Master of Social Work

**OBE BASED SYLLABUS
& PROGRAMME STRUCTURE
(under CBCS system)**

(Admitted Students in 2021-2022)

**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

hebersocialwork@gmail.com
PG & RESEARCH DEPARTMENT OF SOCIAL WORK

Motto: To serve with dignity

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 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
- Imbibing Specialized Skills

MASTER OF SOCIAL WORK PROGRAMME OUTCOMES (POs)

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

Knowledge

PO1   Recognize the concepts, principles and theories related to human development and social development in the field of Medical Social Work, Psychiatric Social Work, Community Development, Industrial Settings

Skills

PO2   Administer and manage the community based organizations related to social work and conceptualize need-based programmes for the varied target populations like Women, Children, Older Persons, Youth and other marginalized and socially disadvantaged sections of the society.

PO3   Apply the concepts, principles and theories related to social work in the field of Medical Social Work, Psychiatric Social Work, Community Development, and Industrial Settings.

PO4   Utilize competencies and leadership qualities to manage Development Projects and Organizations and solve social issues based on the principles and theories

PO5   Analyze and advocate the human rights of members of the society, thereby respecting the dignity and achievement of all individuals, families, and communities, educational, research, community service and industrial activities.

PO6   Organize guidance and counseling to the target individuals, groups and communities

PO7   Execute research studies of contemporary societal relevance.

Lifelong Learning

PO8   Experience continued learning, thereby habituated to be a 'learner' through training and development through training and development

Values

PO9   Practice ethical principles and be committed to the roles and responsibilities of the social work profession.

I   MASTER OF SOCIAL WORK COURSES
PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

PSO1 Relate and apply theoretical frameworks and scientific orientation to inform assessment and practice interventions with individuals, groups and community. **(Knowledge)**

PSO2 Demonstrate critically evaluated research based practices, apply them in practice to design need based interventions and apply them **(Skills)**

PSO3 Illustrate continuous consciousness about the conducive, positive social processes and recognize the need of program and engage in programs and projects as a professionally trained social worker. **(Lifelong Learning)**

PSO4 Endorse professional values, ethics and skills to provide a foundational context within the generalist practice framework of engagement, assessment, intervention and evaluation. **(Values and Ethics)**

PROGRAMME SPECIFIC OUTCOMES (PSO)

II MSW CLINICAL SOCIAL WORK SPECIALIZATION

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

PSO1   Describe and infer the relevant theories and frameworks required for practice of intervention in clinical setting. **(Knowledge)**

PSO2   Demonstrate skills of psycho-social diagnosis and therapeutic intervention

in clinical setting. **(Skills)**

PSO3 Apply professional ethics and values in research, out-reach activities and person-environment configuration in total. **(Values and ethics)**

PSO4 Integrate emotional intelligence and skills in effective communication, research and counselling, to awaken their human potential, evolving into socially responsible individuals. **(Lifelong Learning)**

II MSW COMMUNITY DEVELOPMENT SOCIAL WORK SPECIALIZATION

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

PSO1 Describe and infer the relevant theories and frameworks required for interventions in a community setting. **(Knowledge)**

PSO2 Demonstrate skills of socio-cultural diagnosis and programme specific intervention in community settings. **(Skills)**

PSO3 Apply professional ethics and values in research and community based initiatives.

(Values and ethics)

PSO4 Integrate emotional intelligence and skills in effective communication and research, to awaken their human potential, evolving into socially responsible individuals. **(Lifelong Learning)**

II MSW HUMAN RESOURCES MANAGEMENT SPECIALIZATION

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

PSO1 Imbibe knowledge, skills and competencies required for Human Resource intervention at a Micro, Macro and Meso level.**(Knowledge)**

PSO2 Venture into careers of Enterprise Resource Planning, innovation, change management, organizational behaviour, labour laws, industrial relations, Human Resource Development, Human Resource Information System and other emerging areas related to Human Resource Management**. (Skills)**

PSO3 Apply research acumen to the contemporary Human Resource scenario, explore and intervene, thereby initiating / venturing into newer avenues. **(Values and Ethics)**

PSO4 Gain hands-on experience of the prevailing scenario in Organisational setting – Best Practices, Challenges, Opportunities, Felt needs – and its implications on the everyday life of individuals in organisations, thereby evolving as a Human Resource professional with a societal concern at large**. (Lifelong Learning)**

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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
P20SW101	M	M	M	H	M	M	M	M	M	H	H	H	H
P20SW102	H	H	H	H	H	M	H	H	H	H	H	H	H
P20SW103	H	H	H	H	H	H	H	H	M	H	H	H	H
P20SW104	L	M	M	H	M	M	M	M	L	M	M	M	M
P20SW1:1	H	M	H	H	M	H	H	H	M	H	H	H	H
P20SW1:2	M	M	L	L	L	M	H	M	M	H	H	H	H
P20SW1:3	H	H	H	M	H	M	M	H	H	H	H	L	H
P20SW205	H	M	M	L	L	H	H	H	H	H	H	H	H
P20SW206	H	M	M	L	L	L	H	H	H	H	H	L	H
P20SW207	H	M	M	L	L	H	H	H	H	H	H	H	H
P20SW2:P	H	H	H	H	L	L	H	H	H	H	H	H	H

PROGRAMME ARTICULATION MATRIX FOR THE SPECIALIZATION: CLINICAL SOCIAL WORK

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
P20SW3C1	H	H	L	L	M	M	H	H	L	H	H	H	H
P20SW3C2	H	H	H	H	H	H	H	H	H	H	H	H	H
P20SW3C3	H	H	H	H	H	H	H	H	H	H	H	H	H
P20SW3:1	M	H	H	H	H	H	H	H	H	M	H	H	H
P20SW4C4	H	H	H	H	H	L	M	H	H	H	H	H	H
P20SW4C5	H	H	H	H	H	H	H	H	H	M	H	H	H

PROGRAMME ARTICULATION MATRIX FOR THE SPECIALIZATION: COMMUNITY DEVELOPMENT MANAGEMENT

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
P20SW3D1	L	M	L	L	L	M	H	M	H	H	H	H	H
P20SW3D2	M	H	H	H	H	M	M	H	H	H	L	M	M
P20SW3D3	H	M	H	H	M	H	H	H	H	H	H	H	H
P20SW3:2	H	H	H	M	M	H	H	H	H	H	H	H	H
P20SW4D4	H	H	H	H	H	L	M	H	H	H	H	H	H
P20SW4D5	H	M	H	H	M	H	H	H	H	H	H	H	H

M.S.W. Syllabus 2021-2022

PROGRAMME ARTICULATION MATRIX FOR THE SPECIALIZATION: HUMAN RESOURCE MANAGEMENT

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
P20SW3H1	H	H	L	H	H	M	L	H	H	H	H	M	L
P20SW3H2	H	H	H	L	H	H	M	L	H	H	H	M	L
P20SW3H3	H	H	L	H	H	M	L	H	H	H	H	M	L
P20SW3:3	H	H	M	H	H	M	H	H	L	L	M	L	H
P20SW4H4	H	H	H	L	H	H	M	L	H	H	M	M	H
P20SW4H5	H	H	L	H	H	M	L	H	H	H	H	H	H

STRUCTURE OF THE CURRICULUM

Parts of the Curriculum	Number of Courses	Credits
Core	12	48
Electives	3	10
Concurrent Field Work	4	16
Internship	2	8
Project	1	6
VLOC	1	2
Total	23	90

MASTER OF SOCIAL WORK (2021 ONWARDS)

SEM	Course TYPE	CODE	TITLE OF THE COURSE	Hrs/ Week	CREDITS	MARKS		
						CIA	ESE	Total
I	CORE I	P20SW101	Professional Social Work and Social Problems	5	4	25	75	100
	CORE II	P20SW102	Social Case Work	5	4	25	75	100
	CORE III	P20SW103	Social Group Work	5	4	25	75	100
	CORE IV	P20SW104	Community Organization and Social Action	5	4	25	75	100
	Elective I	P20SW1:1/ P20SW1:2/ P20SW1:3	Working with Persons with Disabilities (OR) Working with the Elderly (OR) Working with Children & Adolescents	5	4	25	75	100
	Field Work I	P20SW1F1	Field Work	6	4	--	--	100
II	CORE V	P20SW205	Social Work Research and Social Statistics	5	4	25	75	100
	CORE VI	P20SW206	Human Growth and Personality Development	5	4	25	75	100
	CORE VII	P20SW207	Social Welfare Administration, Social Policy & Social Legislation	5	4	25	75	100
	Elective II	P20SW2:P	Application of Computers in Social Work Research	4	3	40	60	100
	Field Work II	P20SW2F2	Concurrent Field Work	5	4	--	--	100
	Internship I	P20SW2B1	Summer Placement (Internship)	4	2	--	--	100
	VLO	P17VL2:1/2:2	Religious / Moral Instructions	2	2	25	75	100
III	CORE VIII	P20SW3C1/ P20SW3D1/ P20SW3H1	Specialization Course – I	6	4	25	75	100
	CORE IX	P20SW3C2/ P20SW3D2/ P20SW3H2	Specialization Course – II	6	4	25	75	100
	CORE X	P20SW3C3/ P20SW3D3/ P20SW3H3	Specialization Course – III	6	4	25	75	100
	Field Work III	P20SW3F3	Concurrent Field Work	6	4	--	--	100
	Elective III	P20SW3:1/ P20SW3:2/ P20SW3:3	Social Work and Health Care (OR) NGO Management (OR) Fundamentals of HRM	6	3	25	75	100
IV	CORE XI	P20SW4C4/ P20SW4D4/ P20SW4H4	Specialization Course – IV	6	4	25	75	100
	CORE XII	P20SW4C5/ P20SW4D5/ P20SW4H5	Specialization Course – V	6	4	25	75	100

M.S.W. Syllabus 2021-2022

Field Work IV	P20SW4F4	Concurrent Field Work	6	4	--	--	100
Internship II	P20SW4B2	Internship Programme (Block Placement)	6	6	--	--	100
Project	P20SW4PJ	Project Work (Research)	6	6	--	--	100
		Total	**120**	**90**			**2300**

SUMMARY:

CORE Course – 12   Core Project – 1   Internship – 2
Field Work –4   Electives– 3   Value Education 1   Total Course 23

Sem	Course	SPLN	Title of the Course	Course Code
III	I	CSW	Health and Hygiene	P20SW3C1
		CDM	Rural Community Development	P20SW3D1
		HRM	Human Resource Management	P20SW3H1
	II	CSW	Community Health	P20SW3C2
		CDM	Tribal Community Development	P20SW3D2
		HRM	Labour Welfare and Labour Legislations	P20SW3H2
	III	CSW	Mental Health	P20SW3C3
		CDM	Development Project Management	P20SW3D3
		HRM	Industrial Relations	P20SW3H3
IV	IV	CSW	Social Work Intervention in Medical Settings	P20SW4C4
		CDM	Urban Community Development	P20SW4D4
		HRM	Human Resources Development	P20SW4H4
	V	CSW	Social Work Intervention in Psychiatric Settings	P20SW4C5
		CDM	Development Communication	P20SW4D5
		HRM	Organizational Behaviour	P20SW4H5

Field Practicum

Semester	Components	Nature of Activities	Minimum No. of days	Minimum Hours	Credits
I	**Field Work I**	Observation Visits	5	180	4
		Rural Camp	5		
		Group Project	15		
II	**Field Work II**	Concurrent field Work	30	180	4

	Internship I	Summer Placement	21	120	2
III	**Field Work III**	Concurrent Field Work	24	180	4
IV	**Field Work IV**	Concurrent Field Work	24	180	4
	Internship II	Block Placement	30	240	6
			150 days	**1000 Hours**	**24**

CORE COURSE: **PROFESSIONAL SOCIAL WORK & SOCIAL PROBLEMS**

Semester : I	**Course Code** : P20SW101
Credits : 4	**Hours per week** : 5

1. COURSE OUTCOMES

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

CO No.	Course Outcomes	Level	Unit Covered
CO 1	Explain the concept of Social Work, its related concepts and theories	K2	I
CO 2	Extrapolate the history of Social Work, its scope, components, principles, and characteristics	K2	II
CO 3	Interpret Social Work as a Profession	K2	III
CO 4	Employ Sociological concepts to social work practice	K3	III
CO 5	Analyse the contributions of various fields of Social Work towards the development of Nation	K4	IV
CO6	Evaluate social problems and highlight the significance of Social Work interventions in Indian context	K5	V

2A. COURSE CONTENTS

Unit – I - Social Work: **12 Hours**

Concept, Definition and Historical development of Social Work in UK, USA and India; Related concepts: Social Service, Social Welfare, Social Security, Social defence, Social Justice and Socialdevelopment.

Unit – II - Social Work as a profession: **12 Hours**

Objectives, philosophy, principles, methods, values and ethics. Skills Required. Professional Social Work and Voluntary Social Work. Interdisciplinary nature of social work & its relationship with other professions. Professional Social Work Associations Abroad: NASW, IFSW and in India: ISPSW, NAPSWI and Problems faced by the Social Work Profession in India

Unit – III - Introduction to the Fields of Social Work: **12 Hours**

Family welfare, child welfare, women welfare, youth welfare, welfare of the aged; Role of social workers and methods of social work practice in: Communities, Industries, Hospitals, Schools, Correctional Institutions and Rehabilitation Institutions.

Unit – IV - Sociological Concepts: **12 Hours**

Society, Community, Association, Institutions and Social Group - Types and Functions; Cultural Processes: Accommodation, Acculturation, Assimilation, Diffusion, Cultural Conflict, Cohesion, and Integration. Cultural Lag and Cultural Change; Social Stratification Caste and Class System. Factors of Social Change: Sanskritization, Urbanization, Modernization, Liberalization, privatization and Globalization. Social Control and Social Deviance: norms, folkways, mores and customs.

Unit V - Social Problems in India: **12 Hours**

Poverty, Over-population, Illiteracy, Unemployment, Corruption, Housing and Slums, Crime, Dowry, Suicide, Drug Abuse; Problems of Vulnerable Groups: Women, Children and Older Persons; Personal with Disabilities, LGBT, Violation of Human Rights, Environment Issues: Climate change. Disaster & Risk Reduction.

Unit - VI Topics for Self- Study

Ecological Perspective in Social Work Practice:

https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1855&context=jssw#:~:text=The%20ecological%20perspective%20suggests%20that,social%20functioning%20influences%20the%20environment.

B.   TEXT BOOKS:

T1:   Misra P.D. Social Work Philosophy and Methods. New Delhi: Inter – India Publication. ISBN81-210-0324-5
T2:   Paul Chowdhry D. Introduction to Social Work. Delhi: Atma Ram & Sons, ISBN : 81-7043-206-5
T3:   Vidya Bhushan & Sachdeva D.R. An introduction to Sociology. Allahabad: Kitab Mahal. ISBN:81-225-0004-8
T4:   Madhan G.R Indian Social Problems.
T5:   Louis Manohar. Eco Concerns. Don Bosco Action India

C.   REFERENCE BOOK:

R1 :   Adams Robert et al, Social Work (ed), Mac Millan, Hound Mills, 1988.

R2 :   Banks, Sara, Ethics and Values in Social work, Macmillan, Hound Mills, 1995.

R3 :   Gilbert Pascal: Fundamental of sociology, Orient Longmans, Madras. 1956.

R4 :   Jacob K.K. : Social Work Education in India, Himanshu pub., New Delhi

R5 :   Wasire Henna Barbar Etal. Home Visiting, SAGE, Newsburypark, 1990.

R6 :   Shaw, Ian and Lishman, Joiyce, Evaluation and Social work practice, Sage, London, 1990.

3.   SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Social Work: Concept, Definition and Historical Development**		
1.1	Brief Introduction to all aspects of Social Work	Describe basic aspects of Social Work	K2
1.2	Concept, Definition	Explain the concept of Social Work, its related concepts	K2
1.3	Historical development of Social Work in UK	Describe the history of Social Work of UK	K2
1.4	Historical development of Social Work in USA	Describe the history of Social Work of USA	K2
1.5	Historical development of Social Work in India	Describe the history of Social Work of India	K2
1.6	Difference Between Social Work and Social Service, Social Welfare, Social Security, Social defense, Social Justice and Social development	Discuss concepts related to social work and understand its differences	K2
II	**Social Work as a Profession**		
2.1	Objectives	Explain Objectives of Social Work	K2
2.2	Philosophy	Apply Philosophy while practicing social work	K3
2.3	Principles	Apply Principles of Social Work in the field	K3
2.4	Methods	Analyse Methods of Social Work	K5
2.5	Values	Demonstrate Values of Social Work	K3
2.6	Ethics	Relate with the Ethics of Social Work	K2
2.7	Professional Social Work and Voluntary Social Work	Differentiate Professional Social Work and Voluntary Social Work	K4
2.8	Interdisciplinary nature of social work & its relationship with other Professions	Compare Social Work with other professions	K4
2.9	Professional Social Work Associations – Abroad	Compose the Professional Associations and its roles	K5
2.10	Professional Social Work Associations – India	Compose the Professional Associations and its roles	K5

Unit	Course – Content	Learning Outcomes	HBTLT
III	**Introduction to the Fields of Social Work:**		
3.1	Fields of Social Work & Role of social workers	Appraise the contributions of various fields of Social Work towards the development of Nation	K6
3.2	Methods of social work practice	Validate the suitability of the Methods of Social work for practice.	K6
IV	**Sociological Concepts**		
4.1	Sociological Concepts	Identify the relevance of Sociological concepts to social work practice	K2
4.2	Social Groups – Types and functions	Explain the Types and Functioning	K2
4.3	Cultural Processes	Demonstrate Theoretical Understanding of cultural Processes	K3
4.4	Factors of Social Change	Theorise factors of Social Change	K5
4.5	Social Control and Social Deviance	Depict Social Control and Social Deviance	K2
4.6	Social Stratification Caste and Class System	Theorise the implications of Caste System and Social Stratification	K5
V	**Social Problems in India**		
5.1	Social Problems in India	Examine social problems in India	K5
5.2	Problems of Vulnerable Groups	Envision the significance of Social Work interventions in Indian context	K5
5.3	Environment Issues	Examine environmental Issues.	K5

Mapping Scheme for the POs, PSOs and COs

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

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

4.   COURSE ASSESSMENT METHODS

DIRECT

a.   Continuous Assessment Test: T1, T2 (Theory): Closed Book
b.   Assignment, Seminar: Open Book.
c.   Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
d.   Pre-Semester & End Semester Theory Examination

INDIRECT

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. Sam Deva Asir RM

| Semester | : I | Course Code | : | P20SW102 |
| Credit | : 4 | Hours per week | : | 5 |

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Unit Covered
CO1.	Interpret knowledge base on nature, values, principles, components, and characteristics of professional relationship of Social Case Work	K2	I
CO2.	Apply the knowledge base on Social Case Work method	K3	II
CO3.	Detect the psychosocial problems of the Individuals	K4	III
CO4.	Formulate, client specific, appropriate technique of Case Work approach to social case work practice.	K6	IV
CO5.	Examine the models of varied approaches to social case work practice	K5	IV
CO6.	Envision the scope of casework practice in different settings.	K5	V

2A. COURSE CONTENT

Unit – I Fundamentals of Case Work

Historical development; Values, Objectives, Scope, limitations, importance and relationship with other methods of social work, basic components of Social Case Work : person, problem place and process. Principles of case work. Skills required of a caseworker

Unit – II Case Worker-Client Relationship

Meaning and its importance. Characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, Genuineness, unconditional positive regard and self-disclosure. Communication and Case Work: Principles, Means of Communication, Types of Messages

Unit – III Case Work Process

Intake and Exploration, Introduction to the role of Psychological testing in Assessment, Use of Genograms/Eco-maps, Psychosocial diagnosis, formulation of goals, prioritization of needs, development of action plan, use of contracts;

Intervention: Direct and Indirect techniques; involvement of collateral contacts, Home Visits and its importance. Termination and Follow Up,

Unit – IV Approaches to Practice

Psychosocial, Diagnostic, Functional, Crisis intervention; eclectic model; Theories: Role Theory, Systems Theory (Pincus & Minahan's basic social work systems), Gestalt theory, Problem Solving Theory and Cognitive Theory. Case work interviewing: Principles, techniques and skills. Case Work Recording: Format, Types of records, and record maintenance. Case Study – difference between Case Work and Case Study.

Unit – V Case Work Practice

Typical problems of clients and case work practice in the following settings : Correctional institutions, Schools & Special Schools, Child Guidance Clinics, Industry, De addition centres, Family Counselling Centres, the aged, Medical Settings, Palliative Care andICTC.

Unit - VI TOPICS FOR SELF- STUDY (Not for Evaluation)

Social Work Case Analysis Global Perspective: Social Case Work Practice in different Countries – Bangladesh, India, Japan, Australia, New Zealand

https://www.researchgate.net/profile/Tulshi_Das2/publication/340397872_Lotko_ Social_Work_ Case_Analysis_1/links/5e86fbc04585150839b97221/Lotko-Social-Work-Case-Analysis-1.pdf

B   TEXT BOOKS

T1 :   Mathew, Grace : Social case work Bombay; Tata institute of social sciences; 1985 (I, II, III,V) T2 : Upadhyay. Social Case Work. New Delhi: Rawat Publication. ISBN:81-7033-758-5 (I, II, III, IV)

C   REFERENCE BOOK:

R1 :   Misra P.D. Social Work Philosophy and Methods. New Delhi: Inter – India Publication. ISBN81-210-0324-5

R2 :   Patha: k S.H. : Records in Social case work – 1966.

R3 :   Helen Harris Perlman. Social Casework A problem – Solving Process. New Delhi: RawatPublication. ISBN:978-81-316-0442-7

3.   SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Fundamentals of Case Work**		
1.1	Historical development; Scope, limitations	Interpret the Concepts of Historical development; Scope, limitations of Social Case Work	K2
1.2	Importance and relationship with other methods of social work	Demonstrate the Importance and relationship with other methods of social work	K3
1.3	basic components of Social Case Work	Apply the knowledge base on basic components of Social Case Work	K3
	Person, problem place and process	Examine person, problem place and process	K4
1.4	Principles of case work	List Principles of case work	K1
1.5	Skills required of a caseworker	Apply the professionalskills in the practice settings	K3
II	**Case Worker-Client Relationship**		
2.1	Case Worker-Client Relationship: Meaning and its importance	Recall Case Worker-Client Relationship – its Meaning and its importance	K1
2.2	Characteristics of professional relationship	Recall the characteristicsof professional Relationship	K1
2.3	Empathy, transference and counter transference,	Recognise and IdentifyEmpathy, transference and counter transference,	K1
2.4	Resistance, sustaining the relationship	Interpret resistance,enable it to be overcome, sustaining the relationship	K3
2.5	Genuineness, unconditional positive regard	Analyse genuineness, andunconditional positive regard	K4
2.6	Self disclosure	Explore Self disclosure	K4
2.7	Communication and Case Work: Principles, Means of Communication, Types of Messages	Apply the techniques of communication needed to enhance the casework process	K3
III	**Case Work Process**		
3.1	Case Work Process: Intake, involvement of collateral contacts, Home Visits and itsimportance. Exploration	Assess the psychosocial problems of the Individuals and conduct Intake, collateral contacts, Home Visits and Exploration	K5
3.2	Introduction to the role of Psychologicaltesting in Assessment-	Analyze the use of Psychological testing in Assessment-	K4
3.3	Psychosocial diagnosis, formulation ofgoals	Compose Psychosocial diagnosis, thereby facilitating formulation of goals	K5
3.4	prioritization of needs, development of action plan	Apply prioritization ofneeds, development of action plan	K3

Unit	Course – Content	Learning Outcomes	HBTLT
3.5	use of contracts and Intervention	Depict the use ofcontracts and Intervention	K2
3.6	Direct and Indirect techniques of Intervention	Formulate Direct andIndirect techniques of Intervention	K5
IV	**Approaches to Practice**		
4.1	Psychosocial Approaches to Practice CaseWork	Synthesise the techniques of Psychosocial Approaches to Practice Case Work	K5
4.2	Diagnostic, Functional to Practice Case Work	Examine the Diagnostic model, and Functional model to Practice Case Work	K5
4.3	Crisis intervention; eclectic model to Practice Case Work	Describe the Crisis intervention; eclectic model to Practice Case Work	K2
4.4	Role Theory, Systems Theory (Pincus & Minahan's basic social work systems)	Apply the Role Theory, Systems Theory (Pincus & Minahan's	K3
4.5	Gestalt theory and Problem Solving Theory	Examine the Gestalt theory and Problem Solving Theory to Practice Case Work	K6
4.5	Cognitive Theory and Case work interviewing: Principles, techniques and skills	Employ the Cognitive Theory and Case work interviewing: Principles, techniques and skills	K3
4.7	Case Work Recording: Format, Types ofrecords, and record maintenance	Explore Case Work Recording : Format, Types of records, and record maintenance	K4
4.8	Case Study – difference between Case Work and Case Study	Illustrate Case Study and Case Work	K2
V	**Case Work Practice**		
5.1	Typical problems of clients and case workpractice in the following settings: Correctional institutions, Schools & Special Schools, Child Guidance Clinics, Industry, De addition centres, Family Counselling Centres, the aged, Medical Settings, Palliative Care and ICTC.	Detect the typical problems of clients and case work practice in Various settings	K4

4.   **MAPPING SCHEME FOR THE PO, PSOs AND COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	H	M	L	L	H	H	H	L	L	M
CO2	H	H	H	H	H	M	H	H	H	H	H	H	H
CO3	H	H	H	H	H	M	H	H	H	H	H	H	H
CO4	H	H	H	H	H	M	H	H	H	H	H	H	H
CO5	H	H	H	H	H	M	H	H	H	H	H	H	H
CO6	H	H	H	H	H	H	H	H	H	H	H	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, Field Visit Report, Role Play, Quiz (written).
4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. A. Relton

CORE COURSE: SOCIAL GROUP WORK

Semester	**: 1**	**Course Code**	**: P20SW103**
Credits	**: 4**	**Hours per week**	**: 5**

1. COURSE OUTCOMES:

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

CO. No.	Course Outcome	Level	Units Covered
CO1:	Apply the knowledge and practice on social group work methods.	K3	I
CO2:	Propose various models, components and principles of Group work in practice settings.	K5	II
CO3:	Plan various Group and community Programs and make use of variety of group techniques.	K6	III
CO4:	Envision competencies and ability to work with various groups.	K5	IV
CO5:	Examine the professional skills required of a group worker and Different techniques in practicing the approaches and methods of social group work in dealing with individuals in group issues and problems.	K5	V
CO6:	Explore the strategies and practice the group work in different settings.	K4	V

2A. COURSE CONTENT

Unit – I Social Group   (12 Hours)

Definition, Characteristics, Types of Groups and Functions; Stages of Group Development, Basic Human Needs met by Groups. Group Process: Bond, Acceptance, Isolation, Rejection, Sub-Group formation, Withdrawal and Control.

Unit – II Social Group Work   (12 Hours)

Meaning, Definition, Purpose and Models; Historical Development and Principles; Group Work Process: Pre-Group Planning, Beginning Phase, Middle Phase, End Phase and Evaluation. Group Work Evaluation: Meaning and its Place in Group Work and Steps Involved. Group Work and Group Therapy.

Unit – III Programme Planning   **(12 Hours)**

Meaning, definition, Principles, Process and the Place of Agency in Programme planning. Programme Laboratory – Values and Techniques: Games, Singing, Dancing, Dramatics, Street Play, Puppetry, Group Discussion, Parties, Excursion, Psychodrama, Socio- Drama, Role-Play and Brainstorming. Camping: Planning and Conducting Camps.

Unit – IV Skills of Group Worker   **(12 Hours)**

Use of Home Visits and Collateral Contacts; Leadership: Concepts, Definition, Characteristics, Functions, Qualities, Types and Theories of Leadership; Training for Leadership; Socio-Metry and Socio-Gram. Group work Supervision: Meaning, Purpose, Tasks, Types and Functions. Group Work Recording: Format, Meaning, Purpose, Principles, Process and Summary Records and Uses.

Unit – V Group Work Practice   **(12 Hours)**

Application of Group Work Method in Different Settings: Hospitals (Milu Therapy) Correctional Institutions, Schools, Industry, Persons Dependent on Alcohol, With the Physically Challenged, the Aged, the Terminally Ill, CLHA/PLHA and their Families.

UNIT – VI TOPIC FOR SELF – STUDY (Not for Evaluation)

1. Diversity and cross-cultural considerations, spirituality in Group Work Coholic, D (2007) Spirituality and Social Work: Canadian Scholars press, Toranto

2. Complementary & Adjunct Therapies & Techniques Henderson, L (2000) The knowledge and Use of Alternative Therapeutic Techniques by Social Work Practitioners:A Descriptive Study. Social Work in Health Care 30(3)

B. Text Books:

T1: Water Lifton (1990)Working with groups, Oaks. (Unit I, II, III)

T2: Gisea Konopka : Group work in the Institutions, Association Press, 1954.(UNIT:V)

T3: Cartwright & Zander : Group Dynamics, Research & Theory, Harpers & Row, 1968 (Unit: IV)

C. Reference Book:

R1: Bluementhal H.L : Administration of Social Group Work, Association Press,1948.

R2: Wilson & Ryland : Social group work, Houghton Miffin Co., Boston, 1949.

R3: Conye Robert K : Failures in Group, Stage, Thousands Oaks,

R4:   Galssman Ureania and Lenkates : Group Work, Sage, Thousands

R5:   Fred Milson : Skills in Social group work, Taylor & Francis, 1973.

R6:   Gisela Konopka : Social group work – A helping process, Prentice Hall, 1972.

R7:   Gisela Konopka : Therapeutic groups with children, University of Minnesota Press, 1949.

R8:   Johnson and Johnson : Joining Together, Pearson, 2009.

R9:   Malcolm & Hilda Knowles : Introduction to social dynamics, Association Press, 1972.

R10:   Thelen A.H : Dynamics of group at work, University of Chicago Press, 1956.

R11:   Trecker H.B : Social group work, principles and practices, Whiteside, New York, 1956.

3.   SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Social Group:**		
1.1	Social Group: Introduction of Social Group Definition and Characteristics. Various Types and Functions of Groups:	Explain the components and Characteristics of Social Group.	K2
		Apply various types, scope and Functions of Group work	K3
1.2	Stages of Group Development: Orientation Stage, Working Stage, Termination, Stage, Programme Planning Implementation and Evaluation.	Design the stages of social group work, importance of Programme Planning Implementation and Evaluation	K5
1.3	Basic human needs met by groups: Maslow's Hierarchy of Human Needs and other essential needs in Common	Apply the process of Group Formation based on human needs.	K3
1.4	Group Process: Bond, Acceptance, Isolation, Rejection, Sub- Group formation, Withdrawal and Control	Hypothesise the Group Process: Bond, Acceptance, Isolation, Rejection, Sub- Group formation, Withdrawal and Control	K5
II	**Social Group Work:**		
2.1	Social Group Work: Meaning and Introduction to Social Group work, Definition and Purpose	Illustrate Social Group Work: Meaning and Introduction to Social Group work, Definition and Purpose.	K2
2.2	Historical development :Origin and History of Social Group Work	Recall the Historical development: Origin and History of Social Group Work.	K1
2.3	Principles of Social Group Work :Trecker's Principles of Social Group Work	Analyse the Principles of Social Group Work according to the need.	K4

Unit	Course – Content	Learning Outcomes	HBTLT
2.4	Models : Remedial model, Develomental model, Recreational Model, Preventive model	Compare the various models ofgroup work	K4
2.5	Group Work Process : Pre-Group Planning, Beginning Phase, Middle Phase, End Phase and Evaluation	Critique the process of Group Formation and the use of variety of group approaches.	K6
2.4	Group Work Evaluation: Meaning and Steps involved in Evaluation	Explain the Group Work Evaluation: Meaning and Steps.	K2
2.5	Group Work evaluation techniques are concerned with the following aspects of evaluation 1.Evaluation of leadership 2.Evaluation of the group process 3.Evaluation of the outcomes or changes brought about inmembers and 4. Evaluation of group action in terms of group goals.	Design and assess the groupwork evaluation techniques	K5
2.6	Group Work and Group Therapy :Various Therapy such as Psychoanalytic therapy, Gestalt therapy, CBT etc	Contrast the concept of Group Work and Group Therapy	K4
III	**Programme Planning**		
3.1	Programme Planning : Meaning of Programme planning, Definition.	Explain the meaning and definition of programme planning.	K2
3.2	Principles and Process : Principles of of Programme Planning, Process involved in Programme planning, Role of agency in Programme Planning	Integrate the various components, concepts andprinciples of Programme Planning.	K5
3.3	Programme Laboratory : Values of Programme Laboratory	Discuss the values of programme laboratory.	K2
3.4	Techniques involved in Programme laboratory : Games, Singing, Dancing, Dramatics, Street play, Puppetry, Group discussion, Parties, Excursion, Psychodrama, Socio- drama, role- play and Brainstorming. Camping: planning and conducting camps.	Defend the various Techniques involved in Programme laboratory and Plan strategies forconducting camps.	K6
IV	**Leadership**		
4.1	Leadership : Concept and definition of Leadership	Depict the Concept and definition of Leadership.	K2
4.2	Characteristics, Functions and Qualities of leader	Apply the Characteristics, Functions and Qualities of leader.	K3

Unit	Course – Content	Learning Outcomes	HBTLT
4.3	Types of Leadership : Positive and Negative Leaders Autocratic or Authoritarian leadership, Democratic or Participative leadership, The Laissez-faire or Free-rein leadership	Explain the Types of Leaderships in social group.	K2
4.4	Trait Theory of Leadership, Behavioral Theories, Contingency Theories and Transformational Leadership Theory.	Analyse the theories of Leadership in Group work.	K4
4.5	Importance and the uses of Training for Leadership	Integrate competencies of leadership qualities.	K5
4.6	Sociometry and Sociogram : Study of relationship within a group of people	Consolidate the relationship within groups using Sociometry and Sociogram .	K5
4.7	Group work Supervision : Meaning and Purpose of Group work supervision	Illustrate Group worksupervision	K2
4.8	Supervision :Types and Functions of Group work supervision	Analyse the Types and Functions of Group work supervision.	K4
4.9	Group work Recording : Meaning and Format of Recording , Purpose of recording	Explore the techniques ofrecording in Group Work Reports.	K4
4.10	Principles and Process : Principal of Flexibility, Principle of Selection, Principle of Readability, Principle of Confidentiality, Principle of Worker acceptance	Examine the various principles of Recording and make use of it.	K4
4.11	Process, Summary Recording, Uses of recording	Construct the strategies in recording the group process.	K5
V	**Group Work Practice :**		
5.1	Group Work practice : Introduction to different setting where group work is practiced	Describe the group work practices in different settings.	K2
5.2	Settings (1):Hospitals (Milu Therapy) Correctional institutions,schools, industry	Envision the professional skills required of a group worker in practicing the approaches and methods of social group work in dealing with individuals in group issues and problems - 1):Hospitals (Milu Therapy) Correctional institutions, schools, industry	K6
5.3	Settings (2): Persons Dependent on Alcohol, with the Physically Challenged, the aged, the terminally ill	Examine group work methods with Persons Dependent on Alcohol, with the Physically Challenged, the aged, the terminally ill	K6
5.4	Settings (3): CLHA/PLHA and their families	Validate the group work methods in CLHA/PLHA and their families	K6

4.   **MAPPING OF PO, PSOs AND COs**

Mapping Scheme for the POs, PSOs and COs

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

L-Low   M-Moderate   H- High

5.   **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)

Course Co-ordinator   :   Dr. T. Giftson

CORE COURSE: COMMUNITY ORGANIZATION & SOCIAL ACTION

Semester : I		**Course Code** :	P20SW104
Credits : 4		**Hours per week** :	5

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Units Covered
CO 1	Recognize the wide-spectrum of community development concepts	K1	I
CO 2	Illustrate the intricacies of community organization during disasters	K2	II
CO 3	Critique the applicability of appropriate methods and phases of Community Organization	K4	III
CO 4	Analyse the importance of social action as a method of social work	K4	III
CO 5	Examine the significant models of social action and community organization	K5	IV
CO 6	Appraise the role of social workers in the field of Community Organization	K5	V

2A. COURSE CONTENTS

Unit I - Community   **12 Hours**

Meaning, Types and characteristics; community power structure and minority groups. Community Dynamics: Integrative and disintegrative processes in the community. Leadership**:** Definitions, types and qualities; leadership in different types of communities and Theories of leadership.

Unit II - Community Organization   **12 Hours**

Concept, definition, objectives, philosophy, Approaches and principles; community organization as a method of Social work; community welfare councils and community chests.

Unit – III - Methods of Community Organization   **12 Hours**

Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resource mobilization (Skills, Techniques and Methods) co-ordination; skills in community organisation, community organization as an approach to community development.

M.S.W. Syllabus 2021-2022

Unit – IV - Phases of Community Organization   **12 Hours**

Assessment of Community using PRA, Study, Assessment, Discussion, Organization, Action, Evaluation, Modification, Continuation; Community Study; Community Organization in emergencies like Fire, Famine, Flood, Drought, Earthquake and War; Community Organization at Local, State and National Level; Community Organization in Rural, Urban, Slum and Tribal areas.

Unit – V - Social Action   **12 Hours**

Definition, Objectives, Principles, Methods, Scope, Process and Strategies; Social Action as a method of social work; Models of Social Action: Saul Alinsky's and Paulo Freire's methods;, Social Reform Movements: Narmadha Bachaon Andholan Valley Movement, Movement against Armed Forces Special Provision Act (AFSPA) and Anti Nuclear Power Plant Movements; Role of social workers in community organization and social action.

B.   UNIT - VI TOPICS FOR SELF-STUDY (NOT FOR EVALUATION)

Rights based Approach to Social Work Practice:

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7268582/#:~:text=A%20rights%2Dbase d%20approach%20guides,%3B%20McPherson%20and%20Abell%202020.

B   TEXT BOOKS:

T1:   Social Work Philosophy and Methods by PD Misra, Inter-India Publications, New Delhi (Unit -I)

T2 :   Community Organization and Social Action by AJ Christopher and A. Thomas William, Himalaya Publishing House, Mumbai (Unit –II & III)

T3 :   Vidhya Bhishan and Sachdeva DR – An Introduction to Sociology, Allahabad : Kitab Mahal(Unit-IV & V)

C   REFERENCE BOOK

R1   Desai, A.R. & Pillai, S.D : Slums, and Urbanisation

R2   Gangrade, K.D. : Community organization in India, Popular Prakasan, Bombay

R3   Hillman : Community organization and planning; Macmillan

R4   Macmillan, Wayne : Community organization for social welfare, University of Chicago press.

R5   Marshall B. Clinard. : Slum and Community development, collier, Macmillan Ltd., London

R6   Perlman H. Helen : Social case work; A problem solving process, John Wiley & Sons, New York, 1972.

R7   Populin : Community organization and Planning; Macmillan

3.   **SPECIFIC LEARNING OUTCOMES (SLOs):**

Unit	Course-Content	Learning Outcomes	HBTLT
I	**Community**		
1.1	Meaning, Types and characteristics	Describe the Meaning, Types and characteristics of Community.	K2
1.2	Community power structure and Minority groups.	Interpret Community power structure and Minority groups.	K3
1.3	Integrative and Disintegrative processes in the community	Interpret Integrative and Disintegrative processes in the community	K3
1.4	Definitions, Types and Qualities;	Consolidate Definitions, Types and Qualities of community.	K5
1.5	Leadership in different types of communities	Organise leadership in different types of communities.	K5
1.6	Theories of Leadership.	Describe Theories of Leadership.	K2
II	**Community Organization**		
2.1	Community Organization - Concept, Definition, Objectives,	Apply the Concept of Community Organisation, Definition, Objectives learnt.	K3
2.2	Philosophy	Explain Philosophy of Community Organization.	K2
2.3	Approaches	Discuss Approaches of Community Organization.	K2
2.4	Principles	Apply Principles of Community Organization.	K3
2.5	Community Organization as a method of Social work	Critique Community Organization as a method of Social work.	K6
2.6	community welfare councils and community chests	Describe community welfare councils and community chests	K2
III	**Methods of Community Organization:**		
3.1	Planning, Education, Communication, Community Participation	Examine Planning, Education, Communication, Community Participation.	K6
3.2	Collective decision making, Involvement of groups and Organizations	Review Collective decision making and Involvement of groups and Organizations.	K6

3.3	Skills, Techniques and Methods in Resource Mobilization	Examine Skills, Techniques and Methods in Resource Mobilization.	K6
3.4	Skills in Community Organisation	Analyse skills in Community Organisation.	K4
3.5	Community Organization as an approach to Community Development	Discuss Community Organizationas an approach to Community Development.	K2
IV	**Phases of Community Organization**		
4.1	Assessment of Community using PRA	Assessment of Community using PRA	K6
4.2	Phases in Community Organization - Study, Assessment, Discussion, Organization, Action, Evaluation, Modification, Continuation	Examine Phases in Community Organization - Study, Assessment, Discussion, Organization, Action, Evaluation, Modification,Continuation.	K6
4.3	Community Organization at Emergencies like Fire, Famine, Flood, Drought, Earthquake and War	Analyse Community Organizationat Emergencies like Fire, Famine, Flood, Drought, Earthquake and War.	K4
4.4	Community Organization at Local, State and National Level	Recognise CommunityOrganization at Local, State and National Level.	K2
4.5	Community Organization in Rural, Urban, Slum and Tribal areas	Interpret CommunityOrganization in Rural, Urban, Slum and Tribal areas.	K3
V	**Social Action**		
5.1	Definition, Objectives, Principles	Describe Definition, Objectives, Principles.	K2
5.2	Methods, Scope, Process and Strategies	Explain Methods, Scope, Process and Strategies.	K2
5.3	Social Action as a method of Social Work; Social Action	Interpret Social Action as a method of Social Work; Social Action.	K3
5.4	Narmadha Bachaon Andholan Valley Movement, Movement against AFSPA and Anti Nuclear Power Plant Movements	Describe Narmadha Bachaon Andholan Valley Movement, Movement against AFSPA and Anti Nuclear Power Plant Movements	K2
5.5	Saul Alinsky's and Paulo Freire's methods	Discuss Saul Alinsky's and Paulo Freire's methods.	K2
5.6	Role of social workers in Community Organization and Social Action	Appraise the role of social workers in Community Organization and Social Action	K6

4.   MAPPING of PO, PSOs AND COs

Mapping Scheme for the POs, PSOs and COs

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

L-Low   M-Moderate   H- High

5.   COURSE ASSESSMENT METHODS

DIRECT

a.   Continous Assesment Test: T1, T2 (Theory): Closed Book
b.   Assignment, Seminar: Open Book.
c.   Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).
d.   Pre-Semester & End Semester Theory Examination

INDIRECT

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. F. Carter Premraj

ELECTIVE COURSE: WORKING WITH PERSONS WITH DISABILITIES

Semester   : I   Course Code   : P20SW1:1

Credits   : 4   Hours per week :   : 5

1.   **COURSE OUTCOMES**

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

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

2A.   COURSE CONTENT

Unit I - Concept, Definition, Types and Extent of Disabilities: 12 Hours

Impairment - Disability- Handicap, WHO & ILO definition of a differently abled person- Types of differently-abled Persons- Visually Handicapped - Hearing Impairment, Locomotor Disability,Mental Handicap, and Autism.

Unit – II - Care for the differently abled Persons: 12 Hours

Psychosocial Problems, Differently abled Person as an Individual, within the family and the Society. Rights of a differently abled Person, Barrier-free environment. Insurance and Social security measures for the Differently abled Persons.

Unit – III - Rehabilitation for the differently abled Persons: 12 Hours

Definition, Concept of Rehabilitation, Process of Rehabilitation, Social Integration- Orientation & Mobility, Activities of Daily Living and Counseling, Types of Rehabilitation- Institutional andCommunity Based Rehabilitation.

Unit – IV - Education and Employment for the Differently abled Persons:

12 Hours

Special Education, Special Schools, Integrated Education, Inclusive Education, Provisions under Sarva Sikhsa Abihiyan. Vocational Training, Self-Employment, Sheltered Workshop, PlacementServices, Reservations in Employment.

Unit – V - Ministry, National Institutes & Legislation Pertaining to Disabilities:

12 Hours

Ministry of Social Justice and Empowerment, District Differently abled Rehabilitation Office, RCI, National Institute for the Mentally Handicapped, National Institute for the Orthopedically Handicapped , Ali Yuvar Jung National Institute for the Hearing Handicapped, National Institute for the Visually Handicapped.

B. Unit - VI Topics for Self-Study

Legislation:

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Tamilnadu Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Rules 2002.

Note : Assignment - Visit to any of two / three different settings (Submit the report of observation).

C.   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, CA94302, 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)

D.   Reference Books:

R1 :   Promotion of Non-Handicapping Environments for Differently abled Person: Guidelines, UnitedNation, 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 FullParticipation) Rules 2002.

3.   **SPECIFIC LEARNING OUTCOMES (SLOs)**

Unit	Course Content	Learning Outcomes	HBTLT
I	**Concept, Definition, Types and Extent of Disabilities**		
1.1	Introduction to Disability	Explain the Concept, Definition, and Extent of Disabilities	K2
1.2	Difference Between	Differentiate Impairment/Disability/Handicap	K4
1.3	Definition of a differently abled person Types of disability	Define WHO & ILO	K1
1.4	Definition of a differently abled person & Types of disability	Define Hearing Impairment, Locomotor Disability, Mental Handicap, Autism	K1
II	**Care for the differently abled Persons**:		
2.1	Psychosocial Problems	Recognize the Differently abled Person as an Individual and within the family and the Society	K2
2.2	Rights of a Differently abled Person	Explain the Rights of a Differently abled Person & Barrier-free environment	K4
2.3	Insurance and Social security	Assess Insurance and Social security measures for the Differently abled Persons.	K6

Unit	Course Content	Learning Outcomes	HBTLT
III	**Rehabilitation for the differently abled Persons:**		
3.1	Rehabilitation for the Differently abled Persons	Distinguish Definition, Concept of Rehabilitation, Process of Rehabilitation	K2
3.2	Social Integration	Analyse Orientation & Mobility, Activities of Daily Living and Counseling	K4
3.3	Types of Rehabilitation	Interpret the types of Rehabilitation	K3
3.4	CBR	Describe Community Based Rehabilitation	K2
IV	**Education and Employment for the Differently abled Persons:**		
4.1	Education for the Differently abled Persons	Recognize the role of Special Education, Special Schools, Integrated Education, Inclusive Education, Provisions under Sarva Sikhsa Abihiyan	K2
4.2	Employment for the Differently abled Persons	Examine Vocational Training, Self-Employment, Sheltered Workshop, Placement Services	K4
4.3	Reservations in Employment	Analyze Reservations in Employment.	K4
V	**Ministry, National Institutes & Legislation Pertaining to Disabilities:**		
5.1	Ministry to Disabilities	Analyze the role of the Ministry of Social Justice and Empowerment, District Differently abled Rehabilitation Office, RCI	K4
5.2	National Institutes Pertaining to Disabilities	Explore the functions of National Institutes Pertaining to Disabilities.	K4
5.3	Legislation Pertaining to Disabilities	Examine The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995	K4

4.   **MAPPING (CO, PO, PSO)**

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

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, Field Visit Report, Role Play, Quiz (written).
d.   Pre-Semester & End Semester Theory Examination

INDIRECT

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. M. Daniel Solomon

ELECTIVE COURSE: WORKING WITH THE ELDERLY

Semester : I   **Course Code** : P20SW1:2

CREDITS : 4   **Hours per week : 5**

1.   COURSE OUTCOMES

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

CO No	Course Outcomes	Level	Unit Covered
CO1	Explain Gerontological Social Work	K2	I
CO2	Explore skills required for working with older persons	K4	II
CO3	Consolidate the varied policies and programmes of the Government	K5	III
CO4	Recall the concept of ageing from the context of family.	K1	III
CO5	Examine role of social workers in the field of social gerontology.	.K5	IV
CO6	Review the counselling skills required to bring about healthy ageing among older persons.	K5	V

2A.   COURSE CONTENT

Unit – I - Ageing   (12 Hours)

Definition, Concept– Dimensions of Ageing: Physiological, Psychological, Social and Functional – Theories of Ageing: Biological, Psychological & Social. Problems of Ageing: Social, Economic and Psychological–Demographic aspects of Population, Ageing-National and International Trends – Status of the Aged in India – Ageing and Development.

Unit – II - Policies and Programmes   (12 Hours)

UN- Principles, International Plan of Action and Programme on Ageing. Government Policies and Programmes and welfare schemes for the Elderly in India.

Unit – III - Family Context   (12 Hours)

Intimate ties/partnership in later life, Transitions in marital status: widowhood, divorce and remarriage, Inter-generational relations: Common Medical and Psychiatric Problems of Old age, Institutionalization and related problems.

M.S.W. Syllabus 2021-2022

Unit – IV - Services for the Aged   **(12 Hours)**

Geriatric Clinics, Old Age Homes, Facilities& Services for the Terminally Ill, Recreational Centres, Day Care Centre, Information and Referral Services, Preventive and Supportive Services.

Unit – V - Application of CW, GW, Research & CO with Elderly   **(12 Hours)**

Gerontology and geriatrics, Case Work, Group Work, Research and Counselling. Family Intervention Techniques, Health Promotion, Disability Management, Role of Social Workers.

B. Unit - VI Topics for Self-Study

Healthy Ageing & graceful Ageing

https://www.who.int/news-room/q-a-detail/ageing-health- ageing-and-functional-ability

B.   **TEXT BOOKS:**

T1 - Irudhaya Rajan,S., Mishra, U.S,: India's Elderly Burden or Challenge, Sankara Sharma, P. 1999 Sage, New Delhi. (unit I)

T2 – Ahuja Ram, Indian Social Problems, Rawat Publications, Jaipur, 2014 Unit II)

T3 - Moneer Alam, Ageing in India, Academic Foundation, New Delhi 2006 (unit III)

T4.- Kapoor, AK., Kapoor, Satwanti India's Elderly: A Multidisciplinary Dimension, Mittal Publications, New Delhi, 2004 (unit IV)

T5- Misra PD., Social Work Philosophy and Methods, Inter-India Publications, New Delhi, 2013(Unit V)

D.   **Reference Books:**

R1   Bob G Knight 2004 : Psychotherapy with older adults, SAGE, New Delhi.

R2   Desai, K.G. 1985. Aging in India, Tata Mac Graw Hill, New Delhi.

R3   Desai Murli & Raju Siva Gerontological Social work in India: Some Issues & Perspectives/edited

R4   Kumudini Dandekar 1996: The elderly in India, Sage, New Delhi

R5   Ward 1984: The Ageing Experience: An introduction to Social Gerontology, Harpen & Rere NewYork

3. SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcome	HBTLT
I	**Ageing**		
1.1	Dimensions of Ageing: Physiological, Psychological, Social and Functional	Recognise the Dimensions of Ageing: Physiological,Psychological, Social and Functional.	K1
1.2	Theories of Ageing: Biological, Psychological & Social.	Describe the theories of Ageing Biological, Psychological & Social.	K2
1.3	Problems of Ageing: Social, Economic and Psychological	Recall problems of Ageing:Social, Economic and Psychological	K1
1.4	Demographic aspects of Population, Ageing-National and International Trends	Discuss demographic aspects of Population, Ageing- National and International Trends	K2
1.5	Status of the Aged in India	Analyse the status of the Aged in India	K4
1.6	Ageing and Development.	Explain Ageing and Development.	K2
II	**Policies and Programmes:**		
2.1	UN- Principles,	Compose the role of UN and its Principles	K5
2.2	International Plan of Action	Examine International Plan of Action	K4
2.3	Programme on Ageing.	Integrate the Programme on Ageing.	K5
2.4	Government Policies	Synthesise Government Policies	K5
2.5	Government Programmes	IntegrateGovernment Programmes	K5
2.6	Welfare Schemes for the Elderly in India	Organize welfare schemes for the Elderly in India	K5
III	**Family Contex**		
3.1	Intimate ties/partnership in later life.	Create Intimate ties/partnership in later life.	K5
3.2	Transitions in marital status: widowhood,divorce and remarriage.	Examine the transitions in marital status: widowhood, divorce and remarriage.	K6
3.3	Inter-generational relations.	Validate Inter-generational relations.	K6
3.4	Common Medical Problems of Old Age.	Recognize common medical problems of Old Age.	K1
3.5	Common Psychiatric Problems of OldAge	Examine commonPsychiatric Problems of Old Age.	K4
3.6	Institutionalisation and related Problems.	Explain Institutionalization and related Problems.	K4
IV	**Services for the Aged:**		
4.1	Geriatric Clinics, Old Age Homes	Recall the services offered inGeriatric Clinics, Old Age Homes.	K1
4.2	Facilities & Services for the TerminallyIll.	Recognise the facilities & services for the Terminally Ill.	K1

Unit	Course Content	Learning Outcome	HBTLT
4.3	Recreational Centres.	Recognise Recreational Centres.	K1
4.4	Day Care Centre.	Recognise Day Care Centre.	K1
4.5	Information and Referral Services.	Recall Information and Referral Services.	K1
4.6	Preventive and Supportive Services.	Recognise preventive and Supportive Services.	K1
V	**Application of Social Work methods with Elderly**		
5.1	Gerontology and Geriatrics.	Define Gerontology and Geriatrics.	K1
5.2	Case Work, Group Work, Research andCounselling.	Review Case Work, GroupWork, Research and Counselling.	K6
5.3	Family Intervention Techniques	Recognise Family Intervention Techniques.	K1
5.4	Health Promotion	Recall Health Promotion	K1
5.5	Disability Management	Recognise Disability Management	K1
5.6	Role of Social Workers	Compose the role of Social workers	K5

4. **MAPPING SCHEME for the POs, PSOs and COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	M	H	L	M	M	M	M	H	H	H	H
CO2	H	M	L	L	L	M	H	M	L	L	L	H	M
CO3	M	M	L	L	L	M	H	M	L	L	L	H	M
CO4	M	M	M	H	L	M	M	M	M	H	H	H	H
CO5	M	M	L	L	L	M	H	M	M	L	L	H	M
CO6	L	L	L	L	L	L	M	M	L	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, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. B. Arunkumar

ELECTIVE COURSE: WORKING WITH CHILDREN AND ADOLESCENTS

Semester : I	**Course Code** : P20SW1:3
Credit : 4	**Hours per week : 5**

1.   COURSE OUTCOMES

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

CO. No	Course Outcomes	Level	Unit Covered
CO1	Examine the role of family and society in child development	K4	I
CO2	Interpret the problems experienced by the children in the field of health.	K3	II
CO3	Explain the risks that are encountered during the phase of adolescence.	K4	III
CO4	Consolidate the contemporary social problems relevant to children and the varied social welfare programmes available for them in India.	K5	III
CO5	Analyse the problems of children associated with institutionalization.	K4	IV
CO6	Synthesize the role of social workers in dealing the problems of children and adolescents.	K5	V

2A.   COURSE CONTENT

Unit I - Child   (12 Hours)

Definition and characteristics; role of family & community in child development, formal and informal agencies and their role in socialization, patterns of socialization in India. Nutritional disorders, malnutrition, common pediatric illnesses-types, causes, symptoms and prevention, immunization schedule. National policy for children**.**

Unit II - Adolescence   (12 Hours)

Typical characteristics & development; socialization process, needs of adolescents, their problems related to family, social relations, education, recreation, employment, identity crisis, sex, marriage, teen pregnancy and general adjustment, Influence of Media & Social Networking. Social workers role in dealing with problems of adolescents.

Unit III - Children and their Problems: **(12 Hours)**

Female Infanticide, Female Feticide, juvenile delinquency child abuse and child trafficking. Gender Discrimination, neglected & abused children, street children, school dropouts and child labourers- causes, social work ; scope of social work intervention.

Unit IV - Child Welfare   **(12 Hours)**

Philosophy and evolution of child welfare programmes in India, Child rights, Child welfare services available, National/ International Organization and agencies working for children / Adolescents (CHILDLINE-1098, UNICEF, UNESCO, CRY, SOS) .

Unit V - Institutionalization of children and associated problems, **(12 Hours)**

Institutional and Non Institutional Care: Juvenile Observation Home, types of institutional care available: Crèches, day care center, sponsorship, foster care, adoption, child guidance clinics & recreational services-their functions and need.

B.   Unit - VI Topics for Self-Study

Child Related Legislations: The Protection of Children from Sexual Offences (Amendment Act), 2019; The Juvenile Justice (Care and Protection of Children) Act, 2015; The Prohibition of Child Marriage Act, 2006; The Trafficking of Persons (Prevention, Protection and Rehabilitation) Bill, 2018.

- https://wcd.nic.in/act/2315
- https://www.prsindia.org/billtrack/trafficking-persons-prevention-protection-and- rehabilitation-bill-2018

C.   Text books

T1   Elizabeth Hurlock. B., Child Growth and Development, McGraw Hill, 1956. (Unit I & III)

T2:   K Park, Parks's Textbook of Preventive and Social Medicine, 21st ed., M/S Banaridas Bhanot, 2011. (Unit I)

T3:   Elizabeth Hurlock. B., Developmental Psychology A Life-span approach, 5th ed, McGraw Hill, 1981. (Unit II)

T4:   Chaudhary, Paul. G. Child Welfare Manual, Atma Ram & Sons, N.Delhi., 1963. (Unit IV & V)

C.   REFERENCE BOOKS

R1 :   Vidya Bhushan & D R Sachdeva, An Introduction to Sociology, Kitab Mahal, 1998

R2 :   S Narayana Rao, Counselling and Guidance, 2nd ed., Tata McGraw Hill, 1991

R3 :   Khandekar Mandakini, :Planning integrated services for Urban children & youth,TISS pub, Mumbai.

R4 :   Marshall T.F & Rose. G: counseling & School Social Work , John Wiley & Sons,NY.

R5 :   Kuriakose P.T, An approach to Youth Work in India, Youth Asia Pub, N.Delhi,1972

3.   SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	HBTLT
I	**Child: Definition and characteristics**		
1.1	Child: definition and characteristics	Explain who a Child is: definition and characteristics	K2
1.2	role of family & community in child development	Explore the role played byfamily and society in child development	K4
1.3	Role of formal and informal agencies in socialization, patterns of socialization in India	Explore the role of formal and informal agencies in the socialization of children with special reference to Indian context	K4
1.5	Nutritional disorders, malnutrition, common pediatric illnesses-types, causes,symptoms and prevention, immunization schedule	Interpret the problems experienced by the children in the field of health and its prevention	K3
1.6	National policy for children	Explain the National policy for children in India	K2
II	**Adolescence:**		
2.1	Adolescence: Typical characteristics & development; socialization process, needsof adolescents	Interpret the typical characteristics of adolescentsand their socialization process	K2
2.2	Their problems related to family, social relations, education, recreation, employment, identity crisis, sex, marriage, teen pregnancy and general adjustment, Influence of Media & Social Networking.	Recognize the risks that are encountered during thephase of adolescence.	K4
2.3	Social workers role in dealing withproblems of adolescents	Synthesize the role of socialworker in dealing with problems of adolescents.	K5
III	**Children and their Problems**		
3.1	Children and their Problems: Female Infanticide, Female Foeticide, juvenile delinquency, child abuse and child trafficking, Gender Discrimination, neglected & abused children, street children, school dropouts and child labourers- causes	Compose the contemporary social problems relevant to children with respect to theirgender, protection and education	K5

Unit	Course Content	Learning Outcomes	HBTLT
3.2	Scope of social work intervention	Consolidate the role of socialworker in dealing with problems of children	K5
IV	**Child Welfare**		
4.1	Child Welfare : Philosophy and evolution of child welfare programmes in India	Explain the Philosophy and evolution of child welfare programmes in India	K2
4.2	Child rights, Child welfare servicesavailable	Discuss Child rights, Child welfare services available in India	K2
4.3	National/ International Organization and agencies working for children / Adolescents (CHILDLINE-1098, UNICEF, UNESCO, CRY, SOS)	Interpret the structure, functions and the services offered by the National and International organizationstowards children and adolescents.	K3
V	**Institutionalization of children and associated problems,**		
5.1	Institutionalization of children and associated problems, Institutional and Non Institutional Care: Juvenile, Observation Home	Examine the problems of children who are institutionalized	K4
5.2	Types of institutional care available Crèches, day care center, sponsorship, foster care,	Interpret the various institutional care available for children	K3
5.3	Adoption, child guidance clinics & recreational services-their functions and need.	Implement the various services available for Children	K3

4.   **MAPPING (CO, PO, PSO)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	L	M	L	L	M	L	M	H	H	L	H
CO2	H	H	H	M	H	L	M	M	M	H	M	L	H
CO3	H	H	M	M	L	M	M	M	H	H	H	M	H
CO4	H	H	H	H	H	M	M	H	H	H	H	H	H
CO5	M	H	M	M	H	M	M	L	H	H	H	L	H
CO6	M	H	H	H	H	H	M	H	H	H	H	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, Field Visit Report, Role Play, Quiz (written).
4.   Pre-Semester & End Semester Theory Examination

INDIRECT

1.   Course end survey (Feedback)

Course Co-ordinator   :   Ms. M. Reena Rebellow

Semester : I   **FIELD WORK**   **Field Work : I**

Credits   : 4   **Course Code : P20SW2F1**

Minimum No. of days: 24 (Alternative Days)

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.

Components of Semester I Concurrent field work.

The above mentioned objectives will be achieved by providing the following three different types of learning opportunities vis-à-vis components of first semester concurrent fieldwork:

COMPONENT NO.1

OBSERVATION VISITS TO DIFFERENT FIELDS OF SOCIAL WORK.

No. ofvisits: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 participate in group discussions.
5. To make use of the supervision & guidance in understanding social issues.
6. To document the outcome ofvisits.

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 and industrial communities. The students are expected to observe & enquire about

     M.S.W. Syllabus 2021-2022

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

Ten observation visits for the I MSW students is mandatory. For the I M.S.W. (semester I) 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.

COMPONENT No.II

RURAL/ TRIBALCAMP

Duration: Pre-camp Preparation- 8 field work days + on Camp: 5 days.

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.

Objectives:

The objective of the rural camp is:

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

2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.
4. To help them develop capacities and attitudes suitable for group living.
5. To inculcate the spirit of working in abeam.

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.

COMPONENT No.III

GROUP PROJECT

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 communitysetting.

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 and Rural).

- 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. Observation visits – Attendance, Learning and Report Writing and on time submission

2. Consolidated Report of Group Project - Content, Clarity, Language, Presentation

3. Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

4. Camp – Responsibility Taken, Performance, Commitment and Contribution (Evaluation by Camp Faculties)

CORE COURSE: **SOCIAL WORK RESEARCH AND SOCIAL STATISTICS**

Semester : II   **Course Code** : **P20SW205**

Credit : 4   **Hours per week : 5**

1.   **COURSE OUTCOMES**

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

S. No	Course Outcomes	Level	Unit Covered
CO1	Describe the basic concepts in social work research methods	K2	I
CO2	Apply Quantitative & Qualitative research	K3	II
CO3	Analyse the types of Research Design and Sampling Techniques	K4	III
CO4	Examine the capability to develop qualitative research proposal independently	K5	III
CO5	Appraise qualitative interview methods and conduct qualitative data analysis with data analysis using SPSS software's.	K5	IV
CO6	Construct questionnaire / interview schedule – Content, types of questions, question format and sequence of questions	K6	V

2A.   COURSE CONTENTS

Unit I - Social Work Research

Meaning, Definition, Types – Qualitative, Quantitative and Mixed, Purpose of Research. Social Research and Social Work Research. Scientific Method: Nature, Characteristics, Purpose, Assumptions, Research Process; Concepts: operationalization of concepts, variables and its types, Hypothesis: Sources, Formulation, Attributes and Types.

Unit II - Research Design and Sampling

Types: Exploratory, Descriptive, Diagnostic and Experimental. Formulation of Research Problem. Sampling: Definition, Principles, Types and procedures; Population and Universe, Measurement: Meaning, Levels of Measurement: Nominal, Ordinal, Interval and Ratio;

Unit III - Methods of Data Collection

Primary and Secondary Sources; Research Tools: Observation, Survey Methods : Interview Guide, Interview Schedule, Questionnaire: construction of questionnaire

/ interview schedule – Content, types of questions, question format and sequence of questions: advantages and disadvantages of research tools, Pilot study and Pre-test

Unit IV - Preparation of Research Proposal

Financial, Time and Personnel Budgeting; Data processing and analysis: Coding Scheme. Code Book, Transcription, tabulation; Diagrammatic Representation of Data : Types. Report Writing, Referencing and Bibliography - styles – APA and MLA, Agencies involved; Ethical considerations and Limitations of Social Work Research.

Unit V - Statistics

Meaning, use and its limitations in Social Work Research, Descriptive and inferential statistics, Measures of Central Tendency: Arithmetic Mean, Median and Mode, Measures of Dispersion: Range, Quartile deviation, Standard deviation and Co-efficient of Variation. Tests of significance : "t" test and chi-square test. Correlation: Meaning, types and uses. Karl Pearson's Coefficient of Correlation and Rank Correlation. Computer Applications: Use and application of computer with special reference to statistical Package for Social Science (SPSS) / (only practical and not for theory exam).

B. Unit - VI Topics for Self-Study

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)

C.   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)**

D.   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	HBTLT
I	**Social Work Research:**		
1.1	Meaning, Definition, Types – Qualitative, Quantitative and Mixed,	Discuss meaning, Definition & Types – Qualitative, Quantitative and Mixed Research	K2
1.2	Purpose of Research. Social Research and Social Work Research.	Recognize the Purpose of Research	K1
1.3	Scientific Method: Nature, Characteristics, Purpose, Assumptions,	Examine Scientific Method of Research	K4
1.4	Research Process; Concepts: operationalization of concepts,	Apply the Research Process	K3
1.5	variables and its types,	Analyse variables and its types,	K4
1.6	Hypothesis: Sources, Formulation, Attributes and Types.	Examine the Sources,Formulation of Hypotheses	K4
II	**Research Design and Sampling :**		
2.1	Types: Exploratory, Descriptive, Diagnostic and Experimental..	Recall the types of Research	K1
2.2	Formulation of Research Problem	Explore the Research Problem	K4

Unit	Course Content	Learning outcomes	HBTLT
2.3	Sampling: Definition, Principles, Types and procedures;	Analyse Sampling Design	K4
2.4	Population and Universe,	Define Population and Universe,	K1
2.5	Measurement: Meaning, Levels of Measurement: Nominal, Ordinal, Interval and Ratio;	Examine Levels of Measurement	K4
III	**Methods of Data Collection:**		
3.1	Primary and Secondary Sources;	Recognise Primary and Secondary Sources;	K2
3.2	Research Tools: Observation, Survey Methods : Interview Guide, Interview Schedule, Questionnaire:	Explore Research Tools	K4
3.3	construction of questionnaire / interview schedule – Content, types of questions, question format and sequence of questions:	Construct questionnaire	(K6)
3.4	advantages and disadvantages of research tools,	Know the advantages and disadvantages of research tools	K1
3.5	Pilot study and Pre-test	Conduct Pilot study and Pre-test	K3
IV	**Preparation of Research Proposal:**		
4.1	Financial, Time and Personnel Budgeting;	Define Financial, Time and Personnel Budgeting	K1
4.2	Data processing and analysis: Coding Scheme. Code Book, Transcription, tabulation;	Describe Data processing and analysis	K2
4.3	Diagrammatic Representation of Data : Types.	Justify Diagrammatic Representation of data.	(K6)
4.4	Report Writing, Referencing and Bibliography - styles – APA and MLA, Agencies involved;	Explore Report Writing	K4
4.5	Ethical considerations and Limitations of Social Work Research.	Recognize Ethical considerations of Research.	K1
V	**Statistics:**		
5.1	Meaning, use and its limitations in Social Work Research	Express the limitations in Social Work Research	K2
5.2	Descriptive and inferential statistics,	Define Descriptive and inferential statistics,	K1
5.3	Measures of Central Tendency: Arithmetic Mean, Median and Mode,	Explain Measures of Central Tendency	K2
5.4	Measures of Dispersion: Range, Quartile deviation, Standard deviation and Co-efficient of Variation.	Examine Measures of Dispersion	K4

M.S.W. Syllabus 2021-2022

Unit	Course Content	Learning outcomes	HBTLT
5.5	Tests of significance: "t" test and chi-square test.	Explore Tests of Significance	K4
5.6	Correlation: Meaning, types and uses. Karl Pearson's Coefficient of Correlation and Rank Correlation.	Test Correlation	K4
5.7	Computer Applications: Use and application of computer with special reference to statistical Package for Social Science (SPSS) / (only practical and not for theory exam).	Examine Use and application of computer in SPSS	(K6)

4. **MAPPING SCHEME OF PO, PSOs and COs**

	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

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, Field Visit Report, Role Play, Quiz (written).
d.   Pre-Semester & End Semester Theory Examination

INDIRECT

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. F. Carter Premraj

CORE COURSE: HUMAN GROWTH AND PERSONALITY DEVELOPMENT

Semester	**: II**	**Course Code.**	**:**	**P20SW206**
Credits	**: 4**	**Hours per week**	**:**	**5 Hours**

1.   COURSE OUTCOMES:

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

CO No	Course Outcomes	Level	Unit Covered
CO1	Analyze the relevance of psychology for social work practice	K4	I
CO2	Explore the developmental stages of lifespan as a product of social, psychological and biological factors	K4	II
CO3	Construct strategies by applying the psychological concepts of learning and motivation to enhance human development	K6	III
CO4	Detect the factors influencing personality development.	K5	IV
CO5	Theorize the concept of social psychology	K4	IV
CO6	Explore and utilize the tools for psychological testing.	K3	V

2A.   COURSE CONTENTS

Unit I - Psychology   **(12 Hours)**

Definition, Scope and application in various fields; Introduction to schools of psychology; Relevance of Psychology for social workers. Social Psychology and its Applications:Collective Behaviour: Nature, reasons and its manifestation.

Unit II - Stages of Human growth and Development   **(12 Hours)**

Meaning, Definition of growth and development; Pregnancy and child birth; Characteristics, Psychosocial and Cognitive development - Infancy, babyhood, childhood, Adolescence, Adulthood, Middle age and Old age.

Unit III - Learning   **(12 Hours)**

Nature, definition and types; Theories of Pavlov and Skinner; Remembering and forgetting. Motivation: Meaning and definition, characteristics of motives, Motives for survival, Hierarchy of motives, conscious and unconscious motivation, Concept of instinct. Adjustment: Concepts of adjustment and maladjustment; Stress; Frustration; Conflict – nature and types; Ego- Defense Mechanism: Nature and types; Mental Health.

Unit IV - Personality (12 Hours)

Definition and structure; Theories of personality: Trait and Type theories; Important concepts and contributions of Freud, Jung, Adler, Maslow and Erickson; Factors influencing personality Development: Heredity, Environment and Socialization process;

Unit V - Attitude, Stereotype and Prejudice

Nature of attitude, stereotype and prejudice, formation of attitudes and attitudinal change; Perception.

Psychological/Psychometric Testing for assessing Personality (MBTI & EPI), Attitude (TAT & Rorschach Ink Blot) and Intelligence (Wechsler Intelligence Scale & Stanford – Binet IQ). **(12 Hours)**

B. Unit - VI Topics for Self-Study

Neuro Linguistic Programming (NLP) : Definition, Scope, application of Neuro Linguistic Programming (NLP) to enhance human behaviour.
(https://www.nlpacademy.co.uk)

C. TEXT BOOKS:

T1: S.K Mangal (2009) General Psychology, Sterling Publishers Private Limited, New Delhi (Unit I, III, IV & V)

T2: Hurlock E.B. (1981) Developmental Psychology, Tata McGraw Hill, New Delhi. (Unit II)

D. REFERENCE BOOK:

R1 : Anastasi. A : Psychological testing New York: Macmillan Revised Edition 1987.

R2 : Davidoff. L.L.: Introduction to Psychology, Aucklan; McGraw Hill Inc; 1881.

R3 : ICSSR : A survey of research in psychology chapter 2, developmental psychology Bombay; Popular Prakashan pp. 56-79; 1972.

R4 : Kuppusamy B. : An Introduction to social psychology; Bombay; Media Promoters and pub. Pvt. Ltd., 1980.

R5 : Morgan, C.T.& King, R.A : Introduction to psychology New York.

R6 : Munn, N.A. : Psychology-The fundamentals of human behaviour; London; George G. Harrap& Co, Ltd., 1961

R7 :   Newman P.R & Newman B.M. : Living; The process of Adjustment Illinoils; The Dorseyprocess; 1981.

R8 :   Rayner, Eric : Human Development, London; George Allen and Unwin, 1978.

R9 :   Saraswathi T.S, Dutta R : Development Psychology in India, Delhi; Sage publications, 1987.R10:   Weix; J.R & Schopler J : McGraw Hill; 7th Ed., 1986.

3.   SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Psychology**		
1.1	Psychology : Definition, Scope and application in various fields, Introduction to schools of psychology; Relevance of Psychology for social workers.	Examine the scope of psychology in various fields.	K4
		Describe the various schools of psychology.	K2
		Analyse the relevance of psychology for social workers.	K4
1.2	Social Psychology and its Applications, Collective Behaviour: Nature, reasons and its manifestation	Examine the relevance of social psychology and its applications in the society.	K4
	Collective Behaviour: Nature, reasons and its manifestation	Consolidate the manifestation of collective behaviour.	K5
II	**Stages of Human growth and Development:**		
2.1	Meaning, Definition of growth and development	Explain the nature and importance of human growth and development.	K2
2.2	Pregnancy and child birth	Interpret the symptoms of pregnancy	K3
		Interpret the prenatal development of the foetus	K3
		Interpret the natural and supported methods of childbirth and the related perinatal issues.	K3
2.3	Characteristics, Psychosocial and Cognitive development - Infancy, babyhood, childhood	Integrate the developmental milestones and tasks of the individuals during Infancy, babyhood, childhood.	K5
		Analyse the factors influencing holistic development during Infancy, babyhood, childhood	K4
2.4	Adolescence	Consolidate the typical characteristics of adolescent growth and development.	K5
		Explain the risks and factors influencing psychological wellbeing of adolescents.	K4
2.5	Early Adulthood, Middle age andOld age.	Consolidate the typical characteristics of Early Adulthood, Middle age andOld age and the supportivesocial, psychological and biological factors.	K5

Unit	Course – Content	Learning Outcomes	HBTLT
III		**Learning**	
3.1	Learning: Nature, definition and types; Theories of Pavlov and Skinner; Remembering and Forgetting	Assess strategies to improve learning behaviour based onthe theories.	K6
3.2	Motivation: Meaning and definition, characteristics of motives, Motives for survival, Hierarchy of motives, conscious and unconscious motivation, Concept of instinct.	Examine strategies to motivatepeople.	K6
3.3	Adjustment: Concepts of adjustment and maladjustment; Stress; Frustration; Conflict – nature and types	Examine strategies to manage stress and conflict.	K6
3.4	Ego-Defence Mechanism: Nature and types	Analyse ego-defence mechanism.	K4
3.5	Mental Health	Identify the basics of normal and abnormal mental health.	K2
IV		**Personality**	
4.1	Personality: Definition and structure	Interpret the structure of personality.	K3
4.2	Theories of personality: Trait and Type theories; Important concepts and contributions of Freud, Jung, Adler, Maslow and Erickson	Describe the contributions of the theories of personality	K2
		Interpret the various personality traits	K3
4.3	Factors influencing personality Development: Heredity, Environment and Socialization Process	Integrate the factors influencing personality development.	K5
V		**Attitude, Stereotype and Prejudice:**	
5.1	Attitude, Stereotype and Prejudice: Nature of attitude, stereotype and prejudice, formation of attitudes and attitudinal change	Interpret the expressions of attitude, stereotype and prejudice.	K3
		Analyse the elements contribute towards the formation and change of attitudes.	K4
5.2	Perception	Illustrate the types ofperceptions and its manifestation.	K2
5.3	Psychological/ Psychometric Testing for assessing Personality (MBTI & EPI), Attitude (TAT & Rorschach Ink Blot) and Intelligence(Wechsler Intelligence Scale & Stanford – Binet IQ).	Apply the tools for psychological testing	K3

4.   **MAPPING OF PO, PSOs AND COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	M	M	H	M	H	H	H	H	H	H	L	M
CO2	H	M	M	L	L	M	H	H	H	H	M	L	L
CO3	H	M	H	M	H	H	M	H	H	H	H	H	H
CO4	H	M	M	L	L	H	H	H	H	H	H	H	H
CO5	M	H	H	L	M	H	M	H	H	H	H	L	H
CO6	H	H	M	H	L	H	H	M	H	H	H	M	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, Field Visit Report, Role Play, Quiz (written).
d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator   :   Ms. M. Reena Rebellow

CORE COURSE: SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICY & SOCIAL LEGISLATION

Semester	: II	**Course Code**	: P20SW207
Credits	: 4	**Hours per week**	: 5 Hours

1. COURSE OUTCOMES:

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

CO. No	Course Outcomes	Level	Unit Covered
CO1	Explain 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	Explore Social change	K5	IV
CO5	Apply various Social Legislations	K3	IV
CO6	Consolidate the various Social Problems in India.	K4	V

2A. COURSE CONTENTS

UNIT I: Social Welfare Administration (12 Hours)

Meaning and definition of Social Welfare Administration and Social Work Administration; Purpose, historical development, principles, functions and areas Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination public relation, monitoring and evaluation, research, annual report)

UNIT II (12 Hours)

Social Welfare Administration at national, state and local levels. Evolution of Social Welfare in India; Social Agencies: Meaning, definition, types and models of NGOs; Role of NGOs in National Development Agency registration: Methods ,advantages Tax Exemptions for NGOs andFCRA. Governmental Schemes for NGOs

UNIT III : Social Policy (12 Hours)

Definition, need, evolution and constitutional base; Sources and instrument of social policy, policies regarding other backward castes (OBCs), Scheduled Cases

(SCs), Scheduled Tribes (STs) and De-notified Communities. Policies and programmes for women, Children, aged and handicapped, development and implementation of programmes for weaker sections. Planning machineries at the state & National levels Concept of Five Year Plans

Unit IV: Social Change & Social Legislation   (12 Hours)

Definition- social change Constitutional basis for social legislation: Fundamental Rights Directive Principles of State Policy, Role as an instrument of social change, its role as an instrument of social change.

UNIT V: Personal Laws   (12 Hours)

Hindu, Muslim and Christian personal laws relating to Marriage, laws relating to Divorce, Minority and Guardianship. Adoption, Succession and Inheritance; Legislation relating to social problems viz., Commercial Sex Work, Juvenile delinquency, child labour, un- touchability, physical and mental disabilities. RTI and PIL Acts.

B. UNIT - VI TOPICS FOR SELF- STUDY (NOT FOR EVALUATION)

NITI Aayog, New Education Policy, Wages of Codes and Industrial relation Codes, and POCSOAct (www.niti.gov.in)

C.   Text Books

T1 :   Choudry, Paul: Social Welfare Administration, Atma Ram & Sons, Delhi, 1979(UNIT I)

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

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

T4:   Shunmugavelayutham K.: Social Legislations and Social Change, Valga Valamudan pub. Chennai,1998.(Unit V)

D.   Reference Book:

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

R2 :   Jagadeesan P.: Marriage and Social legislations in Tamil Nadu, Elachiapen pub, Chennai, 1990

R3 :   Shunmugavelayutham K.: Social Legislations and Social Change, Valga Valamudan pub. Chennai,1998.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course - Content	Learning Outcomes	HBTLT
I	**Social Welfare Administration**		
1	Meaning and definition of Social Welfare Administration and Social Work Administration;	Examine Social WelfareAdministration.	K4
1.1	Purpose, historicaldevelopment, principles, functions and areas	Explain the HistoricalDevelopment of Social Welfare Administration.	K2
1.2	Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting,	Examine personnel, supervision, office administration	K4
1.3	auditing, purchase and stock keeping, record maintenance, co-ordination	Explain record maintenance, co-ordination	K4
1.4	public relation, monitoring and evaluation, research, annual report);	Explore public relation, monitoring and evaluation, research, annual report .	K4
1.5	Social Welfare Administration at national, state and local levels	Examine Social Welfare Adminstration at National and State Level.	K4
II	**Social Welfare Administration at national, state and local levels.**		
2	Evolution of Social Welfare in India;	Explain the Evolution of Social Welfare in India;	K2
2.1	Social Agencies: Meaning, definition, types and models of NGOs;	Interpret the types and models of NGOs;	K3
2.2	Role of NGOs in National Development	Appraise the Role of NGOs in National Development	K3
2.3	Agency registration: Methods, advantages Tax Exemptions for NGOs and FCRA.	Explain the methods, advantages Tax Exemptions for NGOs and FCRA.	K2
2.4	Governmental Schemes for NGOs	Describe the Governmental Schemes for NGOs	K2
III	**Social Policy**		
3	Social Policy: Definition, need, evolution and constitutional base;	Describe the evolution ofSocial Policy	K2
3.1	Sources and instrument of social policy, policies regarding other backward castes (OBCs), Scheduled Cases (SCs), Scheduled Tribes (STs) and De-notified Communities.	Apply the various policy regarding other backward castes (OBCs), Scheduled Cases (SCs), Scheduled Tribes (STs) and De-notified	K3
3.2	Policies and programmes for women, Children,	Discuss the Policies and programmes for women, Children,	K2
3.3	Policy on Aged and handicapped, development and implementation of programmes for weaker sections.	Analyze the programmes forweaker sections	K4

Unit	Course - Content	Learning Outcomes	HBTLT
3.4	Planning machineries at the state & National levels and Concept of Five Year Plans	Examine the Planning machineries at the state & National levels	K6
IV	**Social Change & Social Legislation**		
4	Definition- social change – Constitutional basis for social legislation:	Discuss social change as Constitutional basis for social legislation:	K2
4.1	Fundamental Rights & Directive Principles of State Policy	Interpret the Fundamental Rights & Directive Principles of State Policy	K3
4.2	Social Legislation as an instrument of social change,	Critique Social Legislation as an instrument of social change	K6
V	**Personal Laws:**		
5	Hindu, Muslim and Christian personal laws relating to Marriage,	Examine the Hindu, Muslim and Christian personal laws relating to Marriage,	K4
5.1	laws relating to Divorce, Minority and Guardianship.	Analyze the laws relating to Divorce, Minority and Guardianship.	K4
5.2	Adoption, Succession and Inheritance;	Discuss the Adoption, Succession and Inheritance;	K2
5.3	Legislation relating to social problems viz.,	Examine the Legislation relating to social problems	K6
5.4	Commercial Sex Work, Juvenile delinquency,	Explain the laws related to Commercial Sex Work, Juvenile delinquency,	K4
5.5	child Labour, untouchability, physical and mental disabilities. RTI and PIL Acts.	Interpret the laws related to child Labour, untouchability, physical and mental disabilities. RTI and PIL Acts.	K2

4. **MAPPING OF PO, PSOs AND COs**

	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

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, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. T. Giftson

ELECTIVE COURSE: APPLICATION OF COMPUTERS IN SOCIAL WORK RESEARCH

Semester   : II   **Course Code : P20SW2:P**
CREDITS   : 4   **Hours per week : 4 Hours**

1.   COURSE OUTCOMES:

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

CO. No	Course Outcomes	Level	Unit Covered
CO1	Employ Microsoft Office for their reports and documents.	K3	I
CO2	Explore knowledge and skills needed for using computer.	K4	II
CO3	Analyse the use of open and proprietary software for research.	K4	III
CO4	Explore SPSS package.	K4	III
CO5	Examine the value add of technology in research.	K5	IV
CO6	Validate the data related to research in graphical and tabular form using computers.	K5	V

2A.   COURSE CONTENT

Unit I: Introduction to Computers   (10 hours)

MS Office & its application. MS Word : Creating, editing, saving and printing text documents, Font and paragraph formatting, Simple character formatting, Inserting tables, smart art, page breaks, Using lists and styles, Working with images, Using Spelling and Grammar check, Understanding document properties, Mail Merge

Unit II: MS Excel: (14 hours)

Spreadsheet basics, Creating, editing, saving and printing spreadsheets, Working with functions & formulas : Sum, Average, Max & Min, Count and CountA, If, Trim, AND & OR, Vlookup, and Logical Functions. Modifying worksheets with color & Autoformats, Graphically representing data: Meaning of diagram – Importance – Significance – Kinds of diagrams – Choice of suitable diagram – Construction of Diagrams, Graphs:– Meaning – importance – Kinds – Construction of graphs, Histogram – Frequency Polygon – Frequency curve, concept of Infographics, Infographic Templates, Limitations of Diagrams and Graphs. Charts & Graphs Speeding data entry : Using Data Forms, Analyzing data : Data Menu, Subtotal, Filtering Data Formatting worksheets Securing & Protecting spreadsheets.

Unit III: MS. Powerpoint   (10 hours)

Opening, viewing, creating, and printing slides, Applying auto layouts, Adding custom animation, Using slide transitions, Graphically representing data : Charts & Graphs Creating Professional Slide for Presentation, Creating Posters.

Unit IV: Softwares for Data Analysis: (12 hours)

Open Source and Proprietary Softwares, Minitab, SAS, Stata, SYSTAT, R, LaTex, Q Software, Atlas, NVivo, and MaxQDA, Bibliography and Citation Tools: Mendeley, BibMe, Citation Machine, Citavi, Citefast, Plagiarism Checking Softwares: Plagscan, Urkund, Plagiarism Checker

Unit V: Use of SPSS   (14 hours)

Introduction to, Statistical Package for Social Sciences (SPSS): Historical Background, Merits and Demerits, Versions. Methods of Interpreting the results generated using SPSS. Statistical Tests using SPSS Package

B. Unit - VI Topics for Self Study:

Use of 'r' software in statistical data analysis
 https://smac-group.github.io/ds/

B.   TEXT BOOKS

T1 -   Mansfield, Ron. 1997. The Compact Guide to Microsoft Office Professional. Sybex Computer Books Inc., USA. (Unit I)

T2 -   Andy Field, 2009, Discovering Statistics Using SPSS, SAGE Publications, (Unit II)

T3-   Foster, J.J. 1998. Data analysis using SPSS for Windows. SAGE Publications Ltd., London. (Unit III)

T4-   Kelle, V. 1998. Computer Aided Quantitative Data Analysis. Theory Methods and practice. SAGE Publications Ltd., London.(Unit IV)

T5--   Umesh Samuel A, 2016, Recent Trends in Research: An Interdisciplinary Approach, Bishop Heber College (Autonomous), Tiruchirappalli (An In-house Publication) (Unit V)

C.   REFERENCE BOOKS:

R1:   Umesh Samuel A & Clayton Michael Fonceca, 2017, A Handbook on Selected Software in Social Sciences Research, Bishop Heber College (Autonomous), Tiruchirappalli (An In-house Publication)

3. SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Sub Unit - VI Topics	Learning Outcome	HBTLT
I	**Introduction to Computers:**		
1.1	MS Office & its application. MS Word : Creating, editing, saving and printing text documents.	Apply MS Office & its application. MS Word : Creating, editing, saving and printing text documents,	K3
1.2	Font and paragraph formatting.	Interpret formatting, Font and paragraph	K3
1.3	Simple character formatting.	Apply simple character formatting,	K3
1.4	Inserting tables, Smart art, page breaks.	Apply Inserting tables, smart art, page breaks.	K3
1.5	Using lists and styles.	Apply lists and styles.	K3
1.6	Working with images.	Interpret working with images,	K3
1.7	Using Spelling and Grammar check.	Employ the Conditions for using Spelling and Grammar check.	K3
1.8	Understanding document properties, Mail Merge.	Integrate document properties, Mail Merge	K5
II	**MS Excel:**		
2.1	Spreadsheet basics, Creating, editing, saving and printing spreadsheets,	Interpret the Spreadsheet basics, Creating, editing, saving and printing spreadsheets,	K3
2.2	Working with functions & formulas : Sum, Average, Max & Min, Count and CountA, If, Trim,	Explore the Conditions of Working with functions & formulas : Sum, Average, Max & Min, Count and	K3
	AND & OR, Vlookup, and Logical Functions.	CountA, If, Trim, AND & OR, Vlookup, and Logical Functions.	
2.3	Modifying worksheets with color & Autoformats.	Analyse worksheets with color & Autoformats.	K3
	Graphically representing data: Meaning of diagram – Importance Significance – Kinds of diagrams Choice of suitable diagram – Construction of Diagrams, Graphs:– Meaning – importance –Kinds – Construction of graphs, Histogram – Frequency Polygon –Frequency curve,	Explain data graphically : Meaning of diagram – Importance – Significance – Kinds of diagrams – Choice of suitable diagram – Construction of Diagrams, Graphs:– Meaning – importance – Kinds – Construction of graphs, Histogram – Frequency Polygon – Frequency curve,	K3
2.5	Concept of Infographics, Infographic Templates, Limitations of Diagrams and Graphs.	Explore the Concept of Infographic Infographics, Templates, Diagrams and Limitations of Graphs.	K3
2.6	Charts & Graphs	Interpret Charts & Graphs	K3
2.7	Speeding data entry : Using Data Forms, Analyzing data : Data Menu, Subtotal, Filtering Data	Apply Speeding data entry : Using Data Forms, Analyzing data : Data Menu, Subtotal, Filtering Data	K3

Unit	Sub Unit - VI Topics	Learning Outcome	HBTLT
2.8	Formatting worksheets Securing & Protecting spreadsheets.	Apply Formatting worksheets Securing & Protecting spreadsheets.	K3
III	MS. Powerpoint:		
3.1	Opening, viewing, creating, and printing slides.	Apply opening, viewing, creating, and printing slides.	K3
3.2	Applying auto layouts.	Apply auto layouts.	K3
3.3	Adding custom animation, Using slide transitions.	Apply custom animation, Using slide transitions.	K3
3.4	Graphically representing data Charts & Graphs	Interpret data Graphically : Charts & Graphs	K3
3.5	Creating Professional Slide for Presentation.	Choose Professional Slide for Presentation.	K3
3.6	Creating Posters.	Employ Creating Posters.	K3
IV	Softwares for Data Analysis:		
4.1	Open Source and Proprietary Softwares, Minitab, SAS, Stata, SYSTAT, R, LaTex, Q Software, Atlas, NVivo, and MaxQDA,	Apply Open Source and Proprietary Softwares, Minitab, SAS, Stata, SYSTAT, R, LaTex, Q Software, Atlas, NVivo, and MaxQDA,	K3
4.2	Bibliography and Citation Tools: Mendeley, BibMe, Citation Machine, Citavi, Citefast.	Interpret bibliography and citation Tools: Mendeley, BibMe, Citation Machine, Citavi, Citefast,	K3
4.3	Plagiarism Checking Softwares: Plagscan, Urkund, Plagiarism Checker.	Examine Plagiarism Checking Softwares Plagscan, Urkund, :Plagiarism Checker,	K6
V	Use of SPSS		
5.1	Introduction to, Statistical Package for Social Sciences (SPSS)	Examine the Statistical Package for Social Sciences (SPSS):	K6
5.2	Historical Background.	Explain the Historical Background of SPSS.	K3
5.3	Merits and Demerits.	Consolidate the Merits and Demerits.	K5
5.4	Versions. Methods of Interpreting the results generated using SPSS.	Integrate methods of Interpreting the results generated using SPSS.	K5
5.5	Statistical Tests using SPSS Package	Validate statistical tests using SPSS Package.	K5

4.   **MAPPING of PO, PSOs AND COs**

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

COURSE ASSESSMENT METHODS

DIRECT:
1.   Assignment
2.   Practical Demonstration
3.   Pre-Semester & End Semester Practicals

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. B. Arunkumar

Semester : II　　**RELIGIOUS INSTRUCTIONS/**　**Course :　VLO**

Credits :　2　　**MORAL INSTRUCTIONS**　**Course Code : P17VL2:1/2:2**

It's an inevitable component of social work programme. Aspirants with a religious inclination towards Christianity could opt for RI and Non-Christians and those with secular ideologies can take-up Moral Instructions. Either of the two is mandatory for course completion.

Semester : II   **CONCURRENT FIELD WORK**   **Field Work : II**

Credits : 4   **Course Code : P20SW2F2**

No. of days: 30 (Two days a week)

Objectives

The broad aim of concurrent field work at this stage is to provide opportunities to the students for applying the knowledge and the information gained in the class room to reality situations. It also provides an opportunity to:

- Work with communities (Community Organization), groups (Social Group Work), individuals (Social Case Work) / families and managing organization tasks.

- Learn skills through the practices of primary methods of social work (Case Work, Group Work and Community Organization).

- Inculcate professional growth and development.

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 attending case conference, 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 3 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.

Trainee may carry out discharge planning of patients, conduct home visits and other follow-up activities for their clients plan and implement measures for rehabilitation wherever necessary.

04 Practice of Social Group Work – with at least 2 groups of patients or their significant others, to deal with similar problems experienced by the group members. Group formed may be educative, therapeutic, recreational or self-help groups depending on the needs of the members, and the scope offered by the agency. Trainee is required to identify members, formulate a group, facilitate group interaction, promote positive group dynamics, enable goal formulation, discuss and help group members to plan measures for goal attainment, implement these plans and to wind up group work after evaluating the extent of goal attainment by individuals of the group and the group as a whole.

05 Community Organization Programme : The trainee is required to organize a community organization programme pertaining to the area of speciality 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 :

a)   Casework format to be followed with minimum of 3 interventions

b)   Minimum of 5 sessions

2.   Group Work :

a)   Group Work report format to be followed

b)   Geo Tagged Photo to be enclosed

3.   Community Organization Programme

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 inpractice.

3. Developing skills of problem solving process and practice based research.

4. Using instruction to learning practice.

5. Developing as a professional person.

Process

- Weekly two days' agency visits.

- Submission of the Reports on the following day before 8.30 am

- 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)

Semester : II   **SUMMER PLACEMENT**   **Internship : I**

Credits : 2   **Course Code : P20SW2B1**

The field work exposure serves the purpose of orienting the trainees about specialization based field requirements. The trainees are required to undergo continuous specialization based field placement for a period of two weeks.

SPECIALIZATION : CLINICAL SOCIAL WORK

Course Title: HEALTH AND HYGIENE

Semester : III   **Course Code : P20SW3C1**
Credits : 4   **Hours per week : 6 Hours**

1.   **COURSE OUTCOMES**

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

CO. No.	Course Outcome	Level	Unit
CO1	Assume the determinants and Indicators of health.	K4	I
CO2	Analyze the web of causation of diseases.	K4	I
CO3	Examine the various aspects of hygiene and its relationship with health.	K4	II
CO4:	Recommend maternal and child health practices by relating the knowledge on essential nutrients, its functions and balanced diet.	K5	III
CO5	Perceive the etiology and epidemiology of major communicable and non-communicable diseases and the risk for occupational health hazards.	K5	IV
CO6	Plan strategies for health education to reach the community.	K6	V

2A.   COURSE CONTENT:

Unit I - Health   **12 Hours**

Aspects of Health, Spectrum of health, Concept, its relationship to welfare; Factors influencing the health status of individuals; Multiple causation of diseases; Disease Transmission; Specific and Comprehensive Health Indicators; Vital Health statistics.

Unit II - Hygiene   **12 Hours**

Personal, Food and environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal and their influence on health.

Unit III - Nutrition   **12 Hours**

Nutrient Groups: Functions, Sources and requirements; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases and Nutritional Support; Maternal and Child Health; Immunization schedule for children.

Unit IV - Major Communicable & Non-Communicable Diseases   12 Hours

Communicable Diseases: Symptoms, Etiology, Transmission, Prevention and treatment of: Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Typhoid, Dengue, H1N1, Hepatitis and COVID. **Non-communicable Diseases/Lifestyle Diseases:** Cancer, Diabetes, Hypertension, Asthma, Cardiac Disorders and obesity; Common Occupational Diseases and Health Hazards.

Unit V - Health Education and Management: 12 Hours

Meaning and importance, Principles of health education, techniques and strategies for various community groups, Models of Health education, Use of Audio-Visual Aids and Mass Media; First Aid : Concept and methods of dealing with victims of accident. Health Management strategies for Lifestyle Diseases.

B.   UNIT - VI TOPICS FOR SELF STUDY

Pandemics: Risks, Impacts and Mitigation, with special reference to COVID'19. (https://www.ncbi.nlm.nih.gov/books/NBK525302/)

C.   TEXT BOOKS:

T1:   K. Park, Park's Textbook of Preventive and Social Medicine, 21st Ed. M/s Banaridas Bhanot, 2011 (Unit I – V)

D.   REFERENCE BOOKS:

R1 :   Pati R.L. : Health Environment and development, Ashish Pub., New Delhi, 1992.

R2 :   Pritam Lily, Ram Telu : Environmental health and Hygiene, Vikhas Pub., New Delhi, 1993.

R3 :   Gina M. Piazza, First Aid Manual, 5th Ed., DK Publishing, New York, 2014.

R4 :   Dean T Jamison, et. al., Disease Control Priorities in Developing Countries, 2nd ed., Oxford University Press, New York, 2006.

R5:   Barasi, Mary E. : Human nutrition, Edward Arnold, London, 1987.

R6:   Kumar R. : Social and preventive health administration, Ashig Pub., New Delhi, 1992.

R7:   Dr. I. Sundar: Principles of Medical Social Work, Serials Publications Pvt. Ltd, New Delhi, 2014

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Health:**		
1.1	Health :Concept, Dimensions and spectrum of health	Infer the concept of health, its dimensions and spectrum of health.	K2
1.2	Factors influencing the health status of Individuals	Assume the determinants of health.	K4
1.3	Multiple causation of diseases	Analyse the web of causation of diseases.	K4
1.4	Disease transmission	Identify the epidemiology of diseases.	K3
1.5	Specific and comprehensive health indicators; Vital Health statistics	Categorize the various indicators of health	K4
II	**Hygiene:**		
2.1	Hygiene: Relationship between health and hygiene	Distinguish the relationship between health and hygiene	K4
2.2	Personal, food and environmental Hygiene	Examine the various aspects of hygiene	K4
2.3	Environmental pollution	Infer the contributing factors for environmental pollution and the measures to control.	K4
2.4	Living conditions: Housing, sanitation, waste disposal and their influence on health	Analyze the living conditionsand their influence on health.	K4
III	**Nutrition:**		
3.1	Nutrition: Functions, sources and requirements, Balanced diet.	Relate the essential nutrientswith its functions and balanced diet.	K2
3.2	Caloric requirements for different age groups	Identify the Caloric requirements for different age Groups	K3
3.3	Malnutrition, Deficiency diseases and Nutritional Support	Recommend the required Nutritional Support for thevarious categories of Deficiency diseases	K5
3.4	Maternal and Child Health; Immunization schedule for children	Recommend maternal and child health practices by relating the knowledge on essential nutrients, its functions and balanced diet	K5
IV	**Major Communicable & Non-Communicable Diseases:**		
4.1	Major Communicable diseases: Symptoms, Etiology, Transmission, Prevention and treatment of: Leprosy, Tuberculosis, STD, HIV, Malaria, Dengue, Polio, Typhoid, H1N1, Hepatitis and COVID	Perceive the etiology, epidemiology and preventionof major communicable diseases.	K5

Unit	Course – Content	Learning Outcomes	HBTLT
4.2	Non communicable Diseases: Symptoms, Etiology, Transmission, Prevention and treatment of Cancer, Diabetes, Asthma, obesity, Hypertension, and Cardiac Disorders	Perceive the etiology, epidemiology and preventionof non-communicable diseases.	K5
4.3	Health Hazards, CommonOccupational Diseases	Determine the risks for various occupational health hazards and diseases.	K5
V	**Health Education and Management:**		
5.1	Models of Health education, Use of Audio-Visual Aids and Mass Media;	Illustrate the concept and principles of health education	K2
5.2	Techniques and strategies for various community groups	Plan techniques and strategies to provide health education according to the needs of the community.	K6
5.3	Models of Health education, Use of Audio-Visual Aids and Mass Media;	Maximize the use of Audio-Visual Aids and Mass Mediafor the purpose of health Education	K6
5.4	First Aid Concept and methods of dealing with victims of accident	Adapt the use of first aid methods to help the victims of accident.	K6
5.5	Health Management strategies for lifestyle diseases	Plan strategies for the prevention and management of lifestyle diseases	K6

4. **MAPPING OF PO, PSOs AND COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	L	L	M	M	H	M	L	H	H	M	H
CO2	H	H	L	L	M	M	H	M	L	H	H	H	M
CO3	H	H	L	L	M	M	M	M	L	H	H	M	H
CO4	H	H	H	H	H	H	M	H	H	H	H	H	H
CO5	H	H	M	M	M	M	H	H	M	H	H	M	H
CO6	H	H	H	H	H	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, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

a.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. J. Florence Shalini

Specialization : Community Development Management
COURSE: RURAL COMMUNITY DEVELOPMENT

Semester : III		**Course Code :**	**P20SW3D1**
Credits : 4		**Hours per week :**	**6 Hours**

1. **COURSE OUTCOMES**

   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	K3	I
CO 2	Integrate the historical development and related concepts in Rural Development	K5	II
CO 3.	Consolidate the role of PRIs and cooperatives in RCD	K5	III
CO 4.	Examine the Government Programmes in RCD	K5	IV
CO 5.	Validate the Voluntary Efforts in RCD	K5	III
CO 6.	Critique the contributions made by Government, role of Social Workers and NPOs	K6	V

2A.   COURSE – CONTENT

Unit I - Development Concepts   **12 Hours**

Rural Community, Meaning, characteristics, Rural problems and their implications: Problems related to Income equality, Employment, Food Security, Agriculture and allied activities; Fisheries, Animal Husbandary, Migration, Communicable Diseases & Community health & and Infrastructure. Concept of Eco-farming and Sustainable Development.

Unit II - Community Development   **12 Hours**

Concept, Definition, Objectives, Philosophy and Principles. Early experiments of Rural Community Development in India. Extension Education: Meaning, Definition, Characteristics, Philosophy, Objectives, Principles, Approaches, Methods and Limitations. Contemporary Approaches: Community Driven Development (CDD), Asset Based Community Development (ABCD).

Unit III - Panchayat Raj   **12 Hours**

Evolution, structure and functions of Panchayat Raj system; salient features of 73rd amendment. Cooperative Movements: Principles, characteristics, Types and Functions of Cooperatives.

Unit IV - Rural Development Administration: **12 Hours**

Administrative Structure for Rural development – Central, State and District Level; Training of community development functionaries; Rural Development Agencies. Role of CAPART. Banks and Voluntary Agencies in rural development: National Bank for Agriculture and Rural Development (NABARD) - RIDF, Regional Rural Development Banks (RRBs), Role of NITI Aayog and contributions of Five Year Plans, Skill India Mission and the role of NSDC

Unit V - Rural Development Programmes   **12 Hours**

Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), *Pradhan Mantri Gram Sadak Yojana*(PMGSY), Swarnajeyanthi Gram Swarojgar Yojana (SGSY), National Rural Health Mission (NHRM), National Rural Livelihood Mission (NRLM), Programmes Sponsored by World Bank : Kudambshree, SERP and Puthu Vazhvu Project. Micro Credit and Women's Development Schemes: Grameen Bank Model (Prof. Mohammed Yunus) and, SHG – Movement, *Sarva Shiksha Abhiyan*(*SSA*). Youth Development Programmes. **Entrepreneurship** Rural Sanitation: ECO-SAN, WASH, Swachch Bharat Mission, Problems in implementation and role of social workers in rural development.

B.   UNIT – VI TOPICS FOR SELF STUDY

Disaster Preparedness and Resilience for Rural Communities:

https://www.ruralhealthinfo.org/Unit – VI Topics/emergency-preparedness-and-response

C.   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)

D.   REFERENCE BOOK:

RB1-   Bhatia B.S., Prem Kumar & Chawia A.S. : Management of Rural Development, Deep & deep pub., New Delhi, 1990.

RB2-   Harichandran C. : Panchayat Raj and Rural Development, Concept Pub., Delhi, 1993.

RB3-   Jain S.S. : Community Development and Panchayat raj in India.

RB4-   Mukerji B. Community development in India, Orient Longman, New Delhi.

RB5- Rajeswar Dayal : Community development programme in India, Kitap Mahal.

RB6- Srinivas M.N. : Indian villages, Asia Pub., Madras

RB7- Thingalaya N.K. : Rural India – Real India, Himalaya Pub., Delhi, 1986.

3. **SPECIFIC LEARNING OUTCOMES (SLOs):**

Unit	Course- Content	Learning Outcomes	HBTLT
I	**Development Concepts:**		
1.1	Rural Community, Meaning, characteristics,	Interpret rural community, Meaning, characteristics.	K3
1.2	Rural problems and their implications: Problems related to Income equality, Employment, Food Security,	Analyze rural problems and their implications: Problems related to Income equality, Employment, Food Security	K4
1.3	Agriculture and allied activities; Fisheries, Animal Husbandry, Migration,	Categorise agriculture and allied activities; Fisheries, Animal Husbandry, Migration,	K4
1.4	Community health and Infrastructure.	Apply community health and Infrastructure.	K3
1.5	Concept of Eco-farming and Sustainable Development.	Interpret the concept of Eco- farming and Sustainable Development.	K3
II	**Community Development:**		
2.1	Concept, Definition, Objectives, Philosophy and Principles.	Explore the concept, definition, objectives, philosophy and principles.	K4
2.2	Early experiments of Rural Community Development in India.	Consolidate the early experiments of Rural Community Development in India.	K5
2.3	Extension Education: Meaning, Definition, Characteristics, Philosophy, Objectives,	Explain extension education: meaning, definition, characteristics, philosophy, objectives.	K4
2.4	Extension Education: Principles, Approaches, Methods and Limitations.	Formulate Extension Education by incorporating the Principles, Approaches, Methods with due consideration to the Limitations.	K5
2.5	Community Driven Development (CDD), Asset Based Community Development (ABCD).	Theorise Community Driven Development (CDD), Asset BasedCommunity Development (ABCD).	K5
III	**Panchayat Raj:**		
3.1	Evolution, structure of Panchayat Raj system;	Explain Evolution and structure of Panchayat Raj system;	K3
3.2	functions of Panchayat Raj system;	Explore functions of Panchayat Raj system;	K4
3.3	salient features of 73rd amendment.	Synthesise the salient features of 73rd amendment.	K5
3.4	Cooperative Movements: Principles, characteristics,	Examine the Cooperative Movements: Principles, characteristics.	K4

Unit	Course- Content	Learning Outcomes	HBTLT
3.5	Types and Functions of Cooperatives.	Analyse the types and Functions of Cooperatives.	K3
IV	**Rural Development Administration:**		
4.1	Administrative Structure for Rural development – Central, State and District Level;	Explain the Administrative Structure for Rural development – Central, State and District Level;	K4
4.2	Training of community development functionaries;	Perform the training of community development functionaries;	K3
4.3	Role of CAPART. Banks and Voluntary Agencies in rural development:	Consolidate the role of CAPART. Banks and Voluntary Agencies in rural development:	K5
4.4	National Bank for Agriculture and Rural Development (NABARD) –RIDF	Consolidate the functions of the National Bank for Agriculture and Rural Development (NABARD) – RIDF	K5
4.5	Regional Rural Development Banks (RRBs)	Consolidate the functions of the Regional Rural Development Banks (RRBs)	K5
4.6	Skill India Mission and the roleof NSDC	Consolidate the functions of SkillIndia Mission and the role of NSDC	K5
V	**Rural Development Programmes :**		
5.1	Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), *Pradhan Mantri Gram Sadak Yojana* (PMGSY), Swarna Jeyanthi Gram Swarojgar Yojana (SGSY)	Interpret Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), *Pradhan Mantri Gram Sadak Yojana* (PMGSY), Swarna Jeyanthi Gram Swarojgar Yojana (SGSY)	K3
5.2	National Rural Health Mission (NHRM), National Rural Livelihood Mission (NRLM)	Interpret National Rural Health Mission (NHRM), National Rural Livelihood Mission (NRLM)	K3
5.3	Programmes Sponsored by World Bank Kudambshree, SERP and Puthu Vazhvu Project.	Implement programmes Sponsored by World Bank Kudambshree, SERP and Puthu Vazhvu Project.	K3
5.4	Micro Credit and Women's Development Schemes: Grameen Bank Model (Prof. Mohammed Yunus) and, SHG – Movement, *Sarva Shiksha Abhiyan*(*SSA*).	Explore Micro Credit and Women's Development Schemes: Grameen Bank Model (Prof. Mohammed Yunus) and, SHG – Movement, *Sarva Shiksha Abhiyan*(*SSA*).	K4
5.5	Youth Development Programmes	Explore the Youth Development Programmes in India	K4
5.6	Rural Sanitation: ECO-SAN, WASH, Swachch Bharat Mission.	Demonstrate the salient provisions of Rural Sanitation: ECO-SAN, WASH, Swachch Bharat Mission.	K3
5.7	Problems in implementation and role of social workers in rural development.	Consolidate the problems in implementation and role of social workers in rural development.	K5

4. MAPPING OF PO, PSOs AND COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	L	L	L	L	M	M	H	H	H	H	H
CO2	H	M	L	L	L	M	H	M	L	L	H	M	H
CO3	M	M	L	L	L	M	H	M	L	L	H	M	H
CO4	L	L	M	L	M	M	M	M	H	H	H	H	H
CO5	M	M	L	L	L	M	H	M	L	L	H	M	H
CO6	L	L	L	L	L	L	M	M	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, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator   :   Dr. F. Carter Premraj

SPECIALIZATION: HUMAN RESOURCE MANAGEMENT
COURSE TITLE: HUMAN RESOURCE MANAGEMENT

Semester : III   **Course Code** : P20SW3H1

Credits : 4   **Hours per week** : 6 Hours

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Describe the basic concept of Management and utilized these concepts in various decisive functions of an organization.	K2	I
CO2:	Formulate processes and policies to ensure that organizations effectively encourage desired outcome.	K5	II
CO3:	Employ job description, human resource planning, recruiting and selection factors that meet company human resources requirements.	K3	III
CO4:	Envision the application of the latest techniques, related to planning and development of human resources, on par with international standards	K5	III
CO5:	Examine research and envision audit in the areas of human resource management	K5	IV
CO6:	Integrate the different approaches and techniques of Social Work and its appropriate application in industries	K5	V

2A. COURSE CONTENT

Unit I - Management   **(15 Hours)**

Concept, Elements, Principles and Functions of Management. Management Schools of Thoughts: Henry Fayol, F.W.Taylor, Peter Drucker.

Unit II - Human Resource Management   **(15 Hours)**

Definition, Scope, Evolution. Human Resource Policy : Formulation and Implementation: Roles, Responsibilities and Qualities of Human Resource Manager and Challenges and Emerging Trends and IHRM.

Unit III - Human Resource Functions   **(15 Hours)**

Human Resource Planning, Procurement, Selection, Induction and Placement,

Promotion, Transfer, Job Analysis, Discipline and Disciplinary Procedure, HR Records ,HR Research and HR Auditing. Japanese Style of Management: 5S, Kaizen & Six Sigma

Unit IV - Wage and Salary Administration   (15 Hours)

Concepts of wages, Theories of Wages, Wage Boards, Financial and Non-financial Incentives. Job Evaluation: Definition, Objectives; Methods, Advantages and Limitation; Wage and Salary Administration: objectives, Process of Wage Determination, Wage Structure, Principles and wage board.

Unit V - Industrial social work   (15 Hours)

Meaning, scope and relevance, application of social work methods in industrial sector. Labour problems and industrial counselling in industries and working with the families and community at large.

B.   UNIT - VI TOPICS FOR SELF-SELF STUDY

STRATEGIC HRM & APPROACHES: Concept: Strategic HRM; Aims Of Strategic HRM; Types of HR strategies, distinction between strategic HRM and HR strategies, Approaches to Strategic HRM, Methodology for strategy development; Role of HRM in strategy formulation, Implementation of Strategic HRM and Criteria for an effective HR strategy

B.   TEXT BOOKS:

T1:   Mamoria C.B. & Rao V.S.P (2012) Personnel Management, Bombay Himalaya PublishingHouse. (Unit –I to IV)

T2:   Gupta C.B. (2007) Human Resource Management, Sultan Chand & Sons., New Delhi (Unit –I to IV)

T3:   Misra (1994)Social Work- Philosophy and Methods, Inter – India Publications, New Delhi(Unit – V)

T4:   Narendar Singh (2012) Industrial Sociology, Tata-McGraw Hill publishing Co. Ltd., NewDelhi. (Unit – V)

C.   REFERENCE BOOK:

R1:   Indian Institute of personnel management, personnel Management in India, Asia PublishingHouse, Bombay, 1977.

R2:   Muri, M.G., and Muir, J.B., A Guide to personnel management, Bureau of National affairs,Washington, 1973.

R3:   Yeder D., Personnel Management and Industrial relations, prentice – Hall of India, New Delhi.,1975.

3. SPECIFIC LEARNING OUTCOMES (SLOs):

Unit	Course Content	Learning Outcomes	HBTLT
I		**Management :**	
1.1	Concept and Elements of Management	Discuss the Concept and Elements of Management	K2
1.2	Principles of Management	Explain the Principles of Management	K2
1.3	Functions of Management	Consolidate the Functions of Management	K5
1.4	Henry Fayol Management Schools of Thoughts	Explain the Henry Fayol Management Schools of Thoughts	K2
1.5	Peter Drucker. Management Schools of Thoughts	Describe the Peter Drucker.Management Schools of Thoughts	K2
II		**Human Resource Management :**	
2.1	Definition & Scope of Human Resource Management	Analyse the Scope of Human Resource Management	K4
2.2	Evolution of Human Resource Management	Discuss the Evolution of Human Resource Management	K2
2.3	Human Resource Policy : Formulation and Implementation	Consolidate Human ResourcePolicy	K5
2.4	Roles, Responsibilities of Human Resource Manager	Examine the Roles,Responsibilities of Human Resource Manager	K5
2.5	Qualities of Human Resource Manager	Envision the Qualities of Human Resource Manager	K5
2.6	Challenges to Human Resource Manager	Examine the Challenges to Human Resource Manager	K5
2.7	Emerging Trends and IHRM.	Examine the Trends in IHRM.	K5
III		**Human Resource Functions :**	
3.1	Human Resource Planning	Assess Human Resource required through Planning	K5
3.2	Procurement	Analyse Procurement	K4
3.3	Selection	Examine Selection procedure	K4
3.4	Induction and Placement	Distinguish Induction and Placement	K4
3.5	Promotion	Appraise Promotion	K5
3.6	Transfer	Examine Transfer	K4
3.7	Job Analysis	Analyse the Job	K4
3.8	Discipline and Disciplinary Procedure	Review Disciplinary Procedure	K6
3.9	HR Records	Interpret HR Records	K3
3.10	HR Research and HR Auditing	Apply principles of RESEARCH and Auditing	K3

Unit	Course Content	Learning Outcomes	HBTLT
3.11	5S Concept	Apply 5S Concept	K3
3.12	Kaizen	Apply Kaizen	K3
3.13	Six Sigma	Apply Six Sigma	K3
IV	**Wage and Salary Administration :**		
4.1	Concepts of wages	Discuss the Concepts of wages	K2
4.2	Theories of Wages	Apply the Theories of Wages	K3
4.3	Wage Boards	Implement Wage Boards	K3
4.4	Financial and Non-financial Incentives.	Appraise and Create Financial and Non-financial Incentives.	K5
4.5	Job Evaluation: Definition, Objectives	Explain the Definition & Objectives of Job Evaluation:	K2
4.6	Methods, Advantages and Limitation of Job Evaluation	Appraise Methods, Advantages and Limitation of Job Evaluation	K4
4.7	Objectives of Wage and Salary Administration	Establish Objectives of Wage and Salary Administration	K2
4.8	Process of Wage Determination	Formulate the Process of Wage Determination	K4
4.9	Wage Structure	Examine Wage Structure	K4
4.10	Principles and wage board	Employ the Principles and wage board	K2
V	**Industrial Social Work:**		
5.1	Meaning, scope and relevance of Industrial social work	Explain the Meaning, scope and relevance of Industrial social Work	K2
5.2	Application of social work methods in industrial sector	Appraisethe social work methods in industrial sector	K4
5.3	Labour problems	Examine the solution to solve the Labour problems	K5
5.4	Industrial counseling in industries and working with the families	Validate counselling in industries and working with the families	K5
5.5	Industrial counseling in industries and community at large.	Envision and validate counselling in industries and community at large.	K5

4.   **MAPPING SCHEME FOR THE PO, PSOs AND COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	M	L	L	M2	M	L	L	H	H	M	L
CO2	L	M	H	H	M	M	L	L	L	H	L	L	M
CO3	H	H	L	H	H	M	L	M	M	H	H	M	L
CO4	L	M	L	L	H	H	L	H	H	L	M	H	L
CO5	M	H	H	M	H	M	H	H	H	L	H	M	H
CO6	H	L	L	H	H	L	M	H	H	M	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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator :   Dr. M. Daniel Solomon

SPECIALIZATION : CLINICAL SOCIAL WORK
COURSE TITLE: COMMUNITY HEALTH

Semester   :III   **Course Code :**   **P20SW3C2**

Credits   :4   **Hours per week   : 6**

1.   COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Unit Covered
CO1	Utilize the knowledge base on comprehensive health care systems.	K3	I
CO2	Inspect the community health needs.	K4	II
CO3	Design training programmes for Multi-Purpose health workers.	K6	II
CO4	Categorize the Health Care Delivery System operating at the National and State levels.	K4	III
CO5	Identify the Salient Features of Legislations Related to health.	K3	IV
CO6	Adapt the public health models to cater to the needs of community mental health.	K6	V

2A.   COURSE CONTENT

Unit I - Primary Health Care :   12 Hours

Concept, Public health, Community Health, Social and Preventive Medicine, Levels of Disease Prevention, Comprehensive Health Care, Family Planning : Importance and Techniques.

Unit II - Health Work in the Community :   12 Hours

Assessing community health needs, Mobilizing core groups and community participation: Trainingof Multi-Purpose Workers in community health programmes; School Health.

Unit III - Health Care Delivery System :   12 Hours

At the National and State levels, Primary Health Centre and Sub-centre, Role of AYUSH in promoting Public Health Models of Community Health. Local, National and International Organizations working for Health.

Unit IV - Salient Features of Legislations Related to Health: **12 Hours**

MTP Act , Rights of Persons with Disabilities Act 2016, Mental Health Care Act 2017, Factories Act 1949, ESI Act 1948; THOA 1994, Allocation for health care in XII Five Year Plan.

Unit V - Community Mental Health :   **12 Hours**

Community Psychiatry; Public Health Model of Mental Health Prevention and Promotion, Hotline Services, Socio-cultural practices, beliefs and myths influencing community health.

B.   UNIT - VI TOPICS FOR SELF- STUDY

Handbook of Health Social Work and community-public-health are authoritative texts that offers a comprehensive review of the diverse field of health social work. With contributions from a panel of international experts in the field, these books are theory driven and solidly grounded in evidence-based practice. The contributors explore both the foundation of social work practice and offer guidance on effective strategies, policies, and program development.

- https://www.pdfdrive.com/community-public-health-nursing-promoting-the-publics-health- d163459388.html
- https://www.wiley.com/en-us/handbook+of+health+social+work% 2c+3rd+edition-p- 9781119420729

C.   Text Books

T1:   Park J.R. & Park. : Text book of preventive and social medicine, Jabalpur, M/s Banarshidas, 2011.(Unit I, II, III, IV & V)

D.   Reference Books:

R1 :   Wagenfeld M.O., Leonkau P.V. & Jusatice V. : Public mental health - perspectives and prospects, Sag Pub., New Delhi, 1981.

R2 :   Broskowshi A., Marks E. & Budman S.H. : Linking health and mental health, Sage Pub, London, 1981.

R3 :   Caplan, Gerald : An approach to community mental health, New York, Grune & Stralton, 1961.

R4 :   Goel S.L. : Public health administration, sterling, Delhi, 1984.

R5 :   Mahjan B.K. : Health services in India, Jam Nagar, Aruna R.Mahajan, 1969.

R6 :   Naick J.P. : An alternative system of health care services in India - some proposals, Allied pub. 1977.

R7 :   Rao K.N. : Health services, Public health in Encyclopedia of social work in India, Vol. I Pub. Division, 1968.

R8 :   Smith Bryan C. : Community health and Epidemiological approach, New York, MacMill., 1978. R9 : W H O : Social dimensions of mental health, Geneva, WHO Pub., 1981.

R10 : Yesudian C.A.K. : Primary health care, TISS. Bombay, 1991.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course - Content	Learning Outcomes	HBTLT
I	**Primary Health Care :**		
1.1	Concepts of Public health, Social and Preventive Medicine	Apply the concept of Public health and its major functions.	K3
1.2	Levels of DiseasePrevention,	Identify and employ the various levels of prevention of diseases to minimize its adverse effects.	K4
1.3	Comprehensive Health Care;	Categorize the major functions of Primary Health Care in India	K4
1.4	Family Planning : Importance and Techniques	Recommend the Importance of Family Planning and its Techniques	K5
II	**Health Work in the Community :**		
2.1	Health Work in the Community: Assessing community health needs	Examine the process, need and importance of Assessing Community Health Needs.	K4
2.2	Mobilizing core groups and community participation	Influence the core groups in the community to participate effectivelyto improve their status of health.	K6
2.3	Training of Multi-Purpose Workers in community health programmes;	Design training programmes for Multi-Purpose health Workers	K6
2.4	School Health	Identify the components of School health services.	K3
III	**Health Care Delivery System :**		
3.1	Health Care Delivery System At the National and State levels	Categorize the Health Care Delivery System operating at the National and State levels.	K4
3.2	Primary Health Centre and Sub-centre	Explain the structure and functions of Primary health Centre and Sub-centre.	K2
3.3	Role of AYUSH in promoting Public Health Models of Community Health.	Identify the role of AYUSH in promoting community health.	K3
3.4	Local, National, International Organizationsworking for Health	Perceive the role of Varied organisations functioning at local, national and international levels in the promotion of health.	K5
IV	**Salient Features of Legislations Related to Health:**		
4.1	Salient Features of Legislations Related to MTP Act	Identify the Salient Features of Legislations Related to MTP Act	K3

Unit	Course - Content	Learning Outcomes	HBTLT
4.2	Salient Features of Legislations Related to Persons with Disabilities Act 1995	Explain the Persons with DisabilitiesAct 1995.	K2
4.3	Salient Features of Legislations Related to Mental Health Act 1987& 2017	Identify the Salient Features of Legislations Related to Mental Health Act 1987& 2017	K3
4.4	Salient Features of Legislations Related to Factories Act 1948	Explain the Factories Act 1948 in relation to providing health care facilities to its workers.	K2
4.5	Salient Features of Legislations Related to THOA 1994	Identify the Salient Features of THOA Act 1994	K3
4.6	ESI Act 1948	Identify the salient features of legislations related to ESI Act 1948	K3
4.7	Allocation for health care in XII Five Year Plan	Justify the allocation for health care in XII Five Year Plan	K5
V	**Community Mental Health :**		
5.1	Community Psychiatry	Investigate the practice of community psychiatry worldwide.	K4
5.2	Public Health Model of Mental Health Prevention and Promotion	Analyze the Public Health Model ofMental Health in the Prevention of Mental illness.	K4
5.3	Hotline Services	Identify the hotline services available to promote community mental health	K3
5.4	Socio-cultural practices	Imagine strategies for a healthy community-based practice at villages in India	K6
5.5	Beliefs and myths influencing community health.	Inspect the local beliefs and myths influencing community health.	K4

4.   MAPPING OF PO, PSOs AND COs

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

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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. M. Gabriel

Specialization : **Community Development Management**
Course Title : **TRIBAL COMMUNITY DEVELOPMENT**

Semester : **III** **Course Code** : **P20SW3D2**
Credits : **4** **Hours per week** : **6 Hours**

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Unit Covered
CO1	Depict the major tribes of India and Tamil Nadu	K2	I
CO2	Explain the socio-cultural, political and economic lifestyle of tribes.	K2	II
CO3	Recognise the problems faced by tribes	K1	I
CO4	Describe the government efforts towards tribal development	K2	III
CO5	Discuss various tribal development policies and programmes	K3	IV
CO6	Explore the role of voluntary efforts towards tribal development	K4	V

2A. COURSE CONTENT

Unit I - Tribes   **12 Hours**

Concept, Definition, characteristics and Types: Scheduled, Nomadic and De-notified tribes; Primitive and Major Indian Tribes: Bhils, Gonds, Khasi, Santals, Great Andamanese, Chenchus and Angami ; Tribes of Tamil Nadu: Toda, Kota, Kurumbas, Irulur, Paniyan and Kattunayakan.Geographical Distribution of Tribes

Unit II - Lifestyle of Tribes   **12 Hours**

Tribal Sub Culture, Socio economic conditions; Health, Cultural and Religious practices, Belief system about health and food, Status of women, Dress, Food, &Marriage-polygamy, Polyandry and Dormitory marriage; Tribal leadership, Political participation, Tribal Movements: Naga, Zeliongrang and Bhil Christian Movements; Tribal Revolt: Kol Revolt, Santhal Revolt, Birsa Muda Revolt and Mizo Revolt.

Unit III - Problems of Tribes   **12 Hours**

Problems related to Health, Livelihood, Child marriage, Poverty, Illiteracy, Exploitation and atrocities on tribes; lack of Infrastructure Facilities and Amenities; Issues related to Resettlementand Rehabilitation.

Unit IV - Tribal Development Administration: **12 Hours**

Constitutional, legal and economic provisions for the protection of tribes, Administrative structure at Central, State and District levels, Functions of Tribal Development Blocks / Agencies; Research and Training in Tribal Development. Role of voluntary agencies.

Unit V - Tribal Development Programmes: **12 Hours**

Tribal development policies – Legal aspects and programmes; Tribal Sub-plan, Non-Timber Forest Produces (NTFP), Services and Facilities for Tribes, Application of Social Work Methods and Problems in Implementation of Tribal Development Programmes.

B.   UNIT - VI TOPICS FOR SELF- STUDY

https://www.academia.edu/29060585/AN_OVERVIEW_OF_TRIBAL_DEVELOPMENT_PROGRAM MES_IN_TAMILNADU

https://www.thecuriousreader.in/bookrack/adivasi-literature/

C.   TEXT BOOKS:

T1 :   Ahuja Ram, Social Problems in India, Rawat Publications, Jaipur, 2014 (Unit – 1)

T2 :   Madhan GR, Indian Social Problems; Allied Publishers, New Delhi (Unit – 1)

T3 :   Tribes of India : The Struggle for Survival; University of California Press (Unit – II)

T4 :   KS Singh, Tribal Movements in India; (Unit- III)

T5 :   Ashok Rajan Basu, Sathish nijhawan; Tribal Development Administration, Mittal Publicaions,New Delhi (Unit – IV)

T6 :   Govidha Chandra Rath, Tribal Development in India; SAGE Publications, New Delhi (Unit -V)

D.   REFERENCE BOOK:

R1 :   Babuji M. : Tribal development administration, Kanishka Pub., New Delhi, 1993.

R2 :   Chaudhuri : Tribal Development in India, Inter India Pub., Delhi, 1981.

R3 :   Devendra Thakur : Tribal life in India (Ten Vols), Deep & deep pub., New Delhi, 1994.

R4 :   Nadeem Hashain : Tribal India today, Harnam publications (Second Ed.,) New Delhi, 1991.

R5 : Patel M.C. : Planning strategy for Tribal development, Inter India Pub., New Delhi, 1983.

R6 : Rafeeva : An introduction to the Tribal Development in India, International, Dehradun, 1988.

R7 : Ramana Rao DVV : Tribal Development, Discovery pub., New Delhi, 1992.

R8 : Sing & Vyas : Tribal development, Himanshu, 1989.

R9 : Verma. R.C. : Indian Tribes through the ages, publication division, Government of India, NewDelhi, 1990.

3. SPECIFIC LEARNING OUTCOME (SLOs)

Unit	Sub Unit - VI Topics	Learning Outcomes	HBTLT
I	**Tribes :**		
1.1	Concept, Definition, characteristics	Explain the concept, Definition, characteristics	K2
1.2	Types: Scheduled, Nomadic and De-notified tribes	Interpret the types: Scheduled, Nomadic and De-notified tribes	K3
1.3	Bhils, Gonds, Khasi, Santals	Interpret the Characteristics of Bhils, Gonds, Khasi, Santals	K3
1.4	Great Andamanese, Chenchus and Angami	Interpret the Characteristics of Great Andamanese, Chenchus and Angami	K3
1.5	Toda, Kota, Kurumbas	Interpret the Characteristics of Toda, Kota, Kurumbas	K3
1.6	Irulur, Paniyan and Kattunayakan.	Interpret the Characteristics of Irulur, Paniyan and Kattunayakan.	K3
1.7	Geographical Distribution of Tribes	Examine the Geographical Distribution of Tribes	K6
II	**Lifestyle of Tribes :**		
2.1	Tribal Sub Culture, Socio economic Conditions	Describe the Tribal Sub Culture, Socio economic conditions	K2
2.2	Health, Cultural and Religious practices	Explore the Health, Cultural and Religious practices	K4
2.3	Belief system about Health and Food	Analyse the Belief system about Health and Food	K4
2.4	Status of women, Dress, Food	Interpret the Status of women, Dress, Food	K5
2.5	Polygamy, Polyandry and Dormitory marriage	Interpret the marriage system of Polygamy, Polyandry and Dormitory	K3
2.6	Tribal leadership, Political Participation	Employ Tribal leadership, thereby enhancing Political participation	K3
2.7	Naga, Zeliongrang and Bhil Christian Movements	Analyze the Naga, Zeliongrang and Bhil Christian Movements	K4

Unit	Sub Unit - VI Topics	Learning Outcomes	HBTLT
2.8	Kol Revolt, Santhal Revolt	Examine the Kol Revolt, Santhal Revolt	K4
2.9	Birsa Muda Revolt and Mizo Revolt	Examine the Birsa Muda Revolt and Mizo Revolt	K6
III	**Problems of Tribes :**		
3.1	Problems related to Health, Livelihood	Consolidate the Problems related to Health, Livelihood	K5
3.2	Child marriage, Poverty, Illiteracy	Analyse Child marriage, Poverty, Illiteracy	K4
3.3	Exploitation and atrocities on tribes	Consolidate the Exploitation and atrocities on tribes	K5
3.4	Lack of Infrastructural Facilities and Amenities	Explore the Lack of Infrastructural Facilities and Amenities	K4
3.5	Issues related to Resettlement and Rehabilitation	Explain the Issues related to Resettlement and Rehabilitation	K4
IV	**Tribal Development Administration:**		
4.1	Constitutional, legal and economic provisions for the protection of tribes,	Consolidate the Constitutional, legal and economic provisions for the protection of tribes	K5
4.2	Administrative structure at Central, State and District levels	Illustrate the Administrative structure at Central, State and District levels	K2
4.3	Functions of Tribal Development Blocks / Agencies	Analyse the Functions of Tribal Development Blocks / Agencies	K4
4.4	Research and Training in Tribal Development	Explain the Research and Training in Tribal Development	K4
4.5	Role of voluntary agencies	Consolidate the Role of voluntary agencies	K5
V	**Tribal Development Programmes:**		
5.1	Tribal Development Policies – Legal aspects and Programmes	Analyse the Tribal DevelopmentPolicies – Legal aspects and Programmes	K4
5.2	Tribal Sub-plan, Non- Timber Forest Produces (NTFP)	Recall Tribal Sub-plan, Non-Timber Forest Produces (NTFP)	K1
5.3	Services and Facilities for Tribes	Describe the Services and Facilities for Tribes	K2
5.4	Application of Social Work Methods and Problems in Implementation of Tribal Development Programmes	Evaluate the Application of Social Work Methods and Problems in Implementation of Tribal Development Programmes.	K5

4. MAPPING of PO, PSOS & COs

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

L-Low   M-Moderate   H- High

5.   COURSE ASSESSMENT METHODSDIRECT:

a.   Continuous Assessment Test: T1, T2 (Theory): Closed Book

b.   Assignment, Seminar: Open Book.

c.   Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator :   Dr. Sam Deva Asir RM

Course Title: LABOUR WELFARE AND LABOUR LEGISLATIONS

Semester : III	**Course Code : P20SW3H2**
Credits : 4	**Hours per week : 6 Hours**

1.   **COURSE OUTCOMES**

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

CO. No.	Course Outcome	Level	Units Covered
CO1:	Explain the concept of labour & and theories of labour welfare.	K2	I
CO2:	Integrate concepts related to labor relations processes to practical situations confronting labor and management at work	K5	II
CO3:	Express how to apply knowledge of labour laws for solving labour problems.	K2	III
CO4:	Depict an understanding of the the laws and mechanisms related to the resolution of industrial disputes.	K2	IV
CO5:	Consolidate the efficacy of different labour legislations and their impact on labour welfare measures.	K5	IV
CO6:	Integrate labour legislations and elaborate on their implications for Industrial Relations, Social Security and Working conditions of Indian labour.	K5	V

2A. COURSE CONTENT

Unit I - Labour Welfare   (15 Hours)

Theories, Concept, principles, origin and growth of labour welfare in India; Types of welfare; Labour problems: Labour welfare programmes: Safety, health and hygiene, labour welfare officer: Status, role, duties and functions, Employee Assistant Programme (EAP).

Unit II – Code on Industrial Relations   (15 Hours)
The Trade Union Act 1926, Industrial Disputes Act 1947, The Industrial Employment (Standing Orders) Act 1946, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Unit III – Codes on Social Security (15 Hours)

The Employees' Compensation Act 1923, The Employees' State Insurance Act 1948, The Employee's Provident Fund and Miscellaneous Provisions Act 1952, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1959, The Maternity Benefit Act 1961, Payment of Gratuity Act 1972, The Unorganised Workers' Social Security Act 2008.

Unit IV – Code of Occupational Safety and Health (15 Hours)

The Factories Act 1948, The Plantation Labour Act 1951, The Indian Mines Act 1952, The Contract Labour (regulation and abolition) Act, 1970, The Inter- State Migrant Workmen (regulation of Employment and Conditions of Service) Act, 1979.

Unit V – Code of Wages and TamilNadu State Laws (15 Hours)

The Payment of Wages Act 1936, The Minimum Wages Act 1948, The Payment of Bonus Act 1965, The Equal Remuneration Act, 1976, Tamil Nadu Shops and Establishment Act 1947, The Tamilnadu Industrial Establishments (National and festival holidays) Act1958. The Tamilnadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act 1981, - The Tamilnadu Control of Industrial Major Accident Hazards Rules, 1994.

B.   Unit - VI Topics for Self- Study

Labour Laws & Practice : Laws and court judgements

https://www.icsi.edu/media/webmodules/Labour_Laws&_Practice.pdf
Labour Welfare and the Law
http://ndl.iitkgp.ac.in/document/cTFOUXJ2MitsTlo4NEpmdzJVcGJYZ0E3R1JvWV BoUGtGN GZRTTRkVGRFRT0

C.   TEXT BOOKS:

1.   Ajay Garg 2014 : Labour Law one should Know Nabhi Publication (Unit I)

2.   Industrial Relations an Indian Perspective by Predip Dass ,Kunal Books, Newdelhi (UNIT III)

D.   REFERENCE BOOK

1.   Subramanian: Factory Laws Applicable In Tamilnadu Vol I, II, III ,IV & V - Madras BookCompany Publications

2.   Bhatnagar Deepak 1986 Labour and Industrial Laws New Delhi: Pioneer Books

3.   Kannan and Sowri Rajan 1996 Industrial and Labour Laws New Delhi:

Taxman Allied Services

4. Kapoor ND 2000 Elements of Industrial Law New Delhi: Sultan Chand & sons.

5. Tripathi PC and Gupta CB 2002 Industrial Relations and Labour Laws. New Delhi: Sultan Chand& sons

6. Sarma AM, 2015 Aspects of Labour Welfare & Social Security, Himalaya Publishing House,

3. SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course Content	Learning Outcomes	HBTLT
I	**Labour welfare:**		
1.1	Theories, Concept, Principles,Origin	Explain the concept of labour & Theories, Concept, Principles of Labour Welfare, Origin and Growth of Labour Welfare in India;).	K2
1.2	Types of Welfare; Labour Problems:	Examine the Types of Welfare; Analyse Labour Problems:	K4
1.3	Labour Welfare Programmes: Safety, Health and Hygiene,	Discuss the Labour Welfare Programmes: Safety, Health and Hygiene,	K2
1.4	Labour Welfare Officer: Status, Role, Duties and Functions,	Explore the Status, Role, Duties and Functions of a Labour Welfare Officer:	K4
1.5	Employee Assistant Programme (EAP)	Envision an Employee Assistant Programme (EAP)	K6
II	**Code on Industrial Relations**		
2.1	The Trade Union Act 1926,	Consolidate The Trade Union Act 1926,	K5
2.2	The Industrial Employment (Standing Orders) Act 1946,	Explain the Industrial Employment (Standing Orders) Act 1946,	K2
2.3	The Industrial Disputes Act 1947,	Analyze the Industrial Disputes Act 1947,	K4
2.4	The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013,	Examine the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013,	K5
III	**Codes on Social Security**		
3.1	The Employees' Compensation Act 1923,	Consolidate the Workmen's Compensation Act 1923,	K5
3.2	Employees State Insurance Act 1948,	Explain the Employees State Insurance Act 1948,	K2
3.3	Employee's Provident Fund Act 1952	Consolidate the Employee's Provident Fund Act 1952 and Miscellaneous Provisions Act 1995.	K5
3.4	The Employment Exchanges (Compulsory Notification of Vacancies) Act 1959	Explain the Employment Exchanges (Compulsory Notification of Vacancies) Act 1959	K2

Unit	Course Content	Learning Outcomes	HBTLT
3.5	The Maternity Benefit Act 1961,	Consolidate the Maternity Benefit Act 1961,	K5
3.6	The Payment of Gratuity Act 1972	Describe the Payment of Gratuity Act 1972	K2
3.7	The Unorganised Workers' Social Security Act 2008	Describe the Unorganised Workers' Social Security Act 2008	K2
IV	**Code of Occupational Safety and Health**		
4.1	Factories Act 1948.,	Examine the Factories Act 1948.,	K4
4.2	The Plantation Labour Act 1951	Explain the Plantation Labour Act 1951	K2
4.3	Indian Mines Act 1952,	Describe the Indian Mines Act 1952,	K2
4.4	The Contract Labour (Regulation and Abolition) Act, 1970	Analyze the The Contract Labour(Regulation and Abolition) Act, 1970	K4
4.5	The inter-state Migrant Workmen (regulation of Employment and Conditions of Service) Act, 1979,.,	Critique the inter-state Migrant Workmen (regulation of Employment and Conditions of Service) Act, 1979	K6
V	**Code of Wages and TamilNadu State Laws**		
5.1	The Payment of Wages Act 1936,	Analyse the The Payment of Wages Act 1936,	K4
5.2	The Minimum Wages Act 1948,	Examine the Minimum Wages Act 1948,	K4
5.3	The Payment of Bonus Act 1965,	Integrate the Payment of Bonus Act 1965,	K5
5.4	The Equal Remuneration Act, 1976	Consolidate the Equal Remuneration Act, 1976	K5
5.5	Tamil Nadu Shops and Establishment Act 1947,	Discuss the Tamil Nadu Shops and Establishment Act 1947,	K2
5.6	Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1958	Describe the Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1958	K2
5.7	The Tamilnadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act 1981	Explain The Tamilnadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act 1981	**K2**
5.8	The Tamilnadu Control of Industrial Major Accident Hazards Rules, 1994	Describe the Tamilnadu Control of Industrial Major Accident Hazards Rules, 1994	**K2**

4.   **MAPPING OF PO, PSOs AND COs**

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

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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Mr. A. Samson

SPECIALIZATION :CLINICAL SOCIAL WORKCOURSE TITLE: MENTAL HEALTH

Semester	: III	Course Code	: P20SW3C3
Credits	: 4	Hours per week	: 6 Hours

1. COURSE OUTCOMES:

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

CO No.	Course Outcome	Level	Unit Covered
CO1	Investigate the attitudes and beliefs pertaining to mental illness across the time.	K4	I
CO2	Construct psychosocial diagnosis for the person with mental illness by utilizing standard classifications and psychological assessments.	K6	II
CO3	Examine the causes, types and symptoms of the varied mental disorders.	K4	III
CO4	Plan strategies to intervene and prevent suicide.	K6	III
CO5	Classify the causes, types and symptoms of Mental Retardation and its associated disabilities.	K4	IV
CO6	Analyse the causes, types and symptoms of Mental disorders relevant to Children.	K4	V

2A. COURSE CONTENT

Unit I - Historical Development of Psychiatry as a Field of Specialization:

12 Hours

Attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times; concepts of Normality, Abnormality and Mental Health. Concept of Mental Health – Mental health Problems – Mental Illness.

Unit II - Classification of Mental Illness: 12 Hours

Diagnostic Statistical Manuel **(**DSM V), International classification of diseases (ICD-11), ICF, Psychiatric and Psychological Assessment: Interviewing, Case History Taking; Sources of intake, Mental Status Examination; Formulation of psychosocial diagnosis.

Unit III - Psychiatric Illness: 12 Hours

Neuroses Generalized Anxiety Disorder (GAD), Panic Disorders, Phobia, Post Traumatic Stress Disorder (PTSD), Obsessive Compulsive Disorder (OCD), Conversion and Dissociative Disorders) Psychoses (Schizophrenia, Mood

Disorders), Organic and Functional, Personality Disorders, Sexual Deviations, Psychosomatic Illness, Culture Bound Syndromes, Suicide : Causes, indications, prevention, Substance Abuse. Social Media Addiction

Unit IV - Mental Handicap: 12 Hours

Mental Retardation: Definition, Classification, Clinical Types and Causes. Cerebral Palsy: Clinical Types, Causes, Associated Disabilities; Epilepsy: Definition, Types, Causes, Management.

Unit V - Childhood with Development Disorders: 12 Hours

Behaviour Disorders; Eating, Elimination, Sleep and Speech Disorders. Childhood Psychoses: Autism, Schizophrenia; Attention Deficit Disorders, Learning Disability and Scholastic Backwardness.

B. Unit - VI Topics for Self –Learning

Therapeutic Approaches

- https://mentalhealthathome.org/2018/06/14/mental-health-workbooks/
- https://www.smashwords.com/books/category/511/newest/0/free/any

B.   TEXT BOOKS:

T1:   Niraj Ahuja, A Short Textbook of Psychiatry, Jaypee Brothers Medical Publishers, 2011(Units I, II, III, IV & V)

C.   REFERENCE Books:

R1:   WHO, The ICD-10 Classification of Mental and Behavioral Disorders, 2016

R2 : Eden D.J.: Mental handicap – an introduction, George allen&Unnin, London, 1976.

R3   John, Howells G.: Modern perspectives in international Child Psychiatry, Brunner & Mazel Pub., NewYork, 1971.

R4:   GaindR.N.,Hudson B.L.: current themes in psychiatry, Mc Millan, 1979.

R5:   Hughes Jennifer: An outline of modern psychiatry, John Wiley & Sons, 1981.

R6:   Kaplan Harold, et. Al: Comprehensive text book of psychiatry, Williams & Wilkins, Vol. I, II &III, 1980.

R7:   Kraeplil, Ewil: A psychiatry – A text book for students and physicians, Vol. 2, Amerind Pub.,1990.

R8:   Marfatia J.C: Psychiatric problems of children, popular Prakhasan, Bombay, 1971.

R9:   Nunnally J.C.: Popular conceptions of mental health – the development and change, Rinehart &Winston, New York, 1961.

R10:   Roberts N.: Mental health and mental illness, Routledge& Kegan Paul, London, 1967.

R11:   Zigler, EdDward :Undersranding mental retardation, Cambridge univ. Press, London, 1986.

R12:   WHO, The International Classification of Functioning, Disability and Health (ICF), 2001

R13:   Coleman, James C.: Abnormal psychology and modern life, Tarporevala& Sons, Bombay, 1969.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course – Content	Learning Outcomes	HBTLT
I	**Historical Development of Psychiatry as a Field of Specialization**:		
1.1	Historical Development of Psychiatry	Discuss the Historical Development of Psychiatry.	**K2**
1.2	Attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times	Examine the various attitudes and beliefs pertaining to mental illness across the times	**K4**
1.3	concepts of Normality, Abnormality and Mental Health	Relate the concepts of Normality, Abnormality and Mental Health	**K1**
1.4	Concept of Mental Health – Mental health Problems – mental illness	Investigate the relationship between the concepts of mental health, mental health problems and mental illness.	**K4**
II	**Classification of Mental Illness:**		
2.1	Diagnostic Statistical Manuel (DSM) V	Apply DSM in diagnostic procedures.	K3
2.2	International classification of diseases (ICD-11) and ICF	Apply International classification of diseases (ICD-11) to classify mental illness	K3
		Apply ICF in diagnostic procedures	K3
2.3	Psychiatric and Psychological Assessment: Interviewing, Case History Taking, Sources of intake	Construct the tools of Interviewing, Case History Taking from the Sources of intake	K6
2.4	Mental Status Examination	Assess the mental status of the clients	K5
2.5	Formulation of psychosocialdiagnosis	Construct the psychosocial diagnosis of the client based on the assessment made	K6
III	**Psychiatric Illness:**		
3.1	Neuroses (GAD, Panic Disorders, Phobia, PTSD,OCD, Conversion and Dissociative Disorders)	Examine the causes, types and symptoms of the neurotic disorders.	K4
3.2	Psychoses (Schizophrenia, Mood Disorders)	Examine the causes, types and symptoms of the psychotic disorders.	K4

Unit	Course – Content	Learning Outcomes	HBTLT
3.3	Organic and Functional, Personality Disorders, Sexual Deviations, Psychosomatic Illness, Culture Bound Syndromes	Distinguish the causes, types and symptoms of the Organic and Functional, Personality Disorders, Sexual Deviations, Psychosomatic Illness, and Culture Bound Syndromes	K4
3.4	Suicide : Causes, indications, prevention	Plan strategies to prevent the occurrence of suicide by Investigating the Causes and its indications.	K6
3.5	Substance Abuse	Determine the causes, types and symptoms of Substance Abuse	K5
IV	**Mental Handicap:**		
4.1	Mental Retardation	Explain the causes, types and symptoms of Mental Retardation	K2
4.2	Cerebral Palsy	Explain the causes, types and symptoms of Cerebral Palsy	K2
4.3	Epilepsy	Examine the causes, types and symptoms of Epilepsy	K4
V	**Childhood with Development Disorders:**		
5.1	Behaviour Disorders	Investigate the causes, types and symptoms of Behaviour Disorders among children	K4
5.2	Eating, Elimination, Sleep and Speech Disorders Autism, Schizophrenia	Explain the causes, types and symptoms of Eating, and Elimination, Sleep and Speech Disorders, among children	K2
		Examine the causes of Autism, Schizophrenia among children	K4
5.3	Attention Deficit Disorders and Learning Disability	Rate the causes, types and symptoms of Autism and Schizophrenia among children.	K5

4.   MAPPING OF POs, PSOs AND COs

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

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, Field Visit Report, Role Play, Quiz (written).

4. Pre-Semester & End Semester Theory Examination

INDIRECT

1. Course end survey (Feedback)

Course Co-ordinator   :   Ms. M. Reena Rebellow

Specialization : COMMUNITY DEVELOPMENT MANAGEMENT
Course Title : DEVELOPMENT PROJECT MANAGEMENT

Semester	:	**III**	**Course Code**: **P20SW3D3**
Credits	:	**4**	**Hours per week : 6**

1. COURSE OUTCOMES:

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

CO. No.	Course Outcome	Level	Unit Covered
CO1.	Apply the theoretical knowledge on project management in practice	K3	I
CO2.	Explain the various concepts and techniques involved in project management.	K1	II
CO3.	Describe the Project Management cycle on various stages	K2	III
CO4.	Appraise the application of various Evaluation Techniques on Project / Programme Implementation	K6	III
CO5.	Recall the various methods and issues in registering voluntary agencies and government programmes for the same.	K1	IV
CO6.	Explain the Tax exemptions with regard to Income Tax Act	K2	V

2A. COURSE CONTENT

Unit I - Project Management 12 Hours

Concept, Objectives, Principles, Scope, Importance and Methodology. Micro and Macro level planning. Projects in the context of Community Development. Introduction to Development Organizations.

Unit II - Project Dimensions 12 Hours

Identification and formulation, Detailed Project Report (DPR) Project Appraisal: technical, economic and financial feasibility. Procurement Procedures: Tamil Nadu Transparency TendersAct.

Unit III - Participatory Planning and management of implementation of projects 12 Hours

Activity Planning, Network Analysis, Monitoring of Development Projects : Management Information System (MIS), Project Evaluation; Methods of Project Planning - Programme Evaluation Review Technique (PERT) and Critical Path

Method (CPM), Concept of Social Audit, Proposal writing skills, Results Based Management and Logical Framework Analysis (LFA).

Unit IV - Registration and Administration of Social Agencies: 12 Hours

Statutory requirements for the formation of Society, Trust and Non- Profit Companies; Foreign Contribution Regulation Act (FCRA). Specific Tax Exemptions to voluntary agencies Section 12 A, Section 35 AC, Section 80 G & 80 GG of Income Tax Act.

Unit V - Participatory Development: 12 Hours

Planning, Management and Evaluation. Participatory Rural Appraisal (PRA) – Theoretical and practical perspectives. **Resource Mobilization:** Principles, Skills and Techniques in fund raising, Conventional methods and Contemporary techniques; Crowd Funding, Role of Corporate Funding for Development Organizations and Corporate Social Responsibility

B.   UNIT - VI TOPICS FOR SELF-STUDY

Project Management by Open University of Honghong

(http://www.opentextbooks.org.hk/system/files/export/15/15694/pdf/Project_Ma nagem ent_15694.pdf)

B.   TEXT BOOKS:

T1:   Baum Warren C. & Tolbert, Stokes M. : Investing in Development – Lessons of World Bank experiences, Oxford Uni. Press, New York, 1985. (Unit II, III)

T2:   Casley D.J. & Wury D.A. : Monitoring and evaluation of agriculture and rural development projects, John Hopkins, Baltimore, 1982. (Unit III)

T3:   Clayton E.S. : Agriculture, Poverty and freedom, Mcmillion, London, 1983.(Unit I, II, III)

T4:   Prince Gittinger J. : Economic Analyses of Agricultural projects (Rev. Second. Ed.) The Johns Hopkins Uni. Press, Paltimore, 1982. (Unit III)

T5:   Stoner James A.F. & Charles Wankel : Management Third Ed., Prentice Hall, New Delhi, 1988.(Unit III)

T6   Taha Hamby A. : Operation Research – An introduction Third Ed. McMillion, New York, 1982.(Unit III,V)

C.   REFERENCE BOOKS:

R1:   Chandra Prasanna : Project preparation, Appraisal, Budgetting and implementation, Tata McGraw Hills, New Delhi, 1988.

R2:   Coudhury, Sadhan : Project Scheduling and monitoring in practice, South Asian Pub., New Delhi, 1986.

R3:   Jerome Wiesf D. & Ferdinand Levy K. : Management Guide to PERT / CPM, Prentice Hall, NewDelhi, 1988.

R4:   Mishra S.N. : Rural Development Planning – Design and method, Satvaan Pub., New Delhi, 1984.

R5:   Sathya Narayana M. & Lalitha Raman : Management operations research, Himalaya Pub., Bombay, 1988.

R6:   Singha A.K. & Rama Singh : Perfect Engineering and Management, Vikhas Pub., New Delhi, 1986.

R7:   Wayne, Mondy R. Holmes Robert E. & Edwin Flippo : Management Concept and practices, Second edition, Allyn and Bacon Inc., Boston, 1983.

3.   **SPECIFIC LEARNING OUTCOME TABLE:**

Unit	Course Content	Learning Outcomes	HBTLT
I	**Project Management:**		
1.1	Project management	Explain the Concept and Objectives of Project management	K2
1.2	Principles of Project Management	Interpret the Principles of Management in terms of the Vision and Mission, Business Objectives, Standards of Engagement, Intervention and Execution Strategy, Organizational Alignment, Measurement and Accountability	K3
1.3	Methodology	Appraise the Scope of Project management, Importance of Project management and the Methods involved in Project Management	(K6)
1.4	Planning	Analyse Micro and Macro Level planning	K4
1.5	Community development	Examine Projects in the context of Community Development	K4
1.6	Development Organization	Express the Meaning, Definition of Development Organization	K2
II	**Project Dimensions:**		
2.1	Project Dimensions	Consolidate Identification and formulation of Project Dimensions	K4
2.2	Detailed Project Report (DPR)	Integrate The steps involved in project report such as investment decision-making, approval and planning	K4
2.3	DPR	Examine Technical, Economic and Financial Feasibility	(K6)
2.4	Act Involved	Characterise the Procurement Procedures & Tamil Nadu Transparency Tenders Act.	K2

Unit	Course Content	Learning Outcomes	HBTLT
III	**Participatory Planning and management of implementation of projects:**		
3.1	Project Planning	Discuss the Steps involved in Project planning	K2
3.2	ManagementMonitoring	Interpret Implementation of projects : Activity Planning Network Analysis Monitoring of Development Projects	K3
3.3	MIS (ManagementInformation System)	Explain the Steps involved in Management Information System	K2
3.4	Project Evaluation	Prescribe the Steps involved of Project Evaluation such as Define your stakeholders, Describe the project, Focusing the design of evaluation, Gather evidence, Draw conclusions and Presenting the findings and ensure use.	K3
3.5	Programme evaluation review technique (PERT)Critical Path Method (CPM)	Analyse the Meaning, Uses and Steps involved in CPM & PERT	K4
3.6	Social Audit	Describe the Meaning, Definition, Uses and Importance	K2
3.7	Proposal Writing	Appraise the Elements of Proposal Writing such as Proper formatting, Content developmentSatisfying program criteria Demonstrating economic and social benefits Addressing funding agency requirements Demonstrating the sustainability of the project's output Selecting qualified consultants Monitoring and evaluation provisions Proposal follow up Proper referencing of other documentation and other sources of information used in preparing the proposal	(K6)
3.8	Required Skills	Formulate Target Audience, Organization and Tone	K5
3.9	Results Based Management and Logical Framework Analysis (LFA).	Examine Steps involved in Results Based Management and Logical Framework Analysis	(K6)
IV	**Registration and Administration of Social Agencies:**		
4.1	Registration and Administration of Social Agencies	Explain Various Social Agencies and its Functions	K2
4.2	Social Agencies	Interpret Statutory requirements for the formation of society, Trust and Non- Profit Companies	K5
4.3	Acts Involved	Apply Foreign Contribution Regulation Act (FCRA) Specific Tax Exemptions to voluntary agencies Section 12 A, Section 35 AC Features of Section 80 G & 80 GG of Income Tax Act.	K4
V	**Participatory Development:**		
5.1	Participatory Development	Apply Planning, Management and Evaluation.	K5
5.2	Participatory ruralappraisal (PRA)	Recognize group dynamics, e.g. through learning contracts, role reversals, feedback sessions. Surveying and sampling, e.g. transect walks, wealth ranking, social mapping. Interviewing. Theoretical and practical perspectives. Steps and Various techniques of PRA	K2

Unit	Course Content	Learning Outcomes	HBTLT
5.3	Resource Mobilization	Explain the Principles, Skills and Techniques in fund raising	K4
5.4	Conventional methods and Contemporary techniques;	Examine Crowd Funding, Role of Corporate Funding for Development Organizations	(K6)
5.5	Corporate Social Responsibility	Explore the Meaning , Definitions, Acts involved and their role in Community	K4

4. MAPPING OF COs, POs & PSOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	H	M	H	H	H	H	H	H	H	H
CO2	H	M	H	H	M	H	H	H	H	H	H	H	H
CO3	H	M	H	H	M	H	H	H	H	H	H	H	H
CO4	H	M	H	H	M	H	H	H	H	H	H	H	H
CO5	H	M	H	H	M	H	H	H	H	M	M	M	M
CO6	H	M	H	H	M	H	H	H	H	M	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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. B. Arunkumar

SPECIALIZATION:HUMAN RESOURCE MANAGEMENT
Course Title: INDUSTRIAL RELATION

Semester : III

Credits : 4

Course Code : P20SW3H3

Hours per week : 6 Hours

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Units Covered
CO1	Describe Industrial Relations and role of trade unions.	K2	I
CO2	Analyse the attitude required for the successful application of on Industrial Relations	K4	II
CO3	Appraise organizational effectiveness by applying theories of Industrial relations and ILO	K4	III
CO4	Examine contemporary techniques related to Industrial Relations	K4	IV
CO5	Explore Collective Bargaining and Workers participation in Management	K4	IV
CO6	Apply the different approaches and techniques of CSR	K3	V

2A. COURSE CONTENT

Unit I - Industrial Relations   **15 Hours**

Definition, Meaning of Industrial Relations, Characteristics of a Good Industrial Relations System - Changing Profile of Industrial Workers – Labour in Constitution – Administration of Labour Department, Theories of IR, IR in Multi National Companies.

Unit II - ILO   **15 Hours**

History, Aims, Objectives, Structure and Functions, Social Security Measures, Achievements, Influence of ILO on Indian Industrial Relations - Labour Welfare Practices in India., International Organization of Migration

Unit III - Trade unionism   **15 Hours**

History, Objectives, Problems Faced, Recognition – Trade Union Movement in India – Employer Federation, Collective Bargaining : Methods, Issues, Problem and Settlement.

Unit IV - Industrial Conflict   **15 Hours**

Industrial Conflict : Types, Causes, Consequences, Standing Orders, Industrial Disputes, Settlement Machineries, Industrial Peace and Harmony, Grievance, Discipline, Domestic Enquiry – Recent Trends. Workers Participation in Management.

Unit V - Social Aspects in Industries   **15 Hours**

Social Responsibility of Industrial Organization, Evolution, Philosophy, Principles of CSR Developmental Projects- Goals and Implementation. Critical Analysis of CSR Approach. Roles of Social Workers/HR Professionals in Helping Industry to Discharge its Social Obligations, Ethical Aspects in CSR Projects, Social Auditing. Brands Code of Conduct in Social Compliance- Social Compliance organisations like- ETI and SEDEX.

B. UNIT - VI TOPICS FOR SELF-STUDY

Negotations- Types, Problem Solving Attitude, Techniques, Process essential Skills for Negotiation.(Self – Learning)

WWW.theintactone.com

B.   TEXT BOOKS:

T1:   Industrial Relations an Indian Perspective by Predip Dass ,Kunal Books, Newdelhi (Unit I &II)

T2:   Industrial Relations by Arun Monappa , Sultan Chand & Sons.,1989(Unit III&IV)

T3:   Human Resource & Industrial Relations by Subbarao P. – Himalaya Publications House,Mumbai 2000(Unit V)

C.   REFERENCE Book:

R1 :   Industrial Relations and labour laws by Srivastava Vikas Publishing house Pvt ltd ., 2002

3. SPECIFIC LEARNING OUTCOMES (SLOS)

Unit	Course-content	Learning outcomes	HBTLT
I	**Industrial Relations**		
1	Industrial Relations- Definition, meaning	Recognize the Concept of Industrial Relations	K1
1.1	Good Industrial Relations system	Explain the Good IR system	K2
1.2	Administration of labour department	Depict Administration of labour department	K2
1.3	Theories of Industrial Relations	Describe the theories of industrial relations	K2
1.4	Industrial Relations in Multinational Companies	Analyse Industrial Relations in Multinational Companies	K4
II	**ILO**		
2	ILO- History & Aim	Describe the evolution of ILO	K2
2.1	ILO-Objectives, Structure and Functions	Examine the function and structure of ILO	K4
2.2	Social security measures	Consolidate the Social security Measures	K5
2.3	Influence of ILO on Industrial relations	Interpret the influence of ILO on Industrial relations	K3
2.4	Labour welfare practices in India	Describe the Labour welfare practices in India	K2
III	**Trade unionism**		
3.	Trade unionism– History & Objectives, Trade unionism	Explore the History of Trade Unionism	K4
3.1	Trade union Movement	Examine Trade Union Movement	K4
3.2	Employer federation	Interpret Employer federation	K3
3.3	Collective bargaining- Methods and issues	Explain Collective bargaining- Methods and issues	K2
3.4	Collective bargaining: Problems and settlement	Examine CB: Problems and settlement	K4
IV	**Industrial Conflict :**		
4	Industrial Conflict : Types, causes	Examine the Industrial Conflict : Types , causes	K4
4.1	Industrial Conflict :Consequences, standing orders, Industrial disputes	Explore Industrial Conflict:Consequences, standing orders, Industrial disputes	K4
4.2	Settlement Machineries, Industrial peace	Recognize the Settlement Machineries for Industrial peace	K2
4.3	Grievance and Discipline Domestic Enquiry	Identify the protocols for dealing with Grievance, Disciplinary issuesand carrying out DomesticEnquiry	K2
4.4	Workers participation in management	Analyse Workers participation in management	K4

Unit	Course-content	Learning outcomes	HBTLT
V	**Social Aspects in Industries:**		
5	Social responsibility of Industrial organization	Examine the Social responsibility of Industrial organization	K6
5.1	CSR-Evolution , philosophy	Discuss the Evolution and philosophy of CSR	K2
5.2	Principles of CSR- Goals	Explain the Principles of CSR and Goals	K2
5.3	CSR approach	Employ CSR approach	K3
5.4	Roles of Social Worker in Social Obligations	Depict the Roles of Social Worker in Social Obligations	K2
5.5	Ethical aspects of CSR projects, CSR- Goals	Illustrate the Ethical aspects of CSR projects and CSR Goals	K2
5.6	Brands code of conduct in social compliance- social compliance organisations like- eti and sedex.	Interpret the Brands code of conduct in social compliance- social compliance organizations like- eti and sedex.	K3

4. Mapping of PO, PSOs and Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	M	L	L	M	M	L	L	H	H	M	L
CO2	L	M	H	H	M	M	L	L	M	H	L	L	M
CO3	H	H	L	H	H	M	L	M	H	H	H	M	L
CO4	L	M	L	L	H	H	L	H	H	L	M	H	L
CO5	M	H	H	M	H	M	H	H	L	L	H	M	H
CO6	H	L	L	H	H	L	M	H	M	M	M	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, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. T. Giftson

SPECIALIZATION: CLINICAL SOCIAL WORK
ELECTIVE COURSE II :   SOCIAL WORK AND HEALTH CARE

Semester	: III	Course Code :	P20SW3:1
Credits	: 3	Hours per week :	6 Hours

1.   COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Unit Covered
CO1	Infer the fundamental concepts of Health and Hygiene	K2	I
CO2	Differentiate the communicable and non- communicable diseases pertaining to health and hygiene.	K4	I
CO3	Categorize and address the public health issues related to women and children.	K4	II
CO4	Construct modules for Social work Practice in health care Education and management.	K6	III
CO5	Identify the basic Mental health problems and the Socio-Cultural Factors that affects the Mental Health of the individual.	K2	IV
CO6	Perceive the psycho social problems of differently-abled and the Rehabilitation measures.	K5	V

2A.   COURSE CONTENT

Unit I - Health: **12 Hours**

Concept, its relationship to welfare; Factors influencing the health status of individuals; Health Indicators; Concept of Hygiene (Personal Hygiene and Sanitation); Introduction to Communicable and Non-Communicable Diseases.

Unit II - Health Work in the Community: **12 Hours**

Major health problems related to women and children; School Health; First Aid; CommunityMental Health

Unit III - Health Education and Management: **12 Hours**

Techniques and Strategies for various community groups, Use of Audio-Visual Aids and Mass Media; Family Planning: Importance and Techniques. Health Management Strategies for Lifestyle Diseases.

Unit IV - Basic Concepts of Mental Health: **12 Hours**

Concept of Mental Health, Normality and Abnormality, Mental Health Problems and Mental Disorders; Alcoholism and drug dependence, Mental handicap, Socio-cultural factors involved in mental health.

Unit V - Impairment, Disability and Handicap: **12 Hours**

Causes, types, psychosocial problems and the role of the Social Worker in intervention. Rehabilitation: Definition, & Concept, Role of the Social Worker in rehabilitation planning, resource mobilization and follow-up.

B. UNIT - VI TOPICS FOR SELF-STUDY

Health care delivery systems: At the National and State levels; National and International organizations working for health.
(Mahjan B.K, Health Services in India, Jam Nagar, India.1969)

B.   **TEXT BOOKS:**

T1:   Park J.R & Park K., Text Book of Preventive and Social Medicine, Jabalpur, M/sBanarasidass,1991. (Unit: I,II, & III).

T2:   Niraj Ahuja, A Short Textbook of Psychiatry, Jaypee Brothers Medical Publishers, 2011(Unit:4) T3 : Pattison, Harry A., Handicapped and their Rehabilitation, Charles C. Thomas, New York. (Unit:5)

C.   **REFERENCE books:**

R1:   Hamilton, Kenneth W., Counselling the Handicapped, Ronald Press, New York.1996

R2:   Coleman, James C., Abnormal Psychology and Modern Life, Tarporevala& Sons, Bombay,1969 R3: Gina M. Piazza, First Aid Manual, 5th Ed., DK Publishing, New York, 2014.

3.   **SPECIFIC LEARNING OUTCOMES (SLOs):**

Units	Course Content	Learning Outcomes	HBTLT
I	**Health:**		
1.1	Introduction of Health :Concept , its Relationship to Welfare	Infer the concept of health, its dimensions and spectrum of health	K2
	Factors influencing the health status of individuals	Interpret the factors influencing health	K2
	Hygiene : Concept of Hygiene (Personal Hygiene and Sanitation	Analyze the multiple causation of diseases	K4

Units	Course Content	Learning Outcomes	HBTLT
1.2	Types of Diseases : Introduction to Communicable and Non Communicable Diseases	Identify the epidemiology ofCommunicable and Non Communicable diseases.	K3
II	**Health Work in the Community:**		
2.1	Health Work in the Community : Major Health Problems Related to Women and Children	Identify the Major Health Problems Related to Women and Children	K3
	School health	Identify and assess the School health problems	K4
	First Aid Concept and methods	Adapt the use of first aid and its methods	K5
2.2	Community Mental Health	Identify and relate the basicCommunity Mental Health problems.	K3
III	**Health Education and Management:**		
3.1	Health Education and Management : Techniques and Strategies for Various Community Groups, Use of Audio-Visual Aids and Mass Media.	Plan Techniques and strategies for various community groups abouthealth education.	K5
	Family planning: Importance and Techniques	Explain the concept and techniques of Family planning	K2
3.2	Life style diseases : Health Management Strategies for Lifestyle Diseases	Plan Health Management strategies for lifestyle diseases	K4
IV	**Basic Concepts of Mental Health:**		
4.1	Basic Concept of Mental Health:Normality and Abnormality,	Infer the basic concept ofMental Health.	K2
	Mental Health Problems and Mental Disorders	Identify the Mental HealthProblems and Mental Disorders.	K2
4.2	Alcoholism and Drug Dependence	Illustrate the Health hazards related to Alcoholism and Drug Dependence.	K2
	Mental Handicap: Socio-Cultural Factors Involved in Mental Health.	Identify the Socio-Cultural Factors Involved in Mental Health.	K3
V	**Impairment, Disability and Handicap:**		
5.1	Impairment, Disability and Handicap : Causes, Types, Psychosocial Problems.	Classify the causes, types and problems of Impairment, Disability and Handicap	K2
	Role of the Social Worker in Intervention on Impairment,Disability and Handicap.	Plan and invent strategies to intervene differently – abledpeople.	K6
5.2	Rehabilitation : Definition, & Concept, Role of the Social Worker in Rehabilitation Planning.	Perceive the concept of Rehabilitation and Role of the Social worker in Rehabilitation Planning.	K5
	Rehabilitation: Resource Mobilization and Follow-Up.	Plan innovative approaches for Resource Mobilization and Follow-Up to rehabilitate the differently-abled.	K6

4. **MAPPING SCHEME FOR THE PO, PSOs AND Cos**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	H	H	H	M	H	H	H	L	M	H	H
CO2	H	M	H	H	H	M	H	M	H	H	M	L	H
CO3	M	H	L	M	M	H	M	H	H	M	L	H	M
CO4	H	H	H	L	H	H	H	M	M	L	H	H	H
CO5	M	H	H	H	M	H	H	L	L	M	H	H	H
CO6	M	H	H	H	M	H	H	L	L	M	H	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, Field Visit Report, Role Play, Quiz (written).

4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator   :   Ms. V. Beulah Nesa Priya

Semester	**: III**	**Course Code :**	**P20SW3:2**
Credits	**: 3**	**Hours per week :**	**6 Hours**

1.   COURSE OUT COME

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:	Synthesise the role of international agencies	K5	IV
CO6:	Explore the procedures to start a voluntary agency	K4	V

2A.   COURSE CONTENT

Unit I - NGO Sector in India: **12 Hours**

Concept and Characteristics, Types of NGOs- Classification; Role of NGOs in National Development; History of NGO sector in India**.** Concept of Social Entrepreneurship

Unit II - NGO Formation and Management: **12 Hours**

Legal requirements, registration procedures under Tamil Nadu Societies Registration Act 1975, Indian Trusts Act 1882, and Section 25 of The Companies Act 1956

Unit III - Tax Regulations Concerning NGOs: **12 Hours**

Specific Tax Exemptions (Section 12 A, Section 35 AC, Section 80 G & 80 GG of Income Tax Act. Foreign Contributions- legal regulations (Foreign Contribution Regulations Act - 2010), Recent Amendments

Unit IV - Government Schemes for the NGO Sector: **12 Hours**

Grant-in-aid schemes and other Concessions of the Government of India and Tamil Nadu State Government; Schemes for the welfare of the Children, Youth, Women, Aged and Differently Abled.

Unit V - International Agencies and NGOs: **12 Hours**

UN and its agencies, World Bank, Asian Development Bank and other International Donor Agencies. Networking and Partnership with Government and other agencies

B. Unit - VI Topics for Self-Study

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

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

C.   TEXT BOOKS

T1:   NGOs and Rural Development- Theory and Practice, Bhose SCR Joel: Concept PublishingCompany, 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: Encyclopeadia of Social Work in India, Vol.4, New Delhi, 1986,

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

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

3.   SPECIFIC LEARNING OUTCOMES (SLOs)

Unit	Course- Content	Learning Outcomes	HBTLT
I	**NGO Sector in India:**		
1.1	Brief introduction of all aspects of NGO	Recall all aspects related to NGO's	K1
1.2	Types of NGOS,	Illustrate the different types of NGO	K2
1.3	Classification & NationalDevelopment	Depict the Classification of NGO's& their role in National Development	K2
1.4	History of NGO sector in India	Recall the History of NGO sector in India	K1

Unit	Course- Content	Learning Outcomes	HBTLT
1.5	Concept of SocialEntrepreneurship	Recognize the Concept of Social Entrepreneurship	K1
II	**NGO Formation and Management:**		
2.1	NGO Formation and Management – Legal requirements,	Recognize the Legal requirements for NGO Formation and Management	K1
2.2	NGO Formation and Management – Registration procedures	Describe the registration procedures for NGO Formation and Management -	K2
2.4	Tamil Nadu Societies Registration Act 1975,	Recall Tamil Nadu Societies Registration Act 1975	K1
2.5	Indian Trusts Act 1882	Analyse the Indian Trusts Act 1882	K4
2.6	Section 25 of The Companies Act 1956	Describe Section 25 of The Companies Act 1956	K2
2.7	Specific Tax Exemptions	Employ Tax exemptions	K3
2.8	Section 12 A, Section 35 AC,	Quote Section 12 A, Section 35 AC	K1
2.9	Exemptions Section 80 G & 80 GG of Income Tax Act	List Section 80 G & 80 GG ofIncome Tax Act	K1
2.10	Foreign Contributions- legal Regulations	Examine the Foreign Contributions- legal regulations	K6
2.11	Foreign Contribution Regulations Act – 2010	Critiquie the Foreign Contribution Regulations Act – 2010	K6
III	**Tax Regulations Concerning NGOs:**		
3.1	Grant-in-aid schemes	Explore the Grant-in-aid schemes	K4
3.2	Concessions of the Government of India.	Examine the Concessions of the Government	K6
3.3	Tamil Nadu State Government; Schemes for the welfare of the Children	Integrate the Tamil Nadu State Government; Schemes for the welfare of the Children	K5
3.4	Tamil Nadu State Government; Schemes for the welfare of the Youth,	Recognize Tamil Nadu State Government; Schemes for the welfare of the Youth,	K1
3.5	Tamil Nadu State Government; Schemes for the welfare of the Women,	Integrate Tamil Nadu State Government; Schemes for the welfare of the Women	K5
3.6	Tamil Nadu State Government; Schemes for the welfare of the Aged	Recall the Tamil Nadu State Government; Schemes for the welfare of the Aged	K1
IV	**Government Schemes for the NGO Sector:**		
4.1	Tamil Nadu State Government; Schemes forthe welfare of the Differently Abled	Recognize the Tamil Nadu StateGovernment; Schemes for the welfare of the Differently Abled	K1
4.2	UN and its agencies,	Examine the role of UN and its agencies	K6
4.3	World Bank, AsianDevelopment Bank	Apply knowledge of the functioning of World Bank, Asian Development Bank as per need to avail projects and assist beneficiaries.	K3

Unit	Course- Content	Learning Outcomes	HBTLT
V	International Agencies and NGOs:		
5.1	International Donor Agencies.	Identify International Donor Agencies	K2
5.2	Networking	Validate Networking	K6
5.3	Partnership with Government	Propose Partnership with Government	K5
5.4	Partnership agencies	Imtegrate Partnership agencies	K5
5.5	Aims of NGO activities	Recognise aims of NGO's	K1
5.6	The NGO Programme Manager's main role is to plan	Theorise NGO Programme Manager's main role in planning	K5

4   MAPPING SCHEME FOR THE PO, PSOs AND COSs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	L	L	M	M	M	M	M	M	M	H
CO2	M	M	M	M	M	M	M	M	M	H	H	H	H
CO3	H	H	H	H	M	M	M	M	H	H	H	H	H
CO4	H	H	H	H	H	H	H	H	H	H	H	H	H
CO5	L	L	M	M	M	H	H	H	H	H	H	H	H
CO6	M	M	M	M	H	H	H	H	H	L	L	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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. E. Edwin Franklin Samuel

Specialization : Human Resource Management Elective Course : FUNDAMENTALS OF HRM

Semester : III   **Course Code** : P20SW3:3
Credits : 3   **Hours per week** : 6 hours

1.   COURSE OUTCOMES:

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

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Illustrate key human resource management perspectives.	K2	I
CO2:	Explain the importance of various methods, techniques and evaluation procedures pertaining to training and training strategies.	K2	II
CO3:	Apply Labour welfare and Labour Law in different fields	K3	II
CO4:	Interpret the roles and functions of trade unions by applying the latest labour legislations.	K3	III
CO5:	Explore the techniques and process of collective bargaining.	K4	IV
CO6:	Examine change in managerial attitude towards worker's participation in management.	K6	V

2A.   COURSE CONTENT

Unit I - Management and HRM functions:

Concept, Elements, Principles and Functions of Management. Human Resource Planning, Recruitment, Selection, Placement, Induction, Promotion, Transfer, wage and salary administration.

Unit II - Training and Development:

Meaning, need, importance, Types: On the Job and of-the-job training, Training effectiveness, Evaluation of Training programmes.

Unit III - Labour welfare:

Theories, Concept, principles, origin and growth of labour welfare in India; Types of welfare – Statutory and Non Statutory

Unit IV - Industrial Relations:

Role of Employees, Unions and Government in Industrial relations; current trends in industrial relations. Trade Unions – Historical perspective and problems of Trade Union Movement in India.

Unit V - Collective Bargaining

Salient features, pre-requisites for success Worker's Participation in Management – Importance and Methods

B.   Unit - VI Topics for Self Study

Concepts of wages, Theories of Wages, Financial and Non-financial Incentives, Human Resource Development, Performance Appraisal and Career Planning and Performance Counselling.

B.   TEXT BOOKS:

T1:   Mamoria C.B. & Rao V.S.P (2012) Personnel Management, Bombay Himalaya PublishingHouse. (Unit – I)

T2:   Gupta C.B. (2007) Human Resource Management, Sultan Chand & Sons., New Delhi (Unit– II to V)

C.   REFERENCE BOOK:

R1 :   Venkataratham, C.S. and B.K. Srivastava; Personnel Management and Human Resource (NewDelhi; Tata Mc Graw Hill 1991).

R2 :   Stone, Thomas H. Understanding Personnel Management (Chicago, The Dryden Press, 1982)R3 : Monapa, Arun: Industrial Relations: (New Delhi: Tata Mc Graw Hill, 1987)

R4 :   Business Today, Fourth Anniversary Issue January 7-21, 1996

R5 :   Aswathappa K Human Resource and Personnel Management (New Delhi; Tata McGraw Hill,1997)

R6 :   Bras, Lloyd L and Leslie W. Rue; Human Resource and Personnel Management (Illinois,Nichard D. Irwin, Inc. 1984)

R7:   Subbarao P. Human Resource & Industrial Relations – Himalaya Publications House, Mumbai2000

3. SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course Content	Learning Outcomes	HBTLT
I	**Management and HRM functions:**		
1.1	Concept and Elements of Management	Describe Concept and Elements of Management	K2
1.2	Principles of Management	Explain the Principles of Management	K2
1.3	Functions of management	Analyse the Functions of Management	K5
II	**Training and Development:**		
2.1	Human Resource Planning	Appraise Human Resource Planning	(K6)
2.2	Recruitment	Examine Procurement	K4
2.3	Selection	Explore Selection procedure	K4
2.4	Induction	Interpret the need for induction	K3
2.5	Placement	Interpret Plan for Placement	K3
2.6	Promotion	Consolidate Promotion	K5
2.7	Transfer	Explore Transfer	K4
2.8	Wage and salary administration	Appraise wage and salary administration	(K6)
III	**Labour Welfare:**		
3.1	Meaning and Definitions of Training and Development	Describe and Compare Training and Development	K2
	Management and HRM functions:		
3.2	Need & importance of Training and Development	Review Training and Development Programme	(K6)
3.3	On the Job training	Examine on the Job training	K6
3.4	Off-the-job training	Envision Off-the-job training	K6
3.5	Training effectiveness	Estimate Training effectiveness	K6
3.6	Evaluation of Training Programmes	Explain the Training programmes	K5
IV	**Industrial Relations:**		
4.1	Theories of Labour Welfare	Illustrate the different Theories of Labour Welfare	K2
4.2	Concept of Labour Welfare	Recognize the Concept of Labour Welfare	K2
4.3	Principles of Labour Welfare	Explain the Principles of Labour Welfare	K2
4.4	Origin and growth of labour welfare in India	Explore the Origin and growth of labour welfare in India	K4
4.5	Statutory and Non Statutory Labour Welfare	Discuss the Statutory and Non Statutory Labour Welfare	K2
V	**Collective Bargaining:**		
5.1	Role of Employees in Industrial Relations	Examine the Role of Employees in Industrial Relations	K6

Unit	Course Content	Learning Outcomes	HBTLT
5.2	Unions and Government in Industrial relations	Appraise the role of Unions and Government in Industrial relations	K6
5.3	Historical perspective of trade Union	Analyse the Historical perspective of trade Union	K4
5.4	Problems of Trade Union Movement in India	Review the Problems of Trade Union Movement in India	K6
5.5	Salient features of Collective Bargaining	Illustrate the features of Collective Bargaining	K2
5.6	Pre-requisites of Collective Bargaining	Examine the Pre-requisites of Collective Bargaining	K4
5.7	Importance of Worker's Participation in Management	Assess the Importance of Worker's Participation in Management	K6
5.8	Methods of Worker's Participation in Management	Review the Methods of Worker's Participation in Management	K6

4. MAPPING SCHEME FOR THE PO, PSO AND CO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	M	H	L	L	M	L	H	M	L	H
CO2	H	H	H	M	H	H	L	H	M	H	H	H	M
CO3	M	M	M	L	L	M	H	M	H	M	M	H	H
CO4	L	L	L	H	H	M	H	H	H	L	M	M	M
CO5	L	L	M	H	H	M	H	L	L	L	M	L	H
CO6	M	M	M	H	H	M	H	L	L	L	M	L	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, Field Visit Report, Role Play, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator :   Mr. A. Samson

Semester :III

Credits : 4

SPECIALIZATION BASED CONCURRENT FIELDWORK PRACTICUM

Field Work : III

Course Code : P21SW3F3

Course Description

The course is so designed to facilitate specialization-based field exposure to takers. Field work placements are accordingly arranged in Clinical and Psychiatric Settings, Industries and Corporate; and NGOs and Governmental Projects. The trainees so placed gains a hands-on experience and the nuances of social work practicum in these different settings.

General Objectives

The main objectives of this course are to:

1. Facilitate Social Work Trainees and be exposed on social issues related to their fields of specialization.

2. Gain Knowledge on Social Work Practice in Professional Social Welfare Agencies/Beneficiary Organization

3. Develop a practical understanding needs/challenges of people in their fieldwork agencies

4. Apply social work methods and techniques in their field of specialization

5. Uphold the Ethics and Values of the Social Work Profession in their fields of specialization

A. **Standard Operating Procedures (SOPs)**

a. **Timing** The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.

b. **Availability:** The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.

c. **Required Number of Days and Hours :** The trainees are expected to fulfill a minimum of 21 days which may be for a duration of 8 to 12 weeks on concurrent basis where the trainees are expcted to report on Tuesdays, Thursdays and Saturdays.

d. **Dress Code :** Only formal dress will be allowed

e. **Attendance:** 100% attendance in field work is compulsory for successful completion and getting pass. trainee should report and work on the timings

of the agency regularly, as mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee they can be called on holidays

B. **Reporting and Documentation:** Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C. **Mentoring & Guidance by the Agency Supervisor:** The Agencies would a staff or an administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee

D. **Individual Conference with the Faculty Advisor:** The trainee will be provided with timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provide is about an hour. They are expected to submit written record of work done and the faculty supervisor is expected to enter comments prior to the conference.

E. **FIELD WORK REPORT**

Fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

a) **Purpose of the visit:** The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

b) **Observation:** The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing with the object/subject of intervention. The scope of inference must be problem-specific.

c) **Content:** All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitute the content.

d) **Impression:** This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regards to his client/employee /member of the Community and the overall intervention process.

e) **Trainee's role:** The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

f) **Next plan of action:** The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

F. **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	:	5
PERSONALITY DEVELOPMENT: Emotional Maturity Progressive Thinking Problem Solving Creative Thinking Critical Thinking Self-Confidence	:	5
TOTAL	:	25
Passing Minimum: 12.5		

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
5.	Best Practices	:	10
	Total	:	50
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			

SUMMARY

A.	Agency Assessment	: 25
B.	Faculty Advisor	: 50
C.	Viva Voce Examination	: 25
	Total	**: 100**
	Passing Minimum	**: 50**

SPECIALISATION: CLINICIAL SOCIAL WORK

Objectives and Guidelines for Field Work Placement

Objectives:

The tenets guiding fieldwork practice in clinical setting can be summarized as:

- Enhancing the problem-solving and coping capacity of people.

- Linking people with systems that provide them with resources, services and opportunities.

- Promoting the effective and humane operation of these systems.

- Contributing to the development and improvement of social policy.

Further, to fulfill the above tenets guiding fieldwork practice, the following tasks should be well attended:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.

- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.

- Create awareness by educating, advocating, and concentrating on conscientizing the society for an effective utilization of available human and materials resources.

- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.

- Help in rural transformation by making rural life more meaningful to the people through helping them to achieve self-reliance.

Guidelines for Field Work Placement

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.

Acquiring information about various illnesses being dealt with by the agency:

- **In Medical Setting:**

  Knowledge and awareness about Diseases: its virology, epidemiology, zoonotic, causation, consequences, impact- short term and long term; It's all aspects- medical, social and political; Prevention – Healthy Diet, Physical Activity, Screening; Medical response - treatment, how to check infection; and above all its impact on vulnerable group

- **In Psychiatric Setting:**

  Social workers in psychiatric settings engage in responsibilities like intake of inpatients, discharge of service users, psychosocial assessments of inpatients, equipping inpatients with social skills, reconciling inpatients with systems around, among other tasks that would make rehabilitation and reintegration effective.

Practice of Micro, Mezzo and Macro Methods of Social Work in Medical and Psychiatric Settings:

- **Micro Social Work Practice:** In micro social work practice (Social Case Work) the trainees involve in practice with individuals and families. The Social work trainee handles a clients' case at individual level rather than in group or at community level. In micro social work, the social worker engages with individuals or families to solve problems. Family therapy and individual counseling would also fall under the auspices of micro practice.

- **Practice of social case work** – with at least a 5 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. Trainee may carry out discharge planning of patients, conduct home visits and other follow-up activities for their client's plan and implement measures for rehabilitation wherever necessary.

- **Mezzo-social work practice**: In mezzo social work practice field work trainees involve themselves in social work practice with groups (Social Group Work) . This is a situation whereby the social worker handles problems of clients in a group setting.

- **Practice of Social Group Work** – with at least 2 groups of patients or their significant others, to deal with similar problems experienced by the group members. Group formed may be educative, therapeutic, recreational or self-help groups depending on the needs of the members, and the scope offered by the agency. Trainee is required to identify members, formulate a group, facilitate group interaction, promote positive group dynamics, enable goal formulation, discuss and help group members to plan measures for goal

attainment, implement these plans and to wind up group work after evaluating the extent of goal attainment by individuals of the group and the group as a whole.

- **Macro-social work practice:** In Macro social work practice field work trainees involve themselves in community (Community Organisation). Macro social work practice involves working with agencies, organizations, communities, and large groups of people. The trainee is required to carry out a Mini Research or organize a community organization programme pertaining to the area of specialty of the agency.

Other Suggestive Activities:

- Intake and referral in the out-patient.

- Performing ward rounds.

- To function as a member of the multi disciplinary team.

- Participation in other routine activities of the agency such as attending case conference, conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients etc.

- Case Presentations.

- Participation in out-reach activities/extension programme of the placement agency.

- Awareness level about Diseases; A write up for publication in a newspaper- English, or your own mother tongue

- Prepare a poster (you can choose target group- for children, rural population, labourers, educated youth, family) with messages on What is the particular disease about ?, Do's and Don'ts to prevent infection; Treatment.

- Write about case studies of clients during their illness and recovery- their background information, their routine, their lifestyles before illness; lifestyles during illness; their difficulties, their state of physical, mental and emotional health, their worries, anxieties, Coping mechanism, family support, contact with friends; Work accomplished, their achievements, their learnings enjoyment, adjustment, desperation; studies, Job.

- Write a note on Changes in the agency or Community in their pursuit of dealing with interventions for the Disease.

- Call people, talk to available members in the community affected, field staff, or any one of them, scan newspapers, note down Agency's activities during the phase of active intervention and change post it, say during a pandemic like COVID.

- People spend more time with their families during their illness. Student trainee can record the experiences of rediscovering the families and

experiences of enriched relationships or otherwise estranged relationships-causation to consequences.

- Students can also record any incidence of violence against women or children abuse or elderly abuse. The lived-in realities/experiences of a housewife in managing illness in the family.

- Understand the Strength-based practices, quick community assessment, priorities, essential needs, and demands; Association with Helplines, coordination centers, administrative networking mechanisms.

- Understand the appropriate personality traits required for professional social work practice. Self-care is important. Note down their own lifestyle, food, sleep, attitude, and behavior. Also, notice changes they require for a new set up.

- Analyze various emergency response system, policies, guidelines, orders, relief and rehabilitation measures; efforts by citizens, religious groups, philanthropic agencies and civil society organizations, Efforts taken by the government like PDS, support mechanism, shelter home, quarantine centers, etc

- Develop advanced competency towards professional self-development; critical reflection/ introspection; development of ethical practice; and increasingly autonomous functioning.

- Each such exercise must have three post facto analysis- application of SW knowledge, their assessment of the situation, and self-assessment and learning lessons out of the exercise.

Note to the Field Work Trainees:

As social workers-in- training, it is important to see through three conceptual lenses in intervening with people in the placement agencies. The first is to see through himself / herself by assessing and identifying his / her weaknesses, competencies and strengths. Second is to see through the eyes of the profession, which entails being knowledgeable to the core with the ethics and values of the profession. This calls for a proper understanding of the knowledge base of social work, its purpose, goals and dimensions. And lastly is to see through the eyes of the people and agency he is designated to work with. This calls for a good understanding of the ethics and values of the agency, and his expectations there.

SPECIALIZATION: COMMUNITY DEVELOPMENT MANAGEMENT

Objectives and Guidelines for Field Work Placement

Objectives

The objectives of the field work is to make the student

1. Demonstrate knowledge of working with community (rural/urban/tribal)

2. Demonstrate knowledge and analyze the functioning of a Human Service Organisation

3. Analyse community needs and implement intervention

4. Demonstrate skill in conducting capacity building training for community

5. Demonstrate the skills of documentation through reflective and analytical learning.

6. Design and implement a community programme with the participation of different stakeholders in the community.

Social Work Trainees are expected to acquire knowledge on the following.

I. AGENCY: Historical Background, Administrative structure, Project Formulation, Programmes, Budgeting / Financing / Accounting / Auditing / Reporting, Funding Agency.

II. COMMUNITY: Conducting a survey, Doing a structural analysis (Based on the survey), Studying the level of community participation and involving them in decision-making, setting up of goals, planning, programming, prioritizing and implementing, Studying the level of linkage that exists between the Government and the community and between the agency and the community.

III. PROGRAMMES

They are expected to organize **a minimum of one Programme among the following**

1. **Community organization Programme**: conducting Medical Camps, conducting training programmes to the core group members.(development, leadership, Government's welfare programmes, health and hygiene etc.), conducting literacy classes or training interested members to conduct literacy classes., creating awareness about the social evils by using mass media tools (Such as Films, Slides, Charts, Skits, FGDs, Cassettes, etc.) and facilitating the Community to avail Government Schemes / Programmes with the support of the Agency and Contacting the Government officials for channelizing the available Government's program.

2. **Need Analysis Survey / Mini Study:** Students are expected to develop, design and administer need -assessment survey to a specific group, either to investigate or to study the impact of a programmes or intervention by the agency, so that it can help the agency to redress lapses if any.

3. **Participatory Rural Appraisal (PRA) Techniques :** Students are expected to practice any three PRA Techniques by organizing the Community and performing the same. They are expected to follow the procedures in reporting and document the findings from the techniques they employ.

4. **Starting / strengthening core groups and registering the same:** A Women Self-Help Groups (SHGs)/Cooperative Societies): with the guidance of the Agency Supervisors / Chief Functionary, they are expected to form a Self Help Group or a Cooperative Society.

<p align="center">**SPECIALISATION: HUMAN RESOURCES MANAGEMENT**</p>

GUIDELINES FOR FIELDWORK PLACEMENT

OBJECTIVES

The overall objectives of the field work training is to make the trainees to

- Enlist the practical functions of Human Resource Management

- Outline the implementation of the Labour Laws as per the government regulations.

- Examine the skills learnt according to the demands of the industrial scenario.

- Categories the changes in the industrial and social environment and take decision according to the changing laws.

- Developing effective coordination and communication within the organization.

- Embracing wider societal and ethical development.

- Recommend new methods in leadership, problem solving and decision making process as per HR guidelines.

Acquiring information about the agency:

Brief history of the Company / Agency, knowledge on manufacturing / operating processes : Turnover/Marketshare, Total number of employees on-roll, Break-up into men and women (total) unskilled; skilled, supervisory, managerial (men & women separately in each category) and Organizational chart/Structure (indicating major divisions and departments)

HRM Practices:

Introduction to the HR Activities, organizational structure of the HR department, Job Study, HR Policy, HR Planning, Recruitment, Selection, Induction and placement, Standing orders, Hours of work, Time Office activities, Leave and Holiday, Employee Service records, Muster Roll.

Practice of Industrial Relations:

Disciplinary procedures, Grievance Handling, Trade Unions, Works Committee, Employers' Association, Other Joint Consultative Bodies: Shop councils / Unit councils / JM, Safety and Accident Prevention, Collective Bargaining

Practice of HRD:

Employee appraisal, Training and Development, Promotion and Transfer, ESI, PF, Gratuity Calculation, Wage and Salary Administration.

Practice of Welfare facilities

Intra-mural: Canteens – their management, Crèches, Working conditions, Drinking water , Rest Rooms, First aid stations, Compliance with the provisions of the law (ascertain as to how the Factor Inspectorate inspect the factory – see the inspection report)

Extra-mural: Recreational centers, Housing colony, Co-operative Societies, Etc.

General: The student will also study

- Application of the various industrial legislations in respect of the activities mentioned above.

- Visit to Government Organization : PF, ESI, Inspectorate of Factories' and other labour welfare organization.

SUGGESTED ACTIVITIES

The trainee is required to carry out any one of the following activities in collaboration with the agency where they have been placed for field Work:

- **Mini Research**: The student should select a project which is either advantageous to the employees, organization or enhances his/her technical and managerial skills. The project must contribute towards positive growth/development in that specific organization. Data should be collected from a minimum of 15 to 30 respondents and the results presented properly. The findings should be in alignment with the objective of the Mini Project.

- **Case Study**: A case study should set forth, in a factual manner, the events and organizational circumstances surrounding a particular managerial situation. A case on strategic management can concern a whole industry, a single organization, or a part of an organization. The essence of the student's role in case analysis is to diagnose and size up the situation described in the case and then to recommend appropriate remedial steps. Three to five case studies ought to be taken up in a semester.

- **SWOC Analysis**: As described, SWOC stands for Strengths, Weaknesses, Opportunities, and Threats/Challenges. A student can list the organizations'/ Department's strengths, Weaknesses, potential opportunities, and challenges/do a SWOC analysis of an organization / Department from a HR perspective.

- **Training and Development**: Students can organize training & development programmes to address the felt needs of the employees. This can be done in coordination with the HR Department and should serve as a platform to get employees up to speed with the processes of the company and bridge any skill gaps.

- **Community Organization Programmes:** The student ought to organize one community organization program through targeted activities to garner support for policy and social changes with the help of the Organization.

SPECIALIZATION: CLINICAL SOCIAL WORK
COURSE TITLE: SOCIAL WORK INTERVENTION IN MEDICAL SETTING

Semester : IV   **Course Code** : P20SW4C4

Credits : 4   **Hours per week** : 6 Hours

1. **COURSE OUTCOMES:**

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

CO. No.	Course Outcome	Level	Unit Covered
CO1:	Explain the historical development of medical social work, its nature and scope in contemporary society.	K2	I
CO2:	Apply the knowledge base on the psychosocial, and Economic implications of illness in assessing and intervening patients and their family.	K3	II
CO3:	Recognize hospital as a formal organization and explain the ethical responsibilities of a hospital.	K4	III
CO4:	Acquire the skills of a Multidisciplinary team worker related to health.	K6	III
CO5:	Formulate rehabilitation measures for the people with varied Impairment, Disability and Handicap from a Medical Social Work Perspective.	K6	IV
CO6:	Create intervention plans to meet the psycho-social needs of individuals in varied medical settings.	K6	V

2A. COURSE CONTENT

Unit I - Medical Social Work :   **12 Hours**

Definition, concept, objectives, nature, need and scope; ethical practices, roles and functions of a Medical Social Worker; Historical development in India and abroad; Medical Sociology and its relevance to Medical Social Work practice. Practice of Social Work methods in hospital settings: the need and Importance in working with patients and families, Scope and limitations of practice.

Unit II - Implications of Illness :   **12 Hours**

Psychological, social and economic implications of illness and disability for the patient and family; concepts of patient as a person, patient as a whole, their rights, and psychosomatic approach. Multidisciplinary team work: Need, importance and principles; Role of social worker as a member of the team.

Unit III - The hospital as a formal organisation :   **12 Hours**

Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalization for the patient and the family. Ethical responsibilities of a hospital. **Medical Social Work Department :** Staffing, organisation and Functions, Extension services, Public Relations.

Unit IV - Impairment, Disability and Handicap: **12 Hours**

Causes, types and classification of physical handicaps: Orthopaedic disability, visual handicap, Aural impairment and speech disability, psychosocial problems and implications for each specific handicap and the role of Medical Social Workers. **Rehabilitation :** Definition, concept, principles and process; Role of the Medical Social Worker in rehabilitation planning, resource mobilisation and follow-up. Physiotherapy and Occupational therapy. Community Based Rehabilitation.

Unit V - Role of the medical social worker in the following settings   **12 Hours**

Out-patient unit, intensive care unit, Paediatric ward, Maternity ward, Family planning centre, ICTC, Orthopaedic department, Cardiology department, Blood bank, Hansenorium, TB Sanatorium and Cancer hospitals, Training of volunteers to work with the chronically ill in the community.

B. UNIT - VI   TOPICS FOR SELF LEARNING

Medical Social Work in India

https://www.researchgate.net/publication/342698972_Medical_Social_Work_in_India_Addressing_Emotional_and_Social_Components_of_Illness

C.   TEXT BOOK:

T1:   Park J.R. & Park. : Text book of preventive and social medicine, Jabalpur, M/s Banarshidas, 2011. (Units I, II, III, IV, V)

D.   REFERENCES

1.   Banerjee G.R. : Social Service department in hospitals - Its organizations and functions, TISS, Bombay, 1950.

2.   Codey & Carol H. : Social aspects of illness, W.B. Sounders Com., Philadelphia, 1951.

3.   Minna Field : Patients are people, Columbia Uni. Press, New York, 1953.

4.   Goldstine Dora : Expanding Horizons in medical social work, University of Chicago Press, 1955.

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

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

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

8. Rao, Sankara M. : Hospital organization and administration, deep & deep Pub., Delhi, 1992.

3. SPECIFIC LEARNING OUTCOMES (SLOs):

Unit	Course - Content	Learning Outcomes	HBTLT
I	**Medical Social Work :**		
1.1	Definition, concept, objectives, nature, need and scope; ethical practices, roles and functions of a Medical Social Worker	Relate the Concepts of Medical Social Work to the roles of a Medical Social Worker	K1
1.2	Historical development in India and abroad;	Infer the Historical development of Medical Social Work in India and abroad	K2
1.3	Medical Sociology and its relevance to Medical Social Work practice	Apply the knowledge base of Medical Sociology to Medical Social Work practice	K3
1.4	Practice of Social Work methods in hospital settings	Practice various Social Work methods in hospital settings	K6
1.5	The need and Importance in working with patients and families, Scope and limitations of practice.	Assess the health needs among patient and family and practice	K4
II	**Implications of Illness :**		
2.1	Psychological, social and economic implications of illness	Assess the Psychological, social and economic implications of illness	K4
2.2	Disability for the patient and family Concepts of patient as a person, patient as a whole, their rights	Identify the rights of the patient and propose plans to deal with Disability for the patient and family	K3
2.3	Psychosomatic approach.	Adapt the Psychosomatic approach to intervene with patients and their families.	K6
2.4	Multidisciplinary team work: Need, importance and principles; Role of social worker as a member of the team.	Function as effective member of the Multidisciplinary team by understanding its need, importance and principles.	K4
IIII	**The hospital as a formal organisation :**		
3.1	The hospital as a formal organisation : its goals, technology, structure and functions, departments, administrative procedures.	Recognise hospital as a formal organisation and explain its functions.	K5

Unit	Course – Content	Learning Outcomes	HBTLT
3.2	Implications of hospitalization for the patient and the family.	Explain the Implications of hospitalization for the patient and the family	K5
3.3	Ethical responsibilities of a hospital.	Relate to the Ethical responsibilities of a hospital for the patient and the family	K
3.4	Medical Social Work Department: Staffing, organisation and Functions, Extension services, Public Relations.	Analyse the Staffing, organisation and Functions, Extension services, and Public Relations of Medical Social Work Department	K4
IV	**Impairment, Disability and Handicap**		
4.1	Impairment, Disability and Handicap: Causes, types	Classify the Impairment, Disability and Handicap and its Causes, types	K2
4.2	Physical handicaps Orthopaedic disability, Visual handicap, Aural impairment and Speech disability,	Examine the types, signs and symptoms, and characteristics of Physical handicaps; Orthopaedic disability, Visual handicap, Aural impairment and Speech disability,	K4
4.3	Psychosocial problems and implications for each specific handicap and the role of Medical Social Workers.	Assess the Psychosocial problems and implications for each specific handicap and execute the role of Medical Social Workers.	K4
4.4	Rehabilitation: Definition, concept, principles and process; Role of the Medical Social Worker in rehabilitation planning, resource mobilisation and follow-up.	Assess the Rehabilitation needs among patient and family.	K4
		plan rehabilitative measures, and mobilise resource so as to intervene and follow-up.	K6
4.5	Physiotherapy and Occupational therapy. Community Based Rehabilitation.	Analyse and practice Physiotherapy and Occupational therapy.	K4
		Design, Community Based Rehabilitation techniques as per the felt needs of patients and their families.	K6
V	**Role of the medical social worker in the following settings:**		
5.1	Role of the medical social worker in Out-patient unit, intensive care unit, Paediatric ward, Maternity ward,	Design and implement the role of the medical social worker in Out- patient unit, intensive care unit, Paediatric ward, Maternity ward	K6
5.2	Role of the medical social worker in Family planning centre ICTC, and Orthopaedic department	Adapt the role of the medical social worker in Family planning centre ICTC, and Orthopaedic department	K6
5.3	Role of the medical social worker in and Cardiology Department, Blood bank, and Hansenorium,	Propose and implement the role of the medical social worker in and Cardiology Department, Blood bank, and Hansenorium	K6
5.4	Role of the medical social worker in TB Sanatorium and Cancer hospitals, Training of volunteers to work with the chronically ill in the community	Execute the Roles of the medical social worker in TB Sanatorium and Cancer hospitals, Training of volunteers to work with the chronically ill in the community	K6

Unit	Course – Content	Learning Outcomes	HBTLT
5.5	Role of Medical Social Worker during Pandemic.	Plan to render the roles of a Medical Social Worker to sensitize the common mass on the implications of the Pandemic and preventive measures to be adopted to curtail the spread.	K6

4. MAPPING OF PO, PSOs AND COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	L	L	L	M	M	M	M	L	L	L
CO2	H	H	H	H	H	L	M	H	H	H	H	H	H
CO3	H	H	H	H	H	L	M	H	H	H	H	H	H
CO4	H	H	H	H	H	L	M	H	H	H	H	H	H
CO5	H	H	H	H	H	L	M	H	H	H	H	H	H
CO6	H	H	H	H	H	L	M	H	H	H	H	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, Field Visit Report, Role Play, Quiz (written).

4.   Pre-Semester & End Semester Theory Examination

INDIRECT

1.   Course end survey (Feedback)

Course Co-ordinator   :   Dr. J. Florence Shalini

SPECIALIZATION : COMMUNITY DEVELOPMENT MANAGEMENT
Course: URBAN COMMUNITY DEVELOPMENT

Semester : IV

Credits : 4

Course Code : P20SW4D4

Hours per week : 6 Hours

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Units Covered
CO1	Recall theory on Urban Community Development	K1	I
CO2	Describe the varied approaches to social urban community practice	K2	II
CO3	Analyse the scope of urban community practice in different settings	K4	III
CO4	Examine the problems of urban community	K4	IV
CO5	Interpret urban development from a scientific perspective	K3	IV
CO6	Explore the charactistics of urban populations	K4	V

2A. COURSE CONTENT

Unit I - Urban Community   **12 Hours**

Meaning, Characteristics, Rural-urban contrast. City – Meaning, Classification, Trends in urbanization process, Theories of urbanization: Concentric zone model (Burgess 1920's), Sector model (Hoyt 1930's) and Multiple-nuclei model (Harris and Ullman 1940's), and urban agglomeration. Urbanisation and Urbanism: Meaning, characteristics of urbanism, slums- definition, approaches, theories and classification and culture of slums

Unit II - Urban Problems   **12 Hours**

Housing, Migration, Drug addiction, Family Disorganization, Divorce, Crime and Abuse, Juvenile Delinquency, Commercial Sex Work (CSW) & *Lesbian, Gay, Bisexual and Transgender* (LGBT) Issues and Pollution. Institutionalization of Children, Women, Youth and Elderly and its related problems.

Unit III - Urban Community Development   **12 Hours**

Definition, concept, objectives and historical background; Approaches, principles, process and Methods of Urban Community Development, Urban Development Planning; Role of Community Development Workers and Application of social work methods in urban development.

Unit IV - Urban Development Administration   **12 Hours**

National, State and Local levels; Structure and functions of Urban Development Agencies; Urban services and urban deficiencies; Nagarpalika Act (74th Amendment); functions of officials and non-officials in Urban Self Government Metropolitan Development Authorities, Housing Policies Housing and Urban Development Corporation (HUDCO), Role of Central Social Welfare Board (CSWB). Vision for Smart Cities.

Unit V - Urban Development Programmes   **12 Hours**

Five Year Plans and Urban Development; Urban Development Projects- I, II & III; Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), Solid Waste Management Programme Tamil Nadu Slum Area (Clearance and Improvement) Act, 1971, Tamil Nadu Slum Clearance Board, *Jawaharlal Nehru National Urban Renewal Mission* (JNNURM)/AMRUT. National Urban Livelihood Mission (NULM) and Swach Bharat, Problems in implementation and Role of Voluntary Agencies and Resident Welfare Associations in Urban Development.

B.   **UNIT - VI TOPICS FOR SELF-STUDY**

Sustainable Urban Communities

https://www.mdpi.com/journal/sustainability/sections/urban_and_rural_development

C.   **TEXT BOOK**

T1.   Aray & Abbasi : Urbanization and its environmental impacts Discory pub, New Delhi,1995(Unit I)

T2.   Diddee Jayamala : Urbanization – Trends , Perspectives and challenges , Rawat Pub, Jeipur, 1993 (Unit II)

T3.   Paul : Tenants and Trustees , MacMillian,Delhi, 1981 (unit III)

T4.   Ramachandran : Urbanization and Urban system of India, Oxford University Press, New Delhi, 1989 (Unit IV)

T5.   Thudipara, Jacab Z : Urban community development, Rawat pub, Jaipur, 1994 (Unit V)

D.   **REFERENCE BOOK:**

R1.   Clinard, Marshall B : Slums and community development , The free press , New York, 1970

R2.   Gill Rajesh : Slum as urban villages, Rawat pub, Jeipur, 1994

R3.   Mitra, Arup: Urbanization, Slum, informal sector employment and poverty, BR,Pub,1994

R4.   Vibhooti, Shukla: Urban development and regional policies in India, Himalaya Pub, Bombay 1988.

3.   **SPECIFIC LEARNING OUTCOMES (SLOS):**

Unit	Course-Content	Learning Outcomes	HBTLT
I	**Urban Community:**		
1.1	Urban Community: Meaning, Characteristics	Examine Urban Communit, its Meaning and Characteristics	K3
1.2	Rural-urban contrast.	Interpret Rural-urban contrast.	K3
1.3	City – Meaning, Classification,	Interpret City by its Meaning and Classification.	K3
1.4	Trends in urbanization process,	Apply trends in urbanization process	K3
1.5	Theories of urbanization: Concentric zone model (Burgess 1920's), Sector model (Hoyt 1930's) and Multiple-nuclei model (Harris and Ullman 1940's), and urban agglomeration.	Interpret Theories of urbanization	K3
1.6	Urbanization and Urbanism : Meaning, characteristics of urbanism,	Theorise Urbanization and Urbanism: Meaning, characteristics of urbanism,	K5
1.7	slums-definition, approaches, theories and classification	Interpret slums-definition, theories approaches, and classification	K3
1.8	Culture of slums.	Interpret the Culture of slums.	K3
II	**Urban Problems:**		
2.1	Urban Problems: Vulnerability and Livelihood Issues,	Apply knowledge on Urban Problems from a Vulnerability and Livelihood perspective	K3
2.2	Housing, Migration, Drug addiction, Family Disorganization, Divorce, Crime and Abuse, Juvenile Delinquency,	Interpret the Urban problesms from the perspective of Housing, Migration, Drug addiction, Family Disorganization, Divorce, Crime and Abuse, Juvenile Delinquency.	K3
2.3	Commercial Sex Work (CSW) & *Lesbian, Gay, Bisexual and Transgender* (LGBT) Issues	Interpret Commercial Sex Work (CSW) & *Lesbian, Gay, Bisexual and Transgender* (LGBT) Issues	K3
2.4	Pollution.	Propose community based interventions to deal with Pollution.	K5
2.5	Institutionalization of Children	Propose community based interventions to deal with Institutionalization of Children	K5
2.6	Women	Propose community based interventions to deal with Women	K5
	Youth and Elderly	Propose community based interventions to deal with youth and elderly.	K5

Unit	Course-Content	Learning Outcomes	HBTLT
III	**Urban Community Development:**		
3.1	Urban Community Development : Definition, concept, objectives and historical background;	Urban Community Development : Definition, concept, objectives and historical background;	K3
3.2	Approaches, principles, process	Apply the Approaches, principles, process of Urban Community Development	K3
3.3	Methods of Urban Community Development	Examine the Methods of Urban Community Development	K3
3.4	Urban Development Planning; Role of Community Development Workers	Analyse Urban Development Planning; Roleof Community Development Workers	K3
3.5	Application of social work methods in urban development.	Examine the Application of social work methods in urban development.	K6
IV	**Urban Development Administration**		
4.1	Urban Development Administration: National, State and Local levels;	Analyse Urban Development Administration: National, State and Local levels;	K3
4.2	Structure and functions of Urban Development Agencies;	Consolidate the Structure and functions of Urban Development Agencies;	K5
4.3	Urban services and urban deficiencies;	Interpret Urban services and urban deficiencies;	K3
4.4	Nagarpalika Act (74th Amendment); functions of officials and non- officials in Urban Self Government	Explore Nagarpalika Act (74th Amendment); functions of officials and non-officials in Urban Self Government	K3
4.5	Metropolitan Development Authorities,	Interpret Metropolitan Development Authorities,	K3
4.6	Housing Policies Housing and Urban Development Corporation (HUDCO),	Apply Housing Policies and interpret the functions of Urban Development Corporation (HUDCO),	K3
4.7	Role of Central Social Welfare Board (CSWB).	Examine the Role of Central Social Welfare Board (CSWB).	K3
4.8	Vision for Smart Cities & HRIDHAY Scheme	Examine the Vision for Smart Cities & HRIDHAY Scheme	K6
V	**Urban Development Programmes:**		
5.1	Urban Development Programmes: Five Year Plans and Urban Development;	Interpret Urban Development Programmes: Five Year Plans and Urban Development;	K3
5.2	Urban Development Projects- I, II & III;	Apply Urban Development Projects- I, II & III	K3
5.3	Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), Solid Waste Management Programme	Implement Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), Solid Waste Management Programme	K3
5.4	Tamil Nadu Slum Area (Clearance and Improvement) Act, 1971, Tamil Nadu Slum Clearance Board	Interpret Tamil Nadu Slum Area (Clearance and Improvement) Act, 1971, Tamil Nadu Slum Clearance Board	K3

Unit	Course-Content	Learning Outcomes	HBTLT
5.5	*Jawaharlal Nehru National Urban Renewal Mission* (JNNURM)/ AMRUT. National Urban Livelihood Mission (NULM) and Swach Bharat,	*Analyse Jawaharlal Nehru National Urban Renewal Mission* (JNNURM)/AMRUT. National Urban Livelihood Mission (NULM) and Swach Bharat,	K3
5.6	Problems in implementation	Consolidate the Problems in Implementation	K5
5.7	Role of Voluntary Agencies and Resident Welfare Associations in Urban Development.	Formulate the role of Voluntary Agencies and Resident Welfare Associations in Urban Development.	K5

4. MAPPING OF PO, PSO AND CO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	L	L	L	M	M	M	M	L	L	L
CO2	H	H	H	H	H	L	M	H	H	H	H	H	H
CO3	H	H	H	H	H	L	M	H	H	H	H	H	H
CO4	H	H	H	H	H	L	M	H	H	H	H	H	H
CO5	H	H	H	H	H	L	M	H	H	H	H	H	H
CO6	H	H	H	H	H	L	M	H	H	H	H	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, Field Visit Report, Role Play, Quiz (written).

4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator :   Dr. Edwin Franklin Samuel

Unit IV - Training Need Analysis and Career Planning: 12 Hours

Training need analysis, career planning; Importance, objectives, process, advantages, limitations; Counselling: Meaning, techniques, types, scope and importance, Counselling process.

Unit V - Challenges in HRD: 12 Hours

HRD Culture & climate; HRD practices in India, Future challenges and issues in HRD, HRD in the global context, HRD in service industries and public enterprises.

Note: Questions shall not be set from this Self Study Portion

2B. TOPICS FOR SELF STUDY:

S.No.	Topics	Web Links
1	HRD in India	https://www.slideshare.net/sakshibaghmar1/hrd-in-india
2	HR Analytics	https://www.analyticsvidhya.com/blog/2018/05/what-is-hr-analytics/
3	HRD Scenario in India	https://www.yourarticlelibrary.com/hrm/human-resource-development-hrd-scenario-in-india/60229
4	Career planning and development	https://www.managementstudyguide.com/career-development.htm

3. BOOKS FOR STUDY:

1. Aswathappa, K. (2017). *Human Resource Management* (8th ed.). Chennai: McGraw Hill Education.

2. Rao, V.S.P. (2009). *Human Resource Management* (3rd ed.). New Delhi: Excel Books.

3. Werner, J.M., & Desimone, R.L. (2009). *Human Resource Development* (5th ed.). New Delhi: Cengage Learning.

Unit IV - Career Planning and Performance Counselling: **12 Hours**

Meaning and Steps involved; Career Development: Steps, Importance and Problems, Succession planning; Performance Counselling : Conditions for effective counselling, process involved.

Unit V - HRD Trends: **12 Hours**

Job rotation, Job enlargement, Job enrichment. Quality of work life, Total Quality Management (TQM) Human Resource Information system: Meaning and Importance; ISO 9000 Series, Competency Management Meaning & Importance. Knowledge Management. Retention, downsizing and outsourcing. Talent Management, Artificial Intelligence & Machine Learning

B. UNIT - VI TOPICS FOR SELF-STUDY

Human Resource Development: A researchers perspective

https://www.google.co.in/books/edition/Human_Resource_Development/GKyC0U5ea7MC?hl=en&gbpv=1&dq=HRD&printsec=frontcover

Human Resource Development: Practices and Orthodoxies

https://www.google.co.in/books/edition/Human_Resource_Development/rEodBQAAQBAJ ?hl=en&gbpv=1&dq=HRD&printsec=frontcover

HRD in Competitive Business Environment

https://www.google.co.in/books/edition/Hrd_In_Competitive_Business_Environment/GS8 w1ULhEeAC?hl=en&gbpv=1&dq=HRD&pg=PA51&printsec=frontcover

Competency Mapping Approach to HRD (Video)

http://ndl.iitkgp.ac.in/document/eUJ5RFk4S3plSG1McXpCN2JPTk1QK3BmSmdP amFsa1J wL1RhOE5ScFNLNVhvaU91MTJFTE5HdUdMMnhIb3NzTA

B.   TEXT BOOKS:

T1:   Gupta C.B. (2007) Human Resource Management, Sultan Chand & Sons., New Delhi (UNIT I)

T2:   Mamoria C.B. & Rao V.S.P (2012) Personnel Management, Bombay Himalaya Publishing House. (UNIT II)

T3:   Rao TV, Verma KK, Anil K Khandelwar & Abraham SJ, Alternative Approach and Strategies of Human Resource Development, Rawat Publications, New Delhi. (UNIT III & IV)

T4:   Bhatia B.S & Batra, Human Resource Development,Deep & Deep Publications Pvt, Ltd, New Delhi. (UNIT V)

C.   REFERENCE Books:

R1:   Craich Robert, L., 1987, Training and Development – Hand book, mcgraw Hill, publ, New Delhi.

R2:   Famularo Joseph 1987, Hand book of Human Resource Administration, McGraw Hill. Pub., Singapore.

R3:   Puranik M.V., 1988, Human Resource Development in research and development organization, Rawat pub., Jaipur.

R4:   Chhabra TV 200, Human Resource Management concepts & issues, Dhanpat Raj, Publishes, New Delhi.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Course Content	Learning Outcomes	HBTLT
I	**Human Resource Development:**		
1.1	Difference between HRM & HRD	Distinguish between HRM and HRD	K4
1.2	Meaning and components	Outline the Meaning and components of HRD	K2
1.3	Prerequisites for successful HRD Programmes	Determine the Pre requisites for a successful HRD programmes	K5
1.4	Meaning and importance of HRP	Demonstrate an understanding of the meaning and importance of HRP	K2
1.5	Objectives and Applications of Strategic Planning	Demonstrate an understanding of the Objectives and Applications of Strategic Planning	K2
II	**Performance Appraisal:**		
2.1	Meaning, Approaches to performance appraisal	Distinguish between the different Approaches to performance appraisal	K4
2.2	Methods of performance appraisal	Choose the Methods of performance appraisal	K6
2.3	Techniques of appraisal system	Determine the use of Techniques of appraisal system	K5
2.4	Importance of performance appraisal	Explain the Importance of performance appraisal	K2
2.5	Purpose and limitation of performance appraisal	Examine the Purpose and limitation of performance appraisal	K4
2.6	Meaning and scope of Potential Appraisal	Illustrate the Meaning and scope of Potential Appraisal	K2
2.7	Importance of Potential Appraisal	Appraise the importance of Potential Appraisal	K5
2.8	360° Performance Appraisal	Apply 360° Performance Appraisal	K3
2.9	Performance Management	Make use of Performance Management	K3

Unit	Course Content	Learning Outcomes	HBTLT
III	**Training and Development:**		
3.1	Meaning and need of Training and Development	Define and Compare Training and Development	K2
3.2	Importance of Training and Development	Design Training and Development Programme	K6
3.3	On the Job Training	Make use of the Job training	K3
3.4	Off-the-job training,	Make use of Off-the-job training	K3
3.5	Training effectiveness	Assess Training effectiveness	K5
3.6	Evaluation of Training programmes.	Appraise the Training programmes	K5
IV	**Career Planning and Performance Counselling:**		
4.1	Meaning and Steps involved in career Planning	Demonstrate an understanding of the Meaning and Steps involved in career planning	K2
4.2	Career Development: Steps	Determine the steps involved in Career Development	K5
4.3	Importance and Problems in career Planning	Identify the Importance and Problems in career planning	K3
4.4	Succession planning	Recommend Succession planning	K5
4.5	Conditions for effective performance counselling	Outline the Conditions for effective performance counselling	K2
4.6	Process involved.in performance counseling	Examine the Process involved. In performance counselling	K4
V	**HRD Trends:**		
5.1	Job rotation	Apply and evaluate Job Rotation	K3
5.2	Job enlargement	Elaborate Job enlargement	K6
5.3	Job enrichment	Discuss Job enrichment	K5
5.4	Quality of work life	Improve the Quality of work life	K6
5.5	Total Quality Management (TQM)	Apply Total Quality Management (TQM) strategies	K3
5.6	Human Resource Information system	Make use of Human Resource Information system	K3
5.7	ISO 9000 Series	Implement ISO 9000 Series	K6
5.8	Competency Management	Determine Competency Management strategies	K5
5.9	Meaning & Importance. Knowledge Management	Demonstrate an understanding of the Meaning & Importance of Knowledge Management	K2
5.10	Retention, downsizing and outsourcing	Develop Retention, downsizing and outsourcing Procedure	K6

Unit	Course Content	Learning Outcomes	HBTLT
5.11	Talent Engagement	Outline the features of Talent Management	K2
5.12	Artificial Intelligence	Summarize Artificial Intelligence	K2
5.13	Machine Learning	Explain Machine Learning	K2

4. MAPPING OF POs, PSOs AND COs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	M	L	L	M	M	L	L	H	M	M
CO2	L	L	M	H	H	M	M	L	L	M	M	H	H
CO3	H	H	H	L	H	H	M	L	M	H	H	M	H
CO4	L	L	M	L	M	M	H	L	H	M	M	M	M
CO5	M	M	H	H	M	H	M	H	H	H	M	L	H
CO6	H	H	L	L	H	H	L	M	H	L	L	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, Field Visit Report, Role Play, Quiz (written).

4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator :   Dr. M. Daniel Solomon

SPECIALIZATION - CLINICAL SOCIAL WORK
COURSE TITLE: SOCIAL WORK INTERVENTION IN PSYCHIATRIC SETTINGS

Semester : IV   **Course Course Code** : P20SW5C5

Credits : 4   **Hours per week** : 6

1. COURSE OUTCOMES:

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

CO. No.	Course Outcome	Level	Units Covered
CO1	Infer the historical development of the Psychiatric social work and its scope in contemporary society.	K2	I
CO2	Compose strategies and apply the Social Work methods in the Psychiatric settings.	K6	II
CO3	Plan intervention techniques by applying therapies to be used among Individuals and groups.	K6	II & III
CO4	Develop the professional competencies and skills to work with various psychiatric settings	K6	IV
CO5	Determine the nature of rehabilitation in psychiatric setting.	K5	V
CO6	Relate the ethical practices and values of professional psychiatric social worker in various practice settings.	K4	V

1. COURSE CONTENTS

Unit I - Psychiatric Social Work   12 Hours

Definition and Concept, Historical Development in India and abroad., Mental health problems in India. Case Work, Group Work, Community Organization and Research in the Psychiatric Setting Limitations and Difficulties Faced in Psychiatric Social Work Practice.

Unit II - Therapeutic Intervention in Groups   12 Hours

Group Psychotherapy, Family Therapy, Marital Therapy: Scope and Types. Behavior Therapy: Principles and Techniques and Chemotherapy, Alternative Therapy (Art, Play, Music, Dance)

Unit III - Therapeutic Intervention for Individuals   12 Hours

Psychoanalytic Therapy, Transactional Analysis, Client Centered Therapy, Gestalt Therapy. Rational Emotive Therapy, Existential Therapy Adlerian Therapy and Reality therapy, Cognitive Behaviour Therapy Motivational Enhancement Therapy and ECT.

Unit IV - Scope of Psychiatric Social Work Practice**12 Hours**

Mental Health and First Aid, Roles and Functions of Psychiatric Social Worker with Regards to the Problems of Patients and their Families in : Psychiatric OPD's. Roles and Functions of Psychiatric Social Worker with Psychiatric Specialty Clinics, De-Addiction Centers. Roles and Funtions of Psychiatric Social Worker with Child Guidance Clinics.

Unit V - Role of the Social Worker in Psychiatric Rehabilitation**12 Hours**

Planning, Mobilization, Reintegration of the Patient in the Family and Community. Ethical Practices and Role of the Psychiatric Social Worker in Team work. Concepts of: Therapeutic Community and Partial Hospitalization. Day Care Centers, Half Way Homes Quarter way Homes. Sheltered Workshop.

B.**UNIT - VI TOPICS FOR SELF-STUDY (NOT FOR EVALUATION)**

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

C.**Text Books:**

T1:Verma, Ratna, Psychiatric Social Work in India, Sage Pub., New Delhi, 1991.(Unit I & IV)

T2:Les Parrot Coleman, Counseling and Psychotherapy, Brooks Cole Thomas., USA, 2003. (Unit: II & III)

D.**Reference Books:**

R1.Nora M.Barrett, Psychiatric Rehablitation, Academic press, 2006 (Unit:V)

R2.Dickson, Clifford Martha: Social Work Practice with the Mentally Retarded, Collier Mac Millan, 1981.

R3:French, Lois Merdith : Psychiatric Social Work, The Common Wealth Fund, New York.

R4:Garland, Margaret : The Other Side of Psychiatric Care, MacMillan, 1983

R5:Gordon, Paul, L. & Lendz R.J. : Psychological Treatment of Chronic Mental Patients, HarwardUni, Press, London, 1977.

R6:Jones, Maxwell : The Therapeutic Community, Basic Books, New York, 1953.

R7:Kaplan Harold, et.al. : Comprehensive text Book of Psychiatry, Williams & Wilkins, Vol. I, II & III, 1980.

R8: Masserman, Jules H. Et. al : Hand Book of Psychiatric Therapies, Jasan Aronson Inc., 1973.

R9: Moller, Alfred H. : Break Through in Psycho Therapy, Londinium press, Maidstone, 1979.

R10: Singh H.G. : Psycho Therapy in India, National Psychological Association, 1977.

R11: Skinner, Sue Walrond : Developments in Family Therapy, Routledge &KeginParil, London, 1981.

R12: Betty Kitchener, Anthony F. Jorm, Claire Kelly: Mental Health First Aid Manual, University of Melbourne, 2013

R13: Denzin, Norman K. : Treating Alcoholism – An Alcoholics Anonymous Approach, Sage Pub., 1987. DOI: https://doi.org/10.1007/978-1-349-04494-8_3

3. **SPECIFIC LEARNING OUTCOMES (SLOS):**

Unit	Course - Content	Learning Outcomes	HBTLT
I	**Psychiatric Social Work:**		
1.1	Psychiatric Social work: Definition and Concept	Explain the Definition and Concept of Psychiatric Social work.	K2
	Historical Development in India and abroad.	Illustrate the Historical Development in India and abroad.	K2
	Mental health problems in India.	Explain the Mental health problems in India.	K2
1.2	Case Work, Group Work, Community Organization and Research in the Psychiatric Setting	Adapt the Case Work, Group Work, Community Organization and Research in the Psychiatric Setting	K6
1.3	Limitations and Difficulties Faced in Psychiatric Social Work Practice.	Examine the Limitations and Difficulties Faced in Psychiatric Social Work Practice.	K4
II	**Therapeutic Intervention in Groups:**		
2.1	Therapeutic Intervention in Groups: Group Psychotherapy, Family Therapy, Marital Therapy: Scope and Types.	Choose the Therapeutic Intervention in Groups Problems Related to Women and Children	K6
2.2	Behavior Therapy: Principles and Techniques and Chemotherapy	Apply the Behavior Therapy: Principles and Techniques and Chemotherapy	K3
	Alternative Therapy (Art, Play, Music, Dance)	Choose the Alternative Therapy (Art, Play, Music, Dance)	K6
III	**Therapeutic Intervention for Individuals:**		
3.1	Therapeutic Intervention for Individuals : Psychoanalytic Therapy, Transactional Analysis,	Utilize the Therapeutic Intervention for Individuals.	K3

Unit	Course - Content	Learning Outcomes	HBTLT
3.2	Client Centered Therapy, Gestalt Therapy.	Make use of the Client Centered Therapy, Gestalt Therapy	K3
	Rational Emotive Therapy, Existential Therapy	Utilize the Rational Emotive Therapy, Existential Therapy	K3
3.3	Adlerian Therapy and Reality therapy, Cognitive Behaviour Therapy	Select the Adlerian Therapy and Reality therapy, Cognitive Behaviour Therapy	K3
3.4	Motivational Enhancement Therapy and ECT.	Utilize the Motivational Enhancement Therapy and ECT	K3
IV	**Scope of Psychiatric Social Work Practice :**		
4.1	Scope of Psychiatric Social Work Practice : Mental Health and First Aid	Estimate the Scope of Psychiatric Social Work Practice : Mental Health and First Aid	K5
	Roles and Functions of Psychiatric Social Worker with Regards to the Problems of Patients and their Families in : Psychiatric OPD's.	Plan the Roles and Functions of Psychiatric Social Worker with Regards to the Problems of Patients and their Families in : Psychiatric OPD's.	K6
4.2	Roles and Functions of Psychiatric Social Worker with Psychiatric Specialty Clinics, De- Addiction Centers.	Create Roles and Functions of Psychiatric Social Worker with Psychiatric Specialty Clinics, De-Addiction Centers	K6
	Roles and Functions of Psychiatric Social Worker with Child Guidance Clinics.	Apply the Roles and Functions of Psychiatric Social Worker with Child Guidance Clinics.	K3
V	**Role of the Social Worker in Psychiatric Rehabilitation:**		
5.1	Role of the Social Worker in Psychiatric Rehabilitation	Originate the Social Worker role in Psychiatric Rehabilitation.	K6
	Planning, Mobilization, Reintegration of the Patient in the Family and Community.	Improve the Planning, Mobilization, Reintegration of the Patient in the Family and Community.	K6
5.2	Ethical Practices and Role of the Psychiatric Social Worker in Team work.	Utilize the Ethical Practices and Role of the Psychiatric Social Worker in Team work.	K3
	Concepts of: Therapeutic Community and Partial Hospitalization.	Demonstrate the Therapeutic Community and Partial Hospitalization.	K2
5.3	Day Care Centers, Half Way Homes	Utilize their roles and functions in the Day Care Centers, Half Way Homes	K3
	Quarter way Homes. Sheltered Workshop.	Classify the Quarter way Homes. Sheltered Workshop.	K2

4. **MAPPING OF PO, PSOs AND COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	H	M	H	M	H	H	H	M	H	H	M
CO2	H	H	H	H	H	M	H	H	M	H	M	L	H
CO3	M	H	L	M	H	H	M	H	H	M	L	H	H
CO4	H	H	H	M	H	H	H	M	M	L	H	H	M
CO5	M	M	H	H	M	H	H	L	H	M	H	H	H
CO6	H	H	L	H	H	H	L	H	H	H	L	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, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator : Ms. V. Beulah Nesa Priya

Semester : IV	Course Code :	P20SW4D5
Credits : 4	Hours per week : 6 Hours	

1. COURSE OUTCOMES:

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

CO. No.	Course Outcome	Level	Units Covered
CO1	Discuss the theoretical background on Development Communication.	K2	I
CO2	Analyse the various concepts and techniques involved in Mass Communication.	K4	II
CO3	Examine the Theories and Models of mass communication.	K4	III
CO4	Consolidate the role of government and voluntary agencies in promoting development through ICT.	K5	IV
CO5	Describe satellite Instructional Television Experiment.	K2	IV
CO6	Examine the various Models of communication.	K6	V

2A. COURSE CONTENT:

Unit I - Development: 12 Hours

Concepts and Approaches; Communication: Meaning, Definition, Scope and Purpose; Elements, Principles, Characteristics, Functions, Channels and Stages, Skills and Techniques of Communication; Communication Process; Development Communication: Meaning, Concept and Scope

Unit II - Methods of Communication: 12 Hours

Interpersonal communication, Group communication and Mass communication; Types; **Mass communication** Meaning, Development and Scope; Role of mass media in National Development, Limitations in the use of mass media in India.

Unit III - Theories and models of Communication: 12 Hours

Communication Theories: Magic Bullet, Needle, Spiral Theories Communication Models: Aristotle's, Lasswel's, Newcomb's, David Berlo's and SMCR Model; Transactional Analysis and Conflict Resolution.

Unit IV - Selection of suitable approaches for different target groups 12 Hours

Audio-Visual Aids and ICT: Types and its uses; Folk media : Puppet Shows, Drama, Street Play, Folk Songs and Folk Dances, Use of Talks, Meetings, Conference, Workshops; Campaign: Communication Through Documentary, Leaflets, Pamphlets, Bulletins, Circulars, Posters and Notice Boards, Role of Field Publicity Office. E-posters, App based communication and Online Campaigning through Social Media and Social Networking Sites.

Unit V - Communication Research: 12 Hours

Steps and approaches; Satellite Instructional Television Experiments (SITE): Aims and objectives; Satellite communication for National Development; Social implications of mass communication; Barriers to communication.

B.   UNIT - VI TOPICS FOR SELF STUDY

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

C.   Text Books:

T1:   Agarwal, Bindo C. : Anthropological methods for communication research, concept pub., New Delhi.(Unit I,II)

T2:   Edwin Emery et al : Introduction to mass communication, Fefper & Simon, Bombay. (Unit II)

T3:   Fuglesang, Andereas : Applied communication in developing countries – Ideas and observations, Dag Hammarskjold foudstion, Uppasla. (Unit III)

T4:   Patnakar, Pandit & Lilian Day : Social Communication and family planning, Orient longman, New Delhi, 1973. (Unit IV)

T5:   Pokharapurkar : Rural Development and Community Television, Concept Pub., New Delhi, 1993. (Unit IV, V)

D.   Reference Books:

R1:   Dahama O.B. & Bhatnagar O.P. : Education, Communication for Development, Oxford & IBH, New Delhi, 1994.

R2:   Dahama O.P. : Communication for Education, ICH, New Delhi.

R3:   Hartman Paul et.al. : The mass media and the village lige, sage pub., New Delhi, 1989.

R4:   Kumar, Kevar J. : Mass Communication in India.

R5:   Kuppusamy : Developmental Communication in India.

R6:   Mahajan, Kamlesh : Communication and Society, Classical Pub., New Delhi, 1990.

R7:   Mansing, Gurmeell : Dictionary of Journalism and mass communication, Hanam Pub., New Delhi, 1990.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	Sub Unit - VI Topics	Learning Outcomes	HBTLT
I	**Development:**		
1.1	Development: Concepts and Approaches; Communication Process;	Explain Development Communication Concept, Approaches and Process of Communication	K2
1.2	Communication: Meaning, Definition, Scope and Purpose;	Recognise the Scope and Purpose of Communication	K1
1.3	Elements, Principles, Characteristics of Communication	Organise the Principles and Characteristics of Communication	K5
1.4	Functions, Channels and Stages of Communication	Explore the Stages of Communication	K4
1.5	Skills and Techniques of Communication	Examine the Skills and Techniques of Communication	K6
1.6	Development Communication: Meaning, Concept and Scope	Critique the Scope of Communication	K6
II	**Methods of Communication:**		
2.1	**Methods of Communication:** Interpersonal communication, Group communication and Mass communication; Types;	Explore Identification and formulation of Project Dimensions	K4
2.2	**Mass communication** Meaning, Development and Scope;	Explain Mass Communication	K2
2.3	Role of mass media in National Development,	Examine the role of Mass Media in National Development	K6
2.4	Limitations in the use of mass media in India.	Appraise the Limitations of Mass Media	K6
III	**Theories and models of Communication:**		
3.1	**Theories and models of Communication:** Communication Theories: Magic Bullet, Needle, Spiral Theories Communication Models:	Describe the Theories and models of Communication	K2
3.2	Aristotle's Model Lasswel's Model Newcomb's Model David Berlo's and SMCR Model.	Examine Aristotle Model, Lasswel Model, Newcomb's Model, David Berlo's Model	K6

Unit	Sub Unit - VI Topics	Learning Outcomes	HBTLT
3.3	Transactional Analysis and Conflict Resolution	Assess Application of TA	K6
IV	Selection of suitable approaches for different target groups:		
4.1	Audio-Visual Aids and ICT: Types and its uses; Folk media : Puppet Shows, Drama, Street Play, Folk Songs and Folk Dances	Identify Audio-Visual Aids, Types and uses Use of Puppet Shows, Drama, Street Play, Folk Songs and Folk Dances	K2
4.2	Use of Talks, Meetings, Conference, Workshops; Campaign:.	Analyse Use of Talks, Meetings, Conference, Workshops; Campaign	K3
4.3	Communication Through Documentary, Leaflets, Pamphlets, Bulletins, Circulars, Posters and Notice Boards, Role of Field Publicity Office	Examine Communication Through Documentary, Leaflets, Pamphlets, Bulletins, Circulars, Posters and Notice Boards Understanding Role of Field Publicity Office	K4
4.4	E-posters, App based communication and Online Campaigning through Social Media and Social Networking Sites.	Explain Online Campaigning through Social Media and Social Networking Sites	K5
V	Communication Research:		
5.1	Communication Research: Steps and approaches;	Recognise Communication Research: Steps and approaches;	K2
5.2	Satellite Instructional Television Experiments (SITE): Aims and objectives;	Examine the Origin & History of SITE and defend its uses in various phases in India	K6
5.3	Satellite communication for National Development;	Assess Satellite communication and its implications on National Development;	K6
5.4	Social implications of mass communication; Barriers to communication.	Explore the Social implications of mass communication and detect the various Barriers to communication.	K4

4.   **MAPPING SCHEME for the PO, PSOs and COs**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	H	M	H	H	M	H	H	H	H	H	H	H	H	H	H	H
CO2	H	M	H	H	M	H	H	H	H	H	H	H	H	H	H	H
CO3	H	M	H	H	M	H	H	H	H	H	H	H	H	H	H	H
CO4	H	M	H	H	M	H	H	H	H	H	H	H	H	H	H	H
CO5	H	M	H	H	M	H	H	H	M	M	M	M	M	M	M	M
CO6	H	M	H	H	M	H	H	H	M	M	M	M	M	M	M	M

L-Low   M-Moderate   H- High

COURSE ASSESSMENT METHODS

DIRECT:

a.   Continuous Assessment Test: T1, T2 (Theory): Closed Book

b.   Assignment, Seminar: Open Book.

c.   Group Discussion & Presentation, Field Visit Report, Role Play, Quiz (written).

d.   Pre-Semester & End Semester Theory Examination

INDIRECT:

1.   Course end survey (Feedback)

Course Co-ordinator :   Dr. Sam Deva Asir RM

Semester : **IV**	**Course Code :**	**P20SW4H5**
Credits : **4**	**Hours per week** :	**6**

1. COURSE OUTCOMES

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

CO. No.	Course Outcome	Level	Units Covered
CO1	Analyse the basic concept of Organisational Behaviour and utilized these concepts in various decisive functions of an organization.	K4	I
CO2	Categorise the organisational behavioural issues in the context of organisational behaviour theories, models and concepts	K4	II
CO3	Invent the behaviour of individuals and groups in organisations in terms of the key factors like that influence organisational behaviour	K6	III
CO4	Assess the potential effects of organisational level factors (such as structure, culture and change) on organisational behaviour	K5	IV
CO5	Discuss attitude measurement and job satisfaction characteristics	K1	IV
CO6	Identify the processes used in developing communication and resolving conflicts.	K4	V

2A. COURSE CONTENT

Unit I - Focus and Purpose of OB: **12 Hours**

Definition, need and importance of organizational behavior – nature and scope – framework – organizational behavior models - – Hawthorne studies. Concepts : Organizational Climate, Organizational Change, Organizational Culture, Organizational Effectiveness and Job Satisfaction.

Unit II - Individual behavior :   **12 Hours**

Personality – types – factors influencing personality – theories. Learning – learning process, learning theories, organizational behavior modification. Attitude – characteristics – components – formation. Perception – importance – factors influencing perception.

Unit III - Group Behaviour :   **12 Hours**

Organization structure – formation – groups in organizations – influence – group dynamics – emergence of informal leaders and working norms – group control – group decision making techniques – interpersonal relations – communication.

Unit IV - Leadership and Power   **12 Hours**

Meaning – importance – leadership styles – theories – source of power – Status and Authority.

Unit V - Organizational Development: **12 Hours**

Characteristics – objectives – Methods Process Consultation: Team Building, Management by Objectives. Motivation – importance – theories – effects on work behavior. Quality of Work Life QWL. Mental Health & Well-being

B.   UNIT - VI TOPICS FOR SELF STUDY

Psychological/psychometric testing for assessing personality (MBTI & EPI), attitude (tat & Rorschach ink blot) and intelligence (Wechsler intelligence scale & stanford – binet iq). (Https://Www.Nlpacademy.Co.Uk)

B. TEXT BOOKS:

T1:   L.M.Prasad Organisational Behaviour – Sultan Chand Publications.(Unit I,II &III)

T2:   Andy Schmitz An Introduction to Organisational Behaviour (Unit IV)

T3:   Suja R.nayar.-Organisational Behaviour (Text & Cases)- Himalaya Publication (Unit V)

C.   REFERENCE Book:

R1:   Hellriegal, Slocum and Woodman, Organizational Behaviour, South-Western, Thomas Learning, 9th Edition,2001.
R2:   Stephen,P.R.Robins,OrganizationalBehaviour,PrenticeHallofIndia,9th Edition,2001.

3.   SPECIFIC LEARNING OUTCOMES (SLOS):

Unit	SubUnit - VI Topics	Learning Outcomes	HBTLT
I	**Focus and Purpose of OB:**		
1.1	Focus and Purpose of OB: Definition, Need and Importance	Explain the Definition, Need and Importance of OB	K2
1.2	Organizational Behaviour– Nature and Scope	Discuss Organizational Behaviour– Nature and Scope	K2
1.3	Framework – Organizational Behaviour Models	Apply and evaluate the Organizational Behaviour Models	K3
1.4	Hawthorne Studies. Concepts & Organizational Climate	Interpret the Hawthorne Studies, Concepts & Organizational Climate	K2
1.5	Organizational Change,& Organizational Culture,	Apply the salient components of the Organizational Change, & Organizational Culture	K3
1.6	Organizational Effectiveness and Job Satisfaction	Interpret Organizational Effectiveness and Job Satisfaction	K4
II	**Individual behavior**		
2.1	Individual Behaviour: Personality – Types – Factors	Explain Individual Behaviour: Personality – Types – Factors	K2
2.2	Influencing Personality – Theories.	Consolidate the Influencing Personality – Theories.	K5
2.3	Learning – Learning Process, Learning Theories,	Explore Learning Process, Learning Theories,	K4
2.4	Organizational Behaviour Modification.	Examine the Behaviour Modification.	K4
2.5	Attitude Characteristics – Components – Formation.	Analyse Characteristics, Components, Formation of Attitude.	K3
2.6	Perception – Importance – Factors Influencing Perception.	Synthesise Perception, its Importance and factors Influencing Perception.	K5
III	**Group Behaviour :**		
3.1	Group Behaviour:	Discuss group Behaviour.	K2
3.2	Organization Structure –	Review the Organization Structure.	K6
3.3	Formation –Groups in Organizations – Influence	Analyse the Formation of Groups in Organizations, its Influence.	K3
3.4	Group Dynamics	Explore Group Dynamics	K4
3.5	Emergence of Informal Leaders and Working Norms –	Analyse the emergence of Informal Leaders and Working Norms	K4
3.6	Group Control – Group Decision Making Techniques	Describe Group Control – Group Decision Making Techniques	K2
3.7	Interpersonal Relations – Communication.	Examine the Interpersonal Relations – Communication.	K4
IV	**Leadership and Power**		

Unit	SubUnit - VI Topics	Learning Outcomes	HBTLT
4.1	Leadership – Meaning &Importance	Explore Leadership – Meaning & Importance	K4
4.2	Power – Meaning&Importance	Discuss the Power – Meaning & Importance	K2
4.3	Leadership Styles – Theories	Consolidate the Leadership Styles – Theories	K5
4.4	Source of Power –	Detect the Source of Power	K3
4.5	Status and Authority	Explain Status and Authority	K2
V	**Organizational Development:**		
5.1	Organizational Development: Characteristics – Objectives –	Integrate the concept of Organizational Development: Characteristics & Objectives.	K4
5.2	OD-Methods Process Consultation: Team Building,	Examine the process of OD.	K6
5.3	Management by Objectives.	Examine Management by Objectives.	K6
5.4	Motivation – Importance	Analyse the importance of Motivation.	K4
5.5	Motivational Theories	Asses and Adopt Motivational theories.	K5
5.6	Effects on Work Behaviour.	Explain the effects on Work Behaviour.	K2
5.7	QWL& Mental Health Well Being	Illustrate QWL & Mental Health Well Being	K2

4. MAPPING SCHEME OF POs, PSOs & COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	M	L	L	M	M	L	H	H	H	M	L
CO2	L	M	H	H	M	M	L	L	L	H	L	L	M
CO3	H	H	L	H	H	M	L	M	M	H	H	M	L
CO4	L	M	L	L	H	H	L	H	M	L	M	H	L
CO5	M	H	H	M	H	M	H	H	L	L	H	M	H
CO6	H	L	L	H	H	L	M	H	H	M	M	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, Field Visit Report, Role Play, Quiz (written).

d. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Course Co-ordinator :   Mr. A. Samson

**SPECIALIZATION BASED
CONCURRENT FIELDWORK
PRACTICUM**

Course Description

The course is so designed to facilitate specialization-based field exposure to takers. Field work placements are accordingly arranged in Clinical and Psychiatric Settings, Industries and Corporate; and NGOs and Governmental Projects. The trainees so placed gains a hands-on experience and the nuances of social work practicum in these different settings.

General Objectives

The main objectives of this course are to:

1.   Facilitate Social Work Trainees and be exposed on social issues related to their fields of specialization.

2.   Gain Knowledge on Social Work Practice in Professional Social Welfare Agencies/Beneficiary Organization

3.   Develop a practical understanding needs/challenges of people in their fieldwork agencies

4.   Apply social work methods and techniques in their field of specialization

5.   Uphold the Ethics and Values of the Social Work Profession in their fields of specialization

A.   **Standard Operating Procedures (SOPs)**

a.   **Timing** The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.

b.   **Availability:** The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.

c.   **Required Number of Days and Hours :** The trainees are expected to fulfill a minimum of 21 days which may be for a duration of 8 to 12 weeks on concurrent basis where the trainees are expcted to report on Tuesdays, Thursdays and Saturdays.

d.   **Dress Code :** Only formal dress will be allowed

e.   **Attendance:** 100% attendance in field work is compulsory for successful completion and getting pass. trainee should report and work on the timings of the agency regularly, as mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee they can be called on holidays

B.   **Reporting and Documentation:** Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C.   **Mentoring & Guidance by the Agency Supervisor:** The Agencies would a staff or an administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the traine

D.   **Individual Conference with the Faculty Advisor:** The trainee will be provided with timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provide is about an hour. They are expected to submit written record of work done and the faculty supervisor is expected to enter comments prior to the conference.

E.   **FIELD WORK REPORT:**

    Fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

a)   **Purpose of the visit:** The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

b)   **Observation:** The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing with the object/subject of intervention. The scope of inference must be problem-specific.

c)   **Content:** All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitute the content.

d)   **Impression:** This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regards to his client/ employee/ member of the Community and the overall intervention process.

e)   **Trainee's role:** The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

f) **Next plan of action:** The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

F.   **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	:	5
PERSONALITY DEVELOPMENT: Emotional Maturity Progressive Thinking Problem Solving Creative Thinking Critical Thinking Self-Confidence	:	5
TOTAL	:	25
Passing Minimum: 12.5		

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
5.	Best Practices	:	10
	Total	:	50
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			

SUMMARY

A.	Agency Assessment	: 25
B.	Faculty Advisor	: 50
C.	Viva Voce Examination	: 25
	Total	**: 100**
	Passing Minimum	**: 50**

SPECIALISATION: CLINICIAL SOCIAL WORK

Objectives and Guidelines for Field Work Placement

Objectives:

The tenets guiding fieldwork practice in clinical setting can be summarized as:

- Enhancing the problem-solving and coping capacity of people.

- Linking people with systems that provide them with resources, services and opportunities.

- Promoting the effective and humane operation of these systems.

- Contributing to the development and improvement of social policy.

Further, to fulfill the above tenets guiding fieldwork practice, the following tasks should be well attended:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.

- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.

- Create awareness by educating, advocating, and concentrating on conscientizing the society for an effective utilization of available human and materials resources.

- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.

- Help in rural transformation by making rural life more meaningful to the people through helping them to achieve self-reliance.

Guidelines for Field Work Placement

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.

Acquiring information about various illnesses being dealt with by the agency:

- **In Medical Setting:**

    Knowledge and awareness about Diseases: its virology, epidemiology, zoonotic, causation, consequences, impact- short term and long term; It's all aspects- medical, social and political; Prevention – Healthy Diet, Physical Activity, Screening; Medical response - treatment, how to check infection; and above all its impact on vulnerable group

- **In Psychiatric Setting:**

  Social workers in psychiatric settings engage in responsibilities like intake of inpatients, discharge of service users, psychosocial assessments of inpatients, equipping inpatients with social skills, reconciling inpatients with systems around, among other tasks that would make rehabilitation and reintegration effective.

Practice of Micro, Mezzo and Macro Methods of Social Work in Medical and Psychiatric Settings:

- **Micro Social Work Practice:** In micro social work practice (Social Case Work) the trainees involve in practice with individuals and families. The Social work trainee handles a clients' case at individual level rather than in group or at community level. In micro social work, the social worker engages with individuals or families to solve problems. Family therapy and individual counseling would also fall under the auspices of micro practice.

- **Practice of social case work** – with at least a 5 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. Trainee may carry out discharge planning of patients, conduct home visits and other follow-up activities for their client's plan and implement measures for rehabilitation wherever necessary.

- **Mezzo-social work practice**: In mezzo social work practice field work trainees involve themselves in social work practice with groups (Social Group Work) . This is a situation whereby the social worker handles problems of clients in a group setting.

- **Practice of Social Group Work** – with at least 2 groups of patients or their significant others, to deal with similar problems experienced by the group members. Group formed may be educative, therapeutic, recreational or self-help groups depending on the needs of the members, and the scope offered by the agency. Trainee is required to identify members, formulate a group, facilitate group interaction, promote positive group dynamics, enable goal formulation, discuss and help group members to plan measures for goal attainment, implement these plans and to wind up group work after evaluating the extent of goal attainment by individuals of the group and the group as a whole.

- **Macro-social work practice:** In Macro social work practice field work trainees involve themselves in community (Community Organisation). Macro social work practice involves working with agencies, organizations, communities, and large groups of people. The trainee is required to carry out a Mini Research or organize a community organization programme pertaining to the area of specialty of the agency.

Other Suggestive Activities:

- Intake and referral in the out-patient.

- Performing ward rounds.

- To function as a member of the multi disciplinary team.

- Participation in other routine activities of the agency such as attending case conference, conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients etc.

- Case Presentations.

- Participation in out-reach activities/extension programme of the placement agency.

- Awareness level about Diseases; A write up for publication in a newspaper-English, or your own mother tongue

- Prepare a poster (you can choose target group- for children, rural population, labourers, educated youth, family) with messages on What is the particular disease about ?, Do's and Don'ts to prevent infection; Treatment.

- Write about case studies of clients during their illness and recovery- their background information, their routine, their lifestyles before illness; lifestyles during illness; their difficulties, their state of physical, mental and emotional health, their worries, anxieties, Coping mechanism, family support, contact with friends; Work accomplished, their achievements, their learnings enjoyment, adjustment, desperation; studies, Job.

- Write a note on Changes in the agency or Community in their pursuit of dealing with interventions for the Disease.

- Call people, talk to available members in the community affected, field staff, or any one of them, scan newspapers, note down Agency's activities during the phase of active intervention and change post it, say during a pandemic like COVID.

- People spend more time with their families during their illness. Student trainee can record the experiences of rediscovering the families and experiences of enriched relationships or otherwise estranged relationships-causation to consequences.

- Students can also record any incidence of violence against women or children abuse or elderly abuse. The lived-in realities/experiences of a housewife in managing illness in the family.

- Understand the Strength-based practices, quick community assessment, priorities, essential needs, and demands; Association with Helplines, coordination centers, administrative networking mechanisms.

- Understand the appropriate personality traits required for professional social work practice. Self-care is important. Note down their own lifestyle, food,

sleep, attitude, and behavior. Also, notice changes they require for a new set up.

- Analyze various emergency response system, policies, guidelines, orders, relief and rehabilitation measures; efforts by citizens, religious groups, philanthropic agencies and civil society organizations, Efforts taken by the government like PDS, support mechanism, shelter home, quarantine centers, etc

- Develop advanced competency towards professional self-development; critical reflection/ introspection; development of ethical practice; and increasingly autonomous functioning.

  Each such exercise must have three post facto analysis- application of SW knowledge, their assessment of the situation, and self-assessment and learning lessons out of the exercise.

Note to the Field Work Trainees:

As social workers-in- training, it is important to see through three conceptual lenses in intervening with people in the placement agencies. The first is to see through himself / herself by assessing and identifying his / her weaknesses, competencies and strengths. Second is to see through the eyes of the profession, which entails being knowledgeable to the core with the ethics and values of the profession. This calls for a proper understanding of the knowledge base of social work, its purpose, goals and dimensions. And lastly is to see through the eyes of the people and agency he is designated to work with. This calls for a good understanding of the ethics and values of the agency, and his expectations there.

SPECIALIZATION: COMMUNITY DEVELOPMENT MANAGEMENT

Objectives and Guidelines for Field Work Placement

Objectives

The objectives of the field work is to make the student

1. Demonstrate knowledge of working with community (rural/urban/tribal)

2. Demonstrate knowledge and analyze the functioning of a Human Service Organisation

3. Analyse community needs and implement intervention

4. Demonstrate skill in conducting capacity building training for community

5. Demonstrate the skills of documentation through reflective and analytical learning.

6. Design and implement a community programme with the participation of different stakeholders in the community.

Social Work Trainees are expected to acquire knowledge on the following.

IV. **AGENCY:** Historical Background, Administrative structure, Project Formulation, Programmes, Budgeting / Financing / Accounting / Auditing / Reporting, Funding Agency.

V. **COMMUNITY:** Conducting a survey, Doing a structural analysis (Based on the survey), Studying the level of community participation and involving them in decision-making, setting up of goals, planning, programming, prioritizing and implementing, Studying the level of linkage that exists between the Government and the community and between the agency and the community.

VI. **PROGRAMMES**

They are expected to organize **a minimum of one Programme among the following**

1. **Community organization Programme**: conducting Medical Camps, conducting training programmes to the core group members.(development, leadership, Government's welfare programmes, health and hygiene etc.), conducting literacy classes or training interested members to conduct literacy classes., creating awareness about the social evils by using mass media tools (Such as Films, Slides, Charts, Skits, FGDs, Cassettes, etc.) and facilitating the Community to avail Government Schemes / Programmes with the support of the Agency and Contacting the Government officials for channelizing the available Government's program.

2.   **Need Analysis Survey / Mini Study:** Students are expected to develop, design and administer need -assessment survey to a specific group, either to investigate or to study the impact of a programmes or intervention by the agency, so that it can help the agency to redress lapses if any.

3.   **Participatory Rural Appraisal (PRA) Techniques :** Students are expected to practice any three PRA Techniques by organizing the Community and performing the same. They are expected to follow the procedures in reporting and document the findings from the techniques they employ.

4.   **Starting / strengthening core groups and registering the same:** A Women Self-Help Groups (SHGs)/Cooperative Societies): with the guidance of the Agency Supervisors / Chief Functionary, they are expected to form a Self Help Group or a Cooperative Society.

SPECIALISATION: HUMAN RESOURCES MANAGEMENT
GUIDELINES FOR FIELDWORK PLACEMENT

OBJECTIVES

The overall objectives of the field work training is to make the trainees to

- Enlist the practical functions of Human Resource Management

- Outline the implementation of the Labour Laws as per the government regulations.

- Examine the skills learnt according to the demands of the industrial scenario.

- Categories the changes in the industrial and social environment and take decision according to the changing laws.

- Developing effective coordination and communication within the organization.

- Embracing wider societal and ethical development.

- Recommend new methods in leadership, problem solving and decision making process as per HR guidelines.

Acquiring information about the agency:

Brief history of the Company / Agency, knowledge on manufacturing / operating processes : Turnover/Marketshare, Total number of employees on-roll, Break-up into men and women (total) unskilled; skilled, supervisory, managerial (men & women separately in each category) and Organizational chart/Structure (indicating major divisions and departments)

HRM Practices:

Introduction to the HR Activities, organizational structure of the HR department, Job Study, HR Policy, HR Planning, Recruitment, Selection, Induction and placement, Standing orders, Hours of work, Time Office activities, Leave and Holiday, Employee Service records, Muster Roll.

Practice of Industrial Relations:

Disciplinary procedures, Grievance Handling, Trade Unions, Works Committee, Employers' Association, Other Joint Consultative Bodies: Shop councils / Unit councils / JM, Safety and Accident Prevention, Collective Bargaining

Practice of HRD:

Employee appraisal, Training and Development, Promotion and Transfer, ESI, PF, Gratuity Calculation, Wage and Salary Administration.

Practice of Welfare facilities

Intra-mural: Canteens – their management, Crèches, Working conditions, Drinking water , Rest Rooms, First aid stations, Compliance with the provisions of the law (ascertain as to how the Factor Inspectorate inspect the factory – see the inspection report)

Extra-mural: Recreational centers, Housing colony, Co-operative Societies, Etc.

General: The student will also study

- Application of the various industrial legislations in respect of the activities mentioned above.

- Visit to Government Organization : PF, ESI, Inspectorate of Factories' and other labour welfare organization.

SUGGESTED ACTIVITIES

The trainee is required to carry out any one of the following activities in collaboration with the agency where they have been placed for field Work:

- **Mini Research**: The student should select a project which is either advantageous to the employees, organization or enhances his/her technical and managerial skills. The project must contribute towards positive growth/development in that specific organization. Data should be collected from a minimum of 15 to 30 respondents and the results presented properly. The findings should be in alignment with the objective of the Mini Project.

- **Case Study**: A case study should set forth, in a factual manner, the events and organizational circumstances surrounding a particular managerial situation. A case on strategic management can concern a whole industry, a single organization, or a part of an organization. The essence of the student's role in case analysis is to diagnose and size up the situation described in the case and then to recommend appropriate remedial steps. Three to five case studies ought to be taken up in a semester.

- **SWOC Analysis**: As described, SWOC stands for Strengths, Weaknesses, Opportunities, and Threats/Challenges. A student can list the organizations'/ Department's strengths, Weaknesses, potential opportunities, and challenges/do a SWOC analysis of an organization / Department from a HR perspective.

- **Training and Development**: Students can organize training & development programmes to address the felt needs of the employees. This can be done in coordination with the HR Department and should serve as a platform to get employees up to speed with the processes of the company and bridge any skill gaps.

- **Community Organization Programmes:** The student ought to organize one community organization program through targeted activities to garner support for policy and social changes with the help of the Organization.

Semester : IV   **BLOCK PLACEMENT**   Internship : II

Credits   : 6   **Course Code : P20SW4B2**

The field work exposure serves the purpose of in-service training to the trainees. The trainees are required to undergo continuous specialization based field placement for a minimum period of 25 days. The course requires the trainees to secure field placement in Man Power agencies that are located a minimum of 200 KMs away from Tiruchirappalli to enable them to be exposed to varied agencies located in different parts of India and abroad.

Semester : IV   **RESEARCH PROJECT**   **Core Project : I**

Credits   : 6   **Course Code : P20SW4PJ**

Social Work trainees are required to undertake a social work research on any social issue of concern. Scientific research process is mandatory. Either inductive or deductive research studies could be pursued. Chapterization for the research project comprises of an Introduction, Review of Literature, Research Methodology, Results and Discussion. Social work research being otherwise termed as evidence based research, emphasis is laid on implications for social work interventions.