CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

(Nationally Accredited with "A" Grade (III Cycle) by NAAC)

PG & RESEARCH DEPARTMENT OF SOCIAL WORK

SYLLABUS – MASTER OF SOCIAL WORK

PROGRAMME OUTCOME

PO 1- To demonstrate knowledge on professional social work and apply the principles to the needs of the Government and Non-government organizations, Industries and Community development projects.

PO 2- To gain analytical skills in the fields of social work practice.

PO 3- To demonstrate Professional ethics, community living and Nation Building

PO 4- To design solution initiatives for complex problems that meet the specified needs with appropriate consideration for the needy individuals, groups and communities

PO 5- To enhance professional competence in social work practice.

PO6-ToacquireemploymentopportunityinGovernment,Non-governmentwelfare organization, health settings andindustries.

PO 7- To conduct scientific social research on various social issues.

MASTER OF SOCIAL WORK PROGRAMME STRUCTURE
UNDER CHOICE BASED CREDIT SYSTEM
(For the candidates admitted from the academic year 2020 - 2021 onwards)

Sem	Course details	Course title	Subject code	Ins hours / Week	Credits	Exam hrS	Marks		
							Int	Ext	Total
I	Core Course I	Introduction to Social Work	19PSW1CC1	6	4	3	25	75	100
	Core Course II	Social Case Work	19PSW1CC2	6	4	3	25	75	100
	Core Course III	Social Group Work	19PSW1CC3	6	4	3	25	75	100
	Core Practicum I	Social Work Practicum	19PSW1CC4P	6	4	3	40	60	100
	Elective Course I	Human Resource Development / NGO Management	20PSW1EC1A/ 19PSW1EC1B	6	4	3	25	75	100
		TOTAL		30	20				500
	Core Course IV	Social work Research and Social Statistics	20PSW2CC4	6	5	3	25	75	100
	Core Course V	Community Organization and Social Action	20PSW2CC5	6	5	3	25	75	100
	Core Practicum II	Social work practicum	20PSW2CC2P	6	5	3	40	60	100
	Elective Course II	Counselling : Theory and Practice/Family Social Work	20PSW2EC2A/ 20PSW2EC2B	6	4	3	25	75	100
	Elective Course III	Psychology for Social Workers/	20PSW2EC3A/ 20PSW2EC3B	6	4	3	25	75	100

		Health and Hygiene							
	Extra Credit Course	**Swayam Online Course**	To be fixed Later	As Per UGC Recommendation					
		TOTAL		30	24				500
III	**Core Course VI**	Structure and Functions of Social Work for Competitive Exams	20PSW3CC6	6	5	3	-	100	100
	Core Course VII	**Specialization –I** Public Health	20PSW3CC7A	6	5	3	25	75	100
		Women welfare and Health	20PSW3CC7B						
		Human Resource Management	20PSW3CC7C						
		Rural and Tribal Community Development	20PSW3CC7D						
	Core Course VIII	**Specialization –II** Medical Social work	20PSW3CC8A	6	5	3	25	75	100
		Child Rights and Child Protection	20PSW3CC8B						
		Labour laws and Industrial Relations	20PSW3CC8C						
		Urban Community Development	20PSW3CC8D						
	Core Practicum III	Social work Practicum	20PSW3CC3P	6	5	3	40	60	100
	Elective Course IV	Corporate Social Responsibility/	20PSW3EC4A/ 20PSW3EC4B	6	4	3	25	75	100

		Life skills and soft Skills for Social Workers							
	Extra Credit Course	Swayam Online Course	To be Fixed Later	As Per UGC Recommendation					
		TOTAL		30	24				500
IV	**Core Course IX**	**Specialization III** Psychiatric social work	20PSW4CC9A	5	5	3	25	75	100
		Welfare of the youth and Aged	20PSW4CC9B						
		Organisational Behaviour	20PSW4CC9C						
		Development Planning, Policy and Practice	20PSW4CC9D						
	Core Practicum IV	Social work Practicum	20PSW4CC4P	5	5	3	40	60	100
	Core Practicum V	Block Placement	20PSW4CC5P	5	5	3	40	60	100
	Elective course – V	Disaster Management/ Social Inclusion of the Marginalized	20PSW4EC5A/ 20PSW4EC5B	5	4	3	25	75	100
	Research Project	Research Project Work	19PSW4PW	10	4	3	Evaluation 80 Viva 20		100
		TOTAL		30	22				500
GRAND TOTAL				120	90				2000

A. Medical and Psychiatric Social Work

Specialization Paper	Course	Subject Code	Title of the Paper
Specialization I*	CC	20PSW3CC7A	Public Health
Specialization II**	CC	20PSW3CC8A	Medical Social work
Specialization III***	CC	20PSW4CC9A	Psychiatric social work

B. Family and Child Welfare

Specialization Paper	Course	Subject Code	Title of the Paper
Specialization I*	CC	20PSW3CC7B	Women welfare and Health
Specialization II**	CC	20PSW3CC8B	Child Rights and Child Protection
Specialization III***	CC	20PSW4CC9B	Welfare of the youth and Aged

C. Human Resource Management

Specialization Paper	Course	Subject Code	Title of the Paper
Specialization I*	CC	20PSW3CC7C	Human Resource Management
Specialization II**	CC	20PSW3CC8C	Labour Laws and Industrial Relations
Specialization III***	CC	20PSW4CC9C	Organizational Behaviour

D. Community Development

Specialization Paper	Course	Subject Code	Title of the Paper
Specialization I*	CC	20PSW3CC7D	Rural and Tribal Community Development
Specialization II**	CC	20PSW3CC8D	Urban Community Development
Specialization III***	CC	20PSW4CC9D	Development Planning, Policy and Practice

Semester I	INTRODUCTION TO SOCIAL WORK	Category	Course Code	Instructional hours	Credits
		Core Course I	19PSW1CC1	90	4

Preamble

ThiscourseaimstointroducethehistoryandideologiesconcerningSocialWorkandtounderstand fundamental objectives of social work profession, its values, and ethics as linked to contemporary ideology for social change.

Course Outcomes

On Successful Completion of the course, the students will be able to

CO NO	CO Statement	Knowledge Level
CO1	Summarize the historical developments of social work in developed and developing Countries	K2
CO2	Identify the Socio-reform Movements	K3
CO3	Analyse Social work as a profession and Methods involved in it	K4
CO4	Elaborate the functions of Society	K5
CO5	Justify Social work intervention in Society	K6

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	L
CO2	M	M	S	S	S
CO3	S	S	S	M	M
CO4	S	M	S	M	S
CO5	S	S	S	S	S

S – Strong; M – Medium; L – Low

Unit I (18 hrs)

Social Work: Concept, Definition, and Historical development of Social Work in UK, USA, and India; Concepts: Social Service, Social welfare, Social Security, Social Defense, Social Justice, Social Development, and Social Reform.

Unit II (18 hrs)

Social Work as a Profession: Nature and scope, objectives; philosophy and principles, functions, values and ethics. Social work education: as a profession, professional values, training; skills, tools and techniques, professional social work and voluntary social work, professional associations in social work; problems faced by social work professionals in India

Unit III (18 hrs)

Methods of Social Work: Social case work – social group work – community organisation – social work research – social welfare administration – social action – field of social work: family and child welfare, women welfare, youth welfare, community development (rural, urban & tribal), medical and psychiatric social work, correctional social work and Labour welfare.

Unit IV (18 hrs)

Concept of Society: Community association, institution, social groups, culture and its elements, social stratification, social processes, social change–social movements and social control; concept of urbanization, industrialization, modernization – social disorganisation – social institutions – family, marriage, religion, economic, educational, and political Institution

Unit V (18 hrs)

Social Problems: Poverty, Over-population, Unemployment, Corruption, Dowry, Suicide, Drug abuse, alcoholism, HIV/AIDS suicide, problems of women, children and aged, Persons with Disabilities, LGBT,

References

1. Bhattacharya, S. (2008). Social work – An Integrated Approach, New Delhi: Deep & Deep publication Pvt.ltd.
2. Kumar Sharma, Rajendra (2013) Social problems and   Welfare, U.P: Atlantic publishers and distributors(p) ltd.
3. Mohan otta, Braja .(2014). Social work theory and Practice, New Delhi: S.K Book Agency.
4. Patel A.K. and Dubey M.V.(2010). Methods of Social Work, New Delhi: Crescent PublishingCorporation
5. Rao, Shankar C.N.(2015). Indian Social Problems- A Sociological Perspectives,New Delhi : S.Chand & company Pvt Ltd.
6. Rathod, Sudam .(2013). Skill training for Social Workers, Jaipur :Yking Books.
7. Samitha Tanuja, Tridevims and Natarajan, Rani (2014) Future of SocialWork, Arunachal Pradesh: Jnanda Prakashan (P&D).
8. Sen S.K. (2007). Social work practices, Jaipur., India: BookEnclave

9. Singh, K.K., & Singh,S.R.(2011). Social work and Family intervention. New Delhi: ABDPUBLISHERS.

10. Verma ,S.(2014).ocial work and Social Welfare, New Delhi :AvonPublications.

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

Course Designer: Dr.S.Vidhya

SEM I	SOCIAL CASE WORK	Category	Course Code	Instructional hours	Credits
		Core Course II	19PSW1CC2	90	4

Preamble

This course enables the students to acquire complex skills of working with individuals and families in various situations and settings.

Course Outcomes

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

CO number	CO statement	Knowledge level
CO1	Demonstrate the concepts of social casework	K1
CO2	Identify the principles and process of social case work	K2
CO3	Analyse the caseworker client relationship and solution initiatives by casework	K3
CO4	Evaluate the importance of casework and communication in professional social work practice	K4
CO5	Assess the relevance of various approaches in social case work	K5
CO6	Adapt professional Social case work Practice	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	M	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
CO6	S	S	S	S	S

S – Strong; M – Medium; L – Low

Unit I (18 hrs)
Case Work:

Historical Development; 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.

Unit II (18 hrs)
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.

Unit III (18 hrs)
Case Work Process:

Intake and Exploration, Introduction to the Role of Psychological Testing in Assessment, Psychosocial Diagnosis, Formulation of Goals, Prioritization of Needs, Development of Action Plan, use of Contracts; Intervention: Direct and Indirect Techniques; Involvement of Collateral Contacts, Home Visits and its Importance.

Case Work and Communication: Meaning, purpose, importance, principles, elements in communication process, types, importance of listening, observing and feedback, communication barriers and ways to overcome them; importance of interpersonal communication in casework.

Unit IV (18hrs).
Approaches to Practice:

Psychosocial, problem solving, crisis intervention; behavior modification, functional and development of an eclectic model for practice.

Recording in Case Work: meaning, sources and types-process record- person oriented and problem-oriented records and its components; summative record, etc; principles of recording, uses, and maintenance of record.

Unit V (18 hrs)
Case Work Practice in India

Scope and practice of Social case work in different Settings Limitations of Social case work practice in India, Social Case work: Retrospect and Prospect, Changing Context to practice and future challenges, problems and limitations and role of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family

References:

1. Adams.R.(2012). *The short guide to social work*. Rawat Publication & VikasPublishing

House.

2. Altmaier, E. M., Hansen, J.C. (2012). *The Oxford Handbook ofCounselling Psychology*. New York: Oxford University Press.

3. Capuzzi,D.,Gross, D. R.(2007).*Counselling and Psychotherapy: Theories and Interventions*.Pearson.

4. Corey, G. (2009). *Counselling and Psychotherapy; Theory and Practice*.CengageLearning.

5. Coulshed, Veronica. (1988). Social work Practice.Basicstroke:Macmillan

6. Hamilton, Gordon (1970) The New York School of Social Work: Theory and Practiceof Social Case Work, New York and London: Columbia UniversityPress

7. Hollis, Florence and Woods, Mary E. (1981) Casework – A Psychosoical Therapy, New York: FandomHouse

8. Mathew Grace (1992) An Introduction to Social Case Work, Bombay: Tata Institute ofSocial Sciences

9. Paylor.I., Measham.F., Asher.H .(2013).*Social work and Drug use*. RawatPublications.

10. Upadyaya.R.K..(2010).*Social case work-A therapeutic Approach*.RawathPublication.

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

Course Designer: Dr.O.Aisha Manju

SEM I	SOCIAL GROUP WORK	Category	Course Code	Instructional hours	Credits
		Core Course III	19PSW1CC3	90	4

Preamble

This course enables the students understanding of group work as a method, developing skills for intervention and gaining knowledge of the scope of this method in various settings

Course Outcomes

On the Successful completion of the Course, Students will be able to

CO Number	CO Statement	Knowledge Level
CO1.	Explain the concepts of social group work and group process.	K2
CO2.	Plan social group work process.	K3
CO3.	Model Supervision and leadership.	K3
CO4.	Discover models of group work.	K4
CO5.	Explain group work records.	K5
CO6.	Apply group work method in different settings.	K6

CO/PO	PO1	PO2	PO3	PO4	PO5
Mapping Course Outcome with Programme Outcome					
CO1	M	S	S	M	S
CO2	M	S	S	M	S
CO3	M	S	S	M	S
CO4	M	S	S	M	S
CO5	M	S	M	M	S
CO6	S	S	S	M	S

S-Strong; M-Medium; L-Low

Syllabus

Unit I (18hrs).

a. Social group work: Concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; Social group work groups; group work as a method of social work and its relation to other methods of social work.

b. Phases of group formation:

Forming, Storming, Norming, Performing, Adjourning, Mourning/Grieving, basic human needs met by groups.

c. Group process: bond, acceptance, isolation, rejection, sub-group formation, and newcomers in the group, expectation, withdrawal, Behaviour contagion, conflict and control; classification of group process: basic, structural, locomotive, and molar.

d. Group dynamics-meaning, definition and basic assumptions of group dynamics.

Unit II (18hrs)

a. Group work process: Intake and study: selection of members, composing group, orienting the members, preparing the environment, goal setting, use of home visits, and collateral contacts.
b. Assessment- preparing for group work, first meetings-interviewing, ground rules for group work meetings, group roles and responsibilities, group meetings.
c. Intervention/treatment: problem identification, making them work, dealing with difficulties within the group, group presentations, group work evaluation-meaning and its place in group work.
d. Evaluation: steps in-group work evaluation and criteria for good group work and checklist for group work evaluation, Termination- reaction to termination and Followup.

Unit III (18hrs)

a.**Group work supervision:** concepts, need, tasks, types, purpose and functions, techniques and conditions for good supervision.

b.**Group work for team building**: Meaning, purpose, situational leadership in team building; training for leadership; sociometry and sociogram

c. **Group work recording**: meaning, purpose, types and principles of group work recording.

Unit IV (18hrs)

a. **Models and approaches**: social goal model, remedial and reciprocal model

b. **Programme planning**-Meaning and definition of programme, principles and the place of agency in programme planning.

c. **Programme laboratory**-values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, group therapy/group psychotherapy, brain storming, camping-planning and conducting camps;

Unit V (18hrs)

Group work settings and practice: Role of group worker in various settings. Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings, aged homes, schools, correctional institutions and industries; Skills of a group worker. Scope, problems, and limitations of group work practice in Indian settings.

References

1. Conyne, R. K. (1999). *Failures in group work: How we can learn from ourmistakes,* Chronicle Books.
2. Davies, M. (2002). *Companion to Social Work,* New York: AtlanticPublishers.
3. Devi, R. and Prakash, R. (2004). *Social Work Methods - Practices andPerspectives,* Jaipur: Mangal DeepPublications.
4. Corey, G. (2015). *Theory and practice of counseling and psychotherapy,* Nelson Education.
5. Douglas, T. (1979). *Group processes in social work: a theoretical synthesis,* John Wiley &Sons.
6. Gangarade, K., D. (1976). *Dimensions of Social Work in India,* NewDelhi:Marawah.
7. Garvin, C. D. (1987). *Contemporary group work,* Prentice Hall.
8. Garvin, D., Gutierrez, M. and Galinsky, J. (2004). *Handbook of Social Work with Groups,* Jaipur: Rawat Publications.
9. Glassman, U. (2008). *Group Work: A Humanistic and Skills Building Approach,* SAGE Publications.
10. Joshi, S., C. (2004). *Hand Book of Social Work,* New Delhi: Akansha Publishing House
11. Konopka, G. (1972). *Social group work: A helping process,* Prentice-Hall.
12. Kumar, H. (1995). *Theories in Social Work Practice,* New Delhi: Friends.
13. Lifton, W.M. (1966). *Working with Groups,* Wiley.
14. Nicolson, Paula, Rowan Bayne, and Jenny Owen. (2006). *Applied psychology for social workers*, Palgrave Macmillan.
15. Siddiqui, H. Y. (2008). *Group Work: Theories and Practices,* Rawat Publications.

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

Course Designer: Dr.G.Mettilda Buvaneswari

SEM I	FIELD WORK PRACTICUM	Category	Course Code	Instructional hours	Credits
		Core Course IV	19PSW1CC4P	90	4

Preamble

Social work practice is designed to provide a variety of opportunities to develop and enhance professional practice skills through observation visits, rural/tribal camps and group projects.

Course Outcomes

On the Successful Completion of this course. the students will be able to

CO Number	CO Statement	Knowledge Level
CO1.	Relate classroom learning in the field	K2
CO2.	Identify different agencies of social work practice	K3
CO3.	Discover emerging problems of rural people	K4
CO4.	Appraise means of Programme Planning	K5
CO5.	Create Themes on Social Issues	K6

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	S	M	M	S
CO3	M	S	S	S	S
CO4	S	M	S	M	S
CO5	S	S	S	S	S

S – Strong; M – Medium; L - Low

Syllabus

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

2. *Observation Visits:*

The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to critically evaluate the initiative of voluntary

and government programmes, and to develop an appreciation of social work intervention in these programmes.

A minimum of 10 visits to different social agencies with at least two settings pertaining to each

field of specialization. Suggested field:

Health Setting: Hospitals, de addiction centres, community health extension projects, district mental health programmer /projects, etc
Educational Setting: Formal schools, non-formal / adult education centres, etc.

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

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

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

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

Evaluation: Total Marks – 100

Internal Evaluation- 40 marks

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

External Evaluation – 60 marks

S.NO	EXTERNAL	MARKS
1	Theoretical Knowledge	15
2	Practice Skills	15
3	Mobilising Resources	10
4	Communication and Presentation	10
5	Reporting	10
	Total	**60**

Pedagogy: observation visits, organizing group Projects, Planning and Implementing activities in camp

Course Designer: Dr.S.Vidhya

SEM I	HUMAN RESOURCE DEVELOPMENT	Category	Course Code	Instructional hours	Credits
		Elective Course I	20PSW1EC1A	90	4

Preamble

This course will help the students to understand the human resources development and its related aspects in the industry.

Course Outcome

On Successful completion of this course, the students will be able to:

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Extend the Concept of Human resource management and the Human Resource Planning	K2
CO2.	Explain the concept Human Resource Development and its functions	K3
CO3.	Apply the knowledge on the performance management and various methods of performance appraisals	K3
CO4.	Assess the Process of Human resource Development	K5
CO5	Develop the knowledge on HRD practices in various sectors	K6

Mapping with program Outcome

CO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	M	S
CO2	S	S	S	M	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	M	M	S	M	S

S-Strong , L-Low, M-Medium

Syllabus

Unit-I (18 Hrs)
Human Resources Development: Meaning, Definition , Human Resource Development functions- Employee Training and Development, Career Planning , Succession planning and Performance Management. Human Resource Planning – Concept – Objective-Need and Importance – Process,Difference between HRM and HRD

Unit-II (18Hrs)
Performance Management: Meaning, Purpose of Performance Management, Employee Engagement and Performance Management, Principles of Performance Management, Dimensions of Performance Management

Unit-III (18 Hrs)
Performance Appraisal Methods: Performance Appraisal Methods, Traditional Methods, Modern Methods, and Performance Appraisal of Bureaucrats – A New Approach

Unit-IV (18 hrs)
HRD Process: Assessing need for HRD; Designing and developing effective HRD programs; Implementing HRD programs; Evaluating effectiveness of HRD Programs; HRD audit; HRD culture and climate

Unit-V (18 Hrs)
HRD Trends: Job rotation, job enlargement, job enrichment, quality of work life, TQM, TPM, Kaizen, 5S, HRIS: Meaning, Importance, Competency Mapping:Meaning, Importance, ISO 9000 series

(Note: Not for Examination)
Human Resource Management: - Introduction - Characteristics - scope of HRM -Objectives Importance and Functions of HRM -. Human Resource Planning – Concept – Objective-Need and Importance – Process

References:

1) Aswathappa K .(2008).*Human Resource Management Text and Cases.* Mcgraw- Hill Publishing company Limited, NewDelhi.
2) Bhatia, B. S., and Batra G.S .(2001) .*Human Resource Development*.Deepand DeepPublications.
3) Gosh B .(2000) . *Human Resource Development and Management.* Vikas Publishing House pvtltd
4) Khanka S .S .(2007). *Human Resource Management – Text and Cases*.S.Chand publications
5) Rao T.V. (2015).*Performance Management towards excellence*.SAGE

Publications Pvt Ltd.

6) Sharma R.C and Sharma N. (2018).*Human resource management -theory and Practice.*SAGE Publications PvtLtd.

7) Wermer J M and Randy L.Simone. De (2012). *Human resourcedevelopment*. Cengage Learning India Private Limited,

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

Course Designer:Ms.S.Hema

SEM I	NGO MANAGEMENT	Category	Course Code	Instructional hours	Credits
		Elective Course I	19PSW1EC1B	90	4

Preamble

This course aims to facilitate the understanding towards the role of civil society organizations especially NGOs in the development of people.

Course Outcomes

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

CO No.	CO Statement	Knowledge Level
CO1	Explain the concept of Project Management	K2
CO2	Apply the process of Planning and implementation of Projects	K3
CO3	Demonstrate the importance of skills and techniques involved in NGO Management	K4
CO4	Justify the importance of practices and approaches in NGO Management	K5
CO5	Elaborate the concepts and principles of NGO Management	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	M	M	S	S
CO3	S	S	S	S	S
CO4	M	M	M	S	M
CO5	S	S	S	S	S

S-Strong,M-Medium,L-Lpw

Unit I (18 hrs)

Foundations of Management and NGOs:

Management-Concepts, Objectives, Functions. **NGOs**-Concept, Types, Functions, Models, Board of Directors – Composition, functions, and Role of NGOs in Community Development **NGO Management** – Concept, Principles and Approaches.

Unit II (18 hrs)

Legal Framework for Establishing NGOs in India:

Constitutional Provision with regard to Charitable Organization, Formulation and Registration of NGOs in India– Societies Registration Act, Indian Trusts Act, Indian Companies Act.

Foreign Contribution Regulation Act, Statutory Obligations–Income tax exemption (80G,12A& 35 AC), Process in NGO Registration.

Unit III (18hrs)

Project Management in NGOs:

Planning – Concept, Principles and Scope, Micro and Macro level planning. **Projects** –Concept, Types, Dimensions of Project –Identification, Need Assessment, Problem Tree, Formulation of Project Proposal and Project Appraisal, PRA tools, **Monitoring and Evaluation**
- PERT and CPM.

Unit IV (18hrs

Resource Mobilization:
Resources – Concept & Types. Resource Mobilization – Concept, Need for Resource Mobilization, Methods and Techniques. Fund Raising and Grant Proposals– Concept, Local, Regional, State, National and International level funds, Potential donors, Strategies adopted in fund raising, Challenges encountered during fund raising, Grant Proposals – concept & framework.

Unit V (18hrs)

NGO Governance:

Concept, Governing Structures at the National and International level, Challenges, Perspectives and Ethical Concerns. **Good Governance**: Concept, Principles and Guidelines for good governance and Accountability. **Financial Management of NGOs** – Concept, Record Keeping, Internal Control, Budgeting and Financial Reporting.

References

1) Abraham, A.(2011). Formulation and Management of NGOs, Universal law.

2) Chandra, S. (2005). Guidelines for NGOs Management in India, KanishkaPublication

3) Fisher, J.(2003). NGOs and the Political Development of the Third World,Rawat.

4) Jain, R.B.(1991). NGOs in Development Perspective, VivekPrakasam.

5) Shah, I. (2005). A Practical Guide to NGO and Project Management,Rawat.

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

Course Designer : Dr.T.Amirtha Mary

Semester II	SOCIALWORK RESEARCH & SOCIAL STATISTICS	Category	Course Code	Instructional hours	Credits
		Core Course IV	20PSW2CC4	90	4

Preamble

This course will equip learners to utilize and conduct research as service managers to improve services, evaluate and develop new services, to develop intervention methods, strategies, techniques, and also to be an active consumer of other research Services.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Explain the concepts of social research and social work research.	K2
CO2	Explain qualitative research.	K2
CO3	Formulate research problem.	K3
CO4	Apply statistical methods in Social Work Research.	K3
CO5	Design Research and Sampling.	K4
CO6	Plan sources and methods of data collection.	K5
CO7	Analyse data.	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	S	S	S	S	S
CO4	M	M	S	S	S
CO5	S	S	M	S	S
CO6	M	M	S	S	S
CO7	S	S	S	S	S

S-Strong, M-Medium, L-Low

UNIT I (18 Hours).

Social   Research: Meaning, definition, objectives, characteristics **Social Work Research:** Meaning and definition; Difference between social research and social work research; **Scientific method**: meaning, characteristics; **Types of Research**: pure, applied, and action research; participatory and evaluation research; Qualitative research: meaning, scope, characteristics, difference between qualitativeand quantitative research.

UNIT II (18Hours)

Problem Formulation: Selection of problem: criteria and sources defining the problem;

Variables: meaning; types of variables; Operationalization; **Measurement:** meaning, levels of measurement ; nominal ordinal, interval, and ratio; **Hypothesis:** meaning, sources, characteristics, functions and types; attributes of a sound hypothesis; hypothesis testing; level of significance; Type-I and Type-II errors. Theory and fact; inductive and deductive theory construction;

UNIT III (18 Hours)
Design and Sampling: **Research design:** meaning and types- exploratory, descriptive, diagnostic, experimental. **Universe and sampling**: meaning, principles and types of sampling; Advantages and disadvantages; **Tools/instruments**: Types and steps involved in tool construction; **Validity and Reliability**: meaning and types; Pilot study and Pre-test.

UNIT IV (18 Hours)
Sources and Methods of data collection: Primary and Secondary Sources; **Methods:** Interview-meaning and types; questionnaires; observation: Meaning and definition; types of observation. **Data processing**; Editing, Sorting, coding, transcription. **Presentation of data:** tabular and graphical presentation; **Report writing**: content, format and types; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; Plagiarism; ethics, and qualities of good researcher; preparation of research project proposal; agencies involved in social work research.

UNIT V (18 Hours)
Social   Statistics: meaning,   definition,   use,   and   its   limitations   in   social   work research**; Measures of central tendency :** arithmetic mean, median and mode **Dispersion:** range, quartile deviation, standard deviation and co-efficient of variation; **Tests of significance**: "t" test,F- test and chi-square test; **Correlation:** meaning, types, and uses; Karl Pearson's coefficient ofcorrelation and rank correlation; **Computer applications**: use and application of computer insocial work research.

References

1. Alan Bryman (2004) *Social Research Methods,* New Delhi:Oxford UniversityPress.
2. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston (1970) Thesis andassignment writing, Australasia: J. Wiley and Sons.
3. Denzin, Norman K., and Yvonna S. Lincoln (1994) Handbook ofqualitative research,Sage Publications,Inc
4. Earl Babbie (1998) *Adventures in Social Research using SPSS,*New Delhi: Pine forge Press.
5. Gupta S.P (2005) *Statistical Methods,* New Delhi: Sultan Chand Publishers.
6. Janet M.Ruane (2005) *Essentials of Research Methods*,UK:Blackwell Publishing.
7. Kothari, Chakravanti Rajagopalachari (2004) Research methodology: Methods andtechniques, New Age International.
8. Lakshmi Devi (1997) *Encyclopedia of Social Research,*New Delhi :Anmol Publications.
9. Laldas, D. K (2000) Practice of social Research, Jaipur:Rawat Publication.
10. Netemeyer, Richard G., William O-. Bearden, and Subhash Sharma(2003)Scaling procedures: Issues and applications, SagePublications.
11. Ramachandran, P (1993) Survey Research for Social Work: A Primer,Institutefor Community OrganizationResearch.
12. Rubin, Allen, and Earl Babbie (2016) Empowerment Series: Research Methodsfor SocialWork, CengageLearning.
13. Schutt, Russell K (2011) Investigating the social world: The process andpractice ofresearch, Pine Forge Press.
14. SingletonJr,RoyceA.,BruceC.StraitsandMargaretMillerStraits,Approachestosocial research, Oxford University Press.
15. Slife, Brent D., and Richard N. Williams (1995) What's behind the research?: Discovering hidden assumptions in the behavioral sciences, Sage publications.
16. Vijay Rohatgi (2001) *An Introduction to Probability and Statistics,* New York :A Wiley – Inter-science Publications, John Wiley &Sones,Inc,.
17. Young, Pauline V (1996) Scientific social surveys and research, No. 307.2Y6.

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

Course Designer: Dr.G.MettildaBuvaneswari

Semester II	COMMUNITY ORGANISATION AND SOCIAL ACTION	Category	Course Code	Instructional hours	Credits
		Core Course V	20PSW2CC5	90	4

Preamble

This course aims to facilitate communities towards self-directed change and to avoid the inequalities in society manifested through processes of marginalisation, discrimination and disempowerment of groups.

Course Outcomes

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

CO NO	CO Statements	Knowledge Level
CO1	Explain the concept of Community Organization	K2
CO2	Apply the process of Community Organization and Social Action	K3
CO3	Demonstrate the importance of Community Participation in Rural, Urban & Tribal Development	K4
CO4	Justify the importance of theories, practices and approaches of Community Organization and Social Action	K5
CO5	Elaborate the concepts of Community Organization.	K6

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	M	M	S	S
CO3	S	S	S	S	S
CO4	M	M	M	S	M
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low

Syllabus

Unit I (18 hrs)
Community: Meaning, Types, and Characteristics; Community power structure minority groups; Community Dynamics: Integrative and disintegrative processes in the community. Leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership.

Unit II (18 hrs)
Community Organization: concept, definition, objectives, philosophy, approaches, principles and skills; Community Organization as method of social work; Community Welfare Council and Community Chests; Models of Community Organization; Community Participation: concept imperatives, types, constraints, methods and techniques; components of community work and Community relation.

Unit III (18 hrs)
Methods of Community Organization: Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resource mobilization, community action, legislative and non-legislative promotion, co-ordination, community organization as an approach to community development.

Unit IV (18 hrs)
Phases of Community Organization: study, assessment, discussion, organization, action, evaluation, modification, continuation .community organization in emergencies like fire, flood, drought, famine, earthquake, and war; community organization at local, state, and national level. Community Organization in different settings: rural, urban, tribal areas

Unit V (18 hrs)
Social Action: Definition, objectives, principles, methods and strategies; Social Action as a method of Social Work; Social Action and social reform; Radical Social Work, Saul Alinsky and Paulo Freire's methods; Process of Social Action; Scope of social action in India; Role of social workers in Community Organization and Social Action and Community Empowerment.

References

1) Guha, A. (2013) .Community Organization and Social Action,Centrumpress.
2) Joseph, S.(2012). Community Organization in Social Work, Discovery Publishinghouse.
3) Lee, B.(2011). Pragmatics of Community Organization, CommonAct.
4) Raju, M. (2012). Community Organization and Social Action, RegalPublications.
5) Parsons, T. (1967). The Structure of Social Action,FreePress
6) Ross.M.G.(1955).Community Organization: Theory andPrinciples
7) Sidduque, H.Y.(1984). Social Work and Social Action, HiraPublications.
8) Sidduque, H.Y.(1997). Working with Communities : An Introduction to Community Work, Hira Publications.

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

Course Designer: Dr.G.Kanaga

Semester II	SOCIAL WORK PRACTICUM	Category	Course Code	Instructional hours	Credits
		Core Practicum II	20PSW2CC2P	90	4

Preamble

Concurrent field work is an ongoing learning practice and an opportunity to develop Interventions skills in real lifesituations.

Course Outcomes		
CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Develop knowledge regarding the setting for social work practice	K3
CO2.	Analyse the problems of the Clients	K4
CO3.	Interpret the situation to the Clients	K5
CO4.	Construct solutions for the Problems	K6
CO5	Modify Solutions Based on need of the Client	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	S	S	M	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

1. Concurrent field work - agency placement in generic setting of practice such as schools/old age homes/counselling centres/rehabilitation settings, etc. toinitiate and participate in directdelivery

2. The placement will be for a minimum duration of 30 Field Work days for 2 days perweek/semester.

3. ImportancetobegivenforthepracticeofSocialWorkmethods.Eachstudentisexpected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community based programme.

Evaluation   : Total Marks –100
Internal Evaluation- 40 marks

S.NO	INTERNAL	MARKS
1	Case Work Practice	10
2	Group Work	10
3	Community Programme	10
4	Reporting	5
5	Attendance for Field Work	5
Total		**40**

External Evaluation – 60 Marks

S.NO	EXTERNAL	MARKS
1	Theoretical Knowledge	20
2	Practice Skills	20
3	Mobilising Resources	10
4	Communication and Presentation	10
Total		**60**

Semester II	COUNSELLING: THEORY AND PRACTICE	Category	Course Code	Instructional hours	Credits
		Elective Course-II	20PSW2EC2A	90	4

Preamble

The course aims to equip learners with skills of counselling and understanding the approaches in various settings

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Demonstrate the concepts of Counselling	K2
CO2.	Identify the process of Counselling	K3
CO3.	Examine the types of counseling	K4
CO4.	Explain the Components of effective counselling	K5
CO5.	Elaborate on various problems of clients	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	M	S	M	S
CO3	S	S	M	M	S
CO4	S	S	M	S	M
CO5	S	S	M	M	S

S – Strong; M – Medium; L – Low

Syllabus

Unit I (18 hrs)
Introduction to Counselling: Meaning, Definition, Need and importance of counselling and professional counselling. Basic principles of counselling: participation, Individualization, confidentiality, communication, acceptance, self-confidence, self-awareness, and other principlesgoverning the counselling relationship.

Unit II (18 hrs)
Theories of Counselling: Psychoanalytic, Adlerian, Client Centered, Behavioural approach, Rational Emotive, Reality, Gestalt, Transactional Analysis, Cognitive Behavioural Therapy, and Eclectic theories.

Unit III (18hrs)
Counselling process: Interview and it significance in counselling – use of observation in counselling and understanding of emotions in counselling.

Unit IV (18 hrs) Types of Counselling: Individual and group counselling, family counselling, marital counselling, student counselling, and industrial counselling. Techniques of group counselling, strategies andstructure – barriers to effective counselling sessions; counselling evaluation.

Unit V (18 hrs)
Components of effective Counselling :
Counsellor's skills – Role and functions of the counsellors in schools, industries, family, hospital, and rehabilitation institution. b. Application of test (only for practice not for examination) standardised tests in counselling settings: Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health.

References

1)   Chennai Counsellors Foundation (2017). Counselling Approaches: APractioner'sguide, NotionPress.
2)   Corey, G. (2013). Theory and Practice of Counselling and Psychotherapy,Wadsworth
3)   Loughran, H. (2018). Counselling Skills for Social Workers,Routledge.
4)   McLeod.J.(2013)An introduction to counselling.McGraw-HillEducation.
5)   Noonan.E.(2002).Counselling youngPeople.Routledge.
6)   Rao, S.N &Shahjpal, P.(2015). Counselling and Guidance,McGrawhill.
7)   Soundarajan, R.(2017). Counselling: Theory, Skills and Practice,McGrawhill

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

Course Designer: Dr.G.Kanaga

Semester II	PSYCHOLOGY FOR SOCIAL WORKERS	Category	Course Code	Instructional hours	Credits
		Elective Course III	**20PSW2EC3A**	90	4

Preamble

This course aims to introduce learners to the development of the individual across the life span with an ecological perspective. It also provides an them with an understanding of human development and behaviour besides theoretical inputs.

Course Outcomes

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

CO number	CO statement	Knowledge level
CO1	Outline the scope and application of psychology in social Work	K1
CO2	Explain the process of human growth and development	K2
CO3	Identify learning ,motivation, adjustment and coping mechanisms in human beings.	K3
CO4	Evaluate social psychology and its application	K4
CO5	Assess the importance of Personality Theories	K5

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	M	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	S	S
	S	S	S	S	S

S – Strong; M – Medium; L – Low

Unit I(18hrs)

Psychology: definition, scope, application in various fields; introduction to schools of psychology; relevance of psychology for social workers. **Social Psychology and its applications**: Collective behaviour : nature and reasons for collective behaviour and manifestations of collective behaviour.

Unit II (18 hrs)
Human growth and development: meaning, stages of development: pregnancy and child birth-infancy – babyhood-childhood-adolescent – adulthood – middle age – old age.

Unit III (18 hrs)
 Learning: nature, definition and types; theories of Pavlov and Skinner; remembering and forgetting. Motivation: concept of instinct: motives for survival – meaning anddefinition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation. Adjustment: concepts of adjustment and maladjustment; stress; frustration; conflict: nature and types; Coping mechanisms: nature and types; mental health, and community mental health.

 Unit IV (18 hrs)

 Personality: definition and structure; theories of personality: trait and type theories; important concepts of the contributions of Freud, Jung, Adler, Maslow, and Ericson; factors influencing personality development: heredity & environment; socialization process.

Unit V(18hrs) Perception and attitudes: perception space, depth, auditory and visual attention; attitude: nature of attitudes, stereotypes, and prejudices, formation of attitudes and attitude change. **Psychological testing:** personality, attitude, and intelligence.

References

Text Books

1.Bernard, L.L(1927).*An introduction to social psychology*. George Allen & Unwin,

2.Hurlock .B.(1971).*Developmental psychology*. TataMcgraw Hill..

Books

1.Dacey.J.,Travers.J., Fiore.L.(1996).*Human Development: Across the Lifespan,*McGraw Hill.

2.Davidoff, L.L.(1987).*Introduction to psychology* .McGraw-Hill Book Company.

3. Feldman, R.S.(1990).*Understanding Psychology,*McGraw Hill Publishing Company.

4. Norlin, J., Chess. W., Dale, O., Smith, R.(2003).*Human Behavior and the Social Environment: Social Systems Theory (4th Ed).*Allyn Bacon,Boston.

5. Newman, L.V.(2000).*The expatriate adjustment process: implications of the cross-culturalcontext on learning the environment following a work-role transition*. Diss. University of Illinois atUrbana-Champaign.

6. Saraswati, T. S., Dutta..R.,Sikka.A.(1987).*Developmental psychology in India,*New Delhi ; Newbury Park : SagePublications.

7. Weiner, E.A., Stewart, B.J.(1984).*Assessing Individuals: Psychological and Educational Tests and Measurements,*Boston, Little, Brown andCo.

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

Course Designer: Dr.O.Aisha Manju

Semester II	HEALTH AND HYGIENE	Category	Course Code	Instructional hours	Credits
		Elective Course III	20PSW2EC3B	90	4

Preamble

This course enables the students to understand the various aspects concerning health and hygiene.

Course Outcomes

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Explain the concepts of Health and Hygiene	K1
CO2	Outline the indicators of Health	K3
CO3	Analyse Health Care Services	K4
CO4	Examine legislations pertaining to Health	K4
CO5	Evaluate health promotion programmes and Agencies	K5

Mapping Course outcome with Programme Outcome

CO	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$
CO$_1$	S	S	S	M	S
CO$_2$	S	S	S	S	S
CO$_3$	S	S	S	S	M
CO$_4$	S	S	S	M	M
CO$_5$	S	S	S	S	S

S- Strong, M-Medium, L-Low

UnitI(18 Hrs)

Health: Health, Primary Health Care and Public Health; Concepts and definition, factors influencing health; Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators–vital health statistics; Common health problems in India. **Nutrition and Health**: Nutrition, Balanced diet, Malnutrition, Prevention of Malnutrition Deficiency diseases, prevention of Nutritional problems.

UNIT II (18Hrs)

Community Health: meaning, vulnerability assessment, emergency, planning, training and education; models of community health PHC's-meaning, functions and Programmes. ChiefMinister's Comprehensive health insurance scheme in Tamil Nadu salient features; 108 Emergency ambulance services.

UNIT III (18 Hrs)

Legislations & Health care services - Health care delivery system at the National and State level,. Salient features of legislations related to health: MTP ACT (Amendment), 2002, Mental Health Act 1987, Factories Act 1949, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003.

UNIT IV (18Hrs)

Health Programmes & Global Health Promoting Agencies: National Mental Health Programme, National Tuberculosis Programme (NTP), National AIDS Control Programme (NACP), National Malaria Control Programme (NMCP), Universal Immunization programme (UIP), National Cancer Control Programme (NCCP), National Health Mission (NHM), Reproductive and Child Health Programme, National Family Welfare Programme. WHO, UNICEF, FAO, UNFPA, ILO.

UNIT V(18Hrs)

Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal and their influence on Health. Hygiene movements: Mental Hygiene Movement, Social Hygiene Movement, Natural Hygiene Movement.

References:

1. Bajpai, P. K. (Ed).(1997). Social Work Perspective on Health. RawatPublications.
2. Broskowshi A. , Marks E. &Budman S.H(1981). Linking health and mentalhealth.Sage Publications.
3. Goel S.L.(1984). Public Health Administration. SterlingPublications.
4. Kamalam,S.(2016).Essentials in Community Health Nursing Practice.JaypeePublication.
5. Kumar ,Ram.(1992). Social and preventive health administration. APHPublications.
6. Park ,K.(2015).Essentials of Community Health Nursing.JaypeeBrothersmedical Publication.
7. Park J.R & Park K. (2009). Text book of preventive and social medicine.Jabalpur,M/S Banashidass publications.
8. Pati R.L. (1992). Health Environment and development. AshishPublications.
9. Pritam Lily, Ram Telu.(1993). Environmental health and Hygiene. VikhasPublication

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

Course Designer:Ms PL.Rani

Semester Ill	STRUCTURE AND FUNCTIONS OF SOCIAL WORK FOR COMPETITIVE EXAMS	Category	Course Code	Instructional hours	Credits
		Core Course VI	20PSW3CC6	90	5

Course Objectives

1. To acquire knowledge of the basic process of registering, managing, and administratingwelfare agencies in the context of social workprofession.
2. To acquire skills to participate in management, administrative process,and programme delivery.
3. To develop the ability to see the relationship between policy and programmesand to analyse the process as applied in specific settings and specific programmes.
4. To gain knowledge on policy analysis and policy formulations and to study social policies, plans, legislations and programmes so as to be able to interpret, enforce, and challenge them.
5. To understand critically the concept and content/indicators of social development

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the concept of Social Welfare Administration	K1
CO2	Identify the Social Welfare Agencies	K3
CO3	Examine the Social policies of various sections of society	K4
CO4	Explain the programmes of weaker sections	K2
CO5	Explain the role of Legislations	K2
CO6	Analyse laws dealing with Social problems	K4

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	S	S
CO6	S	S	S	S	S

S – Strong; M – Medium; L – Low

Syllabus

UNIT I (18 Hours)

Social Welfare Administration: meaning and definition of social welfare administration and social work administration; purpose, historical development; principles, functions, and areas (policy making, planning, personnel,supervision,officeadministration,budgeting,finance,fundraising,accounting,auditing,purchase

and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, and research, annual report); social welfare administration at national, state, and local levels; CSWB (Central Social Welfare Board), state social welfare board, directorate of social welfare, and handicapped welfare.

UNIT II (18 Hours)

Social Welfare Programme and Agencies: evaluation of social welfare in India; voluntary social work, social agencies: meaning, definition, type and models of NGO's; roles of NGO's in national development; governmental schemes on social welfare; agency registration: methods, advantages, preparation of byelaws, memorandum of association, rules, regulation, and registration procedures; registration of societies and trusts: governing board, committees. executives; qualities, functions, and role.

UNIT III (18 Hours)
Social Policy: definition, need, sources and instrument of social policy, policies regarding Other Backward Castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs), and de-notified communities; policies and programmes for women, children, aged, and handicapped.

UNIT lV (18 Hours)
Social Legislation: Definition, its roles as an instrument of social change, constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy. Programmes: IRDP, NREP, RLEGP, TRYSEM,PanchayatiRaj,Communitydevelopmentprogramme,minimumneedsprogramme,iodinedeficiency disease programme, national programme for control of blindness, 20 point programme, ICDS, MCH, Universal immunisation programme, National Malaria Eradication Programme, National Mental health Programme, National Leprosy Eradication Programme, STD control programme, AIDS control programme, school health programme, noon day meals scheme, non-governmental programmes for the elderly, NSS, ESI, Provident fund, Creche, Foster care, sponsorship and Adoption, Social Advocacy, SocialCampaigning.

UNIT V (18 Hours)
Laws Related to Marriage: Hindu, Muslim, Christian and personal laws relating to marriage; divorce, minority, and guardianship; adoption, succession, and inheritance; legislation relating to social problems such as prostitution, juvenile delinquency, child labour, untouchability, physical, and mental disabilities. Transgender Persons (Protection of Rights) Bill, 2016.

References

1. Bose, A. B (1970). Social Welfare Planning in India. Bangkok: UNpub.
2. Chaudhary, D (1971). Paul Voluntary Social Welfare in India. NewDelhi:Sterling Publication (P)Ltd.
3. Chaudhary, D. Paul (1979). Social Welfare Administration. New Delhi: Atma Ram & Sons
4. Dubey et.al (1976). Administration of policy and programmes for backwardclassesin India. New Delhi:Oxford
5. Dubey, Sumati Narain (1973). Administration of social welfare programmes in India. Bombay: SomaiyaPublications.
6. Gangrade et.al (1978). Social legislation in India.ConceptPublishing Company.
7. Jacob, K. K (1989). Social policy in India. New Delhi:HimanshuPublications
8. Jagadeesan, P (1990). Marriage and Social Legislations in Tamil Nadu.NewDelhi: Elatchiappenn Publications.

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

Specialization I: Medical and Psychiatry Social Work

Semester Ill	Public Health	Category	Course Code	Instructional hours	Credits
		Core Course VII	20PSW3CC7A	90	5

Objectives

1. To inform the students about health and hygiene and related aspects.
2. To enlighten the students about diseases and occupational health.
3. To teach students about the health care delivery system.
4. To make the students aware about health education
5. To inform students about health work in the community.

Course Outcome

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the concepts of health and public health	K2
CO2	Identify communicable disease and Non-communicable Diseases	K2
CO3	Identify the role of social worker in Public health	K2
CO4	Assess Health care Models	K3
CO5	Discuss about National Health Programmes	K4

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	M	S
CO3	M	M	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Syllabus

UNIT-I (18 Hours) INTRODUCTION TO PUBLIC HEALTH

Concept of Health and Community Health , Dimensions of Health, Indicators and Determinants of health-Public Health- Definition, Significance, Evolution of Public health in India, Models of Public health, Health Care delivery system in India- Central ,State ,District and Block/Village.

UNIT-II:EPIDEMOLOGY AND DISEASES

Definition - - aims and uses of epidemiology-- .,Natural history of disease- Epidemology, Prevention and Control of Communicable and Non-Communicable Disease (NCD):Communicable Disease : Leprosy, Sexually transmitted diseases (STDs)-Human Immuno Deficiency Virus/Acquired Immune Deficiency

Syndrome (HIV/AIDS)- Emerging disease threats-Severe Acute Respiratory Syndrome(SARS) -Dengue, Chikungunya- Non- Communicable Diseases- Cardio vascular disorders, Cancer, Diabetes , Hypertension, Obesity ,Anemia,

UNIT III: HEALTH SYSTEMS DEVELOPMENT
Health System Models-Levels of Health Care- Primary, Secondary & Tertiary- Health care providers (Government, Private, Voluntary/NGO, Indigenous) Alternative systems of medicine (AYUSH) Integrated healthcaredelivery-Preventive,Promotive,curative&rehabilitative-technologyinhealth-Relationbetween Nutrition, Health and Development- Health related Sustainable Development Goals.

UNIT IV: HEALTH POLICY, PROGRAMMES AND LEGISLATION
Health Policies - National Health Policy, National Health programmes- National Rural Health Mission (NRHM), , National Urban Health Mission (NUHM), -National Leprosy Eradication Programme, Revised National Tuberculosis Control Programme, National Mental Health Programme, Universal Immunization Programme, National Tobacco Control Programme, National AIDS Control Programme, School Health Programme, National Cancer Control Programme, Legislation pertaining to health- Medical Termination of Pregnancy Act 1971, Organ Transplantation Act, 1994, Prenatal Diagnostic Test PNDT Act 1994, Food Safety and Standards Act, 2006,

UNIT V: SOCIAL WORK APPROACHES IN PUBLIC HEALTH
Socialdeterminantsofhealth-SocialWorkstrategiesandapproachesinPublichealth;RoleofSocialworker inPublicHealthsector-Healtheducation,Healthawarenessprogramme,Counseling,Referral,Community mobilization and organization, Health System restructuring and reform, Capacity building and training, Resource mobilization.

Text Books
1. Park J.R & Park K (2009). Text book of preventive and socialmedicine.Jabalpur: M/SBanashidass.
2. Goel, S. L (1984). *Public Health Administration.* New Delhi:SterlingPublishers Private.

References
1. Smith Bryan C. (1978). Community health and Epidemiological approach.New York,Macmillan
2. Mahjan B.K & Aruna R.Mahajan (1969). Health services in India.JamNagar
3. Leavellhugh Rodman & Clark, Gurney E.(1958). Preventive medicine forthe doctor in his community. Mc GrowHill
4. Caplam, Gerald.(1961). An approach to community mental health.NewYork
5. Pritam Lily, Ram Telu. (1993). Environmental health and Hygiene.NewDelhi: VikhasPub
6. Rao, K.N.(1968). Health services, Public health in Encyclopedia of social workin India.Pub.Division

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.
Course Designer: Dr.S,Vidhya

Specialization I: Family and Child Welfare

SEM III	Women Welfare and Health	Category	Course Code	Instructional Hours	Credits
		Core Course VII	20PSW3CC7B	90	5

Preamble

1. To inform the students about the demographic profile of women in India.
2. To enlighten the students on women's welfare and development.
3. To teach students about the issues concerning women health.
4. To make students aware about the health problems of women.
5. To update the students on women welfare programmes.

Course Outcomes

CO Number	CO Statement	Knowledge Level
CO1.	Outline the international perspectives of health	K2
CO2.	Understand the problems of Women.	K2
CO3.	Understand the status of Women health	K2
CO4.	Outline the welfare schemes meant for Women	K2
CO5.	Apply the laws pertaining to Women	K3
CO6.	Identify the factors of Women Empowerment.	K4
CO7.	Evaluate the critical issues of women health	K5

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

Mapping Course Outcome with Programme Outcome				
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	S	M	S	M	M
CO3	S	M	M	M	M
CO4	S	M	S	M	S
CO5	S	S	S	S	S
CO6	M	S	S	S	S
CO7	S	M	S	S	S

S – Strong; M – Medium; L - Low

UNIT I (18 Hours)

Demographic profile of women in India: changing role and status of women in India; **problems of women**: gender bias, child marriage, dowry, widowhood, desertion, divorce, destitution, educational backwardness,

discrimination in employment; problems of employed women and mothers; problems of unmarriedmothers; delinquency, prostitution, trafficking in women and girls; Domestic violence and Trauma; Intimate partner violence.

UNIT II (18 Hours)

Women welfare and Development: Indicators of women development; government of India schemes for women's development; National Commission for Women. **Women and law**: legislations relating to women; legal and constitutional rights, marriage, divorce, and property rights; labour laws for women; **Women Empowerment:** meaning,characteristics of an empowered women;LifeSkills for Women; feminism; women's movement abroad and in India.

UNIT III (18 Hours)

Conceptualizing Women's Health: Health as a Gender Issue; Status of Women's health in India; Factors Influencing Women's Health; Maternal Morbidity, Maternal mortality, Infant Mortality, Life Expectancy, Fertility. **Access to Health Care Services:** Maternal and Child health Services in India, Food and nutrition, Anaemia, Pre-natal care.

UNIT IV(18 Hours)
Critical Issues In Women's Health : Sexual and Reproductive health, Mental health, Occupationalhealth, Environmental health,   Family planning,   Impact of violence on women's health. **Individual And CommunityHealth** : Parameters of individual and community health – concept of holistic health; Physical andPsychologicalimplicationsofhealthofWomen–HealthCareNeedsofWomen–PersonalHygiene–Roleof Individuals, Role of family and role of State – Legislative measures and Enforcement Agencies.

UNIT V **(18 Hours)**
        International Perspectives On Health : Health as a Critical Area of concern in the Beijing platform for action; Women's health at ICPD, Cairo; WHO, UNICEF, UNESCO, CARE and others; MDG's and women'shealth.

References

1. Avasthi et.al.(2001). *Modernity, Feminism, and Women Empowerment,* Delhi :Rawat Publications

2. Bansal, D, K .(2006). *Gender Justice.* New Delhi: Mahaveer andSons.

3. Dalal, Ajit K and Ray, Subha. (2005). Social Dimensions of Health. Jaipur: Rawat Publications

4. Das Gupta Monica & Krishnan T.N.(1998). Women and Health. Delhi:Oxford.

5. Fernandez. B., Alex. (2014). *Social Work for Women and Children.* Pacific Books International.

6. Maithrey, Krishnaraj (ed) (1999). Gender, population and development.NewDelhi: Oxford

7. Park J Rand Park K. (1983). Text Book of Preventive and SocialMedicines.Habalpure: M.S.Banarside

8. Patel, Tulsi (Ed).(2007). Sex selective Abortion in India: Gender, SocietyandNew Reproductive Technologies. New Delhi:Sage

9.Petchesky, Rosalind Pollack. (2003). Gendering Health and Human Rights. London:Jed Book

10. Shukla P.K. (1982). Nutritional Problems of India. New Delhi: Prentice Hall ofIndia.

11. Swaminathan M. (1986). Principles of Nutrition and dietetics.Bangalore:Bangalore printing andpublishing.

12. Reddy, P. R., and R. Sumangla. (1998). Women in development. *New Delhi:Publishing Corporation.*

13. Sebasti L. Raj (1991). *Quest for gender justice: a critique of the status of womeninIndia.* New Delhi: South Asia Books

14. Shrivastava & Sudharani.(1999). *Women in India.* New Delhi:CommonWealth Publishers

15. Theis,Joachim. (2004). *Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific.* Sweden: Save TheChildren.

16. World Health Organization.(2000). Women of South East Asia: A health profile. New Delhi : WHO, Regional Office for South EastAsia

17. Zubaan , Mohan Rao (Ed).(2004). The Unheard Scream: ReproductiveHealthand Women's Rights in India. New Delhi:Sage

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

Course Designer: Dr.G.Mettilda Buvaneswari

Specialization I: Human Resource Management

Semester III	HUMAN RESOURCE MANAGEMENT	Category	Course Code	Instructional Hours	Credits
		Core Course VII	20PSW3CC7C	90	5

<table>
<tr><th colspan="2">Preamble</th></tr>
</table>

- To enlighten the students on the concepts and theories of Management and Related aspects.
- To Acquire the knowledge on Human Resource Management and its Functions in the Industry.
- To understand critically the concept of Employee Welfare and Labour Problems
- To gain knowledge on types and various components of compensation of Employees.
- To develop the ability to Practice the social work methods in the Industry.

Course Outcome

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

CO Number	CO Statement	Knowledge level
CO 1	Explain the various thoughts and functions of management to practice in the organization	K2
CO 2	Interpret the concept of human resource management and its various Functions in industry.	K2
CO3	Develop the knowledge on employee welfare and Labour Problems in working Environment.	K3
CO4	Assess the knowledge on Compensation and formulation wage Structure	K5
CO5	Elaborate the Social Work practices in industries	K6

CO/PO	PO1	PO2	PO3	PO4	PO5
Mapping Course Outcome with Programme Outcome					
CO1	S	M	M	M	S
CO2	S	S	S	M	S
CO3	S	M	S	M	S
CO4	M	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low

Unit-I (18 Hrs)
Management: Concept, elements, principles and functions of management; Management thoughts: HenryFayol,F.W.Taylor,andPeterDrucker;FreudLuthans,Managerialskills and challenges of management.

Unit-II (18 Hrs)
Human resource management and Functions: Definition, objectives, Human Resource Planning, Job analysis, Recruitment, Selection, Induction and placement, Training-Meaning, Objectives, purpose and Types, Employee Attrition and Retention and HRBP. Evolution of Human resource Management, Human resource policy, Qualities of human resource manager and challenges of HRM in the 21st century .

Unit-III (18 Hrs)
Employee Welfare: concept, scope, principles, theories, types of welfare; labour problems: absenteeism addiction,indebtedness,familydistressandsocialworkintervention;labourwelfareofficer:dutiesandfunctions; labour welfare agencies in India and international.

Unit-IV (18 Hrs)
Compensation: Meaning, principles, components, Types and Factors affecting Compensation, wage policy, wage and salary administration, Job Evaluation -. Meaning and Methods.

Unit-V (18 Hrs)
Industrial social Work: meaning, scope, and relevance; application of social work methods in the industrial sector; labour problems and Industrial counselling and working with the families of industrial workers.

Books for References:

S. No	Authors	Title	Publishers	Year of Publication
1	Dr.S.S.Khanka	Human Resource Management	S.Chand	2003
2	Dessler Gary & Biju Varkkey	Fundamentals of Human Resource Management	Pearson	2011
3	David.A.Decenzo,Stephen P Robbins and Susan L verhulst	Human Resource Management	Willey	2015
4	Pravin Durai	Human Resource Management	Pearson	2016
5	V.S.P.Rao	Human Resource Management	Taxman's	2016
6	K.Aswathappa	Human Resource Management	Mcgraw hill	2017

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

Course Designer : Ms,S.Hema

Specialization I: Community Development

Semester III	Rural & Tribal Community Development	Category	Course Code	Instructional Hours	Credits
		Core Course VII	20PSW3CC7D	90	5

Course Objectives

1) To introduce the students the basic concepts, principles and approaches in Rural and Tribal Community Development.

2) To develop an in-depth understanding among students about Rural and Tribal Communities.

3) To provide knowledge about the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Rural and Tribal Community Development.

4) To conceptualize on social structure, social relations and institutions related to Rural and Tribal communities.

5) To help the students in understanding the role and contribution of Professional Social Worker in the developmental process.

Course Outcomes

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

CO Number	CO statement	Knowledge Level
CO1	Explain the basic concepts, principles and approaches in Rural and Tribal Community Development.	K1
CO2	Describe the features of Rural and Tribal Communities	K1
CO3	Examine the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Rural and Tribal Community Development.	K4
CO4	Explain the Social Structure, Social Relations and Institutions related to Rural and Tribal communities	K2
CO5	Analyse the role and contribution of Professional Social Worker in the developmental process.	K4

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	M	S	S	S	M
CO3	S	S	M	M	S
CO4	M	M	M	M	S
CO5	S	S	M	M	S

S-Strong   M-Medium   L-Low

Syllabus

UNIT I: (18 hours)

Rural Community: Concept, Characteristics, Problems related to Agriculture and its allied activities, Income equality,Employment,FoodSecurity,Fisheries,Migration,CommunityHealthandInfrastructure,Ecofarming and Sustainable Development.

UNIT II: (18 hours)

Rural Community Development: Concept, Philosophy, Principles and Early Experiments of Rural Community Development. Extension Education: Concept, Characteristics & Methods. ContemporaryApproaches to Rural Community Development: Community Driven Development(CDD)and Asset BasedCommunity Development (ABCD).

UNIT III: (18 hours)

Rural Development Administration & Programmes: Panchayat Raj Institutions, Administrative Structure of Rural Development at the Central, State and District level, Rural Development Agencies–CAPART,NABARD, Regional Rural Development Banks. Rural Development Programmes – MGREGA,PMGSY, SGSY, NRLM, SSA. Programmes sponsored by World Bank for Rural Development, Problems in the implementation of programmes, Rural Entrepreneurship and Role of Social Worker in Rural Community Development.

UNIT IV: (18 hours)

Tribal Community: Concept, Characteristics and Types of Tribal Community, Geographical distribution of Tribes, Life Style of Tribes – Socio-economic conditions, Cultural & Religious practices, Belief System, Tribal Revolts and Problems of Tribes.

UNIT V: (18 hours)

Tribal Development Administration & Programmes: Constitutional, Legal and Economic provisions for the protection of Tribes, Functions of Tribal Development Blocks, Role of NGOs in Tribal Development. Tribal Development Policies, Application of Social Work Methods and Problems in implementation of Tribal Development Programmes.

References

1. Mello, L.D. (2018). Community Development: Rural, Urban and Tribal perspective, FSP Media Publications.

2. Gupta, K.B (2010). Rural development in India, Atlantic Publication.
   Soundarapandian, M (2010). Rural Entrepreneurship: Growth and Potentials, Kanshika Publications.

3. Singh, K. (2008). Rural Development: Principles, Policies and Management, Sage Publications.

4. Soundarapandian, M (2001). Tribal Development in India: A Case Study, Anmol Publisher.

5. Singh, K.S (2002). Tribal Situation in India, Indian Institute of Advanced Publication.

Online Sources:

1. https://www.scribd.com/doc/18799723/Introduction-to-Rural-Community-Development

2. https://www.researchgate.net/publication/328289155_RURAL_DEVELOPMENT_IN_INDIA-A_WAY_FORWARD

3. http://planningcommission.nic.in/plans/planrel/fiveyr/10th/volume2/v2_ch4_2.pdf

4. https://tribal.nic.in/writereaddata/AnnualReport/AnnualReport2016-17.pdf

Specialization II: Medical and Psychiatric Social Work

SEMESTER III	Medical Social Work	Category	Course code	Instructional hours	Credits
		Core Course-VIII	**20PSW3CC8A**	**90**	**5**

<table>
<tr><td colspan="2" align="center">Course Objectives</td></tr>
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- To introduce the students to medical social work & to highlight its specific aspects
- To understand the concept of disability
- To define the Organization and Administration of Medical Social Work
- To understand the role of social workers in hospital setting
- To introduce the concept of illness and disability
- To highlight Social work Intervention in Clinical & Non clinical Settings
- To inform students about hospital as a formal organization and its functions

CO.NO	CO Statement	Knowledge level
CO1	Define the concept &Types related to disability	K1
CO2	Understand the roles of Social Worker in Hospital Settings.	K2
CO3	Examine the implications of Illness & disability	K3
CO4	Apply methods of social work	K4
CO5	Assessing the problems of patients in different settings	K5
CO6	Outline the importance of extension services	K4
CO7	Evaluate the needs of the patients & their families	K6

Mapping Course Outcome with ProgramOutcome

CO/PO	PO1	PO2	P03	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S
CO6	S	S	M	S	S
CO7	S	S	S	M	S

S-Strong,M-Medium.L-Low

UNIT I (18 Hours)

Medical social work: Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medicalsocialworkpractice;practiceofsocialworkmethodsinhospitalsettings:theirneedandimportancein working with patients and families: skills for Medical Social Worker, scope and limitations of practice. Concepts of patient as a person, patient as a whole, Rights of the patients, Medical Ethics, holisticapproach.

UNIT II (18 Hours)

Organization and Administration of Medical Social Work: Medical social work department: in Hospital, Medical social Work in relation with different disciplines, multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team, prevention & promotion model.

UNIT III:(18 Hours)

The hospital as a formal organisation: Goals, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations, Medico Legal Cases, Government health insurance scheme, documentation & record keeping in hospital.

UNIT IV : (18 Hours)

Concept of Disability : Causes, Management and Rehabilitation of physical handicaps rehabilitation: definition, concept, principles, approaches and models; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up. Role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; Physiotherapy and Occupational therapy. Community Based Rehabilitation.

UNIT V:(18 Hours)

Social work Intervention in Clinical & Non clinical Settings: Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, OBG & Reproductive Health, family planning centre, STD clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, Nephrology & organ Transplantation ,training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas.

References

1. Bartlett, Harriett Moulton. (1961). *Social workpractice in the health field.* Natl Assn of Social WorkersPr
2. Cannon, Ida Maud (1952). T*he social frontier of medicine: Pioneering inmedicalsocial Service. On*. Harvard UniversityPress
3. Codey & Carol H.(1951). *Social aspects of illness.* W.B. SoundersCom
4. Field, Minna. (1967). Patients are people." *A Medical Social approach toprolonged illness.*
5. Goldstine, Dora. (1955). *Expanding horizons in medical social work.* Universityof ChicagoPress.
6. Hamilton, Kenneth W.(1950). Counseling the handicapped in the rehabilitationprocess.
7. Hubschman, Lynn. (1983). *Hospital social work practice.* PraegerPublishers.
8. Pattison, Harry Archibald, ed. (1957). *The handicapped and their rehabilitation.*Thomas.
9. Monica Das Gupta.(1996). Health, Poverty & Development in India. Delhi:Oxford UniversityPress.
10. Park J.E. Textbook of social & preventive Medicine. Jabalpur: Banarsidas Bhanot(17th Edition)

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.
Course Designer: Ms.PL.Rani

Specialization II: Family and Child Welfare

SEMESTER III	Child Rights and Child Protection	Category	Course Code	Instructional Hours	Credits
		Core Course VIII	20PSW3CC8B	90	5

Objectives

- To inform the students about the demographic profile of children in India.
- To make the students understand the problems of children.
- To teach students about the rights of children.
- To make students aware about the policies of children.
- To update the students on laws to protect children.

Course Outcomes

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

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Understand the problems of Children.	K2
CO2.	Outline the Rights of Children	K2
CO3.	Summarize the Policies pertaining to children	K2
CO4.	Apply laws on children.	K3
CO5.	Evaluate international perspectives of child rights and child protection.	K5

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	S	M	S	M	S
CO3	S	M	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	S	S

S – Strong; M – Medium; L - Low

UNIT I (18 Hours)

Child: meaning, demographic profile of children in India. Socialisation; Vulnerability of children- poverty, child labour, trafficked children, street children, Abused children, children with disability, children in institutions or homes, Neglected Children, Children of Disorganised family system; Children of commercial sex workers, children affected by HIV/AIDS, victims of calamities, victims of domestic violence - need for legislative intervention

UNIT II (18 Hours)

Child Rights : meaning, scope, origin and development of child rights in India. Constitutional Rights, National Policy on Child Labour. Comprehending child's right to life, survival and development. - Basic concepts of human rights-dignity, liberty, equality,justice, ethics and morals, meaning and significance of human rights.

UNIT III (18 Hours)

National Mechanisms and Child related policies : The National Policy for Children, 2013 National Policy for Children, 1974, National Policy On Education, 1986, National Policy on Child Labour, 1987, National Nutrition Policy, National Health Policy, 2002. National commission for Protection of Child Rights (NCPCR) Child Line.

UNIT IV (18 Hours)

Child and Law : Right of Children to Free and Compulsory EducationAct,2009, Young Person's (Harmful Publication) Act, 1956. Commission for Protection of child Rights Act, 2005,Prohibition of child marriage Act,2006, The prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act,1994.Legalprotectionto children in various occupations-Factories Act1948, Mines Act, Children(Pledging of Labour Act)1933, Child Labour (Prohibition and Regulation)Rules,1988, Employment of Children Act,1938; shops and Commercial Establishment Acts. Juvenile Justice (Care and Protection of Children) Act,2000, POCSO Act,2012.

UNIT V (18 Hours)

International Perspective: Millennium development goals in relevance to children, United Nation's Convention on the Rights of Child 1989.Internationalmechanisms for the welfare ofchildren-SAARC, AHRC, ASEAN, European Union and Child   Rights.UNICEF-Evolution,Objectives, Programmes, Achievements in India. ILO-In   the context of Children.

References
1. Bajpai, Asha.(2006). *Child Rights in India: Law, Policy, and Practice.* India. New Delhi:Oxford.
2. Basu, Durga Das. (1994). Human Rights in Constitutional law. New Delhi: PrenticeHall
3. Baxi,Upendra.(2002). Future of Human Rights. New Delhi:Bueren
4. Bhatia, Vinita.(2011). *Social Laws & Child Rights.* New Delhi:Alfa
5. Chowdhry, Dharam Paul.(1980). *Child welfare [and] development.* New Delhi: AtmaRam
6. Cocker Christine.(2011). *Advanced Social Work withChildren and Families.* New Delhi: LearningMatters.

7. Devi, Laxmi.(1998). *Child and family welfare.* Egully.Com
8. Gathia, Joseph Anthony.(1999). *Child prostitution in India.* NewDelhi:Concept PublishingCompany
9. Gupta D.N. and Singh. (2001). Human Rights and Freedom of Conscience:Some suggestions for its Development and Application. New Delhi:Chandrachur.
10. Misra, Rabi Narayan.(2003). *Child Labour in Hazardous Sectors.* NewDelhi:Discovery PublishingHouse.
11. Peter, S.E.(1994). Human Rights: Perspective and Challenges. New Delhi:*Lancers Books.*
12. Sarada, D., Rajini. N.(2009). *Child Rights and Young Lives: Theoretical Issues & Empirical Studies.* New Delhi: DiscoveryIndia.
13. Shrivastave, Rekha.(2009). International Encyclopaedia of Women RightsandChildren Rights. New Delhi: AnmolPublications.
14. Tandon, R.K. & Sudarshan, K.N.(1998). *Directory& Handbook on Children.*NewDelhi: Ashish.
15. Theis,Joachim. (2004). *Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific*. Sweden: Save TheChildren.
16. Upadhyaya, Shivendra. (2009). Encyclopaedia of Juvenile Rights, ChildRightsand Women Rights, volume 2. New Delhi: Anmolpublications.

17. Wal. S.(1999). *International Encyclopaedia of Child Development Priorities for 21Century.* New Delhi: Sarup and Sons

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.
Course Designer: Dr.G.Mettilda Buvaneswari

SEM III	LABOUR LAWS AND INDUSTRIAL RELATIONS	Category	Course Code	Instructional Hours	Credits
		Core Course VIII	20PSW3CCC8C	90	5

Course Objectives

- To familiarize the legislations related to regulating Working Conditions in Factories, Plantations and Mines.
- To Gain knowledge on legislations related to Employment of Children in Factories, Industrial Disputes and Protection of Women from Sexual Harassment in Workplace.
- To Understand the Wage legislations and Social Security legislations to provideWages without Exploitations and to provide social security for employees in the Industry
- To develop the knowledge on the concept of Industrial Relations,Employee AssistanceProgram and Ministry of Labour.

CourseOutcome		
CO Number	**CO Statement**	**KNOWLEDGE LEVEL**
CO1.	Interpret the labour legislations regulating work conditions and working hours in their Work Environment.	**K2**
CO2.	Develop the knowledge legislation related to employment and protect the rights of employees in the industry.	**K3**
CO3.	Analyse the legislations related to wages and social security of employees in the society.	**K4**
CO4.	Explain the concept of Industrial relations and to settle the grievances in the Industry	**K5**
CO5	Elaborate the knowledge on Social Insurance and Employment Assistance Program etc	**K6**

Mapping Course Outcome with Programme Outcome					
CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	S	M	S	S
CO2	S	M	S	M	S
CO3	S	M	S	M	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S – Strong; M – Medium; L - Low

Unit-I (20 Hrs)
Labour Legislations in India: Factories act 1948, Apprentices act 1961, Plantation labour act 1951; Indian mines act 1952, The Trade union act 1926, Tamil Nadu shops and establishment act 1947.
Unit-II (18 Hrs)
Employment Legislations: Child labour prohibition and regulation act 1986, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013**,** Industrial disputes act 1947, Industrial employment (standing orders) act 1946, Contract labour (Regulation and Abolition) act-1970.
Unit-III (18 Hrs)
Wage Legislations: Payment of wages act 1936, the Minimum wages act 1948, Payment of Bonus act 1965, the Equal remuneration act 1976.
Social Security Legislations: Employees' State Insurance act 1948; Employee's provident fund act 1952 including the pension scheme 1995; the Maternity benefit act 1961, Payment of gratuity act 1972
Unit-IV (18 Hrs)
Industrial Relations: Meaning, Objectives and Importance, Industrial harmony, Industrial peace, Industrial Democracy; Grievance Redressal, Industrial conflict, Discipline, domestic enquiry, collective bargaining-Meaning and Methods.
Unit-V (16Hrs)
Social Insurance, Social assurance, Social security, Employee Assistance programme, social welfare, National legislative bodies (Ministry of labour), ILO.

Unit-VI (Not for Examination)
Worker's education & participation.

Books for References:

S. No	Authors	Title	Publishers	Year of Publication
1	Ashdir , Vijay	Management of Industrial Relations	Kalyani Publishers	2003
2	Bhangoo, Kesar Singh	Dynamics of industrial relations	Deep & Deep Publications	1995.
3	Myers, Charles Andrew, and Subbiah Kannappan	Industrial relations in India	Asia Publishing House	1970.
4	Srivastava & Suresh C	Industrial relations and labour laws	Vikas Publishing House Pvt Ltd	2007
5	Dr.M.R.Sreenivasan	Industrial Relations and labour legislations	Margham Publications	2012
6	Arun monappa& Ranjit Nambudiri	Industrial Relations	McGraw Hill Education	2017

Pedagogy: Chalk& Talk, , Seminar, PPT Presentation, Group Discussion and Case Study.
Course Designer :Ms.S.Hema &Ms. L. Annie Sweetha

Semester III	Urban Community Development	Category	Course Code	Instructional Hours	Credits
		Core VIII	20PSW3CC8D	90	5

Course Objectives

1) To introduce the students the basic concepts, principles and approaches in Urban Community Development.

2) To develop an in-depth understanding among students about Urban Communities.

3) To provide knowledge about the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Urban Community Development.

4) To conceptualize on social structure, social relations and institutions related to Urban communities.

5) To help the students in understanding the role and contribution of Professional Social Worker in the developmental process.

Course Outcome

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

CO Number	CO statement	Knowled ge Level
CO1	Explain the basic concepts, principles and approaches in Urban Community Development.	K1
CO2	Describe the features of Urban Communities	K1
CO3	Examine the various traditional and conventional methods, strategies, policies, programmes and developmental efforts towards Urban Community Development.	K4
CO4	Explain the Social Structure, Social Relations and Institutions related to Urban communities	K2
CO5	Analyse the role and contribution of Professional Social Worker in the developmental process.	K4

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	M	S	S	S	M
CO3	S	S	M	M	S

CO4	M	M	M	M	S
CO5	S	S	M	M	S

S-Strong   M-Medium   L-Low

Syllabus

UNIT-I

Urban Communities: Types, features & Rural Urban contrast. City - Meaning & Classification. Urbanization - Trends in Urbanization process, Theories of Urbanization – Concentric Zone Model (Burgess 1920), Sector Model (Hoyt 1930), Multiple Nuclei Model (Harris & Ullman 1940), Historical formulation of Urbanization: levelofurbanizationandurbaninfrastructureinIndia,CausesandconsequencesofUrbanizationand unplanned Urban growth. Urbanism – Meaning, Characteristics. Slums – Concept, Culture of Slums and Factors contributing to slum development, consequences and issues around evictions and relocation.

UNIT II: (18 hours)

Urban poor: Identity and location, Challenges and options for the Urban poor: Housing, Migration, Drug Addiction, Family Disorganization, Divorce, Crime & Abuse, Juvenile Delinquency, Commercial Sex Work, LGBT issues and Pollution. Urban basic services for the poor, the privatization process and its impact on the urban poor and the marginalized.

UNIT III: (18 hours)

Urban Community Development: Concept, Historical Background, Approaches, Principles, Process and Methods of Urban Community Development, Urban Development Planning: features and contours, various models. Role of Community Development workers and Application of Social Work methods in Urban Development.

UNIT IV: (18 hours)

Urban Development Programmes & Administration: Urban Development Programmes in India - Five year plans and Urban Development, Urban Development Projects – I, II & III, Urban Basic Services Programmes, Nehru Rozgar Yojana, Solid Waste Management Programmes, Tamil Nadu Slum Clearance Board, Jawaharlal Nehru National Urban Renewal Mission, Swach Bharat Mission, Problems in Implementation & Role of voluntary agencies. Urban Development Agencies – National, State, Local Bodies, Structure and Functions. Urban Services and Urban Deficiencies, Nagarpalika Act (74th Amendment), functions of Urban Self Government, Housing and Urban Development Corporation (HUDCO), Role of Central Social Welfare Board, Smart Cities.

UNIT V: (18 hours)

Participation, Action and Advocacy: People's participation: Concept, importance, scope and problems.Social Action and Advocacy in Urban Development: Public Distribution Systems – Acts and Reforms, Right to

Information and Accountability. Civil society organizations and initiatives for urban community development. Case studies of best practices.

References

1. Bhargava, G. (1998). Urban Problems and Policy Perspectives. New Delhi: Abhinav Publishers.
2. Chaubey, P.K. (2004). Urban Local Bodies in India. New Delhi: Indian Institute of PublicAdministration.
3. De Souza, A. (1988). Urban Growth and Urban Planning. Political Context and People's Priorities. New Delhi: Indian Social Institute.
4. Kasambi, M. (1994). Urbanization and Urban Development in India. New Delhi: ICSSR Publication.
5. Kundu, A. (1993). In the Name of Urban Poor. New Delhi: Sage Publications.
6. Kundu, A. (2000). Inequality Mobility and Urbanisation. New Delhi: Indian council of Societal Science Research and Manak.
7. Mishra, G.K. & Narain, K. (1989). Development Programmes for Urban Poor. New Delhi: Indian Institute of PublicAdministration.
8. Nagpal, H. (1994). Modernization and Urbanisation in India .Jaipur: Rawat Publications.
9. Pernia, E.M. (1994). Urban Poverty in Asia. Hong Kong: Oxford University Press.
10. Roy, P. & Das Gupta, S. (1995). Urbanisation and Slums. New Delhi: Har-An and Publications.
11. Sandhu, R.S.(2003). Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.
12. Sharma, K. (2001). Rediscovering Dharavi. New Delhi: Penguin Publications.
13. Thakur, B. (2005). Urban and Regional Development in India: Vol I New Delhi: ConceptPublishing Company.

Online Sources

1. http://planningcommission.nic.in/hackathon/Urban_Development.pdf
2. http://wcr.unhabitat.org/wp-content/uploads/sites/16/2016/05/WCR-%20Full-Report-2016.pdf
3. http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines(1).pdf
4. https://kingcenter.stanford.edu/sites/default/files/publications/231wp.pdf

SEM III	**Social Work Practicum**	Category	Course Code	Instructional Hours	Credits
		Core Practicum III	20PSW3CC3P	90	5

Objectives

1. To expose students to various fields of Social Work Practice.
2. To enable the students to apply theoretical knowledge.
3. To help the students to equip interventions skills in area of interest.

Course Outcomes

CO Number	CO Statement	Knowledge Level
CO1.	Develop knowledge regarding the Specialized Area	K3
CO2.	Survey the numerous problems of the Clients in the specialized area.	K4
CO3.	Deduct the specific problems of the client group.	K5
CO4.	Recommend an area of a mini research study.	K6
CO5	Plan policies and programmes based on the findings of the mini research study.	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	M	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low

1. Agency placement based on their specialisations
2. The placement will be for a minimum duration of 30 field work days for two days per week/semester.
3. Importance to be given for the practice of social work methods.

Each student is expected to conduct case work with a minimum of three clients, group work with at least two groups, and organise one institutional/ community-based programme (trainees of all specialisations).

Guidelines for Medical and Psychiatric Social Work Specialisation
1. Practice of Social Case Work with at least fiveclients
2. Practice of Social Group Work with at least two groups
3. One Community based programme.

Guidelines for Family and Child Welfare Specialisation
1. Exposure to family and child welfare programmes
2. Practice of social group work with at least two groups
3. One community based programme.

Guidelines for Human Resource Management Specialisation
1. Exposure to welfare measures and programmes in industries.
2. Orientation to IR activities/Trade Union
3. Understanding of Organisation profile/Organisational Culture
4. Knowledge of labour legislations.

Guidelines for Community Development Specialisation
1. Exposure to DRDA/Panchayat Union and Panchayat administration

2. Orientation to community based surveys/PRA
3. Organise at least two need based community programmes
4. Practice of Social Work methods in Community Settings (Rural/Tribalareas)
5. Knowledge of CD programmes.

Evaluation:Internal   :   **40marks**

1.	Case Work Practice	:	10marks
2.	Group Work	:	10marks
3.	Awareness Programme	:	10marks
4.	Reporting	:	5marks
5.	Attendance for fieldwork	:	5marks

40marks

External (60 marks)

1.	Theoretical Knowledge	:	20marks
2.	Practice Skills	:	20marks
3.	Mobilising Resources	:	10marks
4.	Communication and Presentation:		10marks

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60 marks

Pedagogy: Case Presentation, Individual conference, Group Conferences, Discussions, Supervision

Course designer : Dr.G.Mettilda Buvaneswari

SEMESTER III	CORPORATE SOCIAL RESPONSIBILITY	Category	Course Code	Instructional Hours	Credits
		Elective Course IV	20PSW3EC4A	90	4

Course Objectives

1. To understand the scope and complexity of corporate social responsibility (CSR).
2. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relatesto social issues
3. To acquire skills to frame CSR policies and practices appropriate to the Indian work place

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Analyse the theoretical perspective of CSR	K1
CO2	Explain the relationship between ethics, morals and values at Workplace	K2
CO3	Formulate CSR policies	K3
CO4	Analyse the causes and evaluate CSR policy	K4
CO5	Critique the current trends and opportunities of CSR	K5

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	M	M	M	S
CO3	M	S	S	M	S
CO4	S	S	S	M	S
CO5	M	M	S	S	S

SYLLABUS

Unit I: Social Responsibility: Corporate Social Responsibility–Meaning, definition and scope of CSR–evolution of CSR – CSR, sustainability, public private partnerships, corporations' role in climate change, supply chain responsibility, stakeholder engagement, cause and social marketing, environmental responsibility, socially responsible investing, sustainability reporting.

Unit II: Stakeholders and Perspectives-interestgroupsrelatedtoCSR–modelsofCSRinIndia–businessbenefits of CSR.

Unit III: Designing a CSR policy – factors influencing CSR policy – managing CSR in an organisation – role of HR professionals in CSR–global recognitions of CSR-ISO14000-SA8000-AA1000-codes formulated by UNglobal compact – UNDP, global reporting initiative.

Unit IV: Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – case studies: lifebuoy soaps'swasthyachetna, ITC'se-choupal venture, titan industries limited, TATA power; tools for communicating CSR (skill building): social media, films and reports and developing strategic partnerships

Unit V: CSR in India: Current trends and opportunities in CSR; an overview of CSR rules under companies Act, 2013- TATA model on CSR – national CSR hub – role of social workers in CSR.

REFERENCES

Anderson, Ray (1998), Mid-Course Correction: Toward a Sustainable Enterprise: The Interface Model, New Delh, Chelsea Green Publishing Company.

Batstone, David (2003,) Saving the Corporate Soul, and Who Knows, Maybe your Own, San Francisso, California, United States, Jossey-Bass Publisher

Benn & Bolton (2001), Key concepts in corporate social responsibility, Australia, Sage Publications Ltd

Bradshaw, T. and D. Vogel (1981), Corporations and their critics: Issues and answers to the problems of corporate social responsibility, New York, McGraw Hill Book Company

Brummer, J.J, 91991), Corporate Responsibility and Legitimacy: An interdisciplinary analysis, Unites States, Greenwood press.

Pedagogy: Chalk& Talk, lecture, Seminar, PPT, Group Discussion and Case Study.
Course Designer: Ms. L. Annie Sweetha

Semester III	Life Skills and Soft Skills for Social Workers	Category	Course Code	Instructional Hours	Credits
		Elective Course IV	20PSW3EC4B	90	5

Objectives

1. To learn to communicate effectively, vocally, in writing and in presentation format.
2. To develop skills in working with different groups.
3. To gain knowledge of life skills.
4. To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	Demonstrate presentation skills	K2
CO2.	Explain life skills	K2
CO3.	Articulate public addressing	K2
CO4.	Utilize soft skills	K3
CO5.	Build effective relationships with the clients	K4

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	M	M	M	S
CO3	M	S	S	M	S
CO4	S	S	S	M	S
CO5	M	M	S	S	S

S – Strong; M – Medium; L – Low

UNIT I (18 Hours)
Presentation skills: listening centered message, knowing about the listeners messages, over coming anxiety, persuasive strategies, structuring the presentation, effective use of visual aids, verbal and non verbal communication. Basic forms of writing, styles and contents, formal correspondence.

UNIT II (18 Hours)
Life skills: Self awareness,self esteem, assertiveness, coping with anger, fear, anxiety, stress,hurt and depression, sensitivity, empathy and support, creative thinking, time management, decision making, understanding defense mechanisms, positive thinking, enhancing capacity to love, be happy and enjoy.

UNIT III (18 Hours)
Soft- Skills: Communication, commitment, conflict resolution, civic and traffic sense, emotional competence, listening skills, nonverbal communication, skills in dealing with selected groups.

UNIT IV (18 Hours)
Building effective relationships: Building rapport, nurturing friendship. Personal communication skills: Self-disclosure, feedback. Conflict management skill: negotiating; resolving disagreement, Team work and synergy skills: creating groups energy in pursuing collective goals, Open-minded ideas, Team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change, and innovation.

UNIT V (18 Hours)
Practicum: Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, role-play evaluation.

References

1. Hargie, Saunders, C & Dickson, D.(1994). Social Skills in InterpersonalCommunication.London: Routledge.
2. Lama, Dalai & Cutler, H.C.(1998). TheArt of Happiness: A Handbook for Living. London:Coronet Books
3. McCarthy, Pasty & Hatcher, Caroline .(2002). Presentation Skills: The essential guide for students. New Delhi: SAGEPublications
4. Thompson, Neil .(1996). People Skills. London:Macmillan

Pedagogy: Lectures, Group discussion, PPT presentation, Case study and seminars.
Course Designer: Dr.G.Mettilda Buvaneswari

Specialization III: Medical &Psychiatric Social Work

Semester IV	PSYCHIATRIC SOCIAL WORK	Category	Course Code	Instructional Hours	Credits
		Core Course IX	20PSW4CC9A	75	5

Preamble

The purpose of this course is to introduce the concept of psychiatric social work, types of Psychiatric disorders, therapies used in treatment and various other issues covered under it.

Course Outcome

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

CO NO	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Outline the concepts of psychiatry	K2
CO2	Apply the Methods of social work in Psychiatry	K3
CO3	Classify psychiatric illness and disorders	K4
CO4	Evaluate therapeutic interventions	K5
CO5	Elaborate the roles and functions ofsocial worker in psychiatricsettings	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	S	S	S	S	S
CO3	S	M	M	S	S
CO4	S	S	S	M	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low

Syllabus

Unit I (15 Hours)

Psychiatric Social Work: definition and concept, historical development in India and abroad; current status as a field of specialisation.; case work, group work, and community organisation in the psychiatric services; limitations and difficulties faced in psychiatric social work practice; psychiatric epidemiologist in India.

Unit II (15 Hours)

Historical development of Psychiatry as a Field of Specialisation: attitudes and beliefs pertaining to mentalillness in ancient, medieval and modern times; concepts of normality, abnormality and mental health;classification of mental illness: Diagnostic Statistical Manual (DSM) ; international classification of diseases (ICD);psychiatricassessment:interviewing,casehistorytaking;sourcesofintake,mentalstatusexamination; formulation of psychosocial diagnosis.

Unit III (15 Hours)

Psychiatric Illness: neuroses, psychoses, organic and functional, culture bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence; mental handicap: definition, classification, clinical types and causes, cerebral palsy: clinical types, causes, associated disabilities; epilepsy: definition, types, causes, management; ageing: biological, social and psychological problems; suicide: causes, indications, prevention; childhood disorders: behaviour disorders; eating, elimination, sleep and speech disorders; childhood psychoses: autism, schizophrenia; scholastic backwardness: symptoms, causes and management; attention deficit disorders.

Unit IV (15 Hours)

Therapeutic Intervention in Psychiatric Illness: psycho education, cognitive therapy, group psychotherapy, family therapy, marital therapy: scope and types; behaviour therapy: principles and techniques, ECT, chemotherapy, psychosurgery and mega vitamin therapy; occupational therapy (purpose and concept).

Unit V (15 Hours)

Scope of Psychiatric Social Work practice: Roles and functions of a psychiatric social worker with regards to the problems of patients and their families in:

Psychiatric OPD'S; Psychiatric specialty clinics ; de-addiction centres; child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilization, reintegration of the patient in the family and community; principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work. Concepts of : therapeutic community, partial hospitalisation, day care centres, halfway homes, sheltered workshop and transitory homes; National mental health programme;

District mental health programme.

Practical (Not for Examination)- Observation of family therapy, Behaviour Therapy, ECT. Discussion with the Field Experts.

References:

- Carson, Robert C., James N. Butcher, and James C. Coleman.. Scott, (1988), *Abnormal psychology and modern life* Foresman & Co.
- Denzin, Norman K. (1987) Treating *alcoholism: An alcoholics anonymous approach*. Vol. 46. Sage Publications, Inc,.
- Dickerson, Martha Ufford. (1981) *Social work practice with the mentally retarded*. Free Press. Hudson, Barbara L., and Raghu N. Gaind. *Current Themes in Psychiatry*. Macmillan, (1978). John Wiley & Sons, .
- Kraepelin, Emil. (1990) *Psychiatry: A Textbook for Students and Physicians. General Psychiatry*. Ed.Jacques M. Quen. Science History Publications,.
- Paul, Gordon L., and Robert J. Lentz. (1977) *Psychosocial treatment of chronic mental patients: Milieu versus social-learning programs*. Harvard University Press,
- Verma, Ratna. (1992) *Psychiatric social work in India*. SAGE Publications Pvt. Limited,.
- Walrond-Skinner, Sue, ed. (1981).*Developments in family therapy: Theories and applications since 1948*. Routledge.

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

Course Designer: Dr.S.Vidhya

Specialization III: FAMILY & CHILD WELFARE

SEM IV	WELFARE OF THE YOUTH AND AGED	Category	Course Code	Instructional Hours	Credits
		Core Course IX	20PSW4CC9B	75	5

Preamble

To highlight the issue of welfare of the youth and aged.

Course Outcomes		
CO Number	**CO Statement**	**KNOWLEDGE LEVEL**
CO1	Define the concepts and problems of youth	K2
CO2	Illustrate youth movement in India & youth welfare.	K2
CO3	Identify the problems involving in the process of ageing.	K3
CO4	Discuss the issues of aged	K4
CO5	Evaluate the programs and services for aged	K5
CO6	Analyse the new strategies and plans for Social work with Aged	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	S	S	S	S
CO2	S	M	S	S	S
CO3	S	S	S	S	S
CO5	S	S	S	S	S
CO6	S	S	S	S	S

S – Strong; M – Medium; L – Low

Syllabus

Unit I (15 hours)

Youth: concept, demographic profile of rural and urban youth; youth in Indian society; process of socialisation of Indian youth. **youth as special category**: basic needs of youth: problems of youth inrelation to family life, social relations, education, recreation, employment, sex, marriage and politicalstatus.

Unit II (15 hours)

Youth Movement in India: YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India, ideologies of youth movements and its role in nation building. youth unrest, need for youth policy in India; **youth work**: concept, objectives, training programmes for youth in tribal, rural and urban areas.

Unit III (15 hours)

YouthWelfare: Definition,scope and evolution of youth welfare programmes in India. **Services for student youth**: education, physical education, sports, recreation, vocational guidance, youth services, Bharath Scouts andGuides, National Services Scheme, National Cadet Corps, youth festivals and youth camp. **Student Counselling**; needs and services for non-student youth; non-formal education for school drop outs. Youth welfare programmes under government and voluntary agencies.

Unit IV (15 hours)

Aged: definition, types, Demographic profile of aging population in rural and urban area. **Gerontology:**

theories of aging; dimensions of aging; changing status of the aged in Indian society; problems of the aged-health, family, social relation and employment; perspective on the population of aging in India; retirement as a social and economic event.

Unit V (15 hours)

a. Services for the aged: Geriatric services in India; family social work with the aged; social welfare services for the aged; old age social security measures in India; Rehabilitation and community linkage programme; national and international agencies for aged welfare,policies.
b. Practice (Not for examination) Visit a youth club and write report on their activities. Conduct a mini research study on quality of life among Elderly.

References:

Durgadutt,M.V.(1993). *Youth Culture: A Comparative Study in the Indian Context.*South Asia Books.

Gill, J. (2009).*Youth.* UK: Polity Press.

Mary,K.J. (Etd.) (2007).*Understanding Youth: Perspectives, Identities and Practices*. London: Sage Publication.

Kumar, R.(1986). *Problems, Planning and Development of Youth Health* .New Delhi:Deep and Deep.

Muttagi, P. K..(1997). *Aging issues and old age care*. New Delhi:Classical Publishing Company.

Nair, P. S et al.(1989). *Indian Youth: A Profile*. New Delhi :Mittal Publications.

D'Souza,P.R. (2009). *Indian Youth in a transforming world.* New Delhi: SAGE Publication.

Hamilton,S. (2004). *The Youth Development Handbook.* New Delhi: SAGE Publication.

Jason,W ., Jean,H.(2009). *Theory and Policy for Practice*. New Delhi: Sage Publications.

Pedagogy: Chalk& Talk, lecture, Seminar, E Content, E Quiz, Group Discussion , Case Study , moodle,Google classroom & Google meet.
Course Designer: Dr.O.Aisha Manju

Specialization III: HUMAN RESOURCE MANAGEMENT

SEM-IV	ORGANISATIONAL BEHAVIOUR	Category	Course Code	Instructional HRS	Credits
		Core Course IX	20PSW4CC9C	75	5

Preamble

Organisational behaviour focuses on developing an understanding of the Individuals and group level factors that influence employee attitudes and behavior at work.

CourseOutcome

On the Successful completion of this course, Students will able to

CO	CO Statement	Knowledge Level
CO1.	Explain the concept of organizational behaviour and how the Individual Behaviour influenced by Personality, learning, attitude and perception	K2
CO2.	Interpret the group behaviour and in the aspect of Motivation and decision Making	K2
CO3.	Examine the dynamics of organization behaviour in the aspect of Culture, Climate and Conflicts	K4
CO4.	Assess the concept of Organisational change and practices of Organizational Development and its intervention techniques	K5
CO5	Combine the trends in OB practices	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	S	M
CO3	S	S	M	M	S
CO4	M	M	M	M	S
CO5	S	S	M	M	S

S-Strong   M-Medium   L-Low

Unit-I (15Hrs)

Organizational Behaviour : Definition, History ,Need and Characteristics and Importance of organisational behaviour – Models; individual behaviour : personality–types–factors influencing personality– theories; Learning: learning process – learning theories – organisational behaviour modification; attitude:characteristics – components – formation; Perception: importance – factors influencing perception;

Unit-II (15 Hrs)

Group Behaviour: Meaning and Nature of groups–group formation–groups in Organisations – stages of group development ,Determinants of group behaviour, Decision making – meaning and Techniques, Communication ,Team work and Teambuilding, Motivation – Importance – Theories and Effects on Work Behaviour.

Unit-III (15Hrs)

Dynamics of Organisational Behaviour: Concept of organisational culture and organizational climate – factors affecting organisational climate, Leadership – Meaning – Importance – Leadership styles – Theories –Power and politics.
Organizational Conflict: Concepts, Causes and Types, Conflict-resolution strategies.

Unit-IV (15 Hrs)

Organizational Change and Development: Organisational change – importance– Change process – Resistance to change – Managing change; concept, Characteristics – objectives process/phases, theory and practice, OD intervention technique: Sensitivity training-Meaning, features and Methods, Quality circle.

Unit-V (15 Hrs)

Trends in OB Practices: Just in Time(JIT),5S model, Six Sigma, Lean Management,TotalProductiveManagement,TotalQualityManagement,Kaizen and Suggestion schemes and Relevance of OB in social work.

 (Note: Not for Examination)
  Organisational effectiveness – perspective and application of transactional anaysis and Johari Window, Kinesics.

Books for References:

➢ Aswathappa.K. (2010). Organisational Behaviour.Himalaya Publishing House PvtLtd.

➢ Baron, Robert A. and Greenberg Jerald. (2008) Behavior inorganizations. New Jersey: Pearson India Education Services PvtLtd.

➢ Robbins, Stephen P.and Tim.Judge (2019). Essentials of Organization Behaviour.PearsonIndia Education Services PvtLtd.

➢ Newstrom, J.W. (2014) Organizational Behaviour: Human Behavior at Work. McGraw-Hill Publications Ltd.

➢ Khanka S. S. (2000). Organisational Behaviour.S.Chand Publications PvtLtd.

➢ Fred Luthans, (2000). Organizational Behaviour. Singapore: McGraw HillLtd.

➢ Prasad L.M. (2014). Organisational Behaviour .Sultan Chand & Sons Publications PvtLtd.

➢ Inder Jeet and Suman Solanki. (2017).Organisational Behaviour (CBCS).Taxmann Publication PvtLtd.

Pedagogy: Chalk& Talk, lecture, Seminar, E Content, E Quiz, Group Discussion and Case Study.
Course Designer: Ms.S.Hema

Specialization III: COMMUNITY DEVELOPMENT

SEM -IV	DEVELOPMENT PLANNING, POLICY AND PRACTICE	Category	Course Code	Instructional Hours	Credits
		Core Course IX	20PSW4CC9D	75	5

The course will familiarize the students with the basic concepts of Development, its intricacies and processes of planning, policy making, and implementation.

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Describe the conceptual understanding of Development	K1
CO2	Discuss on needs of Policy Analyst, Planners and Practitioners in understanding the intricacies and processes of policy making.	K4
CO3	Classify the need and importance of multi-level planning and implementation	K4
CO4	Develop students with integrated policy making, planning and practice related skills.	K6
CO5	Evaluate experiences and contextualize the learning of India in a student Perspective	K5

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	S	M
CO3	S	S	M	M	S
CO4	M	M	M	M	S
CO5	S	S	M	M	S

S-Strong   M-Medium   L-Low

UNIT I: FOUNDATIONS AND PERSPECTIVES OF DEVELOPMENT

Development – Concept, Features, Theory, Approaches, India's Development experience. Basic concepts: Political Economy, State, Democracy and Polity. Decentralized Governance and Planning: Concept and features.

UNIT II: DEVELOPMENT PLANNING

Development Planning – Concept & Features, Micro Level planning at the Local, Town, City, and District. Challenges & International Perspective of Development Planning.

UNIT III: DEVELOPMENT POLICY & PRACTICE

Development Policy & Practice – Concept & Features, Process of Policy making, Development Policies related to agriculture, industry, employment, welfare &environment.

UNIT IV: RURAL & ECONOMIC DEVELOPMENT POLICIES IN INDIA

Rural Development Policies: History, Concept & its types - Land & Agricultural Policy, Health Policy, Employment Policy and Rural Institutions Policy.

Economic Development Policies: History, Concept, Origin & its types - Industrial Policy, Trade Policy, Monetary Policy, Fiscal Policy and International Trade Policy,

UNIT V: SKILLS & TOOLS FOR DEVELOPMENT PLANNING, POLICY AND PRACTICE

Skills required: Analyzing and interpreting data and situations, Diagnosing problems and identifying relevant causal factors, Predicting and forecasting, Goal setting and identifying possible courses of action, Evaluating and comparing possible courses of action, Communicating and Implementing actions and monitoring them.

Tools: Participatory planning, Stakeholder identification, Problem Tree analysis, Strategy development, Community Action Plan (CAP), Logical Framework Approach (LFA), Project proposal writing and implementation.

 (Not for Exam)

Discussion of Case studies on the implications of Rural and Economic Development Policies on its masses. Visiting an NGO working in Rural setting and understanding Micro level planning – process, advantages and disadvantages.

REFERENCES:

1) Saeed, K. (2016). Development Planning and Policy Design: A System Dynamics Approach(Kindle Edition)

2) Kulshrestha (2012). Urban and Regional Planning in India: A Handbook for Professional Practice,SAGE India; First edition

3) Nath, V (2010). Economic Development and Planning in India Hardcover. Concept Publishing & Co.

4) Dale, R. (2004). Development Planning: Concepts and Tools for Planners, Managers andFacilitators, ZED Publishers.

5) Sukhamoy,C (1998). Development Planning: The Indian Experience, OUP India Publisher.

Online Sources:

1) https://www.orfonline.org/wp-content/uploads/2018/07/70_Policies.pdf

2) https://www.jnu.ac.in/sites/default/files/u63/12A%20Review%20of%20Urban%20%28Lalit%20Batra%29. pdf

3) http://www.economicsdiscussion.net/economic-policies/economic-policies-top10-economic-policies-followed-in-

india/9914http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P001729/M021647/ET/1 501588996Module-25_e-Text.pdf

Pedagogy: Seminar, PPT Presentation, Brain storming, Group Discussion and Case

Study.

Course Designers: Dr Kanaga and Dr .T.Amirtha Mary

SEM IV	SOCIAL WORK PRACTICUM	Category	Course Code	Instructional hours	Credits
		Core course IV	20PSW4CC4P	75	5

Preamble

Concurrent field work in specialisation helps the students to equip interventions skills in area of interest

Course Outcomes		
CO Number	CO Statement	KNOWLEDGE LEVEL
CO1.	Develop knowledge regarding the Specialized Area	K3
CO2.	Survey the numerous problems of the Clients in the specialized area.	K4
CO3.	Deduct the specific problems of the Client Group.	K5
CO4.	Recommend an area of a Mini Research study.	K6
CO5	Plan policies and programmes based on the findings of the Mini Research study.	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	M	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong, M-Medium, L-Low

- Agency placement based on their specializations
- The placement will be for a minimum duration of 21 field work days/ semester and two days per week
- Importance to be given for the practice of social work methods.
- Each student is expected to conduct case work with a minimum of three clients, group work with atleast two groups, and organise one institutional/ community based programme (trainees of all specialisations).

Guidelines for Medical and Psychiatric Social Work Specialisation

1. Practice of Social Case Work with at least fiveclients
2. Practice of Social Group Work with at least two groups
3. One Community based programme.

Guidelines for Family & Child Welfare Specialisation

1. Exposure to family and child welfare programmes
2. Practice of social work methods – practice of social case work with at leastthreeclients
3. Practice of social group work with at least two groups
4. One community based programme.

Guidelines for HRM Specialisation

1. Exposure to welfare measures and programmes in Industries.
2. Orientation to IR activities/Trade Union
3. Understanding of Organisation profile/Organisational Culture
4. Knowledge of labour legislations.

Guidelines for Community Development Specialisation

1. Exposure to DRDA/Panchayat Union and Panchayat administration
2. Orientation to community based surveys/PRA
3. Organise two need based communityprogrammes
4. Practice of Social Work methods in Community Settings (Rural/Urban Slum/Tribal areas)
5. Knowledge of CD programmes.

Evaluation
Internal (40Marks)

1. Application of SocialWork
   MethodsandSkills   -   20Marks

2. Reporting   -10Marks
3. Attendance to Field work   - 10Marks
                        ----

                        40 Marks

External Evaluation (60 Marks)

1. Theoretical Knowledge   - 20Marks
2. Practice Skills   - 20Marks
3. Mobilising Resources   - 10Marks
4. Communication and
   Presentation   - 10Marks

                        60

Course Designer: Dr.G.Mettilda Buvaneswari

SEM IV	DISASTER MANAGEMENT	Category	Course Code	Instructional hours	Credits
		Elective Course V	**20PSW4EC5A**	**75**	**4**

Preamble

Disaster management is a process of pre disaster prevention, preparedness, education, and preparedness. It is importantforSocialWorkerstolearnthisastheyareinvolvedinprovidingpsychologicalassistancetosurvivors

Course Outcomes		
CO Number	**CO Statement**	**KNOWLEDGE LEVEL**
CO1.	Classify the types of disaster and its impact	K2
CO2.	Identify emergency services for Rescue and relief phases of Disaster	K3
CO3.	Discover psychological first aid for disaster survivors	K4
CO4.	Assess the impact of disaster and provide psychosocial care	K5
CO5	Formulate disaster resilience role of social workers.	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium,L-Low

Syllabus

UNIT I (15 hrs)

Disaster and its Types: Disaster: Definition, Dimensions of disaster, Hazards and Vulnerability. **Types of disaster**: **Natural and Manmade, Natural** *Water and climate related:* Floods and drainage management, droughts, cyclones, tsunami, tornadoes, hurricane, snow avalanches, heat and cold waves. *Geological related*: Earthquakes, landslides, mudflows, dam bursts. Industrial accidents, biological disasters

UNIT II (15 hrs)

Disaster Cycle-Preparedness, Mitigation, Response and Recovery**, Phases** Rescue, Relief, Rehabilitation, Rebuilding. Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire services, Panchayat Raj institutions. Psychological first aid for disaster survivors.

UNIT III(15 hrs).

Crisis management: Government response system in disasters – central, state, district, BIRMS – Basic Initial Response Management Steps. **Communication Systems During Disasters**: HAM (help all mankind) Radio Promotions, Police Wireless Network, SMS, Mobile Services, Satellite Communications; WarningSystems in Disasters.

UNIT IV(15 hrs).

Disaster Management Act 2005, Impact of disaster: Physical, social, economic, and psychological impact of disasters. Psycho social care to the disaster survivors; principles of psychosocial care; techniques of providing psychosocial care. Materialistic and Non-Materialistic Needs Support for the Disaster Survivors.

UNIT V(15 hrs).

Disaster Preparedness and Capacity building Capacity building by Government and Non-Governmental organizations, Role of Central , State Government, NGO and Role of Social Workers in Disaster Services.. National Policy on disaster management.

Practical (Not for Examination) Discussion on case studies, problems of Disaster Survivors, Government role in various Disasters rescue and Rehabilitation

REFERENCES:
Basu, Amit Ranjan, and R. Srinivasa Murthy. (2003) "Disaster and Mental Health: Revisiting Bhopal." *Economic and Political Weekly*).
Dave,A.S., Sekar,K., Bhadra,S., Rajashekar,GP, Kishore Kumar,K., Srinivasa Murthy,R.(2002) Riots: Psychosocial care for Individuals. Books for Change, Bangalore. In English and Gujarati.
Dave,A.S et.al(2002)   Riots: Psychosocial care for children surviving the riots. BooksforChange,

Bangalore.

Desai. N.G., Gupta,D.K., Joshi, P.C., Singh,R.A., Singh, T.B., Lal,M. and Kumar,A.(2002) Mental health aspects of the earthquake in Gujarat. Indian Council of Medical Research, New Delhi.

Grace, H, Sekar, K., Subhasis, B., (2005) Bharat, S. Tsunami – Psychosocial care for women. NIMHANS, Bangalore.

Kishorekumar, K.V. Chandra Sekar, C.R. Choudhury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K. & Srinivasa Murthy, R (2000) Psychosocial care for community level helpers, Bangalore, Maharashtra Institute of Mental Health. (1994). Proceedings of Symposium on the Health Consequences of the Marathwada Earthquake Disaster, Pune: Maharashtra Institute of Mental Health.

Nadkarni, V.V. (1991) Developing curriculum in the area of Disaster Management. In S. Bharat and M. Desai (Eds) Research on Families with Problems in India: Issues and implications (Volume I), Bombay: Tata Institute of Social Sciences.

Narayana R.L., Srinivasa Murthy,R., Daz P (2003) Disaster mental health in India: Monograph. American Red Cross. Indian Red Cross, New Delhi

National Institute of Mental Health and Neurosciences (1997)   Report on National workshop on Psychosocial consequences of disasters,Bangalore.

Narayana, R,. Dave,A.S., Sekar.K., Kishore Kumar,K., Srinivasa Murthy,R. (2002) Riots: Psychosocial care for Women surviving the Riots. Books for Change, Bangalore.

Pandey, B (1998) Displaced Development: Impact on open cast mining on women. New Delhi: Friedrich Ebert Stiftung (India office).

Pedagogy: Seminar, PPT Presentation, Brain storming, Group Discussion and Case Study
Course Designer: Dr.S.Vidhya

SEM IV	SOCIAL INCLUSION OF THE MARGINALISED	Category	Course Code	Instructional Hours	Credits
		Elective Course V	20PSW4EC5B	75	4

The aim of this course is to introduce students to the basic concept of marginalised and their social inclusion.

Course Outcome		
CO. No	**CO Statement**	**Knowledge Levels**
CO1	Define the concept of Marginalization	K1
CO2	Enlist the policies for protection of marginalized	K1
CO3	Describe about marginalized sections	K2
CO4	Discuss about caste and social exclusion	K2
CO6	Explain the needs of marginalized	K2
CO5	Outline the approach to Social Inclusion	K3

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	S	M
CO3	S	S	M	S	M
CO4	S	S	S	S	S
CO5	S	S	M	S	S

S-Strong, M-Medium, L-Low

Unit I (15hours)
Conceptual **understanding of Marginalization**–Meaning, Definitions, Patterns and forms of Marginalization: Sources and dimensions of Marginalization.

Unit II(15hours)
Marginalized categories- Understanding the special needs of marginalized categories: Scheduled Caste, Scheduled Tribes, Differently abled, LGBT, Minorities, Women, children, Aged, Migrants, Street dwellers, people living in slums, people living with HIV/AIDS and addicts.

Unit III (15hours)
Caste and Exclusion: Caste-meaning and characteristics- Endogamy-Occupation-Educational characteristics-Caste in contemporary India-Politics &caste. Reforming the caste system,views of Mahatma Gandhi, Narayana Guru,
E.V.R. Periyar, Jyothi Rao Phule and Dr. B.R. Ambedkar.

Unit IV (15hours)
Approach **to Social Inclusion** - Rights based Approach, Institutional Approach, Corporate approach, Constitutional provisions, contemporary policies, important legislations and programmes to protect rights of SC/ST/OBC/ DNT/NT, Minorities and women for inclusion.

Unit V (15hours)
a. Inclusive Policy: Current policies of protective discrimination, Public policies to reduce social exclusion, Constitutional safeguards, Panchayati Raj and women empowerment, Convention on the Rights of theChild, Sub-plan approach to tribal development
b. Practice(Notforexamination) ConductthreecasestudyoncasesofsocialexclusioninthecontextofIndia, write an article on Migrant issues and suggest suitable measures for their social inclusion. Prepare an e-content aboutthe indigenous tribes in TamilNadu.

References:

Beteille, Andre (1992): *The Backward Classes in Contemporary India* (Delhi: Oxford University Press).
Buvinic, M and Kacqueline M. (2005). Gender and Social Inclusion: Social Policy Perspectives from Latin America and the Caribbean. Arusha Conference, "New Frontiers of Social Policy", December 12-15.
Byrne, D. (1999) *Social Exclusion. Buckingham.* Open University Press
Charsley, S. R and G.K. Karanth (1998); *Challenging Untouchability* (Delhi: Sage)
Chaudhuri, S.N (1988).*Changing Status of Depressed Castes in Contemporary India* (Delhi: Daya Publishing House)

Chatterjee,CandSheoran,G.(2007).*VulnerablegroupsinIndia*.TheCentreforEnquiryintoHealthandAllied Themes (CEHAT),Mumbai.

Furer-H. C.V. (1991*). 'Tribes of India – the struggle for survival'*. OUP, New Delhi,

Fernadese, W. (1996). *The Emerging Dalit Identity*.Delhi: Indian Social Institute,

Hills, J. (2004*). Inequality and the State*, New York: Oxford University Press,

Hills, John, J. Le Grand and D. Piachaud, eds. (2002). *Understanding Social Exclusion.* Oxford: Oxford

University Press.

Jackson, C., (1999).*'Social Exclusion and Gender: Does One Size Fit All?'*. The European Journal of Development Research, 11(1

Kasi, E., Ziyauddin K. M. (Ed). (2009). *Dimensions of Social Exclusion: Ethnographic Explorations*. Cambridge Scholars Publishing.

Mohanty, K. (2006). *Encyclopaedias of Scheduled Tribes in India.* New Delhi
Sen, A. (2007). *Social Exclusion: Concept, Application and Scrutiny*.New Delhi: Critical Quest.
Sen, A. (1992). *Inquality Re-examined,* New Delhi: Oxford University Press.
Sen, A. (2000). *Social Exclusion: Concept, Application and Scrutiny, Social Development Papers No.1.* Asian Development Bank.

Pedagogy: e -content, Google classroom, moodle, lecture, Seminar, PPT, GroupDiscussion
Course Designer : Dr.O.Aisha Manju

SEMESTER IV	BLOCK PLACEMENT	Category	Course Code	Instructional Hours	Credits
		Core Practicum V	20PSW4CC5P	75	4

Block Placement is designed for the learner to integrate theory and practice on a continuous basis to enhance competencies of social work practice and experience self in that role.

Course Outcomes

CO Number	CO Statement	KNOWLEDGE LEVEL
CO1	Categorize various client groups and their problems.	K4
CO2..	Analyse practice skill and integrate learning.	K4
CO3.	Prioritize the immediate problems of the clients	K5
CO4.	Evaluate understanding of reality situations through involvement in day to day work.	K5
CO5.	Adapt to the role of a professional social worker.	K6

Mapping Course Outcome with Programme Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low

- The internship must be for a minimum of 26 field work days in an organisation related to the candidate'sspecialization.

- Students can adopt integrated social work practice employing appropriate method to work with individuals, group and communities. Students practice the methods of Social Work complying with the Policies of the agencies of their placement.
- Students are guided by the agency supervisor regularly and by the staff in charge virtually.
- Students send their day to today reports to their respective staff in charges through electronic media for the effective monitoring of their progression.

Evaluation

      1. Internal

Application of Social Work

   Methods and Skills   -20Marks

            Reporting   - 10Marks

   Attendance to Fieldwork   - 10Marks

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                  40 Marks

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      2. External

Agency Evaluation   - 30 Marks

VIVA-VOCE   - 30Marks

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                  60 Marks

(**Note:** Common VIVA-VOCE for concurrent field work and Block placement at the end of IV semester)

Pedagogy; Case Conference, Individual conference, Discussions

iCourse Designer : Dr.G.Mettilda Buvaneswar

SEMESTER IV	RESEARCH PROJECT WORK	Category	Course code	Instructional hours	Credits
		Research Project	**19PSW4PW**	60	4

Preamble

To engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate research strategy and developing instruments of data collection, collecting the data, processing, analysing and interpreting the data and preparing the research report.

Course Outcomes

CO2.	CO Statement	KNOWLEDGE LEVEL
CO1.	Summarise the social problems to be studied	K2
CO 2	Interpret literature Pertaining to the study	K3
CO3.	Examine Research Proposal	K4
CO4.	Evaluate findings of the study	K5
CO5	Formulate solutions and recommend for policy making	K6

Mapping Course Outcome with Programme Outcome					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S- Strong, M-Medium, L-Low

Every student in the IV Semester will complete a research project under the supervision and guidance of a faculty member on topics related to social issues and Social Work Practice. A minimum of 75 pages including Bibliography is mandatory and not exceeding 100 pages.

1. PROJECT REPORT EVALUATION (Both Internal & External)

S.No	Particulars	Marks
1	Plan of the Project	20
2	Execution of the Plan/Collection of Data/ Organisation of Materials/Hypothesis, Testing etc and Presentation of theReport	45
3	Individual Initiative	15
4	Viva Voce/Internal & External	20
	Total	100

Pedagogy : Discussions, assessment of questionnaires/Inventories etc.

Course Designer : Dr.G.Mettilda Buvaneswari