videos-andtutorials-14807f76-d2b5-44d6-af11-9c880c44e551?ui=en-US&rs=en-US&ad=US
Excel   -https://support.office.com/en-US/article/Excel-2013-training-courses-videos-andtutorials-aaae974d-3f47-41d9-895e-97a71c2e8a4a

MS-Office 2010 Training Guide by Prof. Satish Jain, M. Geetha: Complete guide for Step-byStep Learning Quick and Easy Reference for learning MS Office 2010

Field Work Manual
Core II : Field Work - I

Semester	:	**I**	**Course Code: U23SW1F2**
Credits	:	**4**	**Hours Per Week :5**

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	H	H	H	H	M
CO2	H	H	H	M	H
CO3	H	M	H	H	H
CO4	H	S	S	S	S
CO5	H	S	M	S	S

H – High   M – Medium   L - Low

Skills to be developed

- Establish the relationship / learning skills;
- Communication / presentation skills;
- Interpersonal skills;
- documentation skills.
- Understand The Group Behavior

Skills to be developed Through Following Activity

- Group Activity Establishment of Relation With one another.
- Group Discussion for improve the communication Skill.
- PPT Presentation with any Topic /Specific topic by Individual.
- Effective documentation preparation by visiting a place or Programme or a   Agency
- Group Activity Through Department Programme.

Evaluation Pattern

CIA   : 25
External   : 75
Total   :100

Assessment by the CIA (Internal): 25 Marks

S. No.	Criteria		Marks
1.	Activity 1	:	5
2.	Activity 2	:	5
3.	Activity 3	:	5
4.	Activity 4	:	5
5.	Activity 5	:	5
	Total	:	25

c.   **Viva-Voce Examination (75 Marks) – Internal**

S. No.	Criteria		Marks
1.	Report	:	15
2.	Practice	:	15
3.	Communication	:	15
4.	Presentation	:	15
5.	Knowledge	:	15
	Total	:	**75**

Core IV : FIELD WORK – 2
(LAB SESSIONS 2)

Semester: II   **Course Code : U23SW2F4**

Credits : 4   **Hours per week : 5 Hours**

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

Skills to be developed

- Making Sound Network
- Need Assessment
- Theater Arts
- Technique of Fundraise
- Collaborating with Other Agencies

Skills to be developed Through Following Activity

- Group Activity Establishment of Relation With one another.
- Survey and censes by the dept., and Govt., Requirement.
- Workshop and training on Theater Arts.
- Involving Fundraising Activity for department program.
- Extend the Volunteer ship for the other Agencies Activities.

Evaluation Pattern

CIA   : 25
External   : 75
Total   :100

Assessment by the CIA (Internal): 25 Marks

S. No.	Criteria		Marks
1	Activity 1	:	5
2	Activity 2	:	5
3	Activity 3	:	5
4	Activity 4	:	5
5	Activity 5	:	5
	Total	:	25

c.   Viva-Voce Examination (75 Marks) – Internal

S. No.	Criteria		Marks
1	Report	:	15
2	Practice	:	15
3	Communication	:	15
4	Presentation	:	15
5	Knowledge	:	15
	Total	:	**75**

Core VI : FIELD WORK – 3
(OBSERVATION VISISTS)

Semester : III   **Course Code: U23SW3F6**
Credits   : 4   **Hours per week : 5**

OBSERVATION VISITS TO DIFFERENT FIELDS OF SOCIAL WORK.
No. of visits: 10 Duration: 10 Days

Component objectives:

1.   To get exposure to different social issues and to different social work settings.
2.   To get acquainted with the Origin, Administrative structure, functioning and staffing pattern and activities of the organization.
3.   To observe and develop a spirit of enquiry.
4.   To make use of the supervision & guidance in understanding social issues.
5.   To document the outcome of visits.

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

Process
The students accompanied by a faculty member shall visit pre-identified agencies in different areas like Disability, Health, Aged, Children, Women, Slums, Rural & Urban communities. The students are expected to observe & enquire about

1.   Background and field of work of the agency.
2.   Place and role of the agency in the society.
3.   Aims, objectives and programmes implemented.
4.   Types of Beneficiaries / Target groups.
5.   Administrative structure, departmentalization, staffing pattern.
6.   Funding and resource mobilization.
7.   Problems and issues faced by the organization.
8.   Conditions and problems of the inmates /beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is to be evaluated through a group conference under the supervision of a faculty member.

Mandatory requirements

Five observation visits for the II BSW students is mandatory. For the II B.S.W. (semester III) agency visits related to all the fields of social work will be conducted.
  ▪ Students should submit observation visit report to the concerned faculty supervisor on very next day of each visit.

- Geotag photo need to be enclosed.

Skills to be developed

- Observation / learning skills;
- Communication / presentation skills;
- Interpersonal skills;
- Documentation skills.

Evaluation Pattern

CIA   : 25
External : 75
Total   :100

Assessment by the CIA (Internal): 25 Marks

S. No.	Criteria		Marks
1	OB visit 1,2	:	5
2	OB visit 3,4	:	5
3	OB visit 5,6	:	5
4	OB visit 7,8	:	5
5	OB visit 9,10	:	5
	Total	:	**25**

c.   **Viva-Voce Examination (75 Marks) – Internal**

S. No.	Criteria		Marks
1	Report	:	15
2	Learning	:	15
3	Communication	:	15
4	Presentation	:	15
5	Knowledge	:	15
	Total	:	**75**

Core VIII : FIELD WORK IV

Semester : IV	**Course Code: U23SW4F8**
Credits : 4	**Hours per week: 5 Hours**

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 (Com

		munity 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	H	H	H	H	M
CO2	M	M	M	M	H
CO3	M	M	H	M	H
CO4	H	H	H	H	H
CO5	M	M	H	M	H

GUIDELINES

01   Acquiring information about the placement agency:

Historical Background, Policies, Procedures, Services offered, Activities available, Programmes, Departments, Administrative structure, Roles and Responsibilities of various Professionals, functioning of multidisciplinary team.

02   Activities of the trainee social worker:
- Intake and referral of the Client.
- To function as a member of the multi-disciplinary team.
- Participation in other routine activities of the agency such as conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients etc.
- Participation in out-reach activities/extension programme of the placement agency.

03   Practice of social case work – with at least 2 individual clients having psycho-social problems, trainee is required to collect detailed case-histories, formulate a comprehensive psycho-social diagnosis, formulate goals of intervention and attempt to alleviate psycho social problems of their clients using interceptive techniques such as counselling, environmental modification, facilitating catharsis, ego assessment and ego strengthening, behavior modification etc. Intervention with the family and peer group using appropriate techniques wherever necessary.

05   Community Organization Programme : The trainee is required to organize a community organization programme pertaining to the area of specialty of the agency.
06   Reporting
Activities of the trainee must be recorded in concurrent reports and has to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.
07   Attendance
The trainee should report and work on the timings of the agency regularly, except on the days that is mentioned in the covering letter. However, if the agency requires the service of the trainee they can be called on holidays.

Mandatory Requirements
1.   Case Work (2 nos):
a)   Collect case history
b)   Minimum of 2 sessions

2.   Community Organization Programme (1 no):
a)   Invitation
b)   Geo Tagged Photo to be enclosed
c)   Newspaper Clipping
d)   Participant List with Signatures

Areas of learning:
Concurrent practice learning tasks are listed below:
1.   Understanding both the agency and the clients as systems.
2.   Developing knowledge of administrative procedures, programme management and utilizing these skills in practice.
3.   Using instruction to learning practice.
4.   Developing as a professional person.

Process
- Weekly two days' Agency visits.
- Submission of the Reports on the following day before 01.30 pm
- Faculty - Student individual guidance at the 5th hour.

Evaluation Pattern
1.   Consolidated Report - Content, Clarity, Language, Presentation
2.   Agency Evaluation – Regularity, Performance, Skills and Personality Development
3.   Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

Evaluation Pattern

CIA   : 40
External : 60
Total   :100

A.   **ASSESSMENT AND EVALUATION**
a.   **Assessment by the Agency (External)**

Assessment And Evaluation Criteria		MARKS
ATTENDANCE: Regularity Punctuality	:	5
ACTIVITIES CARRIED OUT Assessment Formulating Interventions Performance Information Seeking, Observation, Implementation, Presenting Suggestions, Conceptual Clarity	:	10
SKILLS: Reporting Rapport Building Communication Interviewing	:	10
PERSONALITY DEVELOPMENT: Emotional Maturity Progressive Thinking Problem Solving Creative Thinking Critical Thinking Self-Confidence	:	10
TOTAL	:	**35**

b.   **Assessment by the Field Work Advisor (Internal): 50 Marks**

S. No.	Criteria		Marks
1.	Regularity	:	10
2.	Punctuality	:	10
3.	Guidance Seeking	:	10
4.	Adequate Content in Daily Reports	:	10
	Total	:	**40**
	Passing Minimum : 25		

c.   **Viva-Voce Examination (25 Marks) – External**

S. No.	Criteria		Marks
1.	Theory	:	10
2.	Practice	:	10
3.	Communication	:	5
	Total	:	**25**
	Passing Minimum : 12.5		

SEC VI : Rural / Tribal Camp

Semester: IV   **Code: U23SW4S6**
Credits : 2   **Hours : 2 Hours/week**

NO OF DAYS ON CAMP: 5 Days
OBJECTIVES: ¬

- To expose the students to Rural/Tribal life and living.
- To enable students to learn by carrying out development projects after identifying local needs.
- To inculcate the spirit of working in a team.

The actual rural/tribal camp is preceded by two weeks of 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.

Process
The entire class shall be divided into various groups called committees namely Programme Committee, Cultural Committee, Food Committee, Public Relation Committee, Travel and Accommodation Committee, Finance Committee and Time keeper. Student coordinators and members will be elected by the students. For overall coordination two student camp leaders will also be elected.
Faculty members as camp coordinators will guide and facilitate the working of the committees. Thus the whole class will plan and execute the tribal / rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.
The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified.

Mandatory requirements
Pilot Visit
For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Tiruchirappalli. The team visiting shall consist of at least three faculty members and one student representatives from each committee (10 students). The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose.

Precamp: Each committee is expected to present their overall Schedule along with the budget and invitation of the camp planning in the presence of Faculty members and the Senior students for their comments and Suggestions.

Post Camp: Each committee is expected to present their Expenditure, Press clippings, and Programme execution reports in the presence of Faculty members and the Senior students. Consolidated report has to be submitted to the department with in the Month.

Learning Skills:
- Skills pertaining to:
- Group living, Planning,
- Co-ordination, participation,
- Cooperation,
- Capacity to organize,
- Sense of responsibility,
- Self-evaluation.

ASSESSMENT:
- Pre- camp –Planning, involvement, Responsibilities.
- On-camp – Participation and involvement, cooperation, group adjustments.
- Post- camp – individual submission of report, group presentation.

Regulations:
1. Selection of place (Rural Area - with in 50Km radius)
2. Pilot Visit
3. Compulsory attendance and participation in rural camp

Core XII : Field Work : V (Group Project)

Semester   : V   **Course Code: U23SW5PJ**
Credits   : 4   **Hours per week: 5 Hours**
Duration: 12 Field Work days over one month.

Objective:

Project field work is a unique component of the field work programme adopting the model of "Instruction- Training- Skill development- Presentation" by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

Process:

In this component the students will be divided as a small group based on their rural/ tribal camp performance. In turn the team will be chosen by the faculties through lottery method.

Students will be given an opportunity to learn community interaction and presentation skills through:
1) Street play & Puppet show training workshop cum training sessions for a period of 2weeks.
2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
3) Presentation and Documentation of the project undertaken.

Mandatory requirements
- The title of each group should be reflecting social concern.
- Students are expected acquire knowledge on the topic chosen.
- Minimum of two programmes should be conducted (Urban. Rural & Slum).
- The Programmes should be collaborated with local stake holders.
- Acknowledgement / Appreciation Letter / Feedback should be collected from the collaborated NGO/Institution/Industry/Local Panchayath Leaders.
- Consolidated report consisting of Review of Literature, Invitation, Geo Tag photos, Press Clippings and participant list

Learning Skills
- Basic skills necessary for social work practice such as,
- Community interaction skills,
- Communication skills,
- Presentation skills,
- Analytical skills,
- Team work,
- Project planning and implementation;
- Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

Evaluation Pattern
1. Consolidated Report of Group Project - Content, Clarity, Language, Presentation
2. Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

   Evaluation Pattern

-CIA : 40
External : 60
Total :100

Assessment by the CIA (Internal): 40Marks

S. No.	Criteria		Marks
1	Minimum 2 program	:	10
2	Attendance and Reporting	:	10
3	Team Work	:	10
4	Innovations	:	10
	Total	**:**	**40**

c. **Viva-Voce Examination (75 Marks) – External**

S. No.	Criteria		Marks
1	Report and Documentation	:	15
2	Learning	:	15
3	Communication	:	15
4	Presentation	:	15
	Total	**:**	**60**

SUMMER INTERNSHIP

Semester : **V**   **Course Code: U23SW5I1**
Credits : **2**   **Hours per week : 2 Hours**

Overall objectives
The field work during this semester is an overall design for providing an exposure to:
1.   The field of professional social work.
2.   Different fields of social work practice.
3.   Understand the basic skills required for the practice of social work, and
4.   To encourage the learner to become a professional social worker.

Areas of learning:
Concurrent practice learning tasks are listed below:
1.   Understanding both the agency and the clients as systems.
2.   Developing knowledge of administrative procedures, programme management and utilizing these skills in practice.
3.   Developing skills of problem solving process and practice based research.
4.   Using instruction to learning practice.
5.   Developing as a professional person.

Process
- Two Weeks of visit
- Only observation
- Submission of the Reports daily
- Faculty - Student individual guidance

Evaluation Pattern
1.   Consolidated Report - Content, Clarity, Language, Presentation
2.   Agency Evaluation – Regularity, Performance, Skills and Personality Development
3.   Viva Voce – Communication, Theory, Practice, Clarity (Internal Evaluation)

Core XV: Field Work VI – Project

Semester   :   VI   Course Code : U23SWF14
Credits   :   4   Hours per week   : 6

Objective:
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 organize 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.

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.

Evaluation Pattern
1. Consolidated Report - Content, Clarity, Language, Presentation
2. Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

Evaluation Pattern

CIA   : 40
External   : 60
Total   :100

Assessment by the CIA (Internal): 40 Marks

S. No.	Criteria		Marks
1	Attendance And Discussion		10
2	Periodical Report		10
3	Research Knowledge		10
4	Documentation		10
	Total	:	40

c.   **Viva-Voce Examination (60 Marks) – External**

S. No.	Criteria	Marks
1	**Report and Documentation**	**15**
2	**Communication**	**15**
3	**Understanding**	**15**
4	**Innovation**	**15**
		60