

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

Nationally Accredited with "A" Grade by NAAC

ISO 9001: 2015 Certified

TIRUCHIRAPPALLI

PG & RESEARCH DEPARTMENT OF SOCIAL WORK



SYLLABUS

**MASTER OF SOCIAL WORK
2022-2023 and onwards**

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

PG AND RESEARCH DEPARTMENT OF SOCIAL WORK

VISION

The vision of our department is to advance the personal, social, intellectual and personality of the students through social work education so as to achieve higher positions in serving the society across local and global community systems.

MISSION

- To orient the students acquire knowledge, skills and values of Social Work and develop an attitude of commitment towards social work profession.
- To train the students in the fields of Social Work by enabling the practice and application of theory through field work trainings.
- To inculcate values by means of conducting programmes through various associations attached to the department.
- To mentor the students through tutor-ward system in the department.
- To extend wider exposure to students in the field of Social Work through organizing National & International seminars, workshops, symposium etc and enable them to establish contacts with academicians, field experts, high profile personalities in different fields.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

| PEOs | Statements |
|-------|---|
| PEO 1 | LEARNING ENVIRONMENT To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields. |
| PEO 2 | ACADEMIC EXCELLENCE To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal. |
| PEO 3 | EMPLOYABILITY To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains. |
| PEO 4 | PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation |
| PEO 5 | GREEN SUSTAINABILITY To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development. |

PROGRAMME OUTCOMES FOR MSW PROGRAMME

| PO NO. | PROGRAMME OUTCOMES On completion of MSW Programmes, the students will be able to |
|---------------|---|
| PO 1 | Exhibit comprehensive knowledge in confronting the issues and challenges that arise in the society and apply in life circumstances. (Social Responsibility) |
| PO 2 | Achieve in-depth knowledge in various genres of literary texts to contribute the best for the society and to create a better world. (Exploring Success) |
| PO 3 | Perceive leadership skills through higher learning and be a visionary to achieve the target. (Professional Competence) |
| PO 4 | Identify appropriate resources required for research projects and explore novel ideas to gain real life experience through internships. (Discover Innovations) |
| PO 5 | Create a scientific attitude and aptitude to undertake research studies for higher learning and career opportunities. (Build Scientific Temperament) |

PROGRAMME SPECIFIC OUTCOMES FOR MSW PROGRAMME

| PSO NO. | PROGRAMME SPECIFIC OUTCOMES On completion of MSW Programmes, the students will be able to | POs Addressed |
|----------------|--|----------------------|
| PSO 1 | Show knowledge in professional social work and apply the principles to the needs of the Government and Non-government organizations, Industries and Community development projects. | PO1, PO2 |
| PSO 2 | Analyze the issues and problems of the vulnerable sections of the society and ensure just and human conditions for a better world. | PO2 |
| PSO 3 | Demonstrate leadership skills and professional ethics in promoting communal harmony and Nation Building. | PO3 |
| PSO 4 | Design solution initiatives for complex problems through taking up research projects paving way for policy formulation and contribution to funds of knowledge through theory building. | PO1, PO4 |
| PSO 5 | Develop scientific attitude and behaviour in approaching social issues, problems and exhibit enhanced professional competence in social work practice. | PO5 |



CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS), TRICHY-18
PG AND RESEARCH DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK
LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)
(For candidates admitted from the academic year 2022-2023 onwards)

| Semester | Course | Course Title | Course Code | Inst. Hrs. / Week | Credits | Exam | | | Total |
|--------------|---|--|-------------|-------------------|-----------|------|-------|------|------------|
| | | | | | | Hrs. | Marks | | |
| | | | | | | | Int. | Ext. | |
| I | Core Course– I (CC) | Philosophy of Social Work and Society | 22PSW1CC1 | 6 | 5 | 3 | 25 | 75 | 100 |
| | Core Course – II (CC) | Social Work Profession with Individuals and Groups | 22PSW1CC2 | 6 | 5 | 3 | 25 | 75 | 100 |
| | Core Course –III (CC) | Community Organization and Social Action | 22PSW1CC3 | 6 | 5 | 3 | 25 | 75 | 100 |
| | Core Practicum - I (CP) | Social work Practicum(p) | 22PSW1CC1P | 6 | 5 | 3 | 40 | 60 | 100 |
| | Discipline Specific Elective Course-I (DSE) | A) Human Resource Management | 22PSW1DSE1A | 6 | 3 | 3 | 25 | 75 | 100 |
| | | B) Management of Organizations | 22PSW1DSE1B | | | | | | |
| | | C)NGO Management | 22PSW1DSE1C | | | | | | |
| Total | | | | 30 | 23 | | | | 500 |

15 Days INTERNSHIP during Semester Holidays

| | | | | | | | | | |
|---------------------|--|---|---------------------------|-----------|-----------|---|-----|-----|------------|
| II | Core Course– IV (CC) | Social work Research and Social Statistics | 22PSW2CC4 | 6 | 5 | 3 | 25 | 75 | 100 |
| | Core Course – V (CC) | Social Welfare Administration and Social Policy | 22PSW2CC5 | 6 | 5 | 3 | 25 | 75 | 100 |
| | Core Practicum - II (CP) | Social Work Practicum (P) | 22PSW2CC2P | 6 | 5 | 3 | 40 | 60 | 100 |
| | Core Choice Course– I (CCC) | A. Counselling: Theory and Practice | 22PSW2CCC1A | 6 | 4 | 3 | 25 | 75 | 100 |
| | | B. Psychology for Social Workers | 22PSW2CCC1B | | | | | | |
| | | C. Youth and Marginalized Sections | 22PSW2CCC1C | | | | | | |
| | Discipline Specific Elective Course-II (DSE) | A. Family Social Work | 22PSW2DSE2A | 6 | 3 | 3 | 25 | 75 | 100 |
| | | B. Disaster Management | 22PSW2DSE2B | | | | | | |
| | | C. Health and Hygiene | 22PSW2DSE2C | | | | | | |
| Internship | Internship | 22PSW2INT | - | 2 | - | - | 100 | 100 | |
| Extra Credit Course | Swayam Online Course | To be fixed later | As per UGC Recommendation | | | | | | |
| Total | | | | 30 | 24 | | | | 600 |

| | | | | | | | | | |
|--|--|--|--------------|-----------|---|----|----|-----|------------|
| III | Core Course – VI (CC) | Specialization –I Public Health | 22PSW3CC6A | 6 | 5 | 3 | 25 | 75 | 100 |
| | | Women welfare and Health | 22PSW3CC6B | | | | | | |
| | | Human Resource Development | 22PSW3CC6C | | | | | | |
| | | Rural and Tribal Community Development | 22PSW3CC6D | | | | | | |
| | Core Course–VII (CC) | Specialization –II Medical Social work | 22PSW3CC7A | 6 | 5 | 3 | 25 | 75 | 100 |
| | | Child Rights and Child Protection | 22PSW3CC7B | | | | | | |
| | | Labour laws and Industrial Relations | 22PSW3CC7C | | | | | | |
| | | Urban Community Development | 22PSW3CC7D | | | | | | |
| | Core Practicum – III (CP) | Social Work Practicum(P) | 22PSW3CC3P | 6 | 5 | 3 | 40 | 60 | 100 |
| | Core Choice Course–II (CC) | Cyber Security | 22PGCS3CCC2A | 5 | 4 | 3 | 25 | 75 | 100 |
| Life Skills and Soft skills for Social Workers | | 22PSW3CCC2B | | | | | | | |
| Corporate Social Responsibility | | 22PSW3CCC2C | | | | | | | |
| Discipline Specific Elective Course-III (DSE) | Social Work for Competitive Examinations | 22PSW3DSE3A | 4 | 3 | 3 | 25 | 75 | 100 | |
| | Computer Skills for Social Workers | 22PSW3DSE3B | | | | | | | |
| | Environmental Social Work | 22PSW3DSE3C | | | | | | | |
| Generic Elective Course -I (GEC) | Indian Social Problems | 22PSW3GEC1 | 3 | 2 | 3 | 25 | 75 | 100 | |
| Extra Credit Course | Swayam online Course | To be Fixed Later | | | | | | | |
| Total | | | 30 | 24 | | | | | 600 |

SEMESTER-IV

| Semester | Course | Course Title | Course Code | Inst. Hrs. / week | Credits | Exam | | | | |
|-------------------------|----------------------------------|-------------------------------|-------------|-------------------|---------|----------------------------------|----------|----------|-------|-----|
| | | | | | | Hrs | Internal | External | Total | |
| IV | Core Practicum-IV (CP) | Social Work Practicum (P) | 22PSW4CC4P | 6 | 5 | 3 | 40 | 60 | 100 | |
| | Core Practicum -V (CP) | Block Placement (P) | 22PSW4CC5P | 6 | 5 | 3 | 40 | 60 | 100 | |
| | Core Choice Course– III (CCC) | Specialization III | | 22PSW4CCC3A | 6 | 4 | 3 | 25 | 75 | 100 |
| | | Psychiatric social work | | 22PSW4CCC3B | | | | | | |
| | | Welfare of the youth and Aged | | 22PSW4CCC3C | | | | | | |
| | | Organisational Behaviour | | 22PSW4CCC3D | | | | | | |
| | Generic Elective Course-II (GEC) | Women Development | 22PSW4GEC2 | 3 | 2 | 3 | 25 | 75 | 100 | |
| Research Project | Research Project Work | 22PSW4PW | 9 | 5 | 3 | Evaluation 80 Viva 20 | | 100 | | |

| | | | | |
|--------------------|--|-----------------|---------------------|--------------------------|
| Semester I | Internal Marks: 25 | | | External Marks:75 |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours / Week | CREDITS |
| 22PSW1CC1 | PHILOSOPHY OF SOCIAL WORK AND SOCIETY | CORE | 6 | 5 |

COURSE OBJECTIVES

- To introduce the history and ideologies concerning Social Work
- To understand fundamental objectives of social work profession, its values, and ethics as linked to contemporary ideology for social change.

Prerequisites

Basic understanding on society and on social work profession

Course Outcome and Cognitive Level Mapping

| CO NO | CO Statement | Cognitive Level |
|--------------|---|------------------------|
| | On Successful Completion of the course, the students will be able to | |
| CO1 | Remember and understand the history of Social Work, basic concepts in social work and society and social problems | K1, K2, |
| CO2 | Apply the primary and secondary methods of social work | K3 |
| CO3 | Analyse the principles of social work and tools and techniques in social work | K1, K2, K3, K4, K5, K6 |
| CO4 | Explain the voluntary social work and professional social work | K1, K2, K3, K5, K6 |
| CO5 | Elaborate on the distinctiveness of Social Work as a Profession and professional membership | K1, K2, K3, K4, K5, K6 |

Mapping of CO with PO and PSO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |

“1”-Slight (Low) correlation, “2”-Moderate (Medium) Correlation

“3”-Substantial (high) Correlation, “-”-Indicates there is no Correlation

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|------------------------|
| I | 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. | 18 | CO1, CO2, CO3, CO4 | K1, K2, K3, K4, K5 |
| II | Social Work as a Profession: Nature and scope, objectives; philosophy and principles, functions, values and ethics. Social work education and profession, professional values, training; skills, tools and techniques, professional social work and voluntary social work. National and International Professional Organizations in Social Work: NAPSWI, INPSW, NASW, IASW. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Methods of Social Work: Social case work – social group work – community organisation – social work research – social welfare administration – social action. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | Concepts of Society: Community, association, institution, social groups, culture and its elements, social stratification, social processes, social change – social movements and social control. concept of urbanisation, industrialisation, modernisation – social disorganization. | 18 | CO1, CO2, CO3, CO4 | K1, K2, K3, K4, K5 |

| | | | | |
|----|--|----|-------------------------|------------------------|
| V | Social Problems: Poverty, Over-population, Unemployment, Corruption, Dowry, Suicide, Drug abuse, Juvenile Delinquency, alcoholism, HIV/AIDS, problems of women, children and aged, Persons with Disabilities, and LGBT. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| VI | Unit VI: Self study for Enrichment (Not included for End Semester Examinations) Learners should prepare an assignment on Social Reform movements in India- its impacts on Social Work profession. Learners should find out the procedures for membership in NAPSWI , INPSW .NASW and IASW). Students can collect details about each field by pay a visit to the organisations. students can prepare a e contents on the social institutions). Students can collect details regarding social problems and can collect data from secondary sources like Newspapers, Research documents, Government websites etc. | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Text Books

- 1.Singh.K.K.(2010). Singh .R.S.An Introduction To Social Work.New Delhi: Penguin Books Ltd
2. P D Misra .(1994). Social Work Philosophy and Methods.New Delhi:Inter India Publications.

Reference Books

1. Bhattacharya, S. (2008). Social work – An Integrated Approach, New Delhi: Deep & Deep publication Pvt.ltd.
2. Bhusan, Vidya & Sachdev (2006). An Introduction to Sociology.Allahabad:Kitab Mahal.
3. Mishra, P D. 1994.,.Social Work Philosophy & Methods. New Delhi :Inter India Publications

4. Nitesh Dhawan (2011). Social Work Perspectives, Philosophy and Methods. Lucknow: Bharat Book Centre.
5. Otta, B.M. (2014). Social work theory and Practice, New Delhi: S.K Book Agency.
6. Patel A.K. and Dubey M.V. (2010). Methods of Social Work, New Delhi: Crescent Publishing Corporation .
7. Rathod, S. (2013). Skill training for Social Workers, Jaipur : Yking Books .
8. Rao, S. C.N. (2015). Indian Social Problems- A Sociological Perspectives, New Delhi : S.Chand & company Pvt Ltd.
9. Sharma, R.K. (2013). Social problems and Welfare, U.P: Atlantic publishers and distributors(p) ltd .
10. Sen S.K. (2007). Social work practices, Jaipur., India: Book Enclave.
11. Singh, K.K., & Singh, S.R. (2011). Social work and Family intervention. New Delhi : Abd Publishers.
12. Tanuja, S. Tridevims and Natarajan, R. (2014). Future of Social Work, Arunachal Pradesh: Jnanda Prakashan (P&D) .
13. Verma, S. (2014). Social work and Social Welfare, New Delhi : Avon Publications.
14. Yogesh Atal (2006). Changing Indian Society, Jaipur.: Rawat Publication.

Web References

1. Historical development of social work
https://kkhsou.ac.in/eslm/E-SLM_Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3_-_with_changes_incorporated.pmd.pdf
2. History of Social Work profession in India : Subject Social Work <https://epgp.inflibnet.ac.in>
3. Origin & Growth of Social Work Profession, <https://youtu.be/06hfW8I-p34>
4. Introduction To Social Work <https://youtu.be/LtaCmORiP9A>
5. A Brief History of Social Work <https://youtu.be/yeqbxwDheJI>
6. Professional social work: nature, scope, goals and functions
<https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf>
7. Social Work Methods <https://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>
8. Introduction to sociology https://rgu.ac.in/wp-content/uploads/2021/02/Download_636.pdf
9. Society, Social Institutions and Social Problems
<https://egyankosh.ac.in/bitstream/123456789/71869/1/Block-4.pdf>

Pedagogy

Chalk & Talk, Seminar & Assignments, Group Discussion, Case Study, e-content, Google classroom

Course Designer: Dr.O.Aisha Manju

| | | | | |
|--------------------|---|--------------------------|------------------|----------------|
| Semester I | Internal Marks:25 | External Marks:75 | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
| 22PSW1CC2 | SOCIAL WORK PROFESSION WITH INDIVIDUALS AND GROUPS | CORE | 6 | 5 |

Course Objective

To acquire complex skills of working with individuals and families in various situations and settings.

Prerequisites:

Basic knowledge in dealing with individuals & Groups

Course Outcomes and Cognitive Level Mapping

| CO Number | CO Statement | Cognitive Level |
|------------------|---|------------------------|
| CO1 | Define, Identify Knowledge in dealing with Individuals & Groups and basic concepts of case work and Group work | K1, K2 |
| CO2 | Demonstrate the characteristics of caseworker client relationship and concepts of programme planning Understand the case work Process and group work process | K3 |
| CO3 | Apply the principles, skills and techniques of case work and Group work | K4 |
| CO4 | Evaluate the role of Case worker and Group Worker in different Settings | K5 |
| CO5 | Plan, construct the Application of case Work & group work method in different settings | K6 |

Mapping of CO with PO and PSO

| Cos | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 1 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 1 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 1 |

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|---------------------------------|---------------------------|
| I | <p>Case Work:</p> <p>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.</p> <p>Case Worker-Client Relationship:</p> <p>Meaning and its Importance. Characteristics of Professional Relationship: Empathy, Transference and Counter Transference, Resistance, Sustaining the Relationship, Genuineness, Unconditional Positive regard and Self Disclosure.</p> | 18 | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4,K5 ,K6 |
| II | <p>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. Approaches to Practice: Psychosocial, problem solving, crisis intervention; behavior modification, functional and development of an eclectic model for practice</p> | 18 | CO1 CO2 CO3 CO4 CO5 | K1, K2, K3, K4, K5, K6 |
| III | <p>a. Social group work: concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social work and its relation to other methods of social work. b. Group work process: Intake and study: selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of</p> | 18 | CO1 CO2 CO3 CO4 CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|----|---------------------------------|-----------------------|
| | <p>home visits, and collateral contacts. c. Assessment- preparing for group work, first meetings-interviewing, ground rules for group work meetings, group roles and responsibilities, group meetings, d. 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. e. Evaluation: steps in-group work evaluation and criteria for good group work and checklist for group work evaluation, v. Termination- reaction to termination and vi. Follow up.</p> <p>b.Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques and conditions for good supervision.</p> <p>b. Leadership in group: concepts, definition, characteristics, functions, qualities of leader, types and theories of leadership; training for leadership; sociometry and sociogram.</p> | | | |
| IV | <p>a. Programme planning: meaning and definition of programme, principles and process of programme planning and the place of agency in programme planning.</p> <p>b. Programme laboratory- values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping- planning and conducting camps; stages of group development and use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation.</p> <p>b. Models and approaches: social goal model, remedial and reciprocal model; group therapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group.</p> | 18 | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4,K5 ,K6 |

| | | | | |
|----|---|----|---------------------------------|---------------------------|
| V | Recording: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record; principles of recording, uses, and maintenance of record. Scope and practice of social case work & Social Group work, Application of Case work and Group work method in different settings; community settings, medical and psychiatric settings, family and child welfare settings and the aged homes, schools, Special Schools, correctional institutions, industries, and skills of case worker & group worker. Limitations of Social case work practice in India. | 18 | CO1 CO2 CO3 CO4 CO5 | K1, K2, K3, K4, K5, K6 |
| VI | Self study for Enrichment (Not Included for End Semester Examinations) Write down the experience of establishing relationship, (Learners to conduct 1 case work and submit report) Plan & Implement any one group work submit a detailed report, Visit any one of the settings & observe the case work & group Work and record your observation and submit a detailed report. | | CO1 CO2 CO3 CO4 CO5 | K1, K2, K3, K4, K5, K6 |

Text Book

- 1.Upadhyay.R.K.(2010). Social case work-A therapeutic Approach, Jaipur: Rawat Publication
- 2.Sanjay Bhattacharya (2003), Social work :An Integrated Approach, Deep & Deep Publications

Reference Books

- 1.Adams .R (2012).*The short guide to social work*. Rawat Publication & Vikas Publishing House.
- 2.Mathew Grace (1992).An Introduction to Social Case Work, Bombay : Tata Institute of Social Sciences
- 3.Altmaier, E. M., Hansen, J.C..(2012), The Oxford Handbook of Counseling Psychology New York: Oxford University Press.
- 4.Hamilton, Gordon (1970),The New York School of Social Work : Theory and Practice of Social Case Work London : : Columbia University Press
- 5.Hollis, Florence and Woods, Mary E.(1981).Casework – A Psychosoical Therapy New York

: Fandom House

6. Paylor.I., Measham.F., Asher.H .(2013) Social work and Drug use Jaipur : Rawat Publications
7. Glassman, Urania.(2008).Group Work: A Humanistic and Skills Building Approach, SAGE Publications
8. Konopka, Gisela (1972).Social group work: A helping process. Prentice-Hall
9. Lifton, Walter M. (1966).Working with Groups, Wiley
10. Siddiqui, H. Y (2008).Group Work: Theories and Practices Jaipur: Rawat Publications

Web References

1. <https://www.egyankosh.ac.in/bitstream/123456789/76167/1/Unit-1.pdf>
2. <https://www.socialworkin.com/2021/12/Client-case-worker-relationship-in-social-case-work.html>
3. <https://www.yourarticlelibrary.com/sociology/social-casework-processes-study-and-diagnosis/36564#:~:text=ADVERTISEMENTS%3A,rope%20woven%20of%20multiple%20strands>.
4. [https://en.wikipedia.org/wiki/Group_work#:~:text=Social%20group%20work%20is%20a,\(Marjorie%20Murphy%2C%201959\)](https://en.wikipedia.org/wiki/Group_work#:~:text=Social%20group%20work%20is%20a,(Marjorie%20Murphy%2C%201959)).
5. <https://www.slideshare.net/BimalAntony/group-work-process-23990034>
6. <https://www.youtube.com/watch?v=Yunbt4u9uWg>
7. <https://www.youtube.com/watch?v=ausahOeYOMQ>

Pedagogy

Lectures, Seminars, Case Presentations, Discussion, Observation, Role Play, E- contents

Course Designers

Dr.S.Vidhya, Ms.PL.Rani

| | | | | |
|--------------------|---|-----------------|---------------------------|----------------|
| Semester I | Internal Marks: 25 | | External Marks: 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW1CC3 | COMMUNITY ORGANIZATION AND SOCIAL ACTION | CORE | 6 | 5 |

Course Objectives

- To facilitate Communities towards self-directed change
- To justify the importance of theories, practices and approaches of Community Organization and Social action

Prerequisites:

Basic knowledge on communities.

Course Outcomes and Cognitive Level Mapping

| CO NO | CO Statements | Cognitive Level |
|--------------|--|-------------------------------|
| CO1 | Remember and understand the history of Community Organization and basic concepts of Community Organization | K1, K2, K3, K4, K5, K6 |
| CO2 | Analyze the process of Community Organization and Social Action | K1, K2, K3, K4, K5, K6 |
| CO3 | Evaluate the importance of Community Participation in Rural, Urban & Tribal Development | K1, K2, K3, K4, K5, K6 |
| CO4 | Justify the importance of theories, practices and approaches of Community Organization and Social Action | K1, K2, K3, K4, K5, K6 |
| CO5 | Develop models in Community Organization. | K1, K2, K3, K4, K5, K6 |

Mapping of CO with PSO and PO

| Cos | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 1 | 3 | 3 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 2 |
| CO3 | 3 | 1 | 1 | 2 | 1 | 3 | 3 | 3 | 1 | 3 |
| CO4 | 1 | 1 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 1 |
| CO5 | 3 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 3 | 3 |

“1”-Slight (Low) correlation,
 ”3”-Substantial (high) Correlation,

”2”-Moderate (Medium) Correlation
 ”-“-Indicates there is no Correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|-------------------------------------|-----------------------------------|
| I | Community: Meaning, Classifications, and Characteristics; Community Power Structure; Community Dynamics: Integrative and disintegrative processes in the community. Concept of Community development. Similarities and Differences between Community Development and Community Organization, History of Community Organization. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | Community Organization: Concept, definition, objectives, philosophy, approaches, principles and skills; Community Organization as method of social work; Phases Of Community Organization: Community relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation. Models of Community Organization. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Community Organisation Practice: Focus Groups; Analysis of Power Dynamics in Various Community Mobilization for Participation, Involvement in Problem solving Process, Identification of Needs, Issues, Prioritization, Problem Analysis, Selection of Alternatives, Community based Organisation Building and Federating for Sustained Problem-Solving Action. Strategies in Community Organisation; Organising Conferences, Training | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|-----------|---|-----------|-------------------------|-------------------------------|
| | programmes, Consultation, Negotiation and networking. | | | |
| IV | Application of Community Organisation: Community Organisation in different fields- Health, Education, Correctional, Rural, Urban and Tribal Communities, Vulnerable sections, Disaster, Displaced Population and Rehabilitation, Peace and Peace building, Empowerment of Marginalised Groups and communities, Practice skills, Research skills for Community Work, Various Roles of Community Organiser. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | Self study for Enrichment (Not Included for End Semester Examinations) Caste system in India, Theories of Caste system, Social Inequality & Exclusion, Patterns of Social Mobility, Leadership, and theories of Leadership, Community Participation, Community Organization as a macro method, Community work, Nature of Different Communities with their strength and weakness, Current issues in Community Organization, Gender sensitivity issues in Community Organization, Advantages of Social Action, Examples of Social Action in India and abroad. | | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Text Books:

- 1) Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
- 2) Lee, B.(2011). Pragmatics of Community Organization, Common Act.

References

- 3) Guha, A. (2013) .Community Organization and Social Action, Centrum press.
- 4) Patil, A.R (2013) Community Organisation and Development: An Indian Perspective New Delhi: PHI Learning
- 5) Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
- 6) Lee, B.(2011). Pragmatics of Community Organization, Common Act.
- 7) Christopher, A.J & William A.T (2009)Community Organisation and Social Action New Delhi: Himalaya Publishing.
- 8) Rothman. J(2001) Strategies of Community Interventions and Macro Practice(6th Ed)
- 9) Sidduque,H.Y.(1997).Working with Communities: An Introduction to Community Work, Hira Publications
- 10) Sidduque,H.Y.(1984).Social Work and Social Action, Hira Publications
- 11) Parsons, T. (1967). The Structure of Social Action, Free Press
- 12) Ross,M. G.(1955).Community Organization: Theory and Principles

Web References

- 1) <https://mgkvp.ac.in/Uploads/Lectures/32/2531.pdf>
- 2) <https://www.notesonzooology.com/ecology/communities-meaning-types-and-characteristics-zoology/4324>
- 3) <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
- 4) <https://egyankosh.ac.in/bitstream/123456789/50437/1/Block-2.pdf>
- 5) <https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/systems-advocacy-and-community-organizing/main>
- 6) http://www.govtgirlsekbalpur.com/Study_Materials/Sociology/Sociology_Sem-V_CC-11_Social_Action_and_Ideal_Types.pdf

Pedagogy

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

Course Designer

Dr.G.Kanaga

| Semester I | Internal Marks:40 | External Marks:60 | | |
|-------------|-----------------------|-------------------|--------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
| 22PSW1CC1P | SOCIAL WORK PRACTICUM | CORE | 6 | 5 |

Course Objectives

1. To give an opportunity to the students to put into practice the theory learnt in the classroom in the real life situation.
2. To expose to the students the various governmental and non-governmental organizations working for the welfare of the needy, downtrodden and vulnerable through observation visits.
3. To kindle the students' interest to learn the standard of living of Rural and Tribal people through social work camps and inspire them to develop a desire to serve them.
4. To train the students in developing various skills through taking up group projects on social issues/problems

Prerequisites

Students need to possess basic knowledge on the kind of Social Welfare organizations functioning for the needy, down trodden and vulnerable.

Course Outcome and Cognitive Level Mapping

| CO Number | CO Statement | COGNITIVE LEVELS |
|-----------|--|------------------|
| CO1 | Relate classroom learning in the field | K2 |
| CO2 | Identify different agencies of social work practice | K3 |
| CO3 | Discover emerging problems of rural, urban and tribal people | K4 |
| CO4 | Appraise means of Programme Planning | K5 |
| CO5 | Create models to work with emerging problems in the society. | K6 |

Mapping of CO and PO and PSO

| Cos | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” – Slight (Low) Correlation, “2” – Moderate (Medium) Correlation, “3” – Substantial (High) Correlation, “-” indicates there is no correlation.

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 specialisation. Suggested fields:

Health Setting: Hospitals, Psychiatric hospitals/clinics de-addiction centres, community health extension projects, district mental health programmes /projects, PHCs, 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

Community settings village visits, Corporations, municipalities, Panchayat Samitis etc.

Criminal Justice system: observation homes, jails, etc.

3. Rural /Tribal Camps provide opportunities to experience rural and tribal life, analyse rural and tribal 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 carry out, evaluate, and report the experience. It also helps the social work trainees in planning, organising, budgeting, mobilising, implementing and evaluating the projects to be implemented during the camps besides exposing 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 be 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, suicide prevention or any social problem could be considered.

Evaluation: Total Marks – 100**Internal Evaluation- 40 marks**

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

External Evaluation – 60 marks-VIVA-VOCE

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

Pedagogy

Observation visits, organizing group Projects, Planning and implementing activities in camp, Organizing community outreach programmes.

Course Designer: Dr.G.Mettilda Buvaneswari

| | | | | |
|--------------------|----------------------------------|-------------------------------------|--------------------------|----------------|
| Semester I | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | Category | Hours/Week | Credits |
| 22PSW1DSE1A | HUMAN RESOURCE MANAGEMENT | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of HRM

Prerequisites

Basic knowledge on Human Resource Management and its functions

Course Outcome and Cognitive Level Mapping

| CO Number | CO Statement | Cognitive Level |
|------------------|---|------------------------|
| | On the Successful completion of the course, students will be able to | |
| CO 1 | Recall and explain the basic concepts in Human Resource Management | K1, K2 |
| CO 2 | Apply the Various functions of Human resource management | K3 |
| CO3 | Analyse the skills involved in acquisition, maintaining and developing of Human Resources | K4 |
| CO4 | Assess the Roles of Human Resource managers in various settings | K5 |
| CO5 | Invent the new trends in the field of Human Resource management | K6 |

Mapping of CO and PO and PSO

| CO/PO | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|--------------|--------------|--------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 2 | 3 |

“1”-Slight (Low) correlation,”2”-Moderate (Medium) Correlation

”3”-Substantial (high) Correlation,”-“Indicates there is no Correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|-------------------------|-------------------------------|
| I | INTRODUCTION TO HUMAN RESOURCE MANAGEMENT: Concept, Objectives, Importance and Functions of Human Resource Management, Human Resource Development-Meaning and Objectives, Difference between HRM and HRD, Human capital management, Concepts of HR philosophy, HR policy, HR audit and HR Information Systems | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | ACQUISITION OF HUMAN RESOURCES: Human resource planning: concept, objectives, process. Job analysis: concept, purpose, methods. Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection, Employee Induction and Placement. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | EMPLOYEE WELFARE: Employee Welfare-Meaning, Objectives, Philosophy, Scope, types of employee welfare - statutory and non-statutory welfare measures and Labour welfare theories. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | MAINTENANCE OF HUMAN RESOURCES: Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Rewards: Concepts and types. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | DEVELOPMENT OF HUMAN RESOURCES: Training and Development -concept and difference between employee training and management development, Training process and methods (on the job training and off the job training). Management Development Methods. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|---|-------------------------|-------------------------------|
| VI | <p>SELF STUDY FOR ENRICHMENT (Not included for End Semester Examination)</p> <p>Green HRM, Human Resource Business Partner, Selection – concept, process and devices (application forms, employment tests, Interviews, Realistic job previews, background investigation, physical examination), Criteria for distributing rewards.</p> <p>Difference between Performance-based pay and Competence-based pay, Laws related to Welfare, Training effectiveness: Concept and Methods of evaluating training effectiveness</p> | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|----|--|---|-------------------------|-------------------------------|

Reference Books

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.
7. Charles R. Greer, (2003). Strategic Human Resource Management, Pearson Education Pvt Ltd.
8. Jeffrey .A. Mello, (2002). Strategic Human Resource Management, Thompson Learning, U.S.A.

Web References

- 1.<https://youtu.be/KXxheTQXyDw>
- 2.<https://www.youtube.com/watch?v=qWv570bxjdU>
- 3.<https://youmatter.world/en/definition/green-human-resources-management-meaning-definition/>
- 4.<https://www.youtube.com/watch?v=CLr-xaQEnkE>

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

Course Designer

Ms.S.Hema

| Semester I | Internal Marks:25 | | External Marks:75 | |
|-------------|-----------------------------|------------------------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | Category | Hours/Week | Credits |
| 22PSW1DSE1B | MANAGEMENT OF ORGANIZATIONS | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

To provide an overview of the structure and administration of an organization.

To impart necessary skills for the management of organizations.

To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

Prerequisites

Gain Knowledge on managing Organisations and Non-government organizations

Course Outcome and cognitive level mapping

| CO Number | CO Statement | Cognitive level |
|-----------|---|-----------------|
| | On the successful completion of this course, the students will be able to | |
| CO 1 | Define and Interpret the basic concepts of organisation and non-Governmental organisation | K1, K2 |
| CO 2 | Apply the various functions of management and non-governmental organisations | K3, |
| CO3 | Analyse the skills involved in governing organisations | K4 |
| CO4 | Determine the roles of social workers in managing organisations | K5 |
| CO5 | Formulate the various plans and policies to improve the functions of organisation | K6 |

Mapping of CO and PO and PSO

| CO/PO | PSO1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|-------|-------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |

“1”-Slight (Low) correlation, “2”-Moderate (Medium) Correlation

“3”-Substantial (high) Correlation, “-”-Indicates there is no Correlation

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|-------------------------|-------------------------------|
| I | <p>Basics of Organization Organization: Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization Structure. Business Organizations: Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5 |
| II | <p>Fundamentals of Management Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Controlling, Reporting and Budgeting), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Motion).</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | <p>Evolution of management Thought Concepts and Key Contributions – Classical Theory: Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber); Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (M P Follet) New Management theory: System Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | <p>Introduction to Non-Profit Organization Non-profit organization: Meaning, Objectives, Principle. History of Non-profit organizations in India. Registration of organizations as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>Management of Non-profit Organizations Project proposal –Meaning and Project proposal Writing, Fund Raising -Meaning, Importance, principles and practices and various funding agencies in India.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|---|-------------------------|-------------------------------|
| VI | Self-study for Enrichment (Not Included for End semester examination) Managerial skills: Conceptual, Technical and Human Relation Skills. Case study and role play in Classical theory and Neo-Classical theory. Various Non-Profit Organisations in Tamilnadu. Preparing project proposal by using MS-Word and MS-Excel | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|----|--|---|-------------------------|-------------------------------|

References Books

1. Samvel.C. Certo And S. Trevis Certo,(2007). Modern Management. Prentice Hall of India Pvt Ltd.
2. P. Subba Rao, (2017) Mangament and organsiation behavior (text and cases) Himalaya publishing House Pvt Ltd.
- 3.S. P. Rajagopalan, (2008). Principles of Management,, Srivari Publication
4. John R. Schermerhorn.Jr,(2005), Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A,Heredia R.A. et al.,(1979) “Industrial Organization and Management”, Himalaya Publishing House, Bombay.
6. Gupta C.B.,(1998) .“Organisation and Management” Sultan Chand &Sons, New Delhi.
7. Joseph L. Massie, (1973).“Essentials of Management”, Prentice Hall of India Ltd, New Delhi.
8. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir,(2004). “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-
9. Robin Lall ,(2004) .The Dynamics of NGO’s New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues (1983) Hand Book for the Management of Voluntary Organisation Madras, Alfa Publishers Pvt ltd.
11. Sooryamoorthy R and Gangrade K.D, (2006). NGOs in India-A cross Sectional study New Delhi: Rawat publication pvt Ltd.
12. Vetrivel Surendra ,(1999). Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri Publishers
13. Prasanna chandra projects,(2002). Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi.
14. Vasant Desai Project Management,(1997). Himalaya Publishing House Mumbai.

Web References

- 1.<https://www.youtube.com/watch?v=Ie7kjAE0aBM>
- 2.<https://www.youtube.com/watch?v=TsZukmeaewc>
- 3.<https://www.youtube.com/watch?v=d1jOwD-CTLI>
- 4.<https://www.youtube.com/watch?v=EryyxLI4IK8>
- 5.<https://www.fool.com/the-blueprint/project-proposal/>

Pedagogy

Group Discussion, Case Study, E-Content and PPT

Course Designer

Ms.S.Hema

| Semester I | Internal Marks:25 | | External Marks:75 | |
|-------------|-------------------|------------------------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW1DSE1C | NGO MANAGEMENT | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

- To facilitate the understanding towards the role of civil society organizations especially NGOs in the development of the masses.
- To justify the importance of practices and approaches in NGO Management.
- To apply the process of planning and implementation of Projects.
- To elaborate the concepts and principles of NGO management.

Prerequisites

Gain knowledge in initiating NGO and managing it.

Course Outcome and cognitive level mapping

| CO Number | CO Statement | Cognitive Level |
|-----------|---|------------------------|
| CO1 | Remember and understand the concept and history of NGOs, Project Management | K1, K2, K3, K4, K5, K6 |
| CO2 | Analyze the process of Planning and implementation of Projects | K1, K2, K3, K4, K5, K6 |
| CO3 | Evaluate the importance of skills and techniques involved in NGO Management | K1, K2, K3, K4, K5, K6 |
| CO4 | Justify the importance of practices and approaches in NGO Management | K1, K2, K3, K4, K5, K6 |
| CO5 | Formulate various strategies in the development of NGOs | K1, K2, K3, K4, K5, K6 |

Mapping of CO and PO and PSO

| CO/PO | PSO1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|-------|-------|------|------|-----|-----|-----|-----|-----|
| CO1 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 |
| CO2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| CO3 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 |
| CO4 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

“1”-Slight (Low) correlation,
 ”3”-Substantial (high) Correlation,

”2”-Moderate (Medium) Correlation
 ”-“-Indicates there is no Correlatio

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|-------------------------------|
| I | Foundations of Management and NGOs: Management- Concepts, Objectives, Functions. NGOs -Concept, Types, Functions, Board of Directors – Composition, functions, and Role of NGOs in Community Development. NGO Management – Concept, Principles and Approaches. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | 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). | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | 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 | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | NGO Governance: Concept, Governing Structures at the National and International level, Challenges 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|-----------|---|---|-------------------------|-------------------------------|
| VI | <p>Self Study for Enrichment (Not included for End Semester Examination)</p> <p>Maslow Hierarchy of Needs, Deficiency Needs Vs Growth Needs, Maslow Hierarchy of Needs, Characteristics of Self Actualizers, Strengths and Weakness of NGOs.</p> | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|-----------|---|---|-------------------------|-------------------------------|

Text Books

- 1) Abraham, A (2011) Formulation and Management of NGOs, Universal law.
- 2) Chandra, S. (2003) Guidelines to NGO Management, Kanishka Publishing

References Books

- 1) Fisher, J. (2003) NGOs and the Political Development of the Third World, Rawat.
- 2) Jain, R.B (1991). NGOs in Development Perspective, Vivek Prakasam
- 3) Shah, I (2005). A Practical Guide to NGO and Project Management, Himalayas

Web References:

- 1) <https://www.youtube.com/watch?v=QwvCU6AJJRI>
- 2) <https://www.youtube.com/watch?v=FveLpFhQbeM>
- 3) <https://www.youtube.com/watch?v=4AeBxiIYoZs>
- 4) https://www.youtube.com/watch?v=dEwJ_E9pqLQ
- 5) https://www.youtube.com/watch?v=GIItEsM_u8Tk

Pedagogy

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

Course Designer

Dr. T. Amirtha Mary

| | | | | |
|--------------------|--|--------------------------|-----------------|----------------|
| Semester II | Internal Marks :25 | External Marks:75 | | |
| Course Code | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
| 22PSW2CC4 | SOCIALWORK RESEARCH & SOCIAL STATISTICS | CORE | 6 | 5 |

Course Objective

- To conduct research using research Process
- To understand the steps of doing research

Prerequisites

Basic understanding of research

Course Outcomes and Cognitive Level Mapping

| CO Number | CO Statement | Cognitive Level |
|------------------|--|------------------------|
| | On the successful completion of the course, students will be able to | |
| CO1 | Acquire knowledge on the process of doing research | K1 |
| CO2 | Understand the steps of research and use of statistics in research | K2 |
| CO3 | Identify the sources of doing research | K3 |
| CO4 | Demonstrate on presentation of research | K4 |
| CO5 | Apply the process of research | K5,K6 |

Mapping of Co with PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |

“1” Slight (Low) Correlation, “2” - Moderate (Medium) Correlation, “3” –Substantial (High) Correlation

Syllabus

| Unit | Content | Hours | Cos | Cognitive Level |
|-------------|---|--------------|----------------------|------------------------|
| I | 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, types- Case study, Focussed Group Discussion, difference between qualitative and quantitative research. | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

| | | | | |
|-----|---|----|----------------------|--------------------|
| II | <p>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.</p> | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| III | <p>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.</p> | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| IV | <p>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.</p> | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| V | <p>Social Statistics: meaning, definition, use and its limitations in Social Work Research: Measures of Central tendency: arithmetic mean, Median and Mode. Computer Applications: use and Application of Computer in social work research</p> | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| VI | <p>(Self-study for Enrichment (Not included for End Semester Examinations)) Learners will be given as assignment to select a topic and carry out the steps of research. Case study and Focused Group Discussion need to be carry out. Inventories on different dimensions can be administered. Statistical package for Social sciences - 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 of correlation and rank correlation.</p> | | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

Text Book

1. Kothari CR (2004) *Research Methodology Methods and Techniques*, New Delhi: New Age International Publishers

References

- 1 Alan Bryman (2004) *Social Research Methods*, New Delhi:Oxford University Press.
- 2 Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston (1970) *Thesis and assignment writing*, Australasia: J. Wiley and Sons.
- 3 Denzin, Norman K., and Yvonna S. Lincoln (1994) *Handbook of qualitative 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 and techniques*, 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*, Sage Publications.
- 11 Ramachandran, P (1993) *Survey Research for Social Work: A Primer*, Institute for Community Organization Research.
- 12 Rubin, Allen, and Earl Babbie (2016) *Empowerment Series: Research Methods for Social Work*, Cengage Learning.
- 13 Schutt, Russell K (2011) *Investigating the social world: The process and practice of research*, Pine Forge Press.
- 14 Singleton Jr, Royce A., Bruce C. Straits and Margaret Miller Straits, *Approaches to social 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.

Web Resources

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

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

<https://www.scribbr.com/dissertation/methodology/>

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

Course Designer: Dr.S.Vidhya

| | | | | |
|--------------------|--|-----------------|----------------------------|----------------|
| Semester II | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 22PSW2CC5 | SOCIAL WELFARE ADMINISTRATION AND SOCIAL POLICY | CORE | 6 | 5 |

Course Objectives

To equip the students with knowledge on Social Welfare Administration

To assist the learners to learn about Social Welfare agencies and Social Welfare Programme

To develop an understanding on Social Planning, Social Development, NITI Aayog

To enhance skills of learners to work effectively in Welfare Agencies

To provide necessary knowledge on Social Policy Process and problems

Prerequisite: Basic knowledge on Administrative Concepts and Weaker Sections

Course Outcomes and Cognitive Level Mapping

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

| CO NUMBER | CO STATEMENT | COGNITIVE LEVEL |
|------------------|---|------------------------|
| CO1 | Define, explain, enumerate, describe, outline Social Welfare Administration, Social Work Administration, Functions and Areas of Administration, Social Welfare Programmes and Agencies, NITI Aayog, Social Policy and Process | K1 |
| CO2 | Classify, compare, Differentiate, Distinguish, Explain Government Departments, Boards, Directorates, Roles of NGOs, Functioning of Societies, Trusts, Committees, Executives. | K2 |
| CO3 | Apply, Ascertain, Determine, Express, Illustrate, Sketch Administration on different levels, concept of Indicators of Social Development, Sources and instrument of Social Policy for the welfare of weaker sections | K3 |
| CO4 | Analyze, Characterize, Classify, Compare, Examine, Explore, Point out Policy making Processes and Structures of India, different Policies of Central and State Governments | K4 |
| CO5 | Determine, Evaluate, Explain, Summarize, Categorize, Develop, Explain, Outline the functions of NITI Ayog, Policies and Programmes for Weaker Sections, Policy Advocacy, Budget Analysis, Functions of Governmental and Non Governmental Organizations and Citizens participation | K5, K6 |

Mapping of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation
– “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|------------------------|
| I | 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, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, 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 Department of Empowerment of Persons with Disabilities, Functions of DDRO | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | Social Welfare Programme and Agencies: Evaluation of Social Welfare in India; Voluntary Social Work, Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Governmental Schemes on Social Welfare. Concept of Grant in Aid, Agency registration: Methods, advantages, preparation of byelaws, memorandum of association, rules, regulation and registration procedures; Registration of Societies and Trusts: Governing Board, committees. Executives: Roles and Functions | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Social Planning and Social Development: Social planning and community planning, Need and importance. Concept and indicators for social change and social development in India NITI (National Institute For Transforming India) Aayog : Introduction, Structure, Aims and Objectives, Features, Functions. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|----|------------------------------|------------------------|
| IV | <p>Social Policy: Definition, need, evolution and constitutional base; Sources and instrument of social policy, policies regarding other backward castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs) and Denotified Communities. Policies and programmes for women, Children, Youth, Senior Citizens and Disabled, Central and State Governments programme for weaker sections.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>Social Policy Process and Problems: Policy making processes and structures in India, Policy advocacy: Analysis and budget analysis, The role of Executive, Legislature and judiciary, Policy implementation: The role of Governmental agencies - the participation of non-governmental organizations and citizens participation- Problems in implementation of policy-Analysis of different policies of the Central and State Governments and changing nature of social policy in India.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self-study for Enrichment (Not to be included for End Semester Examinations) Learners need to carry out a thorough study on Programmes of a Non-Governmental Organization and Administrative functions, Highlighting the unique features of Non-Governmental Organization in Administering Welfare Programmes with effective people participation.</p> | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

Text Book:

D.R. Sachdeva. (1992) *Social Welfare Administration in India*. Kitab Mahal Publications

REFERENCE BOOKS

Web References

<http://www.igntu.ac.in/eContent/IGNTU-eContent-642461769227-MSW-2-DrRameshB-SocialWelfareAdministrationandSocialLegislations-1,2,3,4,5.pdf>
<https://guide2socialwork.com/social-policy-in-india/#:~:text=The%20broad%20areas%20of%20social,relevant%20source%20of%20social%20policy.>
https://sirdodisha.nic.in/download/Social_Welfare_Schemes_Reference_English.pdf
<https://www.niti.gov.in/objectives-and-features>

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

Course Designer: Dr.G.Kanaga

| | | | | |
|--------------------|--------------------------|-----------------|--------------------------|----------------|
| SEMESTER II | Internal Marks:40 | | External Marks:60 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW2CC2P | SOCIAL WORK PRACTICUM | CORE | 6 | 5 |

Course objective

To provide opportunities to the students for applying the knowledge and the information gained in the class room to reality situations.

Perquisites

Basic understanding of fields of Social Work

Course outcome and Cognitive Level Mapping

On successful completion of this course, Student will be able to

| Course Outcomes | | |
|-----------------|---|-----------------|
| CO Number | CO Statement | KNOWLEDGE LEVEL |
| CO1 | Understanding both the agency and the client as systems | K2 |
| CO2 | Develop knowledge of administrative procedures, programme management and utilizing the skills in practice | K3 |
| CO3 | Analyse the skills of problem solving process and practice | K4 |
| CO4 | Interpret the different social issues and social welfare agencies | K5 |
| CO5 | Modify Solutions Based on need of the Client | K6 |

Mapping of CO with PSO and PO

| Cos | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO2 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

1. Concurrent field work - agency placement in generic setting of practice such as schools/old age homes/counselling centres/rehabilitation settings etc. to initiate and participate indirect delivery
2. The placement will be for a minimum duration of 30 Field Work days for 2 days per week/semester and report to be submitted during faculty and Student Individual conference.
3. Importance to be given for the practice of Social Work methods. Each student is expected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community based programme.

Method of Assessment

Internal - 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 – 60 Marks

| S.NO | EXTERNAL | MARKS |
|--------------|--------------------------------|-----------|
| 1 | Theoretical Knowledge | 20 |
| 2 | Agency Evaluation | 20 |
| 3 | Mobilizing Resources | 10 |
| 4 | Communication and Presentation | 10 |
| Total | | 60 |

Pedagogy: Observation, Case Study and Field Visits

Course Designer:Ms.S.Hema

| | | | | |
|--------------------|--|---------------------------|-----------------|----------------|
| Semester II | Internal Marks:25 External Marks:75 | | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
| 22PSW2CCC1A | COUNSELLING: THEORY AND PRACTICE | CORE CHOICE COURSE | 6 | 4 |

Course Objectives

1. To understand the concept of Counselling
2. To know the skills of counselling and understand the approaches in various settings

Prerequisites

Basic understanding of Counselling & its need

Course Outcomes and Cognitive Level Mapping

| CO Number | CO Statement On the successful completion of the course, students will be able to | Cognitive Level |
|------------------|--|------------------------|
| CO1 | Demonstrate the concepts & Principles of Counselling | K1,K2 |
| CO2 | Identify the process & Approaches to Counselling | K3 |
| CO3 | Examine the types & Techniques of counselling | K4 |
| CO4 | Explain the Components of effective counselling | K5 |
| CO5 | Elaborate on various problems of clients in different settings | K6 |

Mapping of CO with PSO and PO

| Cos | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |

“1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|--------------------------------------|--------------------------|
| I | 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 principles governing the counselling relationship. Professional Ethics in Counselling, Counselling as a helping Relationship | 18 | CO1, CO2, CO3, CO4, CO5, | K1, K2, K3, K4, K5,K6 |
| II | Theories of Counselling: Psychoanalytic, Adlerian, Client Centered, Behavioural approach, Rational Emotive, Reality, Gestalt, Transactional Analysis, Cognitive Behavioural Therapy, and Eclectic theories. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5,K6 |
| III | Counselling process & Approaches: Interview and its significance in counselling – use of observation in counselling and understanding of emotions in counselling. Directive Approach, Non Directive Approach & Eclectic Approach | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5,K6 |
| IV | Types of Counselling: Individual and group counselling, family counselling, marital counselling, student counselling, and industrial counselling. Techniques of group counselling, strategies and structure – barriers to effective counselling sessions; counselling evaluation. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5,K6 |

| | | | | |
|----|--|----|-------------------------------------|---------------------------|
| V | Components of effective Counselling : Counsellor's skills – Role and functions of the counsellors in schools, industries, family, hospital, old age homes and rehabilitation institution. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | Self Study for Skill enrichment (Not to be included for External Examination) Application of Counselling Principles in the field, Case study presentation from field Work Experience, Application of test standardized tests in counselling settings: Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health. | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Text books:

- 1) Rao, S.Narayana (2015). Counselling and Guidance, McGrawhill.
- 2) Zastrow, Charles (2009) Counselling Psychology, Wiley

Reference Books

- 1) Chennai Counsellors Foundation (2017). Counselling Approaches: A Practitioner's guide, Notion Press.
- 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. Mc Graw-Hill Education.
- 5) Noonan, E. (2002). Counselling young People. Routledge.
- 6) Soundarajan, R. (2017). Counselling: Theory, Skills and Practice, Mc Grawhill
- 7) David Murphy, John Wiley & Sons, (2017), Counselling Psychology, The British Psychological Society.

Website References

- 1) <https://counseling.northwestern.edu/blog/five-counseling-theories-and-approaches/>
- 2) <https://myshrink.com/list-of-counseling-theories/>
- 3) <https://positivepsychology.com/counseling-process>

Pedagogy

Lectures, Audios / Videos followed by discussion, PPT, Case Studies, Group Discussion, Peer Learning and Student-led seminars.

Course Designer: Ms.PL.Rani

| | | | | |
|--------------------|-------------------------------|--------------------|--------------------------|----------------|
| Semester II | Internal Marks: 25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW2CCC1B | PSYCHOLOGY FOR SOCIAL WORKERS | CORE CHOICE COURSE | 6 | 4 |

Course Objective

To make students familiar with basic psychological concepts, processes and its scope particularly relevant to social work practice.

Prerequisites

Basic understanding on psychology

Course Outcome and Cognitive Level Mapping

On successful completion of this course, Student will be able to

| CO number | CO statement | Cognitive level |
|-----------|---|-----------------|
| CO1 | Define, recall, explain, demonstrate and outline the Psychology: Definition, Nature and Scope, introduction to schools of Psychology; Concept of human behaviour, Normality and Abnormality, Psychosis and Psycho-neurosis ,Importance of Psychology in Social Work practice. | K1,K2 |
| CO2 | Analyse, categorize, compare, list, distinguish and examine about Personality: definition and structure., Theories of Personality: Sigmund Freud, Carl Jung, Alfred Adler, Caren Harney, Sullivan, Otto Rank, Cattell, Eric H. Erikson and Maslow | K4 |
| CO3 | Define, Recall, explain, demonstrate outline ,classify and compare Human growth and development: Concept, Nature and Importance, stages of development: pregnancy and child birth- infancy – babyhood-childhood-adolescent – adulthood – middle age – old age. | K1,K2 |
| CO4 | Identify, apply justify and evaluate the concept of Attitudes: Concept and Nature, stereotypes and prejudice, Formation of Attitudes and Attitudes change in individuals and groups., Emotions, Intelligence ,Measurement of intelligence. Psychological testing: personality and intelligence tests. | K3,K5 |
| CO5 | Elaborate and discuss about Learning: Nature, definition and types, Theories of Learning : theories of Pavlov and Skinner; remembering and forgetting., Motivation: Concept and Nature, Types of motives: Biological motives and Psycho social motives .Coping mechanisms: nature and types., mental health | K6 |

Mapping of CO with PO and PSO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |

“1” – Slight (Low) Correlation □ “2” – Moderate (Medium) Correlation
 “3” – Substantial (High)Correlation – “-” indicates there is no correlation.□

Syllabus

| Unit | Content | Hours | COs | Cognitive Level |
|------|--|-------|----------------------|--------------------|
| I | Basic Concepts Psychology: Definition, Nature and Scope, introduction to schools of Psychology; Concept of human behaviour, Normality and Abnormality, Psychosis and Psycho-neurosis ,Importance of Psychology in Social Work practice. | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| II | Development Stages Human growth and development: Concept, Nature and Importance, stages of development: pregnancy and child birth- infancy – babyhood- childhood-adolescent – adulthood – middle age – old age. | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| III | Learning, Motivation and Coping mechanisms Learning: Nature, definition and types, Theories of Learning : theories of Pavlov and Skinner; remembering and forgetting., Motivation: Concept and Nature, Types of motives: Biological motives and Psycho social motives .Coping mechanisms: nature and types., mental health | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| IV | Personality and Theories of Personality Personality: definition and structure., Theories of Personality: Sigmund Freud, Carl Jung, Alfred Adler, Caren Harney, Sullivan, Otto Rank, Cattell,Eric H. Erikson and Maslow | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

| | | | | |
|----|--|----|----------------------|--------------------|
| V | <p>Attitudes, Emotions and Psychological testing</p> <p>Attitudes: Concept and Nature, stereotypes and prejudice, Formation of Attitudes and Attitudes change in individuals and groups., Emotions, Intelligence ,Measurement of intelligence.</p> <p>Psychological testing: personality and intelligence tests.</p> | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| VI | <p>Self-study for Enrichment(Not included for End Semester Examinations)</p> <p>Learners should prepare an assignment on psychological test and their effectiveness in psychiatric treatment, Students should have a group discussion on Socialization process and the agents of socialization. Group discussion on basic overview regarding Relevance of Psychology to Social Work: Multidimensional Perspective- Biophysical(changes)-Psychological – Social(Support systems)–Person-in Environment (PIE)</p> | | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

Text Book

Hurlock.E(2017) Developmental Psychology: A Life - Span Approach(Vth Edition), Europe:Tata Mcgraw Hill.

Reference Books

- Bernard, L.L.(1927).*An introduction to social psychology*. George Allen & Unwin,
- Dacey.J.,Travers.J., Fiore.L.(1996).*Human Development: Across the Lifespan*,McGraw Hill. Davidoff,
- Feldman, R.S.(1990).*Understanding Psychology*, McGraw Hill Publishing Company.
- Norlin, J., Chess. W., Dale, O., Smith, R.(2003).*Human Behavior and the Social Environment: Social Systems Theory (4th Ed)*. Boston: Allyn Bacon.
- Saraswati, T. S., Dutta..R.,Sikka.A.(1987).*Developmental psychology in India*, New Delhi ; Newbury Park :Sage Publications.
- Weiner, E.A., Stewart, B.J.(1984).*Assessing Individuals: Psychological and Educational Tests and Measurements*,Boston, Little, Brown andCo.
- Ashford, Lecroy& Jose: *Human behaviour in Social Environment*, Belmont CA: Wadsworth Publishing Co Inc
- Baron, Robert : *Psychology: An Introduction*,New Delhi: Pearson Education India

Web references

1. <https://ncert.nic.in/ncerts/l/kepy109.pdf>
2. ARC Resource Pack Study Material Foundation Module 7 ,Psychosocial Support (<http://hvwww.arc-online.org>)
3. https://profilelogin.admissiononline.com/UploadFiles/Documents/ProfileLogin/Subtitle/NColge_1372_Theories%20of%20Personality.pdf
4. Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34–43. <https://doi.org/10.1037/0003-066X.55.1.34>
5. Newman, L.V.(2000).The expatriate adjustment process: implications of the cross- cultural context on learning the environment following a work-role transition. Diss. University of Illinoisat Urbana-Champaign.
6. Satterfield JM. Happiness, excellence, and optimal human functioning: Review of a special issue of the *American Psychologist* (2000;55:5-183), Martin E P Seligman and Mihaly Csikszentmihalyi, guest editors. *West J Med.* 2001 Jan;174(1):26-9. doi: 10.1136/ewjm.174.1.26. PMID: 11154661; PMCID: PMC1071226.

Pedagogy: Chalk& Talk, , Seminar, Power point presentation, Group Discussion and Case Study.

Course Designer: Dr.O.Aisha Manju

| Semester II | Internal Marks: 25 | | External Marks:75 | |
|-------------|---------------------------------|--------------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDITS |
| 22PSW2CCC1C | YOUTH AND MARGINALIZED SECTIONS | CORE CHOICE COURSE | 6 | 4 |

Course Objective

To introduce students to the basic concept of youth and marginalized

Prerequisites

Basic understanding on youth and marginalisation.

Course outcome and Cognitive Level Mapping

| COs | CO STATEMENT | COGNITIVE LEVEL |
|-----|--|-----------------|
| | On the successful completion of this course,the students will be able to | |
| CO1 | Define, Recall, explain, demonstrate, Illustrate and outline the concept of Youth: Youth as age category, as transitional stage, as social construct.demographic profile of Indian youth, characteristics of youth,social movements,youth unrest., Problems of youth : Marginalization, high risk behaviour., life style related issues : food habits, diseases, confidence building, Teenage pregnancy, smoking, addiction. | K1,K2 |
| CO2 | Define, recall, explain, demonstrate, illustrate ,classify the Conceptual understanding of Marginalization–Meaning, definition, patterns and types of marginalization., Sources and dimensions of Marginalization | K1,K2 |
| CO3 | Apply, Ascertain, Determine, Express, Illustrate and sketch the youth in New Millennium: Challenges and Opportunities: Impact of westernization, modernization, urbanization and globalization., Education and Skill Development, Employability and Employment ., Health: Physical, Mental and spiritual well-being.,Youth & media influence. | K3 |
| CO4 | Analyze, characterize, classify, compare, examine,explore and Point out Youth Welfare: Policies and programs for youth, Youth Policy–2014; Voluntary organizations for youth development and welfare, constitutional safe guards for youth. | K4 |
| CO5 | Determine, evaluate, explain, summarize, categorize,develop, Elaborate ,discuss and outline the 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. | K5,K6 |

Mapping of CO with PO and PSO

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-------|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

“1” – Slight (Low) Correlation □ “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation – “-” indicates there is no correlation. □

Syllabus

| Unit | Content | Hours | Cos | Cognitive Level |
|------|---|-------|----------------------|--------------------|
| I | Concept of Youth: Youth as age category, as transitional stage, as social Construct. Demographic profile of Indian youth, characteristics of youth, social movements, youth unrest., Problems of youth : Marginalization, high risk behaviour., life style related issues : food habits, diseases, confidence building, Teenage pregnancy, smoking, addiction. | 15 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| II | Youth Welfare: Policies and programmes for youth, Youth Policy–2014; Voluntary organizations for youth development and welfare, constitutional safe guards for youth. | 15 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| III | Youth in New Millennium: Challenges And Opportunities: Impact of westernization, modernization, urbanization and globalization., Education and Skill Development, Employability and Employment ., Health: Physical, Mental and spiritual well-being., Youth & media influence. | 15 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| IV | Conceptual understanding of Marginalization – Meaning, definition, patterns and types of marginalization., Sources and dimensions of Marginalization. | 15 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| V | 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. | 15 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| VI | Self study for Enrichment(Not included for End Semester Examinations) Learners will have group discussion on Community Health Education on Water, Sanitation and waste management. | | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

Text Book

Ahuja Ram. 1992. Social problems in India. New Delhi: Rawat publications

Rajendra. J, 1992, Modernisation of youth in India, New Delhi: Rawat Publications Pvt. Ltd

Reference Books

- Amala Jeyarayan A (2014), Empowerment of Marginalized Youth, Abhijeet Publication, New Delhi
- Beteille, Andre (1992): *The Backward Classes in Contemporary India*, Delhi: Oxford 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, C and Sheoran, G. (2007). *Vulnerable groups in India*. The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai.
- Coles ,B.(2002). *Youth and Social Policy*. London: Routledge.
- Grusky, David, (2001) *Social Stratification: Race, Class, and Gender in Sociological Perspective*. Colorado: Westview Press.
- Jeyarayan,A .(2014). *Empowerment of Marginalized Youth*, New Delhi: Abhijeet Publication.
- Kasi Eswarappa;Ziyauddin K.M (Ed). *Dimensions of Social Exclusion: Ethnographic Explorations*. Cambridge Scholars Publishing, 2009
- Kehily Jane Mary (Etd.) (2007), *Understanding Youth: Perspectives, Identities and Practices*, London: Sage Publication.
- Mary,K.J. (Etd.) (2007). *Understanding Youth: Perspectives, Identities and Practices*. London : Sage Publication.
- Paul,L.H.(2011). *Adolescence and Youth: The Process of Maturing*. New Delhi: Sarup Book Publishers Pvt. Ltd.
- Saraswati ,S.(2008). *Indian Youth in New Millennium*. RGNIYD, Sriperumbudur
- Udaya Mahadevan, Rozario, Gireesan, and Rambabu (2015), *Youth Development: Emerging Perspectives*, New Delhi: Shipra Publications.

Journal

- Young Journal on Youth published by SAGE: <http://you.sagepub.com>

Web Resources

- [Youth and Their Concerns – eGyanKosh, https://egyankosh.ac.in/bitstream/123456789/75498/1/Unit-5.pdf](https://egyankosh.ac.in/bitstream/123456789/75498/1/Unit-5.pdf)
- Welfare Schemes and programmes of Government of India https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/social_welfare_&_development_administration/03_welfare_schemes_and_programmes_of_government_of_india/et/6065_et_et.pdf
- Youth And the Millennium Development Goals: Challenges and Opportunities for Implementation [,https://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf](https://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf)
- Types of Marginalization <https://old.amu.ac.in/emp/studym/100016070.pdf>
- Hilker, Lyndsay McLean and Fraser, Erika (2009) Youth exclusion, violence, conflict and fragile states, DFID . <http://www.gsdr.org/docs/open/con66.pdf>
- <https://yas.nic.in/sites/default/files/e-book-english2016.pdf>

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

Course Designer: Dr.O.Aisha Manju

| Semester II | Internal Marks :25 | External Marks : 75 | | |
|-------------|--------------------|------------------------------|------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 22PSW2DSE2A | FAMILY SOCIAL WORK | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

1. To make the learners to understand basic concepts of family, marriage, social work intervention techniques, Reproductive and Child Health
2. To help the learners to analyse the factors contributing to changes in social Institutions.
3. To enable the learners to find the theoretical base of families
4. To strengthen the professional competence of Social work Practice with families
5. To make the learners to become aware of the government and NGOs initiatives for family welfare.

Pre-requisites

The learners needs to possess basic knowledge about the social institutions like family and marriage.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|-----------|---|-----------------|
| CO1 | Define, Recall, explain, demonstrate, Illustrate and outline Family, characteristics, types and functions of family, marriage, forms and functions of Marriage, separation, divorce, family life education, needs assessment, goal setting, family crisis, Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach, Reproductive and Child Health | K1, K2 |
| CO2 | Identify and apply Family as a social institution, emerging family patterns, changing situations in marriage, separation and divorce, family life education, Intervention Methods in Social Work, Family Welfare Programmes, Reproductive and Child Health Programme. | K3 |
| CO3 | Analyse, categorize, compare, list, Distinguish and examine emerging family patterns, changing situations in marriage, challenges, equity and equality in family functions and relationships, separation and divorce, special needs, Social Work with Individuals in Family Setting; Social Work with Groups in Family System; Working with the Community for Family System and Family Welfare Programmes. | K4 |
| CO4 | Evaluate, justify and recommend Family as a social institution, emerging family patterns, changing situations in marriage, challenges, equity and equality in family functions and relationships, theories in understanding family, legislations on family and marriage, Intervention Methods in Social Work and Role and contributions of NGOs in Family development. | K5 |
| CO5 | Elaborate and discuss understanding the family, emerging family patterns, changing situations in marriage, challenges in Marriage and Family, theories in understanding family, legislations on family and marriage, Crisis Intervention; Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach, Ministry of Health and Family Welfare, Family Welfare Programmes, Role and contributions of NGOs | K6 |

Mapping of CO with PSO and PO

| COs | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|------------------------------|------------------------|
| I | Family in Society: Family as a social institution, concept, characteristics, types, functions, understanding the family, emerging family patterns; Dynamics of Family System. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Marriage: Concept and definition of marriage, forms, functions, changing situations in marriage, challenges, equity and equality in family functions and relationships, separation and divorce, family life education. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| III | Theoretical frameworks and laws: Theories in understanding family, Multiplicity of Family Problems; Problems of children, parents and problems between husband and wife; Families in Crisis.; Assessment of family needs: problem assessment and goal setting, legislations on family and marriage | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Social Work with Family: Intervention Methods in Social Work: Social Work with Individuals in Family Setting; Social Work with Groups in Family System; Working with the Community for Family System; Crisis Intervention; Family Therapy; Marital Counselling; Pre-marital Counselling; Eclectic Approach. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | Role of Government and NGOs: Ministry of Health and Family Welfare: Family Welfare Programmes: Reproductive and Child Health Programme: Maternal Health; Child Health; Involvement Of NGOs in the Family Welfare Programme; Rural and Urban Family Welfare Infrastructure | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|-----------|---|---|---|---------------------------|
| VI | Self-study for Enrichment (Not to be included for End Semester Examinations) Visiting ten families and identifying at least two families for detailed family analysis. Prepare an e-content on the role of family social workers in Indian context. | - | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
|-----------|---|---|---|---------------------------|

Text Book:

Munson C.E. (1985), Social Work with Families: Theory and Practice, London Free Press

Reference Books

- Carter, B. McGoldricke. M.(1989). The Changing Family Life Cycle-A Framework for Family Therapy, London: Allyn & Bacon.
- Christine.C. (2011). Advanced Social Work with Children and Families, New Delhi: Learning Matters.
- Constable, R& Lee,D.B. (2004). Social Work with Families: Content and Process, Chicago, USA: Lyceum Books Inc
- Desai, M. (ed), (1994). Family& Interventions- Course Compendium, Mumbai: TISS.
- Evelyn M.D. (1989). Family Development. ed 3, New York: J.B. Lipincott Company.
- Linda.M. (2012). Understanding Families, London: Sage.
- Margaret, A., Schvaneveldt. M.J. (1993). Handbook of Family Life Education- The Practice of Family Life Education, New Delhi: Sage.
- Pat, S. (2000). Families and Social Workers: the work of Family Service Units, Great Britain: Liverpool University Press
- William G.J. (1965). The Family, New Delhi: Prentice Hall.

Web References

- <https://ncert.nic.in/textbook/pdf/kehe102.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/17331/1/Unit-16.pdf>
- [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Family_and_Community_\(Laff_and_Ruiz\)/01%3A_Theories_That_Help_Us_Understand_Families/1.01%3A_Theories_Developed_for_Understanding_the_Family_family_socialwork.pdf](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Family_and_Community_(Laff_and_Ruiz)/01%3A_Theories_That_Help_Us_Understand_Families/1.01%3A_Theories_Developed_for_Understanding_the_Family_family_socialwork.pdf)
- <https://nhm.gov.in/WriteReadData/1892s/40128948991551078536.pdf>

Pedagogy: Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.
 Course Designer: Dr.G.Mettilda Buvanewari

| | | | | |
|--------------------|----------------------------|-------------------------------------|--------------------------|---------------|
| SEMESTER II | Internal Marks :25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/Week | Credit |
| 22PSW2DSE2B | DISASTER MANAGEMENT | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

To orient students about Disaster Prevention, Preparedness, Education, and Capacity building.

Prerequisites

Basic understanding of Disasters

Course Outcome and Cognitive Level mapping

| CO Number | CO Statement On the successful completion of the course, students will be able to | COGNITIVE LEVEL |
|------------------|---|------------------------|
| CO1. | Identify the Basic Concepts of Disaster and Disaster Management | K1,K2 |
| CO2. | Summarize the Government role in Disaster Management | K3 |
| CO3. | Discover the problems of disaster survivors | K4 |
| CO4. | Apply the techniques of disaster Management | K5 |
| CO5 | Evaluate the teamwork involved in disaster management | K6 |

Mapping of Co with PO

| CO/PO | PS O1 | PS O2 | PS O3 | PS O4 | PS O5 | PO 1 | PO 2 | PO3 | PO4 | PO5 |
|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |

“1” Sight (Low) Correlation, “2”- Moderate (Medium) Correlation, “3” –Substantial (High) Correlation

Syllabus

| Unit | Content | Hours | Cos | Cognitive Level |
|-------------|---|--------------|----------------------|------------------------|
| I | Disaster & Types: Disaster: definition, dimensions of disaster, progress in vulnerability. Types of disaster: Natural and Manmade, Natural : <i>Water and climate related:</i> Floods and drainage management, droughts, cyclones, tsunami, tornadoes, hurricane, snow avalanches, heat and cold waves. <i>Geological related:</i> Earthquakes, landslides, mudflows, dam bursts. Industrial accidents, biological disasters | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| II | Phases- (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

| | | | | |
|------------|--|----|-------------------------|-----------------------|
| | services, Panchayat Raj institutions. Psychological first aid for disaster survivors. | | | |
| III | Crisis management: government response system in disasters, NIDM – 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; warning systems in disasters. | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| IV | Impact of disaster: Impact : Physical, social, economic, and psychological impact of disasters. Psycho social care to the disaster survivors; principles of psychosocial care; techniques of providing psychosocial care Compensation: Compensation and legal issues among the disaster survivors. Housing Support. Housing and materialistic support for the disaster survivors. Town planning after a major disaster. | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| V | Capacity building by government and non-governmental organizations, disaster resilience role of social workers in disaster services. role of central and state government in disaster management services. National health policy on disaster management, disaster survivors and human rights | 18 | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |
| VI | (Self-study for Enrichment (Not included for End Semester Examinations)) Learners need to prepare assignment on events of Disasters. Students need to attend Seminars and workshops related to disasters. | | CO1,CO2,CO3, CO4,CO5 | K1,K2,K3, K4,K5,K6 |

Text Book

1. Sulphey M M (2016) Disaster Management, New Delhi: PHI Learning Private Limited

REFERENCES

1. Basu, Amit Ranjan, and R. Srinivasa Murthy. 2003 "Disaster and Mental Health: Revisiting Bhopal." *Economic and Political Weekly*).
2. 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.
3. Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, GP, Kishore Kumar, K., Beena, P. Srinivasa Murthy, R. 2002 Riots: Psychosocial care for children surviving the riots. Books for Change, Bangalore.
4. 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.
5. Grace, H, Sekar, K., Subhasis, B., 2005 Bharat, S. Tsunami – Psychosocial care for women. NIMHANS, Bangalore.
6. 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.
7. Maharashtra Institute of Mental Health. 1994. Proceedings of Symposium on the Health Consequences of the Marathwada Earthquake Disaster, Pune: Maharashtra Institute of Mental Health.
8. 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.

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

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

11.Nrayana, 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.

Web Resources

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

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

https://www.youtube.com/watch?v=9WIwlljva_s

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

Course Designer: Dr.S.Vidhya

| Semester II | Internal Marks:25 | | External Marks:75 | |
|-------------|-----------------------|------------------------------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/ WEEK | CREDITS |
| 22PSW2DSE2C | HEALTH AND HYGIENE | DISCIPLINE SPECIFIC ELECTIVE | 6 | 3 |

Course Objectives

- 1.To make the students aware of Nutrition, Balanced diet & Health
2. To understand legislation, health policies & Programmes
- 3.To know about hygiene & its type

Prerequisite

Basic Understanding of health & hygiene

Course Outcomes and Cognitive Level Mapping

| CO Number | CO Statement | Cognitive Level |
|-----------|---|-----------------|
| | On the successful completion of this course, the students will able to | |
| CO1 | Define, Recall, explain, demonstrate and outline, health,public health,social & preventive Medicines,Vital health | K1, K2 |
| CO2 | Identify and apply the models of community Health,PHC Programmes, Insurance Schemes | K3 |
| CO3 | Analyse, categorize, compare, list, legislation & health Care services | K4 |
| CO4 | Explain the health programmes & agencies working globally for health. | K5 |
| CO5 | Elaborate and Discuss hygiene,types & movement for hygiene | K6 |

Mapping of Co with PO

| Cos | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO5 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |

1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation – “-” indicates there is no correlation

SYLLABUS

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|--------------------------------------|---------------------------|
| I | 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. | 18 | CO1, CO2, CO3, CO4, CO5, | K1, K2, K3, K4, K5, K6 |
| II | Community Health: meaning, vulnerability assessment, emergency, planning, training and education; Models of community health PHC's- meaning, functions and Programmes. Chief Minister's Comprehensive health insurance scheme in Tamil Nadu salient features; 108 Emergency ambulance services | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Legislations & Health care services - Health care delivery system at the National and State level,. Salient features of legislations related to health: MTP ACT (Amendment), Mental Health Act , Factories Act 1948, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003 | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|---|----|-------------------------------------|---------------------------|
| IV | <p>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.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>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.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self Study for Enrichment(Not for Examination) Health Survey in a village Analysis & Report of the Survey Documentation Plan a programme based on the findings</p> | | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Textbooks

1. Park, K. (2015). Essentials of Community Health Nursing. Jaypee Brothers Medical Publication.
2. Park J.R & Park K. (2009). Text book of preventive and social medicine. Jabalpur, M/S

Banashidass publication

References

- Bajpai, P. K. (Ed). (1997). Social Work Perspective on Health. Rawat Publications.
- Broskowshi A., Marks E. & Budman S.H (1981). Linking health and mental health. Sage Publications
- Goel S.L. (1984). Public Health Administration. Sterling Publications
- Kamalam, S. (2016). Essentials in Community Health Nursing Practice. Jaypee Publication.
- Kumar, Ram. (1992). Social and preventive health administration. APH Publications.
- Pati R.L. (1992). Health Environment and development. Ashish Publications.
- Pritam Lily, Ram Telu. (1993). Environmental health and Hygiene. Vikhas Publication

Website References

1. https://www.nhp.gov.in/health-policies_pg
2. <https://www.indhospitalsolution.com/healthcare-policies-in-india>
3. <https://www.medicalnewstoday.com/articles/personal-hygiene>

Pedagogy

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

Course Designer : Ms. PL. Rani

| SEMESTER -II | EXTERNAL MARKS:100 | | | |
|---------------------|---------------------------|-------------------|-----------------|---------------|
| COURSE CODE | COURSE TITLE | CATEGORY | HRS/WEEK | CREDIT |
| 22PSW2INT | INTERNSHIP | INTERNSHIP | - | 2 |

Course Objectives

- 1.To integrate practice skills and techniques learnt in students.
- 2.To help students to acquire skills of systematic observation
- 3.To develop a spirit of enquiry among students.

Pre-requisites

Understanding about the theoretical concepts about community, social problems and interventions of government and non-governmental organizations.

Course Outcomes and Cognitive Level Mapping

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|--|------------------------|
| CO1 | On the successful completion of the course students will be able to Define, Understand and Experience direct practice and management operations | K1,K2 |
| CO2 | Exposure to welfare organizations and their strategies of work | K3 |
| CO3 | Demonstrate self in the role of a change agent | K4 |
| CO4 | Recommend the applications of Social Work in intervening the social problems | K5 |
| CO5 | Elaborate and discuss the strategies used in addressing the social issues | K6 |

Mapping of CO with PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |

“1” Slight (Low) Correlation, “2”- Moderate (Medium) Correlation, “3” –Substantial (High) Correlation, “-“ indicates there is no correlation.

Guidelines for the Summer Internship:

Summer internship gives an opportunity to develop linkage with reputed organizations. The objectives of summer internship is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development.

- Summer Internship comprises a time frame of 15 days at the end of first semester.
- The trainee must volunteer to locate a setting (own choice) about one month in advance and explore the possibilities of 15 days practice learning and finalize in consultation with the faculty advisors.
- The field work setting should preferably have a professionally trained social worker on the team of a staff.
- The social work trainee is to work directly with client systems and management operations of day to day work of the setting.
- Observation & Documentation, Assessment, Managing & working in teams, Implementing policies and procedures of the organizations should be the area of focus during the internship.

- Organizations for Internship could be chosen based on the trainee's inquisitiveness to work in any of the setting given below:
 - Mental health facility
 - Child protective services
 - Hospital
 - Nursing home
 - Domestic violence shelter
 - Homeless shelter
 - De Addiction centre
 - Advocacy organization
 - Local, state or national government offices
 - Environmental organizations
 - Women's centers
 - Domestic violence centers or shelter

- All expenses during the internship including travelling have to be borne by the trainee.

- The student trainee should maintain day-to-day records and a consolidated report in hard copy to the department (compulsory) and to the organization (on requirement) at the beginning of the II Semester. A MP4 file comprising of their experiences in Summer Internship have to be submitted too.

- A class presentation of their summer internship learnings should be done.

ASSESSMENT

EXTERNALS: 100 marks

| Component | Marks |
|---|--------------|
| Attendance | 15 |
| Presentation | 10 |
| Community Outreach Programmes | 10 |
| Documentation & Reporting | 30 |
| Ability to relate theoretical concepts | 10 |
| Possession of Social Work Skills | 5 |
| Efforts made to possess Social Work skills | 10 |
| TOTAL | 100 |

References:

1. <https://mastersinsocialworkonline.org/resources/internship-guide/>
2. <https://mssw.in/wp-content/uploads/2020/03/i-msw-syllabus-2018-20.pdf>
3. <https://uwosh.edu/socialwork/wp-content/uploads/sites/180/2020/10/MSW-Sample-Field-Syllabus.docx>

Course Designer: Dr. T. Amirtha Mary

| Semester III | Internal Marks:25 | | External Marks:75 | |
|--------------|-------------------|-------------|-------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/ Week | CREDITS |
| 22PSW3CC6A | PUBLIC HEALTH | CORE COURSE | 6 | 5 |

Course 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.

Prerequisites

Learners to be aware of health issues and common diseases.

Course Outcomes and Cognitive Level Mapping

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

| CO NUMBER | CO STATEMENT | COGNITIVE 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 | Identify the role of social worker in Public health | K3 |
| CO5 | Discuss about National Health Programmes | K4 |

Mapping of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 1 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|-------------------------------|
| I | 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | Epidemiology and Diseases: Definition, aims and uses of epidemiology. Natural history of disease- Epidemiology, Prevention and Control deficiency syndrome of Communicable and Non-Communicable Disease (NCD), Communicable Disease - Leprosy, Tuberculosis, Sexually transmitted diseases (STDs)-Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)- Emerging disease threats-Severe Acute Respiratory Syndrome (SARS) - Covid Pandemic-Global Issue-role of WHO during Pandemic. Non- Communicable Diseases- Cardio vascular disorders, Cancer, Diabetes, Hypertension, Obesity, Anemia. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | HEALTH SYSTEMS DEVELOPMENT Levels of Health Care- Primary, Secondary & Tertiary. Health care providers (Government, Private, Voluntary/NGO, Indigenous) Alternative systems of medicine (AYUSH) Integrated health care delivery-Preventive, Promotive, curative & rehabilitative. Major health problems of adolescents and Youth. Health related to Sustainable Development Goals. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| 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 Mental Health Programme, Universal Immunization 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | SOCIAL WORK APPROACHES IN PUBLIC HEALTH Social determinants of health-Social Work strategies and approaches in Public health; Role of Social worker in Public Health sector-Health education, Health awareness programme, Counseling,Referral, Community mobilization and organization. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|---|-------------------------------------|---|
| VI | Self Study for Enrichment (Not to be included in External Examination) Learners to visit PHC and conduct interviews with Doctor,nurses and ANM.Develop e-content on health care services by the government | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|----|--|---|-------------------------------------|---|

Text Books

1. Park J.R & Park K (2009). Text book of preventive and social medicine.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 work in India.Pub.Division

Web References

<https://www.infotoday.com/it/jul20/Affelt--The-Coronavirus-Infodemic.shtml>
<https://www.slideshare.net/jamesmacroony/healthcare-delivery-system-in-india>
<https://main.mohfw.gov.in/acts-rules-and-standards-health-sector/acts/mtp-act-1971#:~:text=The%20Medical%20Termination%20of%20Pregnancy%20Act%2C%201971&text=%20Act%20to%20provide%20for,connected%20therewith%20or%20incidental%20thereto.>

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

Course Designer: Dr.S.Vidhya

| Semester III | Internal Marks:25 | External Marks:75 | | |
|--------------|--------------------------|-------------------|----------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/ Week | CREDITS |
| 22PSW3CC6B | WOMEN WELFARE AND HEALTH | CORE COURSE | 6 | 5 |

Course Objectives

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

Prerequisites

The Learner can problems of women and and law related to Women in India

Course Outcomes and Cognitive Level Mapping

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

| CO NUMBER | CO STATEMENT | COGNITIVE LEVEL |
|-----------|---|-----------------|
| CO1 | Define and explain various problems of Women | K1, K2 |
| CO2 | Identify various problems of Women and apply appropriate laws relating to Women | K3 |
| CO3 | Compare position of women in different circumstances. | K4 |
| CO4 | Explain Methods, Concepts, Values and Contribution, Scope and Fields of Social Work. | K5 |
| CO5 | Elaborate on the changing role and status of Women and the various strategies, measures meant for them. | K6 |

Mapping of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 1 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 1 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 1 | 1 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|---|-----------------------------------|
| I | 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 unmarried mothers; delinquency, prostitution, trafficking in women and girls. Domestic violence and Trauma; Intimate partner violence. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Women Welfare, Development and Empowerment: 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 empowered women; Life Skills for Women; feminism; women's movement abroad and in India. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| III | Health needs of Women: Early middle and late adulthood - nutritional needs in adulthood period - Poly cystic ovarian disease - hormonal imbalances - menopause hormonal changes - nutritional care in menopause period - Food chart during menopause - Mental health during menopause. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Life Style Diseases of Women: Breast cancer, cervical cancer, osteoporosis – arthritis - other degenerative diseases: incidence - causes - dietary preventive measures - Health care programs to improve women's health: International - national and state level agencies for women' health | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | 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's health. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| VI | Self Study for Enrichment (Not to be included in External Examination) Learners need to present case studies of women in different circumstances and Women achievers. Develop strategies to enhance the status of women in all walks of their life. Make a critical analysis of policies, | - | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|--|--|--|--|--|
| | programmes and legislations with regard to women | | | |
|--|--|--|--|--|

Text Books:

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

Reference Books:

1. Avasthi et.al.(2001). Modernity, Feminism, and Women Empowerment, Delhi :Rawat Publications
2. Bansal, D, K .(2006). Gender Justice. New Delhi: Mahaveer and Sons
3. Dalal, Ajit K and Ray, Subha. (2005). Social Dimensions of Health. Jaipur: Rawat Publications
4. Fernandez. B., Alex. (2014). Social Work for Women and Children. PacificBooks International.
5. Maithrey, Krishnaraj (ed) (1999). Gender, population and development. New Delhi: Oxford
6. Park J Rand Park K. (1983). Text Book of Preventive and Social Medicine. Habalpure: M.S.Banarside
7. Patel, Tulsi (Ed).(2007). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage
8. Petchesky, Rosalind Pollack. (2003). Gendering Health and Human Rights. London: Jed Book
9. Shukla P.K. (1982). Nutritional Problems of India. New Delhi: Prentice Hall of India.
10. Swaminathan M. (1986). Principles of Nutrition and dietetics. Bangalore: Bangalore printing and publishing.
11. Reddy, P. R., and R. Sumangla. (1998). Women in development. New Delhi: Publishing Corporation.
12. Sebasti L. Raj (1991). Quest for gender justice: a critique of the status of women in India. New Delhi: South Asia Books
13. Shrivastava & Sudharani. (1999). Women in India. New Delhi: Common Wealth Publishers
14. Theis,Joachim. (2004). Promoting Rights–Based Approaches, Experiences and Ideas from Asia and the Pacific. Sweden: Save The Children.
15. World Health Organization.(2000). Women of South East Asia: A health profile. New Delhi : WHO, Regional Office for South East Asia

16. Zubaan , Mohan Rao (Ed).(2004). The Unheard Scream: Reproductive Health and Women's Rights in India. New Delhi: Sage

Web References

1. <https://www.youtube.com/watch?v=RkBV7DORxhs>
2. <https://www.slideshare.net/eternal05/welfare-schemes-for-women-in-india-1-copy>
3. <https://www.slideshare.net/abigailabalos/adult-nutrition-powerpoint>
4. <https://www.slideshare.net/athirarajan94/lifestyle-diseases-ppt>
5. <https://www.unwomen.org/en/news/in-focus/csw59/feature-stories>

Pedagogy

Chalk & Talk, Seminar, PPT Presentation, Group Discussion, Blended Method, and Case Study.

Course Designer

Dr.G.Mettilda Buvaneswari

| | | | | |
|---------------------|-----------------------------------|--------------------|--------------------------|----------------|
| SEMESTER III | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC6C | HUMAN RESOURCE DEVELOPMENT | CORE COURSE | 6 | 5 |

Course Objectives

- To inform the students about the basic concept of Human Resource Development
- To make the students to aware about Performance Management and Performance Appraisal
- To teach the students about Training and Development and Various methods of Training
- To make the students to aware about HRD Trends in industries

Pre-requisites

The learners need to understand about the basic concept of Human Resource Development and its various functions

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|---|------------------------|
| CO1. | Recall, Explain and Evaluate the Concept of Human resource Resource Development and its functions | K1,K2,K5 |
| CO2. | Explain,Examine the concept of Performance management and Performance Appraisal Methods | K2,K3,K5 |
| CO3. | Apply and Assess the process Training and Development | K3,K5 |
| CO4. | Identify and Evaluate the various methods of Training | K3,K5 |
| CO5 | Explain and Develop the knowledge on HRD trends in Industries | K2,K5,K6 |

Mapping of CO with PSO and PO

| CO/ PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|---------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”- Substantial (High) Correlation--“-“ Indicates there is no correlation

| UNIT | CONTENTS | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|-----------------------|--------------------|
| I | HRD-Macro Perspective: HRD Concept, Origin and Need, HRD as a Total System; Approaches to HRD; HRD at Macro and Micro Climate | 18 | CO1,CO2,CO3 , CO4,C05 | K1,K2,K2 ,K3,K4,K5 |
| II | Performance Management: Meaning, Purpose and Principles of Performance Management, Dimensions of Performance Management Performance Appraisal- Meaning, Definition, Objectives, Significance of Performance Appraisal, Performance Appraisal Methods :Traditional Methods, Modern Methods Difference between Performance Management and Performance Appraisal | 18 | CO1,CO2,CO3 ,CO4,C05 | K1,K2,K2 ,K3,K4,K5 |
| III | Human Resource Learning and Development: Concept and Importance; Assessing Learning and Development Needs; Designing and Evaluating L& D Programmes; Role, Responsibilities and challenges to Training Managers. | 18 | CO1,CO2,CO3 ,CO4,C05 | K1,K2,K2 ,K3,K4,K5 |
| IV | Training Methods: Training with in Industry (TWI): On the Job & Off the Job Training; Management Development: Lecture Method; Role Play; In-basket Exercise; Simulation; Vestibule Training; Management Games; Case Study; Programmed Instruction; Team Development; Sensitivity Training; Globalization challenges and Strategies of Training Program | 18 | CO1,CO2,CO3 , CO4,C05 | K1,K2,K2 ,K3,K4,K5 |
| V | HRD Trends: Job rotation, Job enlargement, Job enrichment. Quality of work life, Total Quality Management (TQM) Human Resource Information system: Meaning and Importance; ISO 9000 Series, Competency Management Meaning & Importance. Retention, downsizing and outsourcing. Talent Management, Artificial Intelligence. | 18 | CO1,CO2,CO3 ,CO4,C05 | K1,K2,K2 ,K3,K4,K5 |
| VI | Self Study for Enrichment (Not to be included for End Semester Examination) Human Resource Management: - Introduction - Characteristics - scope of HRM -Objectives Importance and Functions of HRM -. Human Resource Planning – Concept – Objective-Need and Importance – Process | 18 | CO1,CO2,CO3 ,CO4,C05 | K1,K2,K2 ,K3,K4,K5 |

Text Books

1. Aswathappa, K. (2008). *Human Resource Management Text and Cases*. McGraw-Hill Publishing Company Limited, New Delhi.
2. Bhatia, B. S., and Batra G.S. (2001). *Human Resource Development*. Deep and Deep Publications.

Reference Books

1. Gosh, B. (2000). *Human Resource Development and Management*. Vikas Publishing House Pvt Ltd
2. Khanka, S. S. (2007). *Human Resource Management – Text and Cases*. S. Chand publication
3. Rao, T.V. (2015). *Performance Management towards excellence*. SAGE Publications Pvt Ltd.
4. Sharma, R.C. and Sharma N. (2018). *Human resource management -theory and Practice*. SAGE Publications Pvt Ltd.
5. Wermer, J. M. and Randy L. Simone. De (2012). *Human Resource development*. Cengage Learning India Private Limited,
6. Rao, T.V. (et.al): *HRD in the New Economic Environment*, Tata McGraw-Hill Pub. Pvt, Ltd., New Delhi, 2003
7. Rao, T.V: *HRD Audit*, Sage Publications, New Delhi

Web Resources:

- <https://dhr.gov.in/schemes/human-resource-development-health-research-hrd>
<https://www.youtube.com/watch?v=b2UZKco-drw>

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

Course Designer: Ms. S. Hema

| | | | | |
|---------------------|--|------------------------|--------------------------|----------------|
| SEMESTER III | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC6D | RURAL& TRIBAL COMMUNITY DEVELOPMENT | CORE COURSE | 6 | 5 |

Preamble

The course will introduce the students the basic concepts, policies, programmes, approaches to Rural and Tribal Community development.

Pre-Requisites

The learners need to understand about the basic conditions of Rural & Tribal communities.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|--|------------------------|
| CO1. | Describe the conceptual framework related to Rural Community Development and Tribal Community Development. | K1 |
| CO2. | Deliberate on social structure, social relations and institutions related to Rural and Tribal communities | K2 |
| CO3. | Categorize the need and importance of Rural and Tribal Community Development. | K3 |
| CO4. | Evaluate the policies& programmes related to the Rural and Tribal Community Development. | K4 |
| CO5. | Evaluate the legislative provisions that are related to Rural and Tribal Community Development. | K5 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| CO5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”- Substantial (High) Correlation–“-“ Indicates there is no correlation

Syllabus

| UNIT | CONTENTS | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|-------------------------|-----------------|
| I | RURAL COMMUNITY Rural Community: Concept, Characteristics, Problems related to Agriculture and its allied activities, Income equality, Employment, Food Security, Fisheries, Migration, Community Health and Infrastructure, Eco farming and Sustainable Development. | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4, K5 |
| II | RURAL COMMUNITY DEVELOPMENT Concept, Philosophy, Principles and Early Experiments of Rural Community Development. Extension Education: Concept, Characteristics & Methods. Contemporary Approaches to Rural Community Development: Community Driven Development (CDD) and Asset Based Community Development (ABCD). | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4, K5 |
| III | RURAL DEVELOPMENT ADMINISTRATION & PROGRAMMES Panchayat Raj Institutions, Salient Features of 73rd Amendment. Cooperative Movements. 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, SSA. Programmes sponsored by World Bank for Rural Development, National Rural Livelihood Mission, Rastriya Sama Vikash Yojana(RSVY), Deen Dayal Upadhyay-Grameen Kaushalya Yojana, Deen Dayal Antyodaya Yojana, Sampoorna Grameen Rozgar Yojana, Provision of Urban Amenities in Rural Areas(PURA), Support for Marginalised Individuals for Livelihood, Pradhan Mantri Mudra Yojana, Problems in the implementation of programmes, Rural Entrepreneurship, Role of NGOs in Rural Community Development and Role of Social Worker in Rural Community Development. Micro Credit and Women's Development. | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4, K5 |
| IV | TRIBAL COMMUNITY Concept, Characteristics and Types of Tribal Community, Geographical distribution of Tribes, Scheduled. De-notified and Nomadic Tribes. Life Style of Tribes – Socio-economic conditions, Cultural & Religious practices. Problems of Tribes. Exploitation and Atrocities on Tribes. Problems related to Resettlement and Rehabilitation. | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4, K5 |

| | | | | |
|----|---|----|-------------------------|------------------------|
| V | TRIBAL DEVELOPMENT ADMINISTRATION & PROGRAMMES Constitutional, Legal and Economic provisions for the protection of Tribes, Functions of Tribal Development Blocks, Tribal Sub-Plans, Administrative Structure at Central, State, and District levels. Research and Training in Tribal Development. Services and Facilities of Tribes. Adivasi Mahila Sashakti Karan Yojana, Adivasi Shiksha Rinn Yojana, Micro Credit Scheme for SHGs, Tribal Forest Dwellers Empowerment Scheme, Scheduled Tribe Component (STC), Vanbandhu Kalyan Yojana, Tamilnadu Adidravidar Housing and Development Corporation Limited(TAHDCO). Role of NGOs in Tribal Development. Tribal Development Policies, Application of Social Work Methods and Problems in implementation of Tribal Development Programmes. | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4 ,K5 |
| VI | Self-Study for Enrichment (Not to be included for End Semester Examination) Grameen Bank Model, SHG Movement, ECO SAN, WASH Tribal Leadership, Belief System, Tribal Revolts, Tribal Movements. Case Studies of Best Practices pertinent to Rural & Tribal Community Development | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K3,K4 ,K5 |

Text Book

Mello, L.D. (2018) Community Development: Rural, Urban and Tribal perspective, FSP media publications.

Reference Books

- Gupta, K.B (2010). Rural development in India, Atlantic Publication.
- Soundarapandian, M (2010). Rural Entrepreneurship: Growth and Potentials. Kanshika Publications.
- Singh, K. (2008) Rural Development: Principles, Policies and Management, Sage Publications.
- Soundarapandian, M (2001). Tribal Development in India: A Case Study. Anmol Publisher.
- Singh, K.S (2002). Tribal Situation in India, Indian Institute of Advanced publication.

Web Resources:

- <https://www.scribd.com/doc/18799723/Introduction-to-Rural-Community-Development>
- https://www.researchgate.net/publication/328289155_RURAL_DEVELOPMENT_IN_INDIA-A_WAY_FORWARD
- http://planningcommission.nic.in/plans/planrel/fiveyr/10th/volume2/v2_ch4_2.pdf
- <https://tribal.nic.in/writereaddata/AnnualReport/AnnualReport2016-17.pdf>

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

Course Designer: Dr. G. Kanaga

| | | | | |
|---------------------|----------------------------|--------------------|----------------------------|----------------|
| Semester III | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC7A | MEDICAL SOCIAL WORK | CORE COURSE | 6 | 5 |

Course Objectives

- 1.To equip students by imparting knowledge to understand the concept, definition, objectives, of Medical Social Work.
- 2.To apply the models of Health care while working at micro, mezzo and macro level.
- 3.To acquire skills and techniques required for medical social worker, values and ethics of professional social work.
- 4.To develop the ability to critically analyse problems of patients and caregivers in health setting.
- 5.To identify the settings and fields for the practice of medical social work.

Pre-requisites

The learners needs to have basic understanding about social Work and hospital settings.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|---|------------------------|
| CO1 | Define, , demonstrate, Illustrate and outline Social Work , concept, history, scope and trends in Medical Social Work | K1, K2 |
| CO2 | Identify, analyse, problems and Interventions for patients and care givers. | K3,K4 |

| | | |
|-----|---|----|
| CO3 | Analyse, categorize, compare, list, distinguish and examine health care models in the practice setting | K4 |
| CO4 | Explain & elaborate medical Social Work Department, patients rights, Medical ethics, Medico legal cases, Government schemes. Discuss the meaning of recording & types | K5 |
| CO5 | Discuss the Roles and Responsibilities of a Medical Social Worker, Elaborate on Social Work Practice in Different settings | K6 |

Mapping of CO with PSO and PO

| COs | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|------------------------|
| I | <p>Introduction to Medical Social Work: Medical Social Work: Definition, Concept, objectives. Historical Development of medical social work in India and abroad. Trends & Scope of Medical Social work practice in India. skills of Medical Social Worker Organisation and administration of Medical Social Work in hospitals.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | <p>Understanding Patient and illness behaviour: Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps. Concept of patient as a person. Patient as a whole, Sick role and illness behaviours. Impact of illness on the patient and caregivers. Hospitalization of patient – impact on family. Impact of long-term hospitalization on the patients and their families.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | <p>Healthcare Models: Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health Alternative System of Health - AYUSH. Health Education: Concept and Principles, Models, Methods and Techniques</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|----|-------------------------|------------------------|
| IV | <p>Medical Social Work Department : Organization and administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Medico-Legal issues, Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care. Government health insurance scheme, documentation & record keeping in hospital.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>Medical social work practice in different settings: Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric Department and Oncology department. Rehabilitation: Definition, Types and principles, physical medicine, physiotherapy and occupational therapy Community based rehabilitation. Ambulatory, Palliative care, Hospice and Convalescent care.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self-study for Enrichment (Not to be included for End Semester Examinations) Students should prepare an assignment on role of Medical Social Workers in different departments</p> | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Text Books

- Brandell, J R (1997). Theory and Practice of Clinical Social Work, London: Free Press
- Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Dowding & Barr, (2002) Managing in Health Care, Pearson Education Ltd. London.
- Park and Park, 23 rd (Ed), 2015 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London.
- References
- Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS
- Bajpai P.K. (ed.). (1997). Social Work Perspectives in Health. Rawat Publications. Delhi.
- Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professional, Sage Publications, New Delhi.
- Beder, J. (2006). Hospital social work: The interface of medicine and caring. New York, NY: Routledge.
- D'Ambruso, S. (Ed.) (2006). Handbook of social work in health and aging. New York, NY: Oxford University Press.
- Egan, M. (2010). Evidence-based interventions for social work in health care. New York, NY: Routledge.
- Field M. (1963). Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.
- Gehlert, S., & Browne, T. A. (Eds.). (2006). Handbook of health social work. New York, NY: Wiley.
- Gambrell, E. (1997). Delhi Social work in the 21st century, Pine for gepress, New Delhi.
- Golstein D. (1955), Expanding horizons in medical social work, The University of Chicago Press, Chicago.

Web Resources

1. <https://mgcub.ac.in/>
2. <https://rmlh.nic.in/>
3. <https://www.tandfonline.com/>
4. <https://www.ncbi.nlm.nih.gov/pmc/>
5. <https://www.sweducarebd.com/>
6. <http://www.pitt.edu/>

Pedagogy: Lectures, case discussions, PPTs, Group Discussions

Course Designer: Ms.PL.Rani

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|---------------------|---|-------------------------|-------------------|----------------|
| Semester III | Internal Marks :25 75 | External Marks : | | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 22PSW3CC7B | CHILD RIGHTS &CHILD PROTECTION | CORE COURSE | 6 | 5 |

Course 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.

Pre-requisites

The learners need to have basic knowledge on child, their basic rights and means of protection.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|--|------------------------|
| CO1 | Define and Recall the meaning of Child , Illustrate and outline the Vulnerability of children | K1, K2 |
| CO2 | Identify the Child Rights , demonstrate the Legal protection to children in various occupations | K2,K3 |
| CO3 | Analyse, categorize and list the Child related policies, Examine the meaning and significance of human rights. | K4 |
| CO4 | Evaluate the International Perspectives on child welfare | K5 |
| CO5 | Elaborate and Discuss the National Mechanisms for child rights and protection | K6 |

Mapping of CO with PSO and PO

| Cos | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|-------------------------|------------------------|
| I | <p>Basic Profile of Children: 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 Disorganized family system, Children of commercial sex workers, Children affected by HIV/AIDS, victims of calamities, victims of domestic violence-need for legislative intervention.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | <p>Basic human rights and Child Rights: 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.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | <p>National Mechanisms and Child related policies (Salient features of children related policies) National Mechanisms and Child related policies, National Policy on Education 1986&2021, National Policy on Child Labour 1987, National Nutrition Policy 1993, National Health Policy. National Commission for Protection of Child Rights (NCPCR), Child Line.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

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|--|--|--|--------------------------------|-------------------------------|
| <p style="text-align: center;">IV</p> | <p>Children Related Acts(Salient features of children related acts): Constitutional Provisions for Children in India,National Policy for Children (1974 and 2013), Protection of Children from Sexual Offences Act (POCSO) 2012, Child Labour (Abolition and Prohibition) Act , Amendment Act 2016 The Prohibition of Child Marriage Act 2006 –Right of Children to Free and Compulsory Education Act,2009, The prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act,1994, Juvenile Justice (Care and Protection of Children) Act,2021</p> | <p style="text-align: center;">18</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |
| <p style="text-align: center;">V</p> | <p>International Perspective: Sustainable Development Goals in relevance to children, United Nation’s Convention on the Rights of Child 1989.International mechanisms for the welfare of children SAARC, AHRC, ASEAN, European Union and Child Rights.UNICEF-Evolution,Objectives, Programmes, Achievements in India. ILO-In the context of Children.</p> | <p style="text-align: center;">18</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |
| <p style="text-align: center;">VI</p> | <p>Self-study for Enrichment (Not to be included for End Semester Examinations) Students can conduct case study on child rights violation.Collect data on National Child Labour Project. Prepare an econtent on Stakeholders in Child Development - Roles and Functions of the Central and State level Commission for Protection of Child Rights in India</p> | <p style="text-align: center;">-</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |

Text Book:

Adrian L. James, Kate Wilson. (2007). The Child Protection Handbook-The Practitioner's Guide to Safeguarding Children. Paris: Bailliere Tindall.

Bajpai, A. (2003). Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.

Enakshi Ganguly Thukral India (2005). Status of Children in , Bharti Ali ,New Delhi:Aspire Design.

Manoharan, A. & Mehendale, A. (2012). Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University. Status of Children in India (2005). By Enakshi Ganguly Thukral, Bharti Ali ,New Delhi:Aspire Design.

The Child Protection Handbook(2007).The Practitioner's Guide to Safeguarding Children.Adrian L. James, Kate Wilson. Paris: Bailliere Tindall.

Reference Books

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 with Children and Families. New Delhi: LearningMatters. Syllabus
7. Devi, Laxmi.(1998). Child and family welfare. Egully.Com
8. Gathia, Joseph Anthony.(1999). Child prostitution in India. New Delhi: Concept Publishing Company
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. New Delhi: Discovery Publishing House.
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: Discovery India.
13. Shrivastava, Rekha.(2009). International Encyclopaedia of Women Rights and Children Rights. New Delhi: Anmol Publications.
14. Tandon, R.K. & Sudarshan, K.N.(1998). Directory & Handbook on Children. New Delhi: Ashish.
15. Theis, Joachim. (2004). Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific. Sweden: Save The Children.
16. Upadhyaya, Shivendra. (2009). Encyclopaedia of Juvenile Rights, Child Rights and Women Rights, volume 2. New Delhi: Anmol publications.

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

Web References

- 1.<https://egyankosh.ac.in/bitstream/123456789/46438/1/Unit-11.pdf>,child rights and legislation.
- 2.<https://egyankosh.ac.in/bitstream/123456789/21223/1/Unit-3.pdf>,child rights and child protection counselling.
- 3.https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/social_work_education/social_work_with_children_and_child_protection/04_child_protection_meaning_and_issues/et/6084_et_et.pdf
- 4.http://www.unicef.org/about/history/index_milestones.htmlaccessed on 15.10.2013
- 5.[http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach__\(1\)_0.pdf](http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach__(1)_0.pdf)
6. <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>
7. <https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>
- 8.https://www.ohchr.org/sites/default/files/Documents/Issues/RtD/InfoNote_ChildrenYouth.pdf
9. https://en.wikipedia.org/wiki/Child_development_in_India

Pedagogy: Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

Course Designer: Dr.O.Aisha Manju

| | | | | |
|---------------------|---|--------------------|---------------------------|----------------|
| SEMESTER III | Internal Marks:25 | | External Marks :75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC7C | LABOUR LAWS AND INDUSTRIAL RELATIONS | CORE COURSE | 6 | 5 |

Course Objectives

- To familiarize the legislations related to regulating Working Conditions in Factories and shops , Protection of Women from Sexual Harassment in Workplace
- To Gain knowledge on legislations related to Welfare fund , Compulsory National and Festival Holidays along with Industrial Relations Legislations.
- To Understand the Wage legislations and Social Security legislations to provide Wages without Exploitations and to provide social security for employees in the Industry
- To develop the knowledge on the concept of Industrial Relations , Mechanism for settling disputes.

Course Outcomes

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|---|------------------------|
| CO1 | Interpret the labour legislations regulating work conditions and working hours in their Work Environment. | K2 |
| CO2 | Develop the knowledge on legislations related to industrial Relations and Various Legislations | K3 |
| CO3 | Analyse the legislations related to wages and social security of employees in the society. | K4 |
| CO4 | Explain the concept of Industrial relations | K5 |
| CO5 | Elaborate the knowledge on Mechanism of Industrial Relations | K6 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”- Substantial (High) Correlation–“-“ Indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|-----------------------------|--------------------|
| I | <p>Legislation: Meaning, objectives and Evolution of Labour Legislation.</p> <p>Legislations pertaining to working conditions: Salient Features - Factories Act 1948, Child labour prohibition and regulation Act 1986, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Apprentices act 1961, Tamil Nadu shops and establishment Act 1947</p> | 18 | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |
| II | <p>Labour Legislations in Tamilnadu: Salient Features - Tamil Nadu Labour welfare fund Act, 1972. The Tamil Nadu Industrial establishments (National and Festival Holidays) Act, 1958.</p> <p>Industrial Relations Legislations: Industrial disputes act 1947, Industrial employment (standing orders) Act 1946, The Trade union act 1926 .</p> | 18 | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |
| III | <p>Wage Legislations: Payment of wages act 1936, the Minimum wages act 1948, Payment of Bonus act 1965</p> <p>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</p> | 18 | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |
| IV | <p>Industrial Relations: Meaning, Objectives and Importance, Background to Industrial Relations- Scope, Evolution and Development, Approaches and forms of Industrial relations in India.</p> | 18 | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |
| V | <p>Mechanism of Industrial Relations: Collective Bargaining, Joint Management Councils, works committee, Workers Participation in Management, Grievance handling procedures.</p> <p>Industrial Relations machinery in India: Conciliation, Arbitration and Adjudication, Code of discipline- Recent trends, Role of Government, Employers and Trade Unions in maintaining Industrial Relations.</p> | 18 | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |

| | | | | |
|----|--|---|-----------------------------|--------------------|
| VI | Self Study for Enrichment (Not to be included for End Semester Examination) New Labour Codes 2020-Objectives and Salient Features Various forms related to legislations and Case laws | - | CO1,CO2,C O3,CO4,CO 5 | K2,K3,K4,K5, K6 |
|----|--|---|-----------------------------|--------------------|

Text Books

1. Dwivedi. R.S (1997) 'Human Relations & Organisational Behaviour', Macmillan India Ltd, New Delhi
2. Joseph, Jerome (2004) Industrial relations: Towards a new theory of negotiated connectedness, New Delhi: Response Books
3. Malhotra O.P.(1985). Industrial Disputes Act 1947, Lucknow: East law book company
4. Mamoria C.B. and Mamoria. Satish,(1998). 'Dynamics of Industrial Relations', Himalaya Publishing House, New Delhi
5. Paul Edwards .(2009).Industrial Relations: Theory and Practice, 2nd Edition

Reference Books

1. Srivastava ,S.C.(2000). 'Industrial Relations and Labour laws', Vikas Publications pvt ltd, 4th edition
2. Ratna Sen, (2003)'Industrial Relations in India', Shifting Paradigms, Macmillan India Ltd., New Delhi
3. Venkata Ratnam.C.S.(2001). 'Globalisation and Labour Management Relations:Dynamics of change',SAGE Publications Pvt Ltd.
4. Subba Rao,P.(2012). Essentials of Human Resource Management and industrial Relations(Text, Cases and Games),Himalaya Publishing House
5. Jerry S.Rosen bloom (2014) The Handbook of Employee Benefits -Health and Group Benefits,7th Edition,Mc Graw Hill
6. Sarma, A.M (2014),Employee Welfare and Social Security,Himalaya Publishing House.
7. Kulshreshtha,U.C.(2020). Labour Problems and Social Welfare,Lakshmi narain Agarwal publishers

Web Resources:

- <https://labour.gov.in/labour-law-reforms>
- <https://www.youtube.com/watch?v=QcVPILsV84Q>
- <https://www.ilo.org/global/topics/labour-law/lang--en/index.html>

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

Course Designer :Ms.S.Hema

| | | | | |
|---------------------|------------------------------------|--------------------------|-------------------|----------------|
| SEMESTER III | Internal Marks:25 | External Marks:75 | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC7D | URBAN COMMUNITY DEVELOPMENT | CORE COURSE | 6 | 5 |

Course Objectives

The course will introduce the students the basic concepts, policies, programmes, approaches to Urban Community development.

Pre-requisites

The learners need to understand about the basic conditions of Urban Community.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|---|------------------------|
| CO1. | Describe the conceptual framework related to Urban Community Development | K1 |
| CO2. | Deliberate on social structure, social relations and institutions related to Urban Communities. | K2 |
| CO3. | Categorize the need and importance of Urban Community Development | K3 |
| CO4. | Evaluate the policies & programmes related to Urban Community Development. | K4 |
| CO5. | Evaluate the legislative provisions that are related to Urban Community Development. | K5 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”- Substantial (High) Correlation–“-“- Indicates there is no correlation

| UNIT | CONTENTS | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|-------------------------|--------------------|
| I | <p>URBAN COMMUNITIES AND URBANIZATION</p> <p>Urban Communities: Types, features& Rural Urban contrast. City- Meaning & Classification. Urbanization - Trends in Urbanization process, Historical formulation of Urbanization: level of urbanization and urban infrastructure in India, Causes and consequences of Urbanization and unplanned Urban growth. Urbanism – Meaning, Characteristics. Slums – Concept, Culture of Slums and Factors contributing to slum development, Approaches. Theories and Classification, consequences and issues around evictions and relocation.</p> | 18 | CO1, CO2, CO3, CO4, C05 | K1,K2,K2,K3, K4,K5 |
| II | <p>URBAN PROBLEMS AND CHALLENGES</p> <p>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.Issues of Pollution. Urban basic services for the poor, Institutionalisation of Children,Women, Older Persons and its related Issues.</p> | 18 | CO1,CO2,CO3, CO4,C05 | K1,K2,K2,K3, K4,K5 |
| III | <p>URBAN COMMUNITY DEVELOPMENT</p> <p>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.</p> | 18 | CO1,CO2,CO3, CO4,C05 | K1,K2,K2,K3, K4,K5 |
| Iv | <p>URBAN DEVELOPMENT ADMINISTRATION</p> <p>National, State and Local levels; Structure and Functions of Urban Development Agencies; Urban Services and Urban Deficiencies. Nagapalika Act (74th Amendment) Functions of Officials and Non-Officials in Urban Self Government. Housing Policies, Housingand Urban Development Corporation (HUDCO) Metropolitan Development Authorities Role of Central Social Welfare Board (CSWB). Concept of Smart Cities.</p> | 18 | CO1,CO2,CO3, CO4,C05 | K1,K2,K2,K3, K4,K5 |

| | | | | |
|----|--|----|----------------------|--------------------|
| V | <p align="center">URBAN DEVELOPMENT PROGRAMMES AND PARTICIPATION, ACTION & ADVOCACY</p> <p>Urban Development Projects I,II,& III, Urban Basic Services Programmes, Smart Cities Mission, Atal Mission for Rejuvenation and Urban Transformation, Pradhan Mantri Awas Yojana(Urban) or Housing for All By 2022, Heritage City Mission Development and Augmentation Yojana, Solid Waste Management Program,TNSCB,JNNURM, National Urban Livelihood Mission and Swach Bharat Mission-Urban, Self-Employment Program of Urban Poor, Integrated Urban Development Mission, Special Area Development Program, Tamilnadu Urban Road Infrastructure Development Program, Problems in implementation, Role of NGOs in Urban Development 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.</p> | 18 | CO1,CO2,CO3, CO4,C05 | K1,K2,K2,K3, K4,K5 |
| VI | <p>Self-Study for Enrichment (Not to be included for End Semester Examination)</p> <p>Theories of Urbanization, Civil society organizations and initiatives for urban community development. Case studies of best practices</p> | 18 | CO1,CO2,CO3, CO4,C05 | K1,K2,K2,K3, K4,K5 |

Text Book

1. Nagpal, H. 1994 Modernization and Urbanisation in India .Jaipur: Rawat Publications.
2. Kasambi, M. 1994 Urbanization and Urban Development in India. New Delhi: ICSSR

Reference Books

1. Sharma, K. 2001 Rediscovering Dharavi. New Delhi: Penguin
2. Chaubey, P.K. 2004 Urban Local Bodies in India. New Delhi: Indian Institute of Public Administration
3. Roy, P. & Das Gupta, S. 1995 Urbanisation and Slums. New Delhi: Har-Anand Publications.

4. Sandhu, R.S.(ed.) 2003 Urbanisation in India: Sociological Contribution. New Delhi: Sage Publications.
5. Pernia, E.M. (ed.) 1994 Urban Poverty in Asia. Hong Kong: Oxford University Press.
6. Thakur, B. (ed.) 2005 Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.
7. Kundu, A. 1993 In the Name of Urban Poor. New Delhi: Sage Publications.
8. Mishra, G.K. & Narain, K. (ed.) 1989 Development Programmes for Urban Poor. New Delhi: Indian Institute of Public Administration.
9. Kundu, A. 2000 Inequality Mobility and Urbanisation. New Delhi: Indian council of Societal Science Research and Manak.
10. De Souza, A.(ed.) 1988 Urban Growth and Urban Planning. Political Context and People's Priorities. New Delhi: Indian Social Institute.
11. Bhargava, G. 1981 Urban Problems and Policy Perspectives. New Delhi: Abhinav Publishers.

Web Resources:

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](http://smartcities.gov.in/upload/uploadfiles/files/SmartCityGuidelines(1).pdf)
4. <https://kingcenter.stanford.edu/sites/default/files/publications/231wp.pdf>

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

Course Designer: Dr. G. Kanaga

| | | | | |
|---------------------|--|--------------------|-------------------|----------------|
| SEMESTER III | Internal Marks:25 External Marks:75 | | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3CC3P | SOCIAL WORK PRACTICUM | Core Practicum III | 6 | 5 |

Course 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.

Pre –requisites

The learner will get a Practical exposure in various fields of Social Work

Course Outcome

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

| 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 of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation “3”- Substantial (High) Correlation--“-“ Indicates there is no correlation

Syllabus

1. Agency placement based on their specialisations
2. The placement will be for a minimum duration of 30 fieldwork 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 five clients
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 and case laws on labour legislations
3. Understanding of Organisation profile/Organisational Culture.
4. One Career Guidance Programme

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/Tribal areas)
5. Knowledge of CD programmes.

Evaluation

Internal (40marks)

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

40 marks

External (60 marks)

- | | | | |
|----|--------------------------------|---|---------|
| 1. | Theoretical Knowledge | : | 20marks |
| 2. | Practice Skills | : | 20marks |
| 3. | Agency Evaluation | : | 10marks |
| 4. | Communication and Presentation | : | 10marks |

60 Marks

Pedagogy: Case Presentation, Individual conference, Group Conferences, Discussions, Supervision
Course designer : Ms.S.Hema

| | | | | |
|--------------------|---|---------------------------|--------------------|----------------|
| Semester III | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/ Week | CREDITS |
| 22PSW3CCC2B | LIFE SKILLS AND SOFT SKILLS FOR SOCIAL WORKERS | CORE CHOICE COURSE | 5 | 4 |

Course Objectives

- To learn to communicate effectively, vocally, in writing and in presentation format.
- To develop skills in working with different groups.
- To gain knowledge of lifeskills.
- To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.
- To enhance the coping skills in encountering challenges and difficult circumstances

Course Outcomes and Cognitive Level Mapping

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

| CO NUMBER | CO STATEMENT | COGNITIVE LEVEL |
|-----------|--|-----------------|
| CO1 | Define and explain various life skills, soft Skills and Coping Strategies. | K1, K2 |
| CO2 | Identify the areas of employing appropriate life skill and soft skills. | K3 |
| CO3 | Compare different clientele groups and their needs in providing services | K4 |
| CO4 | Evaluate Skills and Strategies to work with the clientele system | K5 |
| CO5 | Elaborate on the skills required to build effective human relationships | K6 |

Mapping of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|---|-----------------------------------|
| I | 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. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Life skills: Concept and Meaning of Life Skills; Definition and Interpretations of Life Skills by the UN and other Agencies; Generic, Problem Specific and Area Specific Life Skills. Self awareness, Self Esteem, Assertiveness, Coping with Anger, Fear, Anxiety, Stress, Hurt and Depression, Sensitivity, Empathy and Support, Critical and Creative thinking, Time Management, Problem Solving, Decision Making | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| III | Coping and Application of Life Skills: Coping with Emotion and Stress; Application of Life Skills: Area Specific Skills; Problem Specific Skills; Understanding Defense mechanisms, Positive thinking, Enhancing capacity to love, be happy and enjoy everyday life. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Soft- Skills: Communication, commitment, conflict resolution, civic and traffic sense, emotional competence, listening skills, nonverbal communication, skills in dealing with selected groups. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | 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. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|---|---|-----------------------------------|
| VI | <p>Self Study for Enrichment (Not to be included in External Examination)</p> <p>Practicum: Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, role-play evaluation.</p> | - | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
|----|--|---|---|-----------------------------------|

Text Book

Anant Deshmukh. (2023), Life And Soft Skills Education For Social Worker

Reference Books

1. Baron, .A. Robert and Byrne Donn, (2003), (10th edition), Social Psychology, Printice Hall of India, New Delhi.
2. Bradbury, A., (2010) Successful presentation skills (4th ed.), Kogan Page.
3. Cottrell, S.. (2008) The study skills handbook (3rd ed.), Palgrave Macmillan.
4. Delors, Jacques (1997), Learning: The Treasure Within, UNESCO, Paris.
5. Go Taylor. E. Shelly. et.al. (2006), Social Psychology, (12th Edi), Sheel Print N Pack, New Delhi.
6. UNESCO and Indian National Commission for Co-operation with UNESCO(2001): Life Skills in Non-formal Education: A review.
7. UNESCO(1997), Adult education : The Hamburg Declaration, UNESCO, Paris.
8. Hargie, Saunders, C & Dickson, D.(1994). Social Skills in InterpersonalCommunication. London: Routledge.
9. Lama, Dalai & Cutler, H.C.(1998). The Art of Happiness: A Handbook for Living. London: Coronet Books
10. McCarthy, Pasty & Hatcher, Caroline .(2002). Presentation Skills: The essential guide forstudents. New Delhi:SAGE Publications
11. Thompson, Neil .(1996). People Skills.London: Macmillan
12. Van Emden, J., Becker, L., (2010) Presentation skills for students (2nd ed), Palgrave Macmillan.
13. WHO(1999):Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, Geneva.

Web References

1. <http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/chapter%205.pdf>
2. https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
3. <https://egyankosh.ac.in/bitstream/123456789/43390/1/Unit-1.pdf>
4. UNESCO - <http://www.unesco.org/>
5. UNFPA - <http://www.unfpa.org/>
6. UNICEF - <http://www.unicef.org/>
7. United Nations - <http://www.un.org/>
8. WHO - <http://www.who.int/en/>

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

| | | | | |
|---------------------|--|---------------------------|--------------------------|----------------|
| SEMESTER III | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PGCS3CCC2C | CORPORATE SOCIAL RESPONSIBILITY | CORE CHOICE COURSE | 5 | 4 |

Course Objectives

- To understand the scope and complexity of corporate social responsibility (CSR).
- To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
- To acquire skills to frame CSR policies and practices appropriate to the Industries

Pre-requisites

The learners need to understand about the basic concept of Corporate Social Responsibilities and its practices in industries.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|---|------------------------|
| CO1. | Analyse the theoretical perspective of CSR | K1 |
| CO2. | Explain about stakeholders involved in CSR and Various categories of CSR Activities in Industry | K2 |
| CO3. | Formulate CSR policies and its model and Emergence of CSR in India | K3 |
| CO4. | Analyse the planning,implement and developing CSR policy and its business benefits. | K4 |
| CO5 | Critique the current trends and opportunities of CSR | K5 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|--------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”- Substantial (High) Correlation –“-“ Indicates there is no correlation

Syllabus

| UNIT | CONTENTS | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|-----------------------|--------------------|
| I | Corporate Social Responsibility: Meaning, Need and Importance of Corporate Social Responsibility. Emergence of CSR in India | 18 | CO1,CO2, CO3,CO4, C05 | K1,K2,K2, K3,K4,K5 |
| II | Stakeholders: Organization, Government, Society and Regulatory Environments related to CSR – Models of CSR in India – Business benefits of CSR and CSR as Organizational Brand Building | 18 | CO1,CO2, CO3,CO4, C05 | K1,K2,K2, K3,K4,K5 |
| III | Planning and Implementing, Evaluating and developing CSR Policy in industries, Categories of CSR activities challenges involved in implementing CSR Activities. Role of government in CSR | 18 | CO1,CO2, CO3,CO4, C05 | K1,K2,K2, K3,K4,K5 |
| IV | Corporate Governance, CSR and Sustainability– global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - codes formulated by UN global compact – UNDP. | 18 | CO1,CO2, CO3,CO4, C05 | K1,K2,K2, K3,K4,K5 |
| V | CSR in India: Current trends and opportunities in CSR; an overview of Section 135 of companies Act, 2013 – Role of social workers in CSR | 18 | CO1,CO2, CO3,CO4, C05 | K1,K2,K2, K3,K4,K5 |
| VI | Self Study for Enrichment (Not to be included in External Examination) Evaluate the CSR Practices of Various Industries in India | | | |

Text Book

- CA. Kamal Garg ,C A(2023),Corporate Social Responsibility, Bharat Law House PVT. LTD.

Reference Books

- 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.

Web Resources:

- https://onlinecourses.nptel.ac.in/noc23_mg94/preview
- <https://www.csr.gov.in/content/csr/global/master/home/home.html>

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

Course Designer: Ms.S.Hema

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|--|-------|------------------------------|-------------------------------|
| I | Nature and Development of Social Work: Definition, Scope, Principles, Nature and Goals; Historical Development; Social Work as a Profession; Basic concepts of Social Work | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Social Work with Individuals and Groups: Basic Concepts of Social Case Work; Approaches and Process to Social Case Work Practice. Social Group Work: Definition, Characteristics, Functions and Group Structure, Classification of Groups; Social Group Work Process and Group Dynamics; Group Development. | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| III | Sociological Concepts : Social Structure, Social Institutions and Social Groups, Socialization, Social Control and Social Change; Social System and Stratification; Type of Communities: Rural ,Urban, Tribal Communities and various Vulnerable Groups/ sections viz. Women, Child , Aged, Dalits etc; Caste and Class – Their Characteristics; Human Behavior; Theories of Personality; Social Psychology: Social Perception, Attitude Formation, Communication and Theories of Collective Behavior | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | Community Organization – Concept , Definition , Scope and Historical Perspective; Process and approaches to Community Organization; Social Action and Social Movements; Models of Social Action: Conscientisation model of Paulo Freire, Role of ideology, Saul Alinsky as a radical community organizer; Social Change. Basics of Social Research and Social Work Research; Steps in Social Research; Basic Statistical Concepts; Qualitative Research; Managing Qualitative Data; Mixed Method Research | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|----|------------------------------|-------------------------------|
| V | <p>Social Welfare Administration: Meaning, History, Principles, Nature and Type of Organizations; Types of Administration; Components of Administration: Planning, Coordination, Staff Recruitment, Training and Development, Recording and Documentation, Budgeting, Monitoring and Evaluation, Networking and Maintaining Public Relations. Social Policy : Concept, Goals, Scope , Context and Models of Social Policy and applicability in Indian context. Application of methods of Social Work in various settings.</p> | 15 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self Study for Enrichment (Not to be included in External Examination)</p> <p>Learners need to present the application of Social Work methods in various settings and the learners need to list the roles of social workers in various settings based on their fieldwork experiences.</p> | - | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

Text Books:

- Misra,P.D.(1994).Social work philosophy & Methods. Inter India Publication.

Reference Books:

- Ahuja, Ram. (1999) Society in India: Concepts, Theories and Changing Trends, Jaipur:Rawat Publications
- Bottmore. T.B, 1980: Sociology: "A Guide to Problems and literature", New Delhi. McGraw Hill
- Kapadia, K.M., (1966) Marriage and Family in India, New Delhi: Oxford University Press
- Rao Shankar, (2006) Sociology of Indian Society, New Delhi: S Chand
- Srinivas, M.N., (1970) Social Change in Modern India, Madras: Allied Publishers

Web References

- 1.<https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf>
- 2.<https://egyankosh.ac.in/bitstream/123456789/17105/1/Unit-2.pdf>
3. <https://kkhsou.ac.in/eslm/E- SLM Main/5th%20Sem/Bachelor%20Degree/BSW/HPSW/HPSW-3 - with changes incorporated.pmd.pdf>
- 4.<http://www.ignou.ac.in/upload/bswe-02-block1-unit-6-small-size.pdf>
- 5.<http://www.sociologyguide.com/>
- 6.<http://www.importantindia.com/3910/essay-on-social-problems-in-india/>
7. <http://www.ignou.ac.in>
8. <https://www.researchgate.net>
9. <https://shodhganga.inflibnet.ac.in/>

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

Course Designer: Dr.G.Mettilda Buvaneswari

| SEMESTER III | Internal Marks:25 | | External Marks :75 | |
|--------------|------------------------------------|---|--------------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/ WEEK | CREDITS |
| 22PSW3DSE3B | COMPUTER SKILLS FOR SOCIAL WORKERS | Discipline Specific Elective Course – III (DEC) | 4 | 3 |

Preamble

To enlighten the students on the computer application for enhancing the computing skills in social work practice

Course Objectives

- To teach the students about fundamentals of computer.
- To enhance the knowledge in MS-Word processing.
- To inform the students about statistical package for social work Research.
- To teach students to create a data file for analyzing the data.
- To enlighten the students in data analysis of social work research.

Course Outcome

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

| CO | CO Statement | Knowledge Level |
|-----|--|-----------------|
| CO1 | Explain, Recall and utilize the knowledge of fundamental related to computer | K1,K2,K3 |
| CO2 | Explain and Evaluate MS-Word processing in computer application | K2,K4,K5 |
| CO3 | Experiment and Examine the statistical package used in research | K3,K4 |
| CO4 | Determine and Illustrate the process of creating and encoding data in SPSS | K2, K5 |
| CO5 | Estimate and analyze the data in research | K4,K6 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”-Substantial (High) Correlation –“-“ Indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|------|---|-------|----------------------|-----------------|
| I | Microsoft Word: Understanding Word Processing: Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text, Editing of table and charts, exporting tables and charts in word document , Spell check, language setting and thesaurus; Printing of word document. | 12 | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |
| II | Using Spread Sheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet | 12 | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |
| III | Power Point Presentation: Basics of presentation software; Creating Presentation; Preparation and Presentation of Slides; Slide Show; and Using CANVA Software in Presentation | 12 | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |
| IV | Introduction to Internet, WWW and Web Browsers: Basic of Computer networks; LAN, WAN; Concept of Internet; Applications of Internet; connecting to internet; What is ISP; Knowing the Internet; Basics of internet connectivity related troubleshooting, World Wide Web; Web Browsing softwares, Search Engines; Understanding URL; Domain name; IP Address; Using e-governance website | 12 | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |

| | | | | |
|----|--|----|----------------------|----------------|
| V | Analysis of data: Single frequency, Bivariate Analysis, charts and diagrams.. Interpretation of data, Application of statistical calculation and test, measurement of central tendency, dispersion, 't' test, Chi-square test. Application of correlation, regression, ANOVA. | 12 | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |
| VI | Self Study for Enrichment (Not to be included for End Semester Examination) Practicals – creating frequency table, cross tables, charts | | CO1,CO2,CO3,CO4 ,CO5 | K1,K2,K3,K4,K5 |

Reference Books

- Barrett, Neil,(1997). 30 Minutes to master Internet, Kongan Page India pvt. Ltd. New Delhi
- Foster, J.J.(1997). The Compact Guide to Microsoft Office Professional. Sybex Computer Books Inc. USA
- Miles,M.B. and E.A.(1995). Weitzman Computer Literacy in Human Services, The Haworth Process. New York
- Saxena, Sanjay(1999). A First Course in Computers, Vikas Publishing House Pvt. Ltd. New Delhi.

Web Resources

- https://nielit.gov.in/sites/default/files/syllabus_of_bcc_1.pdf
<https://byjus.com/govt-exams/computer-fundamentals/>

| | | | | |
|---------------------|----------------------------------|---|----------------------------|----------------|
| Semester III | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/Week | CREDITS |
| 22PSW3DSE3C | ENVIRONMENTAL SOCIAL WORK | Discipline Specific Course III (DSE) | 4 | 3 |

Course Objectives:

1. To understand the concepts of Environment and issues in it.
2. To help students to understand environmental Movements & legislations protecting environment
3. To enable the professional social workers to understand the roles and responsibilities of to protect the Environment

Pre-requisites

The learners need to have an understanding Environmental Issues.

Course Outcomes and Cognitive Level Mapping

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

| CO NUMBER | CO STATEMENT | COGNITIVE LEVEL |
|------------------|--|------------------------|
| CO1 | Define & Recall the environment & its dimensions.role of NGO's ,State & Central Government in Environmental issues | K1 &K2 |
| CO2 | Interpret & demonstrate the relationship between Man & Environment & Environmental Issues | K3 |
| CO3 | Categorise & Examine the Environmental movements in India & Abroad | K4 |
| CO4 | Collect & Revise legislations pertaining to | K5 |

| | | |
|-----|---|----|
| | Environmental Protection | |
| CO5 | Evaluate & Predict the role of Social Workers in environmental Protection | K6 |

Mapping of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

Syllabus

| UNIT | CONTENT | HOURS | COS | COGNITIVE LEVEL |
|----------|---|-------|---------------------------------|-------------------------------|
| I | ENVIRONMENT SOCIAL WORK : Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems | 15 | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5,K6 |

| | | | | |
|-----|---|----|-----------------------------------|-------------------------------|
| II | HUMAN ECOLOGY: Green Revolution, Impact of Population. Depletion of Natural resources. Food web and Ecological Balance. | 15 | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5,K6 |
| III | ENVIRONMENTAL MOVEMENTS : Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri. | 15 | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5,K6 |
| IV | ENVIRONMENT AND SOCIAL LEGISLATION IN INDIA: The Forest Rights Act (FRA)/the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. The Environment Protection Act 1986 ,The Water (Prevention and Control of Pollution) Act of 1974 and Amendment, 1988 ,The Air (Prevention and Control of Pollution) Act of 1981 and amendment, 1987 , The Forest Rights Act (FRA) or the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. The National Green Tribunal Act, 2010. | 15 | CO1 , CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5,K6 |
| V | Role of Social Worker in Environment Protection and Preservation : Eco farming - Natural farming efforts. Preservation of water bodies, Promotion of green technology, Green Housing, Wealth out of Waste, Application of alternative and renewable energies, Solid waste management, rain water harvesting, Refuse, Reduce, Reuse and Recycle (4 R's). Role of Social Worker – Catalyst, Environmentalist, Activist, Advocacy, Negotiation, Networking | 15 | CO1 , CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5,K6 |

| | | | | |
|----|---|---|---------------------------------|----------------------------|
| VI | <p>Self Study for Enrichment (Not to be included for External Examination)</p> <p>Learners will be given an assignment on role of Social Worker in Environmental Preservation & protection in India. Field visit to the Agencies working for Environmental Issues.</p> | = | CO1 CO2 CO3 CO4 CO5 | K1,K2,K3,K4 ,K5 ,K6 |
|----|---|---|---------------------------------|----------------------------|

Text Books:

1. Anubha Kaushik (2018) Perspectives in Environmental Studies
2. Bilal M Bhat (2021) Environment and Ecology
3. Erach Barucha (2021) Text Book of Environmental Studies for Under Graduate
4. Kullar D R (2021) Environment and Disaster Management: Ecology, Climate Change and Biodiversity
5. Pranav Kumar (2021) Fundamentals of Ecology and Environment

References:

1. Asthana. D.K. 2001. Environmental Problems and solutions. S. Chand publishers. New Delhi.
2. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill Publishers. New Delhi
3. Agarwal S.K. 1993. Environmental protection. Himalaya Publishers, New Delhi.
4. Dominelli Lena .2018. The Routledge Handbook of Green Social Work. Imprint Routledge. London.
5. Mohan I. 2002. Environmental Problems in 21st Century. Anmol Publishers. New Delhi.
6. Purushotham Reddy. 2003. Environmental education. Neel Kamal Publishers, New Delhi
7. Trivedi P.R. 1992. Man and Environment. Akashdeep Publishers. New Delhi.
8. Tripathy S. 1999. Fundamentals of environmental studies. Vrinda Publishers. New Delhi

Web Resources:

1. <https://www.youtube.com/watch?v=0AzzuQm-Uvs>
2. <https://www.vifindia.org/article/2012/july/26/man-and-environment-in-india-past-traditions-and-present-challenges>
3. https://en.wikipedia.org/wiki/Human_impact_on_the_environment
4. <https://www.slideshare.net/MohdAadil/environmental-laws-12216064>
5. [Environmental Management Role of Social Worker as a Change Agent \(lkouniv.ac.in\)](https://www.lkouniv.ac.in)

Pedagogy: Lectures, Case study, PPTs, Group Discussions, Seminars

Course Designer: Ms. PL. Rani

| | | | | |
|---------------------|-------------------------------|----------------------------------|--------------------------|----------------|
| SEMESTER III | Internal Marks:25 | | External Marks:75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW3GEC1 | INDIAN SOCIAL PROBLEMS | GENERIC ELECTIVE COURSE I | 3 | 2 |

Course Objectives

- To inform the students about the basic concept of Social Problems
 - To generate awareness on different Social Problems with Causes and Consequences
 - To teach Students on ill effects of Social Problems
 - To make the students to aware of Governmental and non-governmental efforts to eradicate and to control Social Problems

Pre-requisties

The learners need to understand about the basic Social Issues and Social problems

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|-----------|---|-----------------|
| CO1. | Extend thenature and conditions of Social Problems | K1 |
| CO2. | Explain the Causes and Consequences of different Social Problems | K2 |
| CO3. | Apply the knowledge on ill effects of Social Problems | K3 |
| CO4. | Assess the various efforts of Non-Governmental Organizations on Social Problems | K4 |
| CO5. | Develop the knowledge on Remedial Measures of the Government concerned with Social Problems | K5 |

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation –“3”-Substantial (High) Correlation–“-“ Indicates there is no correlation

Syllabus

| UNIT | CONTENTS | HOURS | COs | COGNITIVE LEVEL |
|-------------|---|--------------|-------------------------|----------------------------|
| I | SOCIETY & SOCIAL PROBLEMS Society: Introduction Definition, Characteristics. Social Problems: Meaning, Characteristics, causes and Approaches to Social Problems, the Origin of Social Problem, Major Social Problems in India | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |
| II | POVERTY AND BEGGARY Definition, Absolute and Relative poverty, Extent of Poverty in India, causes of poverty, Poverty Alleviation Programmes Definition and classification of Beggars, Eradication of Beggary, Government measures to eradicate Beggary | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |
| III | POPULATION EXPLOSION Population explosion in India, Important Aspects of the Growth of Indian Population, Causes of Rapid growth of Population in India, Governmental efforts to control Population | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |
| IV | JUVENILE DELINQUENCY Definition, Extent of Juvenile delinquency in India, causes of Juvenile Delinquency, Remedial Measure to control Juvenile Delinquency | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |
| V | ALCOHOLISM AND DRUG ADDICTION Causes of Drinking, Harmful Effects of Liquor, Causes of Drug Addiction, effects of Drug Addiction, Control Measures | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |
| VI | Self Study for Enrichment (Not to be included for End Semester Examination) Crime, Terrorism, Casteism, Corruption and Sex Workers | 12 | CO1, CO2, CO3, CO4, C05 | K1,K2, K3,K4, K5,K6 |

Text Book

1. Ahuja Ram, 2000, Social Problems in India, Rawat publications, Jaipur

Reference Books

1. Deb, Sibnath, 2005. Contemporary Social Problems in India. Anmol Publications Private Limited.
2. Selwyn Stanley, 2004. Social Problems in India, allied Publishers, New Delhi
3. Madan G.R. 2009, Indian social Problems, Allied Publishers, New Delhi
4. Tripathi R.N 2011, Indian Social Problems, Pinnacle Technology, D.P.S Publication House, New Delhi
5. Ahuja Ram, 1993, Indian Social Systems, Rawat Publications, Jaipur

Web Resources:

https://ccsuniversity.ac.in/bridgelibrary/pdf/Social%2520Problems%2520Ram%2520Ahuja.pdf&ved=2ahUKEwi1icy_kZj_AhUsbmwGHUT3AjcQFnoECCwQAQ&usg=AOvVaw3GguhYzDAXHRSbLapWyJrV
https://www.kobo.com/us/en/ebook/indian-social-problems1&ved=2ahUKEwi1icy_kZj_AhUsbmwGHUT3AjcQFnoECEsQAQ&usg=AOvVaw1o6KuWS5etimqNnF3zOUkv

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

Course Designer: Dr. G. Kanaga

Mapping of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation “3”-

Substantial (High) Correlation–“-“ Indicates there is no correlation

Syllabus

1. Agency placement based on their specializations
2. The placement will be for a minimum duration of 21 fieldwork 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 Specialization

1. Practice of Social Case Work with at least five clients
2. Exposure to Medical and Psychiatric Settings
3. Practice of Social Group Work with at least two groups
4. One Community based programme.

Guidelines for Family and Child Welfare Specialization

1. Practice of Social Case Work with at least five clients
2. Exposure to family and child welfare programmes
3. Practice of social group work with at least two groups
4. One community based programme.

Guidelines for Human Resource Management Specialization

1. Exposure to welfare measures and programmes in industries.
2. Orientation to IR activities/Trade Union and case laws on labour legislations
3. Understanding of Organisation profile/Organisational Culture.
4. One Career Guidance Programme

Guidelines for Community Development Specialization

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/Tribal areas)
5. Knowledge of CD programmes.

Evaluation Internal (40marks)

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

40 marks

External (60 marks)

- | | | | |
|----|----------------------------------|---|---------|
| 1. | Theoretical Knowledge | : | 20marks |
| 2. | Practice Skills | : | 20marks |
| 3. | Agency Evaluation | : | 10marks |
| 4. | Communication and Presentation : | | 10marks |

60 Marks

Pedagogy

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

Coursedesigner Ms.P.Meenakshi.

| | | | | |
|--------------------|----------------------------|---------------------------------|--------------------------|----------------|
| SEMESTER IV | Internal Marks:40 | | External Marks:60 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW4CC5P | BLOCK PLACEMENT | CORE PRACTICUM V | 6 | 5 |

Course Objectives

1. To expose students to various fields of Social Work Practice.
2. To enable the students to apply theoretical knowledge in their respective field.
3. To enable students to gain professional intervention skills and program/process implementation skills
4. To help the students to develop skills in documentation.
5. To equip students to develop personal and professional self.

Pre –requisites

The learner will get a Practical exposure in various fields of Social Work

Course Outcome

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

| 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 of CO with PSO and PO

| COs | PSO1 | PSO2 | PSO3 | PSO4 | PSO 5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|-------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO4 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium)

Correlation – “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

- The internship must be for a minimum of 30 field work days in an organisation related to the candidate’s specialization.
- 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. Learn to write proposal for the projects related to their agencies.
- 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 field work 10Marks

40 marks

2. External

Agency Evaluation

- 30 Marks

VIVA-VOCE

- 30Marks

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

Course Designer : Dr.R.Anitha

| | | | | |
|--------------------|------------------------------------|--------------------|----------------------------|----------------|
| Semester IV | Internal Marks :25 | | External Marks : 75 | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW4CCC3A | PSYCHIATRIC SOCIAL WORK | CORE CHOICE | 6 | 4 |

Course Objectives

- *To introduce the concept of psychiatry & Psychiatric social work
- *To make aware of types of Psychiatric disorders, therapies used in treatment .
- * To teach role & functions of Psychiatric Social Workers in different fields.

Pre requisites

Learners should have a basic knowledge about Mental Illness & its symptoms

Course Outcomes:

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

| CO Number | CO Statement | KNOWLEDGE LEVEL |
|------------------|--|------------------------|
| CO1. | Recall, Explain Outline the concepts of psychiatry Classify psychiatric illness and disorders | K1, K2 |
| CO2. | Examine the origin & development of Psychiatric Social Workers & Skills & qualities of Psychiatric Social Workers. | K3 |
| CO3. | Explain, Examine, Evaluate the therapeutic Interventions of psychiatric Disorders | K4 |
| CO4. | Explain, analyse & apply the roles & functions of Psychiatric Social Worker. | K5 |
| CO5 | Application of Social Work methods in Psychiatric Settings. | K6 |

Mapping of CO with PSO and PO

| COs | PSO 1 | PSO 2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|-------|-------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” –

Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|-----------|---|-------|-------------------------------------|---------------------------|
| I | <p>Psychiatry: concept and definition of Psychiatry, Historical development of Psychiatry, attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times.</p> <p>Psychiatric Social Work: definition and concept, historical development in India and abroad; current status as a field of specialization, Scope of Psychiatric Social Work practice, limitations and difficulties faced in psychiatric social work practice</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | <p>Concept of normality, abnormality and mental health; classification of mental illness: Diagnostic Statistical Manual (DSM V) ; International classification of diseases ICD - 11)</p> <p>psychiatric assessment : interviewing ,case history taking, sources of intake, mental status examination; formulation of psychosocial diagnosis.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|-----|---|----|-------------------------------------|---------------------------|
| III | <p>Organic Disorders, Neurotic and Stress-related disorders : Causes, Signs, Symptoms, and Management of Organic Disorders-Delirium and Dementia; Alcohol and other Substance Use Disorders; Neurotic– Generalized Anxiety Disorder, Panic Disorder, Phobic Anxiety Disorder, Obsessive- compulsive disorder; Stress-related Disorders: Post-traumatic Stress Disorder, Adjustment disorder; Somatoform disorders – Dissociative disorders, Hypochondriacal and Pain disorder.</p> <p>Psychotic Disorders and Adult Psychiatry: Clinical Signs, Symptoms, Causes and Management of Schizophrenia, Mood/Affective Disorders (Bipolar, Depression and Mania), Behavioural syndromes – Personality disorders – Psychosexual Disorders and Deviation.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | <p>Disorders of Childhood and Adolescence Disorders of Psychological Development: Speech and language disorders, learning disorders, pervasive developmental disorder-Autism, motor-related disorders, Mental Retardation, Cerebral palsy, Behavioral and Emotional disorders of childhood and adolescence - Conduct disorders, Attention Deficit Hyperactive Disorder, Eating disorder, Elimination disorder, sleep disorders.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>Therapeutic Interventions 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). Role and functions of a psychiatric social worker with regards to the problems of patients and their families. community Mental Health -Admission and discharge procedures in a psychiatric Hospital.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|----|--|--|-------------------------------------|---------------------------|
| VI | <p>Self study for Enrichment (Not for Examination)</p> <p>Discussion with the Field Experts from your field work experience & prepare a report on intervention techniques (Any two disorders)</p> | | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|----|--|--|-------------------------------------|---------------------------|

References:

1. Beck Judith S. Cognitive Behavior Therapy, Basics and Beyond(2011), the Guilford Press New York
2. Bhugra. D, Gopinath.K, Vikram Patel (2005), Hand Book of Psychiatry- A South Asian Perspective. Byword Viva Publishers Pvt Ltd., Mumbai
3. Carson, Robert C., James N. Butcher, and James C. Coleman.. Scott, (1988), Abnormal psychology and modern life Foresman & Co.
4. Daver, Bhargavi, (1999). Mental Health of Indian Women. New Delhi : Sage Publications
5. Daver, Bhargavi, (2001). Mental Health from a Gender Perspective. New Delhi : Sage Publications
6. Dhanda, Amita, (1999). Legal Order and Mental Disorder. New Delhi : Sage Publications
7. Denzin, Norman K. (1987) Treating alcoholism: An alcoholics anonymous approach. Vol. 46. Sage Publications, Inc.,
8. Dickerson, Martha Ufford. (1981) Social work practice with the mentally retarded. Free Press. Hudson, Barbara L., and Raghu N. Gaiind. Current Themes inPsychiatry. Macmillan, (1978). John Wiley & Sons, .
9. Kaplan, (2005). Comprehensive Text Book of Psychotherapy. USA
10. Kapur, Malavika, (1997). Mental Health in Indian Schools. New Delhi : Sage Publications
11. Kraepelin, Emil. (1990) Psychiatry: A Textbook for Students and Physicians. GeneralPsychiatry. Ed.Jacques M. Quen. Science History Publications,.
12. Paul, Gordon L., and Robert J. Lentz. (1977) Psychosocial treatment of chronic mental patients:Milieu versus social-learning programs. Harvard University Press,

13. Ryle Anthony and Kerr Ian B. (2002). *Introducing Cognitive Analytic Therapy: Principles and Practice*. John Wiley & sons Ltd, Baffins Lane, chichester, England
14. Sadock, B., Kaplan, H. & Sadock, V. (2000). *Comprehensive Textbook of Psychiatry*. Hagerstwon: Lippincott Williams & Wilkins
15. Sekar,K.,Parthasarathy, R., Muralidhar,D.,Rao,M.C. (2007). *Handbook of Psychiatric Social Work*(Ed).Bangalore: NIMHANS.
16. Verma, Ratna. (1992) *Psychiatric social work in India*. SAGE Publications Pvt. Limited,.
17. Walrond-Skinner, Sue, ed. (1981).*Developments in family therapy: Theories and applications since1948*. Routledge.
18. WHO, (1991) *Innovative Approaches in Mental Health Care, Psychosocial Interventions and Care Management*, Geneva

Web Resources:

[Microsoft Word - bluebook.doc \(who.int\)](#)

[Psychiatric Social Work \(PSW\) | PDF \(slideshare.net\)](#)

[Psychiatric Disorders: Common Types and Symptoms \(verywellmind.com\)](#)

[Microsoft PowerPoint - Role of psyciatric social worker in in-patient setting \(mgkvp.ac.in\)](#)

https://www.youtube.com/watch?v=K2sc_ck5BZU

<https://www.youtube.com/watch?v=5Dh87gXEs68>

<https://www.youtube.com/watch?v=Lk4qs8jGN4U>

Pedagogy

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

Course Designer : Ms.PL.Rani

| Semester IV | Internal Marks :25 | External Marks : 75 | | |
|-------------|-------------------------------|---------------------|-------------|---------|
| COURSE CODE | COURSE TITLE | CATEGORY | Hours/ Week | CREDITS |
| 22PSW4CCC3B | WELFARE OF THE YOUTH AND AGED | CORE CHOICE | 6 | 4 |

Course Objectives

1. To make the students to understand the profile of youth in the contemporary Indian society
2. To help the students aware of youth movements.
3. To orient the students on the welfare services meant for youth in India.
4. To sensitize the students about the position of older persons in the Indian Society.
5. To facilitate students' understanding on the welfare measures meant for older persons in India.

Course Outcomes and Cognitive Level Mapping

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

| 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 and analyse the new strategies and plans for Social Work with Aged | K5,K6 |

Mapping of CO with PSO and PO

| COs | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” –

Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|-----------|---|-----------|------------------------------|------------------------|
| I | Youth: Concept, demographic profile of rural and urban youth; Youth bulge; process of socialisation of Indian youth; Youth in New Millennium: Challenges and Opportunities; Youth in the context of globalization: Youth power, social capital; Education and Skill Development and Entrepreneurship; social media and digital divide; Youth not in employment, education or training (NEET). | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| II | Youth Movement in India: YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India., Youth unrest. National Youth Policy (2014); Youth work: concept, objectives, training programmes for youth in tribal, rural and urban areas. | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|------------|---|-----------|------------------------------|------------------------|
| III | <p>Welfare Services for student youth: education, physical education, sports, recreation, vocational guidance, youth services, Bharath Scouts and Guides, National Services Scheme, National Cadet Corps, youth festivals and youth camp, student Counselling;</p> <p>Needs and services for non-student youth: Non-formal education for school drop outs; NYK & VYK; Youth welfare programmes under government and voluntary agencies.</p> | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| IV | <p>Aged: Definition, types, Demographic profile of aging population in rural and urban India.</p> <p>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.</p> | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| V | <p>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 and other countries; Rehabilitation and community linkage programme; national and international agencies for aged welfare & policies.</p> | 18 | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self-study for Enrichment (Not to be included for End Semester Examinations) Visit a youth club and write report on their activities. Conduct a mini research study on quality of life among Elderly.</p> | - | CO1, CO2, CO3, CO4, CO5, CO6 | K1, K2, K3, K4, K5, K6 |

Text Book:

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

Reference Books

1. Buvaneswari, Mettilda.G.(2010). Social Gerontology-A training Manual, Agasthiar Publications.
2. Durgadutt,M.V.(1993). *Youth Culture: A Comparative Study in the Indian Context*. South Asia Books.
3. Jones Gill, (2009).*Youth*.Polity Press, UK
4. Kehily Jane Mary (Etd.) (2007).*Understanding Youth: Perspectives, Identities and Practices*.Sage Publication, London
5. Kumar, R.(1986). *Problems, Planning and Development of Youth Health* .Deep and Deep.
6. Muttagi, P. K..(1997). *Aging issues and old age care*. Classical Publishing Company.
7. Peter Ronald D’Souza (2009). *Indian Youth in a transforming world*. SAGE Publication, New Delhi
8. Stephen Hamilton (2004). *The Youth Development Handbook*. SAGE Publication, New Delhi
9. Wood Jason and Hine Jean (2009).*Theory and Policy for Practice*. Sage Publications New Delhi.

Web References

https://mospi.gov.in/sites/default/files/publication_reports/Youth_in_India_2022.pdf

https://library.columbia.edu/content/dam/libraryweb/locations/burke/fa/mrl/ldpd_9504325.pdf

https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/3/PG_M.S.W. Sociology_34934D%20-%20WELFARE%20OF%20THE%20YOUTH%20AND%20THE%20AGED.pdf

<http://pop10.com/in/pdf/ageinginindia.pdf>

<https://bbau.ac.in/Docs/FoundationCourse/TM/MPDC405/Government%20Schemes%20for%20Senior%20Citizens.pdf>

https://www.youtube.com/channel/UCYeBoQSDrN0xb_QoibDsG_A

<https://www.youtube.com/watch?v=fYBC-vc5T8I>

Pedagogy

Lectures, Audios / Videos followed by discussion, PPT, and Student-led seminars.

Course Designer

Dr.G.Mettilda Buvaneswari

| | | | | |
|--------------------|---------------------------------|---------------------------|--------------------|----------------|
| SEMESTER IV | INTERNAL MARKS:25 | EXTERNAL MARKS :75 | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/ WEEK | CREDITS |
| 22PSW4CCC3C | ORGANISATIONAL BEHAVIOUR | CORE CHOICE COURSE | 6 | 4 |

Course Objectives

- To know the basic concept of Organisational Behaviour
- To understand the techniques of Organisational Development
- To analyse the Modern Management Practices in Industry

Pre-requisites

The learners need to have a basic understanding on Organisational behaviour to handle the people's behaviour in the organisation.

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|--|------------------------|
| CO1 | Explain and apply the concept of organizational Behaviour and how the Individual Behaviour influenced by Personality, learning, attitude and Perception, Motivation and Leadership | K1, K2,K3 |
| CO2 | Interpret,Identify and Analyse the group behaviour in the organization and Conflict resolution Strategies | K2,K3,K4 |
| CO3 | Explain,Examine and Evaluate the dynamics of organization behaviour in the aspect of Culture, Climate and Conflicts and Organisational Development | K2, K4,K5,K6 |
| CO4 | Analyse and Assess the various techniques in practices of Organizational Development and trends in OB Practices | K4,K5 |
| CO5 | Explain and adapt to OB Practices | K5,K6 |

Mapping of CO with PSO and PO

| Cos | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation– “-” indicates there is no correlation

Mapping of CO with PSO and PO

| Cos | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation – “2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|------|--|-------|-------------------------------------|---------------------------|
| I | Organizational Behaviour: Brief History-Evolution, Concept-Contributions of the Behavioural Sciences – Models. Personality–Types– Factors and theories; Learning: Learning process and Theories. Attitude: characteristics– components – formation; Perception: Importance – Factors influencing perception- Decision Making – Meaning and Techniques, Motivation– Meaning, Importance – Theories. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | Group Behaviour: Meaning and Nature of groups– Groups in Organisations – Stages of Team Development, Determinants of Group Behaviour, Leadership – Meaning – Importance – Leadership styles – Theories–Power and Politics, Stress, Organizational Conflict: Concepts, Causes and Types, Conflict-resolution strategies | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|-----|---|----|-------------------------------------|---------------------------|
| III | <p>Dynamics of Organisational Behaviour: Concept of Organisational Culture and Organizational Climate – Factors affecting Organisational climate, Organisational Culture: Definition, Creating and Sustaining, Organisational Change: Definition, Change Resistance , Planned Changes and Approaches to Manage Change.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | <p>Organizational Development: Concept, Definition, Theory, Stages and Practice, OD Intervention Techniques: Sensitivity Training, Johari Window, SWOT , Transactional Analysis Grid Training, Survey Feedback, Third party Intervention, Management by Objective and Team management</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | <p>Current Trends in OB Practices: Just-in-Time(JIT)- 5S model-TPM-TQM-Kaizen-ISO-SEL. Computer Applications in OB practice: Concepts MIS ,SAP and People soft.</p> | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | <p>Self-study for Enrichment (Not to be included for End Semester Examinations) Organisational effectiveness – Perspectives and Application of Transactional Analysis and Johari Window, Kinesics.</p> | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Books for References

- Aswathappa.K. (2010). Organisational Behaviour.Himalaya Publishing House PvtLtd.
- Baron, Robert A. and Greenberg Jerald. (2008) Behavior in organizations. 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.

Online Resources

- <https://www.youtube.com/watch?v=24V6X11xWKE>
- <https://www.youtube.com/watch?v=Y1kVN-m9y7U>
- <https://www.wallstreetmojo.com/kaizen/>

Pedagogy

Chalk& Talk, lecture, Seminar, E Content, E Quiz, Group Discussion and Case Study.

Course Designer

Ms.S.Hema

| SEMESTER IV | INTERNAL MARKS :25 | | EXTERNAL MARKS : 75 | |
|------------------------|--|--------------------|----------------------------|----------------|
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/ WEEK | CREDITS |
| 22PSW4CCC3D | DEVELOPMENT PLANNING, POLICY AND PRACTICE | CORE CHOICE | 6 | 4 |

Course Objectives

- To know the concept of development
- To analyze the applicability of policies
- To know the importance of planning
- To analyze the role of planning in development

Pre-requisites

The learners need to have a basic understanding on development planning and policies

Course out come

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 of CO with PSO and PO

| Cos | PS01 | PS02 | PS03 | PS04 | PS05 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-----|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation

Syllabus

| UNIT | CONTENT | HOURS | Cos | COGNITIVE LEVEL |
|-----------|---|-----------|-------------------------------------|---------------------------|
| 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. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | DEVELOPMENT PLANNING Development Planning –Definitions of Town and Country Planning, Concept& Features, Micro Level planning at the Local, Town, City, and District. Sustainability and rationality in planning, components of Sustainable urban and regional development. Marginalization and Concepts of inclusive planning Challenges & International Perspective of Development Planning. | 18 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

| | | | | |
|---|--|--|--|-----------------------------------|
| <p style="text-align: center;">III</p> | <p>DEVELOPMENT POLICY & PRACTICE</p> <p>Development Policy& Practice – Concept & Features, Process of Policy making, Development Policies related to agriculture, industry, employment, welfare & environment. Rural Habitat policy- experiences in developing Countries regarding Settlement structure, growth and its spatial distribution</p> | <p style="text-align: center;">18</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |
| <p style="text-align: center;">IV</p> | <p>RURAL & ECONOMIC DEVELOPMENT POLICIES IN INDIA</p> <p>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, Frame work for Policy Analysis</p> | <p style="text-align: center;">18</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |
| <p style="text-align: center;">V</p> | <p>SKILLS & TOOLS FOR DEVELOPMENT PLANNING, POLICY AND PRACTICE</p> <p>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.</p> <p>Tools: Participatory planning, Stakeholder identification, Problem Tree analysis, Strategy development, Community Action Plan (CAP), Logical Framework Approach (LFA), Project proposal writing and implementation.</p> | <p style="text-align: center;">18</p> | <p>CO1, CO2, CO3, CO4, CO5</p> | <p>K1, K2, K3, K4, K5, K6</p> |

| | | | | |
|----|--|---|-------------------------------------|---------------------------|
| VI | <p>Self-study for Enrichment (Not to be included for End Semester Examinations)</p> <p>Discussion of Case studies on the implications of Rural and Economic Development Policies on its masses.</p> <p>Visiting an NGO working in Rural setting and understanding Micro level planning – process, advantages and disadvantages.</p> | - | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
|----|--|---|-------------------------------------|---------------------------|

TEXTBOOK

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

REFERENCES:

1. Kulshrestha (2012). Urban and Regional Planning in India: A Handbook for Professional Practice, SAGE India; First edition
2. Nath, V (2010). Economic Development and Planning in India Hardcover. Concept Publishing & Co.
3. Dale, R. (2004). Development Planning: Concepts and Tools for Planners, Managers and Facilitators, ZED Publishers.
4. Sukhamoy, C (1998). Development Planning: The Indian Experience, OUP India Publisher.

WEB 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.economicdiscussion.net/economic-policies/economic-policies-top10-economic-policies-followed-in-india/9914>
4. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P001729/M021647/ET/15_01588996Module-25_e-Text.pdf

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

Course Designers: Dr G.Kanaga

| | | | | |
|--------------------|---------------------------|---|----------------------------|----------------|
| Semester IV | Internal Marks :25 | | External Marks : 75 | |
| Course Code | Course Title | Category | Hours/Week | Credits |
| 22PSW4GEC2 | Women Development | Generic Elective Course II (GEC) | 3 | 2 |

Course Objectives

- To know the development process among women
- To discuss about role of education in Women Development
- To learn the policies and programmes for women

Pre-requisites

The learners have a basic knowledge on Women

Course Outcomes and Cognitive Level Mapping

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

| CO Number | CO Statement | COGNITIVE LEVEL |
|------------------|--|------------------------|
| CO1 | Define and explain about women development and women empowerment | K1,K2 |
| CO2 | Summarise the status of women and examine the national machinery for Women development | K2,K3 |
| CO3 | Classify and analyse International Agencies for Women's Development | K3,K4 |
| CO4 | Examine the role of women development in decision making- Leadership, education, economic and political fields | K4 |
| CO5 | Judge the effectiveness of important laws for women | K5 |

Mapping of CO with PSO and PO

| COS | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High) Correlation – “-” indicates there is no correlation.

Syllabus

| UNIT | CONTENT | HOURS | COs | COGNITIVE LEVEL |
|------|---|-------|-------------------------|------------------------|
| I | Status of Women Concept of development with reference to women, Women in development, women and development, women empowerment: meaning, and characteristics of empowered women, Feminism and its types, Women's movements, The International Women's Year. | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| II | Role of Women in Development Women in developing countries with special reference to India, Women's Leadership, Political participation of women, Women in Labour force, Women's Education, Women and Sustainable development Goals. | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| III | Important laws for Women Development Dowry prohibition Act -1961, Domestic violence act-2005, The Prohibition of Child Marriage Act-2006, The Pre-Conception & Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act- 1994, The Sexual Harassment of Women at Work Place (Prevention, Protection and) Act-2013. | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| IV | National Machinery for Women's development Ministry of Women and Child Development, National Commission for Women, Central Social Welfare Board (CSWB), National Institute of Public Co-operation and Child Development (NIPCCD), Rashtriya Mahila Kosh (RMK) | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| V | International Agencies for Women's Development UNFPA, UNICEF, UNIFEM, FORD Foundation, UNDP, UNWOMEN | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |
| VI | Self-study for Enrichment (Not included for End Semester Examinations) Learners can prepare an e content on important laws related to women | 12 | CO1, CO2, CO3, CO4, CO5 | K1, K2, K3, K4, K5, K6 |

Text Book:

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

2.Sittirak S. (1998). The Daughters of Development: Women and the Changing Environment, 261 pp. London: Zed Books.

Reference Books

- Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
- Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers
- Bakshi, S.R. (2002), Empowerment of Women and Politics of Reservation, Guwahati, DVS Publishers
- Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers.
- Reddy, P. R., and R. Sumangla. (1998). Women in development. New Delhi: Publishing Corporation.

Web Resources

https://www.developmenteducation.ie/media/documents/women_gender_dev.pdf

<https://www.eolss.net/sample-chapters/c14/E1-37-04-03.pdf>

Pedagogy: Lectures, Audios / Videos followed by group discussion, PPT, and Student-led seminars.

Course Designer: Dr.O.Aisha Manju

| | | | | |
|--------------------|---|------------------|-------------------|----------------|
| SEMESTER IV | Internal & External: Total Marks : 100 | | | |
| COURSE CODE | COURSE TITLE | CATEGORY | HOURS/WEEK | CREDITS |
| 22PSW4PW | RESEARCH PROJECT WORK | Research Project | 9 | 5 |

Course Objectives

1. To orient the students to field research.
2. To develop their skills in research problem formulation and research field / area identification.
3. To train them in developing tool of data collection.
4. To introduce and to provide hands on training to the students on the various sampling procedures.
5. To impart data collection skills.
6. To develop their ability to analyse the data they have collected.
7. To develop their scientific writing.
8. To enable them in preparing research reports.

Pre –requisites

The learner will get a Practical exposure in fields of Social Work research

Course Outcome

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

| CO Number | CO Statement | Knowledge Level |
|------------------|--|------------------------|
| CO1. | Summarize the social problems to be studied | K2 |
| CO2. | 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 of CO with PSO and PO

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PO1 | PO2 | PO3 | PO4 | PO5 |
|-------|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

“1” Slight (LOW) Correlation –“2” Moderate (Medium) Correlation 3”-Substantial (High) Correlation–“-“ Indicates there is no correlation

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 | Selection and formulation of research problem, significance of the problem, Execution of the Plan, preparation of tools of data collection /Collection of Data/Organisation of Materials/Hypothesis Testing etc and Presentation of the Report | 45 |
| 3 | Research contribution | 15 |
| 4 | Viva Voce/Internal & External | 20 |
| | Total | 100 |

Pedagogy : Discussions, assessment of questionnaires/Inventories etc.

Course Designer : Dr.G.Mettilda Buvaneswari