MOTHER TERESA WOMEN'S UNIVERSITY

KODAIKANAL - 624 101
Tamil Nadu.

Curriculum Framework and Syllabus for

MASTER OF SOCIAL WORK (MSW)

(For the candidates to be admitted from the academic year 2021-2022 onwards)

(UNDER CHOICE BASED CREDIT SYSTEM- CBCS)

Mother Teresa Women's University, Kodaikanal

Department of Sociology

Choice Based Credit System (CBCS)

(2021-2022 onwards)

Master of Social Works (MSW)

1. About the Programme

MSW - **Master of Social Work** is a post-graduation course in the field of Social Work which is usually of two years duration. The career in social work is all about giving and helping others in need. Social Work is all about people and focuses on helping people to overcome difficult challenges in their life. However the courses here designed in such a way on Social Work degree not only focus on supporting people, but on Employability Skill and Entrepreneurial Skill Trainings, Online Courses (MOOCS), Internship/Industrial Training and cooperating with them in an effort to change their environments and create better living conditions. The additional courses like Value Added Programmes (VAP), Yoga, Sports, Library utilization, and NSS create opportunities to develop new skills among students as the socially responsible persons. It also helps to change the mindset and encourages them to embrace a proactive attitude. While undergoing the programme, the students can also avail opportunities to undergo coaching on Various Competitive exams like UPSC, TNPSC, Civil Services etc. Graduates of Master's degrees in Social Work can find jobs both at Govt and NGOs. The available careers Social Work at National and International levels are Medical Social Worker, Social Welfare Officer, Child Protection Officer, Faculty/Professor of Social Work, Project Coordinator, Project Officer, Mental Health Care Counsellors, School Social Workers etc.

2. Programme Educational Objectives (PEOs)

PEO1: To inculcate in students how to integrate knowledge of social work profession and current social welfare structures, and develop ability to analyze the impact upon Human Service agencies and Communities.

PEO2: To make the students of MSW fully understand to choose the relevant area of specialization from among three offered.

PEO3: **HR discipline** will give knowledge to working in IT Sectors or other establishments framing policies, tracking manpower requirements, enhancing performance of the workforce, equipping workforce with skills / knowledge to ensure the sustainability of any organization.

PEO4: **Medical and Psychiatric Social Work Discipline** will equip you to work closely with people who need special care and attention. An MSW person from this discipline is the unsung hero of the medicinal field. From providing counselling to married couples to aiding the intellectually disabled, this discipline offers a plethora of avenues to work.

PEO5: **Community Development**, another stream in MSW, could place the students in jobs where they would have to work closely with communities, such as the people in difficult circumstances and cater to their needs and help them play a contributing role in the society. The students could be placed in Govt / NGOs. There are other disciplines as

well such as School Social Work, Criminology and Justice, Rural Development, Disability Studies etc.

PEO6: To apply critical thinking skills in problem solving with social work values and ethics, human diversity issues, the dynamics of discrimination and oppression, social and economic justice, and interactions among systems.

PEO7: To make aware of that MSW has a vast, wider and huge scope in India with regards to profession in social development and social work. It has many different streams and the scope will spread across different sectors such as all educational institutions, NGO, INGO, CBO, CSR, Ministry of Women and Child Development, UN, Ministry of Youth and Culture, Ministry of Labour, Ministry of HRD etc.

PEO8: To equip MSW Students to have an ability to explore the available plenty of Opportunities by quality networking to get into the top places and serve as a good academician, professional social worker, project manager, counsellor, skill development trainer etc

3. Eligibility:

A person who has passed any degree of the University accepted by the Mother Teresa Women's University as equivalent there to shall be eligible.

4. General Guidelines for PG Programme:

I. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

II. **Medium of Instruction:** English

III. **Evaluation:** Evaluation of the candidates shall be through Internal and External assessment. The ratio of formative and summative assessment should be 25:75 for both Core and Elective papers.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz (5) = 25**
- **External Theory: 75**

Question paper pattern for External examination for Core and Elective papers:

Max. Marks: 75 **Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	**10*1 Marks=10** Multiple Choice Questions (MCQs): 2 questions from each Unit	**10**

2	**B**	**5*4=20** 2 questions from each Unit with Internal Choice (Either/or)	**20**
3	**C**	**3*15=45** Open Choice: Any three questions out of 5 (one question from each Unit)	**45**
Total Marks			**75**

- **Minimum Credits required to pass: 90**

Project Report

A student should select a topic for the Project Work at the end of third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages with font of 12 size Times New Roman and space 1.5.

Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks, External (Viva): 75 Marks

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a course/paper)

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	o	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the prescribed Form with the prescribed fee. Students with 65% to 70%of attendance must apply for condonation in the prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the Programme with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above regulations, any other common regulations pertaining to the PG Programmes are also applicable for this programme.

9. Programme Outcomes (POs)

On completion of Master of Social Work (MSW) Programme, the students will be able to

PO1	Promote the profession of social work by educating students to become leaders for social change.
PO2	Prepare the students to be highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs.
PO3	Generate knowledge for application in the field and inspires students to academic and practice excellence.
PO4	Prepare the students aware of the philosophy of the program which embraces diversity and promotes social change in order to achieve a more just society.
PO5	Foster the use of social work knowledge, skills, values, and ethics in all aspects of their professional activities.
PO6	Develop and evaluate innovative models of social work practice and service delivery in terms of emerging needs of client systems.
PO7	Infuse and develop interdisciplinary knowledge into social work and social welfare.
PO8	Identify and analyze existing and emerging social problems accordingly disseminate knowledge on social problems.

10. Programme Specific Outcomes (PSOs)

On completion of Master of Social Work (MSW) Programme, the students will be able to

PSO1	Form Social Action groups of young post-graduate students.
PSO2	Impart training of professional social work in the areas of family and child welfare, rural-urban community development, labour welfare, tribal development, health, education and environment.
PSO3	Maximize the development of human potential and the fulfilment of human needs, through an equal commitment to work with people to achieve the best possible levels of personal and social well-being.
PSO4	Use research, knowledge, and skills that advance social work practice.
PSO5	Understand and interpret the history of the social work profession and its contemporary structures and issues.

Master of Social Work (MSW) Curriculum

Common Framework of the Syllabus to be implemented from the Academic Year 2021-2022

Paper No.	Paper Code	Course Title	Credits	Hours		Continuous Internal Assessment (CIA)	End Semester Exam (ESE)	Total
				L	P			
Semester I								
1	P21SWT11	**Core I**: Introduction to Professional Social Work	4	6	-	25	75	100
2	P21SWT12	**Core-II**: Foundation of Psychology	4	5	-	25	75	100
3	P21SWT13	**Core-III**: Social Work Practice with Individuals and Groups	4	6	-	25	75	100
4	P21SWT14	**Core-IV**: Tribal Society and Social Work	4	6	-	25	75	100
5	P21SWF15	**Core-V**: Field Work	4	-	5	25	75	100
6	P21SWS11	**Supportive Course I** (Skill) Entrepreneurship and Start up Eco system	2	2	-	25	75	100
		Total	**22**	**25+5=30**		-	-	**600**
Semester II								
7	P21SWT21	**Core VI** : Social Policy Planning and Administration	4	5		25	75	100
8	P21SWT22	**Core-VII**: Social Legislation and Social Work Practice	4	5		25	75	100
9	P21SWT23	**Core-VIII**: Social Work Research and Statistics	4	5		25	75	100
10	P21SWT24	**Core-IX:** Human Resource Development	4	4		25	75	100
11	P21SWF25	**Core-X**:Field Work	4	-	5	25	75	100
12		**Non Major Elective**	4	4		25	75	100

13	P21CSS22	**Supportive Course II** Computer Skills for Web Designing and Video Editing)	2	2		25	75	100
		Total	**26**	**25+5=30**		**-**	**-**	**700**
Semester III								
14		**Core XI***	4	5		25	75	100
15		**Core-XII***	4	5		25	75	100
16		**Core-XIII***	4	4		25	75	100
17		**Core-XIV***	4	5		25	75	100
18		**Core-XV***	4	4		25	75	100
19		**Core-XVI***	4	-	5	25	75	100
20	P21WSS33	**Supportive Course III** Women Empowerment	2	2		25	75	100
		Total	**26**	**25+5=30**				**700**
Semester IV								
21	P21SWE411/ P21SWE412	**Elective I** Social Network and Social Cyber Security / Aging and Social Work Practices/Any MOOC Course[$]	4	4		25	75	100
22	P21SWE421/ P21SWE422	**Elective II**** Development of Youth and Marginalized Sections. / Environmental Social Work Practices/ Any MOOC Course[$]	4	4		25	75	100
23	P21SWR41	Research Project	8	22		25	75	100
		Total	**30**	**16**				**300**
Total			**120**	**90**			**90**	**2300**

MSW: III Semester

***Specialization I: Human Resource Management**

P21SHRT31	Core XI	Human Rights and Social Work Practices
P21SHRT32	Core-XII	Organisational Behaviour
P21SHRT33	Core-XIII	Human Resource Management & Occupational Social Work
P21SHRT34	Core-XIV	Labor Legislations and Labour Welfare
P21SHRT35	Core-XV	Corporate Social Responsibility
P21SHRT36	Core-XVI	Concurrent Field Work

***Specialization II: Community Development**

P21SCDT31	Core XI	Rural Development
P21SCDT32	Core-XII	Urban Development
P21SCDT33	Core-XIII	NGO Management
P21SCDT34	Core-XIV	Women and Development
P21SCDT35	Core-XV	Health and Hygiene
P21SCDT36	Core-XVI	Concurrent Field Work

***Specialization III: Medical and Psychiatric Social Work**

P21SMPT31	Core XI	Introduction to Mental Health
P21SMPT32	Core-XII	Medical Social Work
P21SMPT33	Core-XIII	Psychiatric Social Work Practice
P21SMPT34	Core-XIV	Understanding Health issues
P21SMPT35	Core-XV	Foundations of Psychiatry
P21SMPT36	Core-XVI	Field Work

Non Major Elective

The candidates who have joined the PG Programme, can also undergo Non Major Elective offered by other Departments.

Non Major Elective (NME) offered by Department of Sociology:

P21SWN211 NME: (1) Foundation of Sociology
P21SWN212 NME : (2) Disaster Management

Additional Credit Courses

- **P21SWI21** Internship/Industrial Training - Two Credits- (Second Semester)
- **P21SWO21** Online Courses - Two Credits - (Second Semester)
- **P21SWV11** Value Added Program I -Two Credits (First Semester)

Work with Disabled Persons

- **P21SWV32** Value Added Program II -Two Credits (Third Semester **)**

Family Welfare and Counselling

**Those who have CGPA 9 and want to do the project in Industry / Institution during 4th semester, these two elective papers in IV semester can be opted in third semester itself.

[$]For Elective – I / Elective- II, the students can also take either one 4-credit course or two 2-credit courses in MOOC, with the approval of Departmental Committee.

Outside class hours

- Health, Yoga and Physical Fitness
- Library Information Access and Utilisation
- Employability Training

SEMESTER I

Course Code	P21SWT11	INTRODUCTION TO PROFESSIONAL SOCIAL WORK	L	T	P	C
CORE- I			5	-	-	4

Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze
Learning objectives	• To understand the historical context of origin and development of social work Profession. • To impart the knowledge on social and religious ideologies on social change. • To create awareness about basic concepts and theoretical framework of the subject. • To disseminate the ideas on foundation and values of social work profession.

Unit I	**Evolution of Social Work, Social Welfare and related concepts.**	**12 hours**

Meaning and Definition: Social Welfare, Social Work, Social Service, Social Security, Social action: Meaning & Process, Social security. Radical Social Work. Evolution of Social Welfare in U. K. U. S. A. and in India.

Unit II	**Social Work as a Profession**	**12 hours**

Evolution of Social Work as a Profession. Principles, Philosophy, Objectives, Functions and Values of Professional Social Work. Values, Beliefs and Code of ethics of Social Work Profession. Professionalization of social work in India, Social work education: Concept, Training, supervision, problems and challenges.

Unit III	**Social Work Theories**	**12 hours**

Social Work Ideologies, Approaches and Theories– Socialism, Marxism, Equality and Humanitarianism; Continuum from Welfare to Rights based approach, Social Work Theories – need and importance.

Unit IV	**Contributions of Social Reformers**	**12 hours**

Contributions of Social Reformers: Raja Ram Mohan Roy, Mahatma Gandhi, Annie Besant, Ambedkar, Thanthai Periyar, Bharathiar, Mother Teresa. Socio-religious reform movement, Bhakti movement, Christian missionaries, Rural reconstruction programmes

Unit V	**Specialization of Social Work**	**12 hours**

Fields of Social Work – Rural and Urban Community Development, Family and Child Welfare, Medical and Psychiatric Social Work, Correctional Social Work, School Social Work, Labor

Welfare. International and National Professional Associations of Social Workers and Schools of Social Work like IASSW, APASWE, IFSW, ASSWI- their objectives and activities.

Text Books	
1	Lisa E. Cox – II Edition Introduction to Social Work, An Advocacy-Based Profession, Sage Publications,2018.

Reference Books	
1.	Coudouel, A.et al,(Ed)Poverty and Social Impact Analysis of Reforms-Lessons and Examples from Implementation, The World Bank (2006)
2.	Cox, David & Pawar, M. International Social Work – Issues, Strategies and Programmes, New Delhi, Vistaar Publications. (2006)
3.	Fried Lander, Concepts and Methods of Social Work, New Delhi, Prentice Hall. (2005)
4.	Gangarade, K. D, (2005), Gandhian Approach to Development and Social Work, New Delhi, Concept Publishers. (2005),
5.	Gupta, Das. towards a philosophy of Social work in India, New Delhi, Popular Prakasan. (1962)
6.	Madan, G.R. Indian Social Problems, Calcutta, Allied Publishers. (1981)
7.	Memoria, C B .Social Problems and Social Disorganization in India, Allahabad, Kitab Mahal. (1981)
8.	UGC ,Review of Social Work Education in India, New Delhi, (1978)
9.	Chowdhry, Paul, Introduction to Social Work, New Delhi, Atmaran & Sons. (1992),

Course Outcome	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Thorough themselves on the concepts of Social Welfare, Social Work, Social Service, Social Security, Social action at national and international levels.	**K1**
	CO2	Analyze the evolution of Social Work as a Profession	**K2**
	CO3	Understand Social Work Ideologies, Approaches and Theories	**K3**
	CO4	Able to know Contributions of Social Reformers.	**K4**
	CO5	Know the importance of Fields of Social Work	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWT12	FOUNDATION OF PSYCHOLOGY	L	T	P	C
CORE- II			5	-	-	4

Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze
Learning objectives	• To give an understanding about the relevance of Psychology for social work practice. • To understand the role of hereditary and environment influencing growth and development of individuals. • To know the Elements of success in using social intelligence. • To assess on relationship between attitude & behavior and to strengthen the psychological social work practice.

Unit I	**Psychology**	**12 hours**

. **Psychology** – Definition – Nature – Scope – Concepts – Methods and Schools – Relevance of Psychology for social work practice, Empathy-active listening skills- Best Practices for Giving and Receiving Feedback.

Unit II	**Development Psychology**	**12 hours**

Development Psychology – development tasks – developmental stages from conception to death – Role of heredity and environment

Unit III	**Foundations of Individual behavior**	**12 hours**

Foundations of Individual behavior: Socialization, biographical characteristics of ability, Learning, Theories of Leaning. Human motivation – Theories, Basic Human needs – Concepts of Stress – anxiety – TM and Yoga and its relevance in controlling stress

Unit IV	**Personality & Emotions**	**12 hours**

Intelligence – measurement of intelligence, IQ, Mental deficiency – causes, Social intelligence-Definition-Elements of success in using social intelligence.

Personality & Emotions: Meaning, Determinants, Personality traits, Types of Personality, Measurements of Personality, Dimension of Emotions, Gender and Emotion, Constraints on Emotions,

Unit V	**Perception**	**12 hours**

Perception: Definition, major influences on the perception, Motivation and perception, Culture and Perception. **Attitudes**: Nature, attitudes formation, functions, Measurement, Relationship between attitude & behavior.

Book for Study

1	Miles Hewstone , Wolfgang Stroebe , Klaus Jonas, An Introduction to Social Psychology,2012.
2	Mammen, Jens. "A Grammar of Praxis: an Exposé of "A New Logical Foundation for Psychology", a Few Additions, and Replies to Alaric Kohler and Alexander Poddiakov." Integrative Psychological and Behavioral Science 53.2 (2019)

REFERENCES

1.	Gozli, Davood G. "Imagination in General Psychology: Thinking with Luca Tateo's "A Theory of Imagining, Knowing, and Understanding"." Integrative Psychological and Behavioral Science 54.4 (2020)
2.	Esteban-Guitart, Moisés. "The biosocial foundation of the early Vygotsky: Educational psychology before the zone of proximal development." History of psychology (2018)
3.	Hirst, Paul H., ed. Educational theory and its foundation disciplines. Vol. 15. Routledge, 2011.

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Inculcate the knowledge about the importance of learning psychology.	**K1**
	CO2	Possess the knowledge about psychology for development.	**K2**
	CO3	Learn the individual behavior and controlling measures for anxiety and stress.	**K3**
	CO4	Internalize to understand about the elements for success and individual's personality and emotions.	**K4**
	CO5	Know about the difference between perception and attitude.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWT13	SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS	L	T	P	C
CORE- III			5	-	-	4
Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze					
Learning objectives	• To make the students aware of case work as method of social work . • To develop the ability to critically analyse problems of individuals and families. • And to identify appropriate skills and attitudes to work with individuals and families. • To equip the students with knowledge of the and principles, skills and techniques to be used by social work in group. • To create awareness of the media usage and develop ability to grow as a professional social worker					
Unit I	**Work with Individuals**		**12 hours**			
. Social Case Work – Concept, definition, meaning, objectives and history, Dynamics of human behavior and its application to Social Case Work. Basic components of Social Case Work - Problem, Person, Process, Basic principles of Social Case Work. Relationship – nature, establishment, maintenance, termination, Transference, counter transference						
Unit II	**Methods of Case Work**		**12 hours**			
Case Work Process – Study (methods, techniques and their uses, Case recording, Interview, Collateral contacts etc) Diagnosis (factors involved in diagnosis, differential diagnosis). Treatment (methods and techniques). Discussion of case work reports. Approaches in Social Case Work – functional, diagnostic, crisis intervention, counseling, psycho therapy, behavior modification and Family Therapy. Interview recording and Supervision.						
Unit III	**Work with Groups**		**12 hours**			
Social Group Work – concept, definition, meaning, scope, objectives and history. Relationship between Social Case Work and Social Group work. Dynamics of group processes – group formation, structure and functions of group. Pattern and process of group interaction, group climate. Socio-metric pattern and its use. Principles of Group work practice.						
Unit IV	**Phases of Group work**		**12 hours**			
Group work Processes Planning phase (recruitment of members, orienting members, composing the group, preparing the environment). Beginning phase (goal setting, motivation, assessment). Middle phase (leading the group, interviewing with members, problem solving approach).						

Ending phase (termination and evaluation). Discussion on Group work records. Program planning in social Group work. Meaning principles, planning stages. Roles of Group worker - as enabler helper, therapist, resource mobilize and evaluator. Skills of social group worker.		
Unit V	**Social Case work & Group Work Practices**	**12 hours**
Programme laboratory – Play, games, singing, dancing and role-play, story telling, puppetry, group discussion and excursion. Social case work & Group Work practices among children, youth, aged, women and in different settings such as family, school, community, industries and hospitals. Preparation of case work & group work records. Guidelines for writing records.		

Book(s) for Study

1	Adams, Robert, Lena Dominelli, and Malcolm Payne, eds. Social work: Themes, issues and critical debates. Macmillan Education UK, 2017.
2	Ratna Guha,Social Work with Individuals and Groups,) Centrum Press, New Delhi. (2012)

REFERENCES

1	Howe, David. An introduction to social work theory. Routledge, 2017.
2	McLaughlin, Hugh. Understanding social work research. Sage, 2011.
3	Upadhyay, P.K. Social Case Work, New Delhi. (2003)

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Know about the concept, meaning, definition, objectives and history of social case work.	**K1**
	CO2	Learn the various steps involved in doing the case work	**K2**
	CO3	Give a brief note about the difference between the social case work and social group work and explanation about the social group work.	**K3**
	CO4	Enumerate the steps in the group work by step-by-step.	**K4**
	CO5	Describe about the group work and programme laboratory for the student's knowledge.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWT14	Tribal Society and Social Work	L	T	P	C
CORE- IV			5	-	-	4
Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze					
Learning objectives	• Be equipped with a theoretical framework to analyse tribal societies. • Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of the country. • Review briefly the development programmes and their impact on the life of the tribal population. • To develop skills of analysis for tribal societies and understand their socio-economic status and programmes available.					
Unit I	**Introducing the concept of tribal society**		**12 hours**			
. The concept of tribal society: Anthropology as a field in understanding-Kinship, descent and social structure. Marriage, Family and Community- Concepts of Culture, Primitive Economy and Primitive Law. Cultural, Social and Economic Changes; Process, direction and causes of change.						
Unit II	**Efforts to promote the tribals**		**12 hours**			
Tribal policy in India, Forest-tribe interaction, Deforestation and its impact on tribal population, Tribal rights on forest and land, Problems of indebtedness &land alienation among tribals, Role of State and NGOs to protect and promote the tribals.						
Unit III	**Capacity building in empowering Tribals**		**12 hours**			
Mega Development and their impact on tribal communities- Role of educational institutions on the literacy of tribal children. Capacity building in empowering tribal society- Structural constraints to tribal education- Tribal situation in India.						
Unit IV	**Tribal Development Programmes**		**12 hours**			
Sustainable Tribal development, Nehru's perspectives on tribal development, Sub-plan approach for tribal development, Scheduled Tribes and Constitutional safeguards for the Scheduled Tribes.						
Unit V	**Social Work Intervention**		**12 hours**			
Tribal Economy – nature and problems, marketing of minor forest produce, farm and horticulture produce. Social problems of tribals- Social Work Intervention: Scope for Social Work intervention and the Role of social workers in tribal development.						
Book(s) for Study						
1	Patel T. & Baviskar B.S., Understanding Indian Society Past and Present, Delhi: Orient Blackswan. 2010.					
2	Mohanty and Biswal "Elementary Education in Tribal India" Mital Publications, New Delhi, (2009).					
References						

1	Ambagudia, Jagannath, and Virginius Xaxa, eds. Handbook of Tribal Politics in India. Sage Publications Pvt. Limited, 2020.
2	Mittal Publication "Education in Tribal India" Mital Publications, New Delhi, (2010).
3	Hasnain,N., (7th Edition) Tribal India, New Delhi: Palka Prashasan.2019,
4	Pradhan K.C., Vulnerable Tribes in India, Delhi: Abhijeet Publications.2017.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Describe concepts of primitive culture, economy and law	**K1**
	CO2	Analyze the tribal policies and various aspects of tribal rights.	**K2**
	CO3	Critically analyze the impact of tribal development plans on tribes.	**K3**
	CO4	Develop skills for the formulation of sustainable tribal development plans.	**K4**
	CO5	Intervene with Social Work practices for tribal welfare.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWF15	FIELD WORK	L	T	P	C
CORE- V			5	-	-	4
Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze					
Learning objectives	• To sensitize the students to social needs and problems and find out the appropriate means of problem solving. • To understand and practice the social work methods to deal with social problems. • To acquire skills of social work intervention in human needs and societal issues. • To become aware of one's strengths and weaknesses. • The field practicum during the first semester may be structured through Field observation visits followed by discussion of Practice-skills.					

. **Field work components:** Observation visits

Objectives of Field work

i. Communication
ii. Interpersonal relationships
iii. Analysis of Society
iv. Self awareness

- A rural camp for a week.
- Supervised concurrent field practicum 2 days per week with 7½ hours per day.

Assessment

Internal – 25 Marks

Regularity and Punctuality	-	05
Activities	-	10
Field work records	-	05
Media Reports	-	05

External – 75 Marks

Viva Voce	-	25
Evaluation of field work reports	-	15
Evaluation of field work activities	-	15
Rural Camp	-	10
Observation visit reports	-	10

Course Code	P21SOS11	ENTREPRENEURSHIP AND START UP ECO SYSTEM	L	T	P	C
SUPPORTIVE -I			5	-	-	4

Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze
Learning objectives	• To learn the importance of Entrepreneurship development. • To know the Entrepreneurial skills • To know the start up eco systems. • To understand the social business incubation.

Unit I	**Social Entrepreneurship**	**6 hours**

. Entrepreneurship: Entrepreneurship concept –Entrepreneurship as a career
Social Entrepreneurship- Defining the sectors. Entrepreneurial Personality – Characteristics of Successful, Entrepreneur- Knowledge and Skills of Entrepreneur. Business Environment–Role of Family and Society– Entrepreneurship Development Training and Other Support Organizational Services.

Unit II	**Start ups ecosystem**	**6 hours**

Start ups and Funding Options: Definition, Startups ecosystem: Stakeholders and their roles and responsibilities, Startup development phases: Ideating, POC, MVP, Intrinsic
Start up stake holders Product Launch: Essential Components, Intellectual Property, Branding, Strategy, Making the Entrepreneurial System Work for Start Up

Unit III	**Social Business Incubation**	**6 hours**

Social Business Incubation: Business Incubation Definition and Principles, Incubator Modules and Success Factors, Incubator Operation, Planning and Incubator, Business Incubation Marketing and Stakeholder Management, Financing a Business Incubator, Managing the Business Incubator, Monitoring, Evaluation and Benchmarking, Virtual Business Incubation. Global and National Social Business Incubators–Success stories (Case Studies)

Unit IV	**Need for Finance**	**6 hours**

Fundamentals of Start Up Finance: Need for Fund,Types of Fund,Sources of Funds
Business Feasibility report, Unit economics, Break even, Run rate, Commercial viability of the Project, Bankable**.**

Unit V	**Case Studies**	**6 hours**

2 Case studies on the successful Social Enterprises.

Book(s) for Study

1	Malecki, Edward J. "Entrepreneurship and entrepreneurial ecosystems." Geography compass (2018)

References

1	Social Entrepreneurship in India: Quarter Idealism and a Pound of Pragmatism, Sage,2020.
2	Anirudh Agrawal (Editor), Payal Kumar (Editor)Social Entrepreneurship and Sustainable Business Models: The Case of India Hardcover – 14 May 2018
3	Shamim Amat Chanda Devi “Women Empowerment in India” Mital Publications, New Delhi, (2012).

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Understand Entrepreneurship as a career.	**K1**
	CO2	Realize the role of Family and Society in motivation to become an entrepreneur	**K2**
	CO3	Learn the Start ups and Funding Options to make the Entrepreneurial System Work for Start Up.	**K3**
	CO4	Study the base for Social Business Incubation	**K4**
	CO5	Analyze the Fundamentals of Start Up Finance	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

SEMESTER II

Course Code	P21SWT21	Social Policy Planning and Administration	L	T	P	C
CORE- VI			5	-	-	4
Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze					
Learning objectives	• To acquire knowledge of the basic process involved in Welfare Agencies in the context of social work profession. • To develop the ability to view the relationship between policy and programmes. • To gain knowledge and skills on policy analysis and policy formulations and to study social policies and legislations which will be able to interpret and enforce such programmes. • To understand critically the concept and indicators of social development					
Unit I	**Social Policy**		**12 hours**			
Definition, Concept, Goals, Scope and Models of Social Policy and applicability in Indian context. Constitutional base of Social Welfare - Social Welfare Administration. Types of Administration, Structure of Social Welfare Administration, Components of Administration, Strategies and Mechanisms of Administration, Fund Raising and Resource Mobilizations and Functional areas of Ministries (Central and State), Boards (Central Social Welfare Board) and other National Institutions.						
Unit II	**Social Planning**		**12 hours**			
Concept, Objectives, Scope, Models, Interrelationship between Social and Economic Planning, Social Planning in India. **Five Year Plans**: Changes in Social Planning with Five Years Plans in India, Social Planning and Social Change, Factors leading to development of planning in India. Policy issues related to Nutrition and Food Security, Education, Health, Women and Children, Backward classes, Senior Citizens and Unorganized Sector workers.						
Unit III	**Registration of Welfare Agencies**		**12 hours**			
Procedure for Registration of Human Service Organizations under Societies Registration Act, Trust Act. Memorandum of Association. Constitution and Bye-laws. Functions of Governing Board. Provisions in Income Tax Act. **Strategies and Mechanisms of Administration**: Role of Social Workers in Decision Making Process, Communication, Role Description and Functioning, Sustainability of Programmes.						
Unit IV	**Components of Administration**		**12 hours**			
Overview of administrative process POSDCORB Planning, Organizing, Staffing, Directing Controlling, Reporting and Budgeting. Importance of office management in welfare organizations. Staff Recruitment- Training and Development-Recording and Documentation.						

Records management and filing system.		
Unit V	**Project administration**	**12 hours**
Project administration Project Identification, Implementation monitoring and evaluation. , Networking and Maintaining Public Relations. Guidelines to prepare project proposals.		

Book(s) for Study

1	Midgley, James, Rebecca Surender, and Laura Alfers, eds. Handbook of social policy and development. Edward Elgar Publishing, 2019.
2	Goel "Social Welfare Administration" Deep & Deep Publication PVT.LTD, (2010).

References

1	Chapin, Rosemary Kennedy, and Melinda Lewis. Social policy for effective practice: A strengths approach. Routledge, 2020.
2	Dukelow, Fiona, and Mairéad Considine. Irish social policy: A critical introduction. Policy Press, 2017.
3	Farmer, David John. Public administration in perspective: Theory and practice through multiple lenses. Routledge, 2015.
4	Sachdeva "Social Welfare Administration in India" Kitab Mahal, Patna, (2012).

Course Outcome	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Aware of Constitutional base of Social Welfare	**K1**
	CO2	Know the welfare programmes for social planning	**K2**
	CO3	Strategies and Mechanisms of Administration	**K3**
	CO4	Understand the administrative process	**K4**
	CO5	Work as per guidelines to prepare project proposals	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWT22	Social Legislation for Social Work Practice	L	T	P	C
CORE- VII			5	-	-	4
Cognitive Level	K1: Remember K2: Understand K3: Evaluate K4: Creative K5: Analyze					
Learning objectives	• To consider the importance of **l**aw for social workers and discuss the professional skills and values which underpin social work. • To train how social workers incorporate legal rules in their decision - making. • To consider the importance of *law for social work* and having a clear set of values this informs the social work practice. • To present an analysis of the relationship between law and practice in relation to social work					
Unit I	**Social Legislation**		**12 hours**			
Meaning, Principles. Social legislation – Definition meaning. Indian Constitution – Fundamental Rights, Directive Principles of State Policy. Social legislation as an instrument of Social Change.						
Unit II	**Various Acts on Marriage.**		**12 hours**			
The Hindu Marriage Act. Mohammedian law of Marriage and Divorce. Indian Christian Marriage Act and Indian Divorce Act. Special Marriage Act. Family Court Hindu Succession Act. Mohammedan Law of Inheritance, Indian Succession Act. Hindu Adoption and Maintenance Act. Inter Country Adoption. Hindu Minority and Guardianship Act.						
Unit III	**Acts on Social issues**		**12 hours**			
The Dowry Prohibition Act. The Medical Termination of pregnancy Act. The Juvenile (Care and Protection) Act. The Child Labour Regulation and Abolition Act. The Domestic Violence Act. The Protection of Children from Sexual Offenses Act (POCSO Act).						
Unit IV	**Acts on Marginalized**		**12 hours**			
The Protection of Civil Rights Act. The Prevention of Atrocities against SCs and STs Act. The Probation of Offenders Act. The Consumer Protection Act. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. 1995. .Bonded Labor Abolition Act (1976)						
Unit V	**Role of social worker in legal aid**		**12 hours**			
Legal Aid Movement in India and abroad. Role of social worker in legal aid – Right to Education Act – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)-The Environment (Protection) Act -1986 -The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994- Protection of Women from Domestic Violence Act, 2005.						
Book(s) for Study						

1	Hatton, Kieron. New directions in social work practice. Learning Matters, 2015.

References

1	Hatton, Kieron. New directions in social work practice. Learning Matters, 2015.
2	Chadhary, RNP,(2005), Consumer Protection Law, New Delhi, Deep & Deep Publications
3	Gangarade, KD, (2001), Social Legislation in India, New Delhi, Concept publishers.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Know how the Social legislation act as an instrument of Social Change.	**K1**
	CO2	Learn the marriage Acts of Hindu, Christine and Muslim	**K2**
	CO3	Aware of the Acts on marginalized	**K3**
	CO4	Relate the Acts relevant to social issues	**K4**
	CO5	Realize the role of social worker in utilizing legislations for societal welfare	**K5**

Mapping of COs with POs & PSOs:

Course Outcomes	**PO**								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWT23	Social Work Research and Statistics	L	T	P	C
CORE- VIII			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To develop an understanding on scientific approach to human enquiry on various issues. • To understand the importance of social work research. • To develop an ability to see the relationship between the theory and facts. • To develop skills for use of library and documentation services for research and to write a research proposal

Unit I	**Social Work Research**	**12 hours**

Scientific Method – Meaning, Assumption, Steps. Research – definition and objectives. Social Research- Definition and objectives. Social Work Research - definition, meaning objectives, scope. Qualities of good researcher, Social Work Research and its relationship with other Social Sciences. Difference between Social Research and Social Work Research.

Unit II	**Process of Social Work Research**	**12 hours**

Identification and Formulation of Research Problem. Statement of Objective. Hypothesis – meaning, types, sources, criteria of good hypothesis. Operational Definition. Research Design – Descriptive, Diagnostic, Exploratory and Experimental . Factors influencing the choice of research design.

Unit III	**Sources of Data Collection**	**12 hours**

Sources of Data – Primary and Secondary . Qualitative and Quantitative research - Focus Group Discussion, Content analysis .Tools and Techniques of Data Collection – Observation (Participant and Non –Participant), Interview Guide, Interview Schedule, Questionnaire. Pilot study and Pre test. Universe and Sample- Census Method and Survey Method. Sampling : Probability and Non– Probability Sampling- types.

Unit IV	**Social Statistics**	**12 hours**

Statistics – definition, meaning- functions: Levels of measurement – nominal -ordinal, interval and ratio. Measures of Central Tendency – mean, median, mode, Measures of Dispersion – Range, Quartile Deviation, Mean Deviation, Standard Deviation. Correlation – Karl Pearson's co-efficient of Correlation, Spearman's Rank Correlation. Testing of Hypotheses S(only theory and not problems) – application and usefulness of students' 't'test, Chi square, scaling techniques, reliability and validity of scales.

Unit V	**Data Analysis**	**12 hours**

Data Analysis and Interpretation – Chapterization, Tabulation. Proposal writing: agencies involved in social research, preparation of a research project proposal. Guidelines to Research Report Writing. Documentation, Glossary, Foot Notes – References and Bibliography, and preparation of abstracts. Planning and Organization of Research in Social Work.

Book(s) for Study	
1	Quirk, Thomas J., and Simone Cummings. "Excel 2016 for Social Work Statistics." (2017). Gupta, S.P.,Statistical Methods, New Delhi, Sulthan Chand. (2005).
References	
1 2 3 4	Tonsing, Kareen N. "Instructor immediacy and statistics anxiety in social work undergraduate students." Social Work Education (2018) Steinberg, Dominique Moyse. The social work student's research handbook. Routledge, 2015. Thyer, Bruce. The handbook of social work research methods. Sage Publications, 2009.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Realize the purpose of research and know the different methods and theories to study a phenomenon.	**K1**
	CO2	Know about the different kinds of sampling design and their criteria; became aware of applying appropriate sampling to a study.	**K2**
	CO3	Understand the scaling techniques and how to do the reliability & validity of new scaling techniques.	**K3**
	CO4	Differentiate the qualitative and quantitative methods.	**K4**
	CO5	Use the e sources for data collection for data analysis.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mar

Course Code	P21SWT24	HUMAN RESOURCE DEVELOPMENT	L	T	P	C
CORE- IX			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze	
Learning objectives	➢ To assist the students to acquire Knowledge as well as local perspective on Human Relations, Training and Development ➢ To sensitize the students to adopt suitable attitudes for practice of HRD ➢ To help the students see the need for appropriate skills in this regard.	
Unit I	**Introduction:**	**12 hours**
Concept – objectives -Need – Process – Mechanisms and outcomes – Principles in designing HRD - Planning HRD System – HRD in Indian Companies – HRD Tools		
Unit II	**Human Relations and Interpersonal Communication**	**12 hours**
Essential qualities of human relations, Basic themes of human relations, developing interpersonal relationship, Effective communication, Art of listening, verbal and non verbal communication, skills of effective communicator, Impression Management.		
Unit III	**Training and Development**	**12 hours**
Meaning, need, importance, types: on the job and off the job training, Concept of learning, training, education and development, training effectiveness, evaluation of training, recent trends in executive development, Workers Education Scheme.		
Unit IV	**HRD in Government and public system**	**12 hours**
HRD in Government and public system HRD for health and family welfare, HRD in other sectors Defense, Police, Voluntary organization, Panchayat Raj institution) HRD in service Industry – HRD – International Experience.		
Unit V	**Career Planning and Performance Counselling**	**12 hours**
Meaning and Steps involved; Career Development: Actions, Types and problems, succession planning; Performance Counselling: Phases and process involved. Pre requisites for successful HRD programmes; HRD Trends: Job rotation, Job enlargement, Job enrichment, Quality of Work life.		

Book for Study

1	Sunita Sharma “Women in Panchayat Raj” Crescent Publication Corporation, New Delhi (2018). Michael, Armstrong. "A handbook of human resource management practice." (2019).

References

1	Carbery, Ronan, and Christine Cross, eds. Human resource management. Macmillan International Higher Education, 2018.
2	Berman, Evan M., Wart. Human resource management in public service: Paradoxes, processes, and problems. CQ Press, 2019. Han, Soo Jeoung, and Vicki Stieha. "Growth mindset for human resource development: A

3	scoping review of the literature with recommended interventions." Human Resource Development Review 19, no. 3 (2020)

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Plan HRD System.	**K1**
	CO2	Know the supervising aspects of Human Resources.	**K2**
	CO3	Analyse the aspects of Training and Development	**K3**
	CO4	Study the practices of HRD in Government , health and family welfare	**K4**
	CO5	Learn the HRD culture and climate	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWF25	FIELD WORK	L	T	P	C
CORE- X			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To sensitize the students to social needs and problems and find out the appropriate means of problem solving. • To understand and practice the social work methods to deal with social problems. • To acquire skills of social work intervention in human needs and societal issues. • To become aware of one's strengths and weaknesses. • The field practicum during the first semester may be structured through Field observation visits followed by discussion of Practice-skills.					
			12 hours			

. **Field work components:** Observation visits

Objectives of Field work

i. Communication
ii. Interpersonal relationships
iii. Analysis of Society
iv. Self awareness

- A rural camp for a week..
- Supervised concurrent field practicum 2 days per week with 7½ hours per day.

Assessment

Internal – 25 Marks

Regularity and Punctuality	-	05
Activities	-	10
Field work records	-	05
Media Reports	-	05

External – 75 Marks

Viva Voce	-	25
Evaluation of field work reports	-	15
Evaluation of field work activities	-	15
Rural Camp	-	10
Observation visit reports	-	10

SEMESTER III

SPECIALIZATION I: HUMAN RESOURCE MANAGEMENT

Course Code	P21SHRT31	HUMAN RIGHTS AND SOCIAL WORK PRACTICES	L	T	P	C
CORE XI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	➢ To gain knowledge about human rights and social work practice. ➢ To understand the different social legislations ➢ To acquire competency to apply knowledge of human rights and social legislation in social work practice.					
Unit I	**History of Human Rights**:		**12 hours**			
History of Human Rights: Concept and Historical Context of Human Rights, Human Rights Declarations, Treaties and Conventions, Human Rights and Protection Systems, Human Rights in the Indian Context. Classification of Human rights – Universal Declaration of Human Rights – International Covenant on Economic, Social and Cultural Rights – International Covenant on Civil and Political Rights – Human Rights in the Constitution of India.						
Unit II	**Contemporary Issues**		**12 hours**			
National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child – Social Work profession and Human Rights **Contemporary Issues:** Rights of Children, Women, Dalits, Refugees– Persons with Disability-Minorities – Capital Punishment – Tools: Law, Welfare Schemes, Advocacy, Networking, Campaigning and Social Action – NGOs and Human Rights						
Unit III	**Social Legislation**		**12 hours**			
Social Legislation: Meaning and Scope. Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation - Right To Information Act (2005). Right to Education (RTE) - The National Food Security Act, 2013 – The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013						
Unit IV	**Human Rights and Social Work**		**12 hours**			
Human Rights and Social Work : Code of Ethics of Social work and Protection of Human Rights, Human Rights perspective in Social Work Practice, Ethnic sensitive practice, Feminist Practice, Social Work with Diverse Groups.						
Unit V	**Violation of Human Rights and Social work practice**:		**12 hours**			
Violation of Human Rights and Social work practice: Social Work with the Victims of Human Rights Violations and Human Rights Activism. Role of UNHCR, National Human Rights Commission and International Human Rights Agencies.						

Book for Study	
1	Adler, Michael. "Book Review: Reimagining Administrative Justice: Human Rights in Small Places." (2020).
2	Knott, Christine, and Terry Scragg, eds. Reflective practice in social work. Learning Matters, 2016.
References	
1	Mapp, Susan C. Human rights and social justice in a global perspective: An introduction to international social work. Oxford University Press, 2014.
2	
3	Baxi.U. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
4	Biswal.T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Give Introduction to the history of human rights and its concepts.	**K1**
	CO2	Know the National commissions and the contemporary issues on human rights.	**K2**
	CO3	Tell about the importance of social legislations, Acts and Human Rights.	**K3**
	CO4	Explain about the relevance of human rights and social work.	**K4**
	CO5	Discuss about the violation of human rights and needed practices of social work.	**K5**

Mapping of COs with POs &PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SHRT32	ORGANISATIONAL BEHAVIOUR	L	T	P	C
CORE-XII			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To gain knowledge about organizational behavior • To understand the functions and activities of organizational behavior • To acquire skills of working with organized sectors

Unit I	Introduction to Organizational Behaviour	12 hours

Organizational Behaviour – Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies

Unit II	Foundations of Individual behaviour	12 hours

Foundations of Individual behaviour – Physical and intellectual ability, emotional intelligence – Attitudes-job satisfaction, job involvement and organizational commitment – Personality, Perception and decision making. Motivation – Definition and theories Transactional analysis – Johari window.

Unit III	Foundation of group behaviour	12 hours

Foundation of group behaviour – Group structure, group decision making, team work – Communication - Concept, process, types and effectiveness. Leadership-concept, styles, finding and creating effective leaders – Conflict in organizations-nature, level, sources, effects and resolution strategies.

Unit IV	Organizational Culture and Climate	12 hours

Functions of organization structure – Organization structure- concept, work specialization, departmentalization, Span of control, Centralization and decentralization. Organizational culture-Definition, types, creating a ethical Organizational culture – Organizational values, Organizational Climate dynamics of organizational behavior.

Unit V	Organizational Development	12 hours

Organizational change – importance – stability vs change – proactive vs reaction change – the change process – resistance to change – managing change stress – work stressors – prevention and management of stress – balancing work and life.

Organizational development – characteristics – objectives – Organizational effectiveness**.**

Book for Study

Chumg, Hao-Fan, Jonathan Seaton, Louise Cooke, and Wen-Yu Ding. "Factors affecting employees' knowledge-sharing behaviour in the virtual organisation from the perspectives of well-being and organisational behaviour." *Computers in Human Behavior* (2016)

Chandan, Jit S. *Organizational behaviour*. Vikas Publishing House, 2009.

References	
1	Luthans, Fred. "Organisational Behavior . New Yolk." (2005).
2	Aswathappa, Kalupally, and G. Sudarsana Reddy. *Organisational behaviour*. Vol. 20. Mumbai: Himalaya Publishing House, 2009.
3	Pradhan, Rabindra Kumar, Lalatendu Kesari Jena, and Pratishtha Bhattacharya. "Impact of psychological capital on organizational citizenship behavior: Moderating role of emotional intelligence." *Cogent Business & Management* (2016)

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain the importance of an organizational behaviour.	**K1**
	CO2	Learn about the foundation of an individual behaviour.	**K2**
	CO3	Have knowledge about the group behaviour in the existing society.	**K3**
	CO4	Know about the functions as well as the structure of organizations in the effective manner.	**K4**
	CO5	Inculcate the knowledge about organizational culture and climate.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SHRT33	HUMAN RESOURCE MANAGEMENT AND OCCUPATIONAL SOCIAL WORK	L	T	P	C
CORE-XIII			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To understand the concept of Human Resource Management and Occupational Social Work • To gain knowledge on social work orientation on corporate culture, particularly as it relates to social issues in the workplace. • To acquire the skills of comprehending a multi-stakeholder perspective in viewing workplace issues.

Unit I	**Scientific Management**	**12 hours**

Values of Work – Meaning, Definition, Nature, Principles of Management – Henry Fayol, Principles of Scientific Management, F. W. Taylor, Management vs. Administration, Human Resource approach, System approach – various sectors in the workplace.

Unit II	**Personnel Management**	**12 hours**

Concept of Personnel Management, Human Resource Management (HRM) – Strategic Human Resource Management (SHRM): meaning, definition and scope – difference between HRM and SHRM – Business strategy and organizational capability. – international human resource management (IHRM)

Unit III	**Human Resource Planning**	**12 hours**

Human Resource Planning – Talent acquisition – compensation management – Human Resource Information System (HRIS) Human Capital Management: meaning and scope – Occupational Social Work: Meaning, scope and nature– Role of social workers in the workplace.

Unit IV	**Workplace Management**	**12 hours**

Recent trends in HR – changing nature of the Indian workplace – needs and problems of special groups in the workplace – workplace violence: meaning and forms - gender sensitivity, disability management, diversity management, spirituality in the workplace.

Unit V	**Theories of Motivation and Leadership**	**12 hours**

Motivation of Human Resources -Employee motivation: concept and strategies. Types of motivation and theories of motivation. Leadership: Concept-Types - leadership theories (Trait, Behavioural and contingency). Employee engagement - concept and strategies.

Book for Study

1. Hughes, Daniel, Mary C. Olsen, and Carly Newhouse. "Occupational social work education for employee assistance practice." Journal of Teaching in Social Work 38, no. 4 (2018)
2. Boselie, Paul. EBOOK: Strategic Human Resource Management: A Balanced Approach. McGraw Hill, 2014.

References	
1	De Lange, Annet H., D. T. A. M. Kooij, and B. I. J. M. Van der Heijden. "Human resource management and sustainability at work across the lifespan: An integrative perspective." Facing the challenges of a multi-age workforce: A use-inspired approach (2015)
2	Agrawal, Narendra M., Naresh Khatri, and R. Srinivasan. "Managing growth: Human resource management challenges facing the Indian software industry." Journal of World Business 47.2 (2012)
3	Aquinas, P. G. Human resource management-principles and practice. Vikas Publishing House, 2009.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain about the values of work.	**K1**
	CO2	have the knowledge about the managerial skills and HRM	**K2**
	CO3	Manage and plan the works by possessing required knowledge about it.	**K3**
	CO4	View and explain about the recent trends in HRM.	**K4**
	CO5	Motivate on growth aspects positively.	**K5**

Mapping of COs with POs &PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SHRT34	LABOUR LEGISLATIONS AND LABOUR WELFARE	L	T	P	C
CORE- VIII			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To gain knowledge about labour legislations and labour welfare • To understand the legal provisions relating to labour welfare in different industries • To acquire the skills of working with the organized sector.					
Unit I	**Labour Welfare**		**12 hours**			
Labour: concept, characteristics and problems of Indian labor- labor in organized and unorganized sectors. Labour Welfare: concept, scope, theories and Principles of Labour welfare-and classification- Role and functions of Labour Welfare Officer. Objectives and functions of International Labour Organization (ILO) - role of ILO in labor welfare implementation of ILO recommendations in India						
Unit II	**Labour Legislations**		**12 hours**			
Labour Legislations: Concept, need and historical development of Labour Legislation in India Factories Act, 1948 – Occupational safety and health-The Contract Labour (Regulations and Abolition) Act, 1970 – Tamil Nadu Payment of Subsistence Allowance Act 1981 - Tamil Nadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act, 1981.						
Unit III	**Legislations related to Labour Welfare**		**12 hours**			
Concept and types of wages- Legislations relating to Wages: The Payment of Wages Act,1936- The Minimum Wages Act , 1948- The Equal Remuneration Act, 1976 - The Payment of Bonus Act, 1965. Legislations for labour welfare in different types of industries: The Plantation Labour Act, 1951 – The Mines Act, 1952 – The Motor Transport Workers Act, 1961 – Tamil Nadu Shops and establishment Act - The Pondicherry Shops and Establishment Act 1964.						
Unit IV	**Legislations relating to social security**		**12 hours**			
Concept of Social security-Legislations relating to social security: The ESI Act, 1948, The Employees Provident Fund and Miscellaneous Provisions Act, 1952- The Payment of Gratuity Act, 1972- The Maternity Benefit Act, 1961, Employees Compensation Act, 1923. National festival and Holidays act.						
Unit V	**Labour Market**		**12 hours**			
Labour Market: Features, Demand and Supply of Labour, Nature and Composition of Indian Labour Force, Unemployment and Underemployment, Types of Labour Market, Characteristics of Indian Labour Market, New Dynamics of Labour Market in India, Economic Systems and Labor						

Market, Problems of Labour in India.	
Book for Study	
1	Shekhar. Industrial Relations, Trade Unions and Labour Legislation. Pearson Education India, 2017.
References	
1	Sachdeva "Social Welfare Administration in India" Kitab Mahal, Patna, (2012).
2	Goel "Social Welfare Administration" Deep & Deep Publication PVT.LTD, (2010).
3	Roychowdhury, Anamitra. Labour law reforms in India: all in the name of jobs. Taylor & Francis, 2018.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Possess knowledge about the labour and principles of labour welfare.	**K1**
	CO2	Explain about Act and labour legislations.	**K2**
	CO3	Analyze the wage types and legislations related to wages.	**K3**
	CO4	Describes about the concept of problems of labour and available social security .	**K4**
	CO5	Brief study about the labour market, demand and supply of the labour.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SHRT35	CORPORATE SOCIAL RESPONSIBILITY	L	T	P	C
CORE- XV			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning 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 Indian workplace.

Unit I	**Social Responsibility**	**12 hours**

Social Responsibility – Corporate Social Responsibility – Meaning, definition and scope of CSR – Evolution of CSR – a moral argument for CSR – a rational argument for CSR – an economic argument for CSR - strategic context of CSR – Carroll's Model of CSR (Pyramid of CSR) – Globalization and CSR.

Unit II	**Tools of CSR**	**12 hours**

Stakeholders and perspectives - interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR. Interest Groups Related to CSR, Social Responsibilities of Corporate Sectors (arguments for and against it), Drivers of CSR.

Unit III	**Managing CSR**	**12 hours**

Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative.

Unit IV	**CSR at Global Level**	**12 hours**

Global Perspective of CSR, CSR in India, CSR Activities in Orissa carried out by different corporate giants and their outcomes, Case studies of Vedanta/Sterlite Foundation, The Hindustan Aluminum Corporation Limited (HINDALCO) and practicalities of CSR.

Unit V	**CSR at National Level**	**12 hours**

CSR in India: Legal provisions and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai – Success and failure with CSR initiatives – CSR Awards in India – role of social workers in CSR.

Book for Study

1	Reddappa Reddy and C Dheeraja (2016) The Six Essential Steps in Implementing CSR Studera Press, New Delhi.

References

1	Aguinis, H., and G. Ante. 2012. "What We Know and Don't Know about Corporate Social Responsibility: A Review and Research Agenda." Journal of Management .
2	Nayan Mitra(Author) & Dr. Rene Schmidpeter (Editor) (2011) 'Corporate Social Responsibility in India: Cases and Development after the Legal Mandate'
3	Baxi, C. V., and Ajit Prasad, eds. Corporate Social Responsibility: Concepts and cases: The Indian experience. Excel Books India, 2005.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Study about the social responsibility and corporate social responsibility.	**K1**
	CO2	Explain about the stakeholders and perspectives of CSR and benefits of CSR.	**K2**
	CO3	Understanding about the factors influencing CSR policy and describes about the Designing CSR policy.	**K3**
	CO4	Provides the knowledge or information about the CSR perspective globally.	**K4**
	CO5	Teaches about the CSR in India and its legal provisions and supervisions on CSR	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SHRT36	CONCURRENT FIELD WORK	L	T	P	C
CORE- XVI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	➢ Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice. ➢ Field Practicum Seminars ➢ Objectives may be in accordance with the specific specialization. ➢ Viva voce (internal to be conducted before the commencement of the University Examinations.)					

Field work components

Concurrent fieldwork (Specialization orientated)

Guide Lines (Duration & Work Load)

- Total no of field practicum hours 225 hours (30 Days)
- 2 days a week – workload 7½ hrs/day.

Assessment

Internal – 25 Marks

Regularity and Punctuality	-	05
Activities	-	10
Field work records	-	05
Media Reports	-	05

External – 75 Marks

Viva Voce	-	25
Evaluation of field work reports	-	25
Agency supervisor evaluation	-	25

SPECIALISATION II: COMMUNITY DEVELOPMENT

Course Code	P21SCDT31	RURAL DEVELOPMENT	L	T	P	C
CORE- XI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To gain knowledge about rural realities and problems in rural communities. • To gain knowledge about theories and approaches of community development and experiments about rural community development. • To understand the local self administration of rural development and various development agencies working for rural development. • To learn about community development programmes in India and polices. • To acquire skills of social work intervention with rural communities.					
Unit I	**Introduction to Rural Community**		**12 hours**			
Rural Community Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work; Rural community Role of community development worker: Application of social work methods in rural development						
Unit II	**Socio-Economic Structure of Rural**		**12 hours**			
Rural socio-economic structure: Rural Demography, Rural Poverty, changing Rural Communities: Change in Knowledge, Attitude and Practice, Communicating with people, Community Development- Need and Process. Problems: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health and problems related to energy and water.						
Unit III	**Community Development**		**12 hours**			
Community Development Concepts, Definition, Objectives, Principles, Theories of Community Development: System theory, Micro-Macro community development theory - Methods and approaches of community development.						
Unit IV	**Rural Community Administration**		**12 hours**			
Rural Community Administration Administrative structure and functions for Rural Development – Central and State level, Planning Commission, Rural development in five year plans and other welfare Ministries and Departments. Rural local bodies and power structure - Administrative pattern of community development and Panchayat raj system at local, block and district level, Functions of Panchayat Raj: Civic amenities, social welfare activities and Development work.						
Unit V	**Community Development Programmes**		**12 hours**			

Community Development Programmes across various sector in India: ICDS, MGNREGS, Accelerated Rural Water Supply Programme (ARWSP) National Livelihood Mission, IRDP, Pradhan Mantri Gramodaya Yojana, PMGSY, NSAP, DIKSHA, NRHM, Indra Awas Yojana (IAY) and PURA - Role of Voluntary agencies in Rural Development and others

Book for Study

1	Domon, Gérald. "Landscape as resource: Consequences, challenges and opportunities for rural development." Landscape and Urban Planning (2011) Palanithurai, G. (2002). Dynamics of New Panchayati Raj System in India: Panchayati raj and multi-level planning: Concept Publishing Company.

References

1	Chambers, Robert. Rural development: Putting the last first. Routledge, 2014.
2	Mikulcak, Friederike, Jens Newig, Andra I. Milcu, Tibor Hartel, and Joern Fischer. "Integrating rural development and biodiversity conservation in Central Romania." Environmental Conservation (2013)
3	Palanithurai, G. (2002). Dynamics of New Panchayati Raj System in India: Panchayati raj and multi-level planning: Concept Publishing Company.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Gain knowledge about the Rural community and its scope, nature etc.	**K1**
	CO2	Understanding about the rural socio-economic structure and rural demography.	**K2**
	CO3	Discuss the factors of community development.	**K3**
	CO4	Have an idea about the rural administration structure and its functions towards the development.	**K4**
	CO5	Aware of the schemes and programs of Government for the community development.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SCDT32	URBAN DEVELOPMENT	L	T	P	C
CORE- XII			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To familiarize the students with problems of urban families and individuals • To know about urban community and proliferation of cities and towns. • To understand urban social systems and their problems and the change processes in these communities • To acquire skills of interventions by the community workers.

Unit I	**Urban Community**	**12 hours**

Urban Community: Meaning, Characteristics, classification of City, Sub-Urbs, Satellite Towns, hinterlands and Rural Urban contrast, approach and trends.

Unit II	**Urbanization**	**12 hours**

Basic Concepts: History and Theories of Urbanization, Process of Urbanization, Patterns of Urbanization, Urbanization Policy.

Unit III	**Urban Problems**	**12 hours**

Urban Problems: Drug addiction and Gambling, Sex workers, Juvenile Delinquency, Urban Poverty, Urban Employment, Urban Settlement & Housing, Urban pollution, street living, pavement dwelling and street vendors, problems with unorganized sector, waste management and transport, Beggary problem, population control.

Unit IV	**Urban Planning and Development**	**12 hours**

Planned Development in urban areas: Urban development, Urban Basic Services (UBS) programmes for Urban development in India, Emerging pattern of urban growth in India, contribution of migration in urban growth in India.

Unit V	**Government Programmes on Urban Development**	**12 hours**

Ministry of urban affairs, five year Plans, Origin, structures, Acts, policies and programmes of Housing Board Housing and Urban Development Corporation (HUDCO), JNNURM and recent trends. Role of Community Development Worker: Application of Social Work method in Urban Development.

Book(s) for Study

1	Brunn, Stanley D., Maureen Hays-Mitchell, and Donald J. Zeigler, eds. Cities of the world: world regional urban development. Rowman & Littlefield Publishers, 2011.

REFERENCES

1	Bathrellos, George D., Hariklia D. Skilodimou, Konstantinos Chousianitis, Ahmed M. Youssef, and Biswajeet Pradhan. "Suitability estimation for urban development using
2	multi-hazard assessment map." Science of the total environment (2017) Siciliano, Giuseppina, Frauke Urban, Sour Kim, and Pich Dara Lonn. "Hydropower, social priorities and the rural–urban development divide: The case of large dams in Cambodia." Energy Policy 86 (2015)
3	Beall, Jo, Basudeb Guha-Khasnobis, and Ravi Kanbur. Urbanization and development:

	multidisciplinary perspectives. Oxford University Press, 2010.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Define about the urban community in the several aspects.	**K1**
	CO2	Promote the concepts such as history, theories of urbanization etc. for the urban community.	**K2**
	CO3	Explain about the urban problems and issues which are facing the urban people.	**K3**
	CO4	Introduce the development plan of urban area.	**K4**
	CO5	Know the Acts and policies of the urban community.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SCDT33	NGO MANAGEMENT	L	T	P	C
CORE- XIII			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To acquire specific knowledge on project and NGO management. • To understand the Project management Dimensions, Planning and its implementation of projects. • To enhance skills and techniques of project evaluation / Resource Mobilization. • To understand the basic concepts and principles involved in managing NGOs. • To understand the Human resource management in NGOs. • To enhance knowledge on project proposal writing and maintenance of the accounts.					
Unit I	**Foundation of NGOs**		**12 hours**			
Foundation of Management and NGOs Understanding: Management: Meaning, Definition, Concepts, Objectives and Functions- NGO's: Meaning, Definition, Concepts, Types, Functions, Approaches and Models - Vision, Mission and Goals in NGOs - Role of NGO's in Community Development. Self Study: Types of NGOs.						
Unit II	**Establishing NGOs**		**12 hours**			
Legal Frame Work for Establishing NGOs : Legal - rational structure of Non-profits: Trusts and Societies with Special reference to Trust and Society Registration Acts- Foreign contributions and Regulation Act (FCRA) - Statutory Obligations- Income Tax Exemption (80-G, 12-A, & 35AC): Rules and Regulation - Resource Mobilization: Methods and Techniques of Fund Raising - International, National and Local Levels. Self Study: Process in NGO Registration.						
Unit III	**Human Resource Management in NGOs**		**12 hours**			
Human Resource Management in NGOs and CSR Activities: Leadership in the NGOs Context – Practice of Human resources Management in NGOs - Human resources management and role of creating change agents – Staffing, recruiting, induction and training- CSR Activities: Definition, concepts and need - Concentration areas of CSR - Role of social workers in CSR- National and International CSR activities: TVS, Infosys and Tata. Self Study: Practices of HRM in NGO's.						
Unit IV	**Project Management**		**12 hours**			
Project Management: Concept, Definition, Objectives, principles, Scopes, Importance and Methodology - Micro and Macro Level Planning - Project Dimensions: Identification – Need assessment – Problem Tree - Formulation Project Proposal - Project Appraisal: Technical, Economic and Financial Feasibility. Self Study: Importance of Project Planning						
Unit V	**Project Management in NGOs**		**12 hours**			

Project Management in NGOs - Concept, Meaning, Definition and Types of projects – Projects Implementation and Management: Project Planning Matrix - Project Cycle Management - Identification and Formulation of Details Projects Report (DPP) with reference to Action AID and Save the Children- Monitoring and Evaluation (PERT and CPM) - Rural Appraisal (PRA): Tools and Techniques, SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis.

Book for Study

1. Jackson, T. and Claeyé, F., Cross-cultural management and NGO capacity building. (2011)
2. Boström, Magnus, and Kristina Tamm Hallström. "NGO power in global social and environmental standard-setting." Global environmental politics 10, no. 4 (2010): 36-59.

REFERENCES

1. Ravi Shankar Kumar Singh, Role of NGOs in Developing Countries, Deep and Deep Publications, New Delhi, 2003.
2. Choudry, Aziz, and Dip Kapoor. NGOization: Complicity, contradictions and prospects. Zed Books Ltd., 2013.
3. Barnes, Clare, and Frank van Laerhoven. "Making it last? Analysing the role of NGO interventions in the development of institutions for durable collective action in Indian community forestry." Environmental Science & Policy 53 (2015).

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Know the foundation for understanding the management of NGOs	**K1**
	CO2	Explain about the legal frame work for establishing the NGO with the Acts.	**K2**
	CO3	Tell the Relationship between HRM with the NGO and calculating the activities with CSR	**K3**
	CO4	Deal with the understanding of project management.	**K4**
	CO5	Have involvement on project management in the NGO sectors.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SCDT34	WOMEN AND DEVELOPMENT	L	T	P	C
CORE- XIV			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	➢ To give knowledge on Socialization Patterns. ➢ To gain motivational aspects to promote education at all levels. ➢ To contribute ideas on economical participation. ➢ To create awareness on health and hygiene.					
Unit I	**Social Development**		**12 hours**			
Social Development: Social Institutions-Marriage, Family and its functions Socialization Patterns of boys and girls, stereotyped images.						
Unit II	**Educational Development**		**12 hours**			
Educational Development: Progress of Women's education – Attitudes to women's Education – Co-Education – Secondary education – Higher education – Non-formal education.						
Unit III			**12 hours**			
Development in political scenario – Political awareness – Women in electoral politics – Political Socialization – Political parties and Women – Women in local government – Women's constraints in public life.						
Unit IV	**Economic Development**		**12 hours**			
Economic Development: Role of Women in Indian Economy – Categories of Women in Agricultural, non – agricultural sectors, Organized Sectors, and self employed women- Women and house work – Impact of technology and Mass Media.						
Unit V	**Environmental Development**		**12 hours**			
Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Types of environmental pollution; Role of women in safeguarding (influencing factors on health) Living conditions; housing, sanitation, safe waste disposal.						
Book(s) for Study						
1	World Bank. Women, business and the law 2016: Getting to equal. The World Bank, 2015.					
2	Lindio-McGovern, Ligaya, and Isidor Wallimann. Globalization and third world women: Exploitation, coping and resistance. 2016.					
REFERENCES						
1	Kalpana Roy "Women and Child Development in India" Indian Publishers Distributors, New Delhi , (2000).					
2	Ghhaya Shukla " Women, Family and Social Problem in India, Mohit Publication, New Delhi, (2002).					

3	Ram Krishna Mndal "Women in the 1st Decasde of 21st Century, Discovery Publishing House PVT. LTD. , New Delhi,(2015).

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Promote women's development.	**K1**
	CO2	Uplift the status of women.	**K2**
	CO3	Contribute for the empowerment of women.	**K3**
	CO4	Deal with the economic development of women in India.	**K4**
	CO5	Take initiation on participation of women at planning and decision making levels.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SCDT35	HEALTH AND HYGIENE	L	T	P	C
CORE- XV			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To give awareness on basic concept of health and illness. • To sensitize on communicable and non communicable diseases. • To provide knowledge about the various dimensions of illness. • To sensitize about the importance of hygiene and health education

Unit I	**Concept of Health**	**12 hours**

Definition, concept, objectives, nature, need and scope, its relationship to welfare; influencing the health status of individuals; Multiple causation of diseases; Factors involved in the process of disease transmission; Specific and Comprehensive Health Indicators; Vital Health Statistics; Healthy life style.

Unit II	**Nutrition and Health**	**12 hours**

Nutrient Groups: Functions, sources and requirement; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases, prevention of Nutrition problems.

Unit III	**Hygiene**	**12 hours**

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

Unit IV	**Major Communicable/Non- Communicable diseases**	**12 hours**

Symptoms, Etiology, Transmission, Prevention and Treatment of : Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Cholera and Typhoid. Immunization schedule for children. Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases.

Unit V	**Health Education**	**12 hours**

Meaning and importance, Principles of heath education, Techniques and strategies for various community groups, use of Audio- Visual Aids and Mass Media; First Aid: methods of dealing with victims of accidents. Family Planning: Importance and Techniques;

Book(s) for Study

1	Cross, Suzanne, "Hygiene on maternity units: lessons from a needs assessment in Bangladesh and India." *Global health action* (2016)
2	Sujata Mishra “Women’s Health and Social Issues, Arise Publishers & Distributors New Delhi, (2011).

References	
1	Megha, Mridul. "Sexuality, Health and Hygiene in Colonial India" (2020).
2	Kaur, Loveleen, Sukhjeet Kaur, and Preeti Sharma. "Information-Seeking Behaviour of Women Regarding Personal Health and Hygiene Practices." Small (2019)
3	Shah, Sweta, and Tanu Singhal. "Hand hygiene and health care associated infections: What, why and how." Pediatric infectious disease(2013)

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain about the health in the way of its concept, objectives, nature, its need and scope.	**K1**
	CO2	Say in the present world health is linked with the life style and to suggest health tips..	**K2**
	CO3	Deal with the hygiene in the way of food and environmental hygiene.	**K3**
	CO4	Know about the disease which is communicable and non-communicable disease.	**K4**
	CO5	Tell about the need for health education in the aspects of principles and strategy.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

SOCIAL WORK PRACTICUM - III

Concurrent Field Work (Practice of Social Work methods in Specialization areas)

Course Code	P21SCDT36	CONCURRENT FIELD WORK	L	T	P	C
CORE- XVI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice. • Field Practicum Seminars • Objectives may be in accordance with the specific specialization. • Viva voce (internal to be conducted before the commencement of the University Examinations.)					
Field work components						
Concurrent fieldwork (Specialization orientated)						
Guide Lines (Duration & Work Load)						
➢ Total no of field practicum hours 225 hours (30 Days) ➢ 2 days a week – workload 7½ hrs/day.						
Assessment						
Internal – 25 Marks Regularity and Punctuality - 05 Activities - 10 Field work records - 05 Media Reports - 05 **External – 75 Marks** Viva Voce - 25 Evaluation of field work reports- 25 Agency supervisor evaluation - 25						

SPECIALIZATION III: MEDICAL AND PSYCHIATRIC SOCIAL WORK

Course Code	P21SMPT31	INTRODUCTION TO MENTAL HEALTH	L	T	P	C
CORE- XI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To teach about the importance on individual's positive health. • To make an understanding on attitudes and beliefs pertaining to mental illness. • To impart skills on Psychiatric Assessment. • To find out the social work interventions for Mental Health Problems among vulnerable and disadvantaged					
Unit I	**Health and its Dimensions**		**12 hours**			
Concept of Health and Disease – Physical, Social, Mental and Spiritual Dimensions of Health. Health Planning and Management – process. Mental illness in ancient, medieval and modern times**.** History of Psychiatry- Concept of Mental Health- Mental Health in India- Mental Health Problems- Changing Trends in Mental Health Care- View of Mental Health and well-being.						
Unit II	**Public Health**		**12 hours**			
Public Health – Definition, meaning, functions and importance, Social and Community medicine. Indicators of Health – Vital Statistics and its importance -Mortality, Morbidity.						
Unit III	**Psychiatric Assessment**		**12 hours**			
Psychiatric Assessment: history taking and mental status examination, use of interviews, psycho-social and multi-dimensional assessment. Disorders of Psychological Development Behavioral and emotional disorders with onset in childhood and adolescence- suicide						
Unit IV	**Common Mental Disorders**		**12 hours**			
Common mental disorders (ICD 10 classification) – clinical signs and symptoms, organic mental disorders, mental and behavioral disorders due to psychoactive substance use, schizophrenia, mood disorders , psycho-physiological disorders, suicide, sexual disorders; disorders of adult personality and behavior, mental retardation and psychiatric disorders in childhood.						
Unit V	**Health Programmes**		**12 hours**			
National Mental Health Programme – Mental Health Act, District Mental Health Progrramme. Socio-cultural factors in Psychiatry – Magico-religious practices – Cultural beliefs – Stigma. Objectives of Health for All Act by 2000 AD-SDG on Health . National Health						

Policy and National Health Programmes in India.	
Book(s) for Study	
1	Park.K. (2015) Preventive and Social Medicines.M/S Banarsidas Bhanot,Jabalpur.
2	Francis, Abraham P. (Ed.) Social Work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014.
References	
1	Das, Jishnu, Ranendra Kumar Das, and Veena Das. "The mental health gender-gap in urban India: patterns and narratives." *Social Science & Medicine* (2012)
2	Francis, Abraham P. (Ed.) Social Work in Mental Health – Contexts & Theories for Practice. New Delhi: Sage, 2014.
3	Bhattacharya, Sanjay. Social Work Interventions and Management. New Delhi: Deep & Deep, 2008.

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Study about the concept of health and disease in the order to understanding the dimensions of health.	**K1**
	CO2	Students must have also known about the public health status and the indicators of their health.	**K2**
	CO3	Psychiatric assessment which explains about the psycho-social and multi-dimensional assessment.	**K3**
	CO4	Explains about the common mental disorder and to identify some symptoms and clinical designs which are reflects the mental disorder.	**K4**
	CO5	There are some programs which promoted for the national mental health programs and some Acts for defining it.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SMPT32	MEDICAL SOCIAL WORK	L	T	P	C
CORE- XII			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To give an understanding on historical development of Medical Social Work in India and abroad. • To make the students aware of different settings for Medical Social Work. • To train the students on Community based rehabilitation services. • To ascertain the Role as Social Workers in organizing medical camps in rural and urban areas.					
Unit I	**Medical Social Work**		**12 hours**			
Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice.						
Unit II	**Social Work Practices with Patients**		**12 hours**			
Psychological, social and economic implications of illness and disability: for the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team.						
Unit III	**Rehabilitative Services**		**12 hours**			
Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps; Rehabilitation, Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative, Hospice and Convalescent care, psycho-Socio-economic problems during stages of illness.						
Unit IV	**Health Based Welfare Programme**		**12 hours**			
Welfare and benefits accrued to persons with an illness, health insurance, Social Work practice in different settings, Medical emergencies, bio-medical ethics, medico-legal cases and role of social worker.						
Unit V	**Medical Camps**		**12 hours**			
Medical Camps – meaning and objectives. Role of Social Workers in organizing medical camps in rural and urban areas. Organisation and administration of Medical Social Work in hospitals, multidisciplinary approach. Team work, application of social work methods in a clinical setting.						

Book(s) for Study	
1	Francis, Abraham P. (Ed.) Social Work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014.
2	Sujata Mishra "Women's Health and Social Issues, Arise Publishers & Distributors New Delhi, (2011).
REFERENCES	
1	Larkin, Heather, Vincent J. Felitti, and Robert F. Anda. "Social work and adverse childhood experiences research: Implications for practice and health policy." Social work in public health (2014)
2	Thomas, Bino, and Pattanashetty Chandrashekar Pradeepkumar. "Mental health in postgraduate social work curriculum: Review of training contents in Indian schools of social work." Asian Social Work and Policy Review (2018)
3	Gehlert, Sarah, and Teri Browne, eds. Handbook of health social work. John Wiley & Sons, 2011.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Helps to understanding about the functions of medical social worker and its concept, definition, objectives etc.	**K1**
	CO2	Teaches about the psychological, social, and economic implications of illness and disability.	**K2**
	CO3	States the concepts of different types of illness and community-based rehabilitation.	**K3**
	CO4	Explains the benefits and welfare schemes in social work and the role of social worker.	**K4**
	CO5	Study of medical camp its meaning, definition and multidisciplinary approach.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SMPT33	PSYCHIATRIC SOCIAL WORK PRACTICE	L	T	P	C
CORE- XIII			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To provide knowledge about Professional training and facilities for Psychiatric Social Work in India. • To create awareness on Psychiatric Social Work in different settings. • To make them understand about the scope of Psychiatric Social work Practice.

Unit I	**Importance of Psychiatric Social Work**	**12 hours**

Meaning and importance - Historical development of psychiatric social work – scope and functions of psychiatric social worker - Techniques of psychiatric interviewing, Social diagnosis – Family factors in mental illness, Assessment of family dynamics. Mental Hygiene Movement.

Unit II	**Psychiatric patients during pre-hospital, post hospital phase**	**12 hours**

Problems of psychiatric patients during pre-hospital, post hospital phase – patient, family and community perspective. Admission and discharge procedures followed in psychiatric setting - Psychiatric Social Work– Hospitals – OP clinics. Psychiatric Social Work in special settings: Child Mental Health, De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinics

Unit III	**Communicable/Non- Communicable diseases**	**12 hours**

Major Communicable/Non- Communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases. Methods of dealing with victims of accidents. Principles of Heath Education. Uses of Audio- Visual Aids and Mass Media.

Unit IV	**Mental Health Programmes**	**12 hours**

Community Psychiatry and National Mental Health Programme: History of Community Psychiatry – NMHP and DMHP; Prevention in psychiatry – primary secondary and tertiary level; Stigmatisation.

Unit V	**Rehabilitative Measures**	**12 hours**

Psychiatric Rehabilitation -Meaning, Definition, Types, and Principles; Role of day cares, half way homes in the after care of psychiatric patients and community based rehabilitation. National Mental Health Programmes in India – Mental Health Act 1986 - Research Issues in Psychiatric Social Work Practice.

Book for Study

1	Park.K "Park's Textbook of Preventive and Social Medicine" M/s Banarsidas Bhanot Publishers, Jabalpur, India, (2015).
2	Sahu, Kamlesh Kumar. "Social casework practice in psychiatric setting in India." Dysphrenia (2013)

REFERENCES	
1	Dev, Ms Priya S., and JO Jeryda Gnanajane Eljo. "Medical Social Work in India." (2019)
2	Francis, Abraham P., ed. Social work in mental health: Contexts and theories for practice. SAGE Publications India, 2014.
3	Monk, Lee-Ann. "Book Review: Work, Psychiatry and Society,." Medical History (2016)

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	know the techniques of psychiatric interviewing	**K1**
	CO2	Aware of Psychiatric Social Work in Hospital.	**K2**
	CO3	Analyse Major Communicable/Non-Communicable diseases	**K3**
	CO4	Learn the available Mental Health Programmes	**K4**
	CO5	Motivate towards Rehabilitative Measures	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SMPT34	UNDERSTANDING HEALTH ISSUES	L	T	P	C
CORE- XIV			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To create awareness about cyber Preventive Health Care. • To impart basic knowledge on Preventive, Social and Community medicine. • To learn the importance of nutrients and its consumption. • To create awareness on Communicable and non communicable diseases. • To make Social Worker's intervention in relation to health aspects.					
Unit I	**Primary Health Care**		**12 hours**			
Concepts: Primary Health Care, Public Health – Definition, meaning, functions and importance, Preventive, Social and Community medicine. Levels of disease prevention, Comprehensive Health Care. Indicators of Health – Vital Statistics and its importance Mortality, morbidity.						
Unit II	**Medical Sociology and Medical Social work**		**12 hours**			
Medical Sociology and Medical Social work –Definition, Meaning and their relevance to health and illness. Nutrition and health. Importance of nutrients and its consumption. Deficiency diseases – their prevention and control. Balanced diet. Commuunication – principles and methods in health and nutrition education.						
Unit III	**Communicable and Non – Communicable Diseases**		**12 hours**			
Blood – composition, donation and transfusion. Blood Bank – nature, scope and functions. Communicable and Non – communicable diseases ike Leprosy, Tuberculosis, Malaria, Small pox, Cholera, Cancer, Diabetes, Sexually Transmitted Diseases and AIDS. Salient features of legislations related to health: MTP Act, Mental Health Act 1987, Factorie Act 1949, ESI Act; Allocation for Health care in XI Five Year Plan.						
Unit IV	**Health Work in the Community**		**12 hours**			
Health work in the community: Major health problems related to women and children; Socio- Cultural Practices, beliefs and myths influencing community health; Assessing community needs, Mobilizing core groups and community participation: Training of multi purpose workers in community health programmes.						
Unit V	**Social Worker's Intervention**		**12 hours**			
Social Worker's intervention in relation to: Immunization, nutrition, family planning, maternal and child health, environmental issues, accident prevention, suicide prevention, addiction to social media, alcoholism and drug prevention. Health care delivery system at the National and State levels, Primary Health Centre, models of community health.						

Book(s) for Study	
1	Sujata Mishra "Women's Health and Social Issues, Arise Publishers & Distributors New Delhi, (2011)
2	Mishra, R.C. HIV/AIDS education, New Delhi, APH Publishing Corporation Ramasamy, (2005)
REFERENCES	
3	Akhtar, R India: Health Care Pattern and Practices, New Delhi, APH Publisher, (2004)
4	Nirmala Nikethan, Community Care and Support for Persons Living with HIV/AIDS – Challenges for the New Millennium, Bombay, Nirmala Nikethan. (2004)
5	Pomerleau, J, & Mckee, M (Ed) Issues in Public Health, New Delhi, Tata McGraw Hill. (2006).

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explains about the concepts of primary health care and public health for the students.	**K1**
	CO2	Students have to possess the knowledge about the medical sociology and medical social work which are relevance to health and illness.	**K2**
	CO3	Discussing about the blood its nature and scope apart from that also describes about communicable and non-communicable disease.	**K3**
	CO4	Understanding about the major health problems and also about the health work in the community is necessary which trained to the students.	**K4**
	CO5	should be the intervention of relation of social worker with the family planning and health care delivery system	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SMPT35	FOUNDATIONS OF PSYCHIATRY	L	T	P	C
CORE- XV			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To promote mental health • To impart basic knowledge on mental illness and emotional disorder • To learn the treatment for Neurosis and symptoms of Neurosis • To study Psychosis and symptoms of Psychosis. • To understand differential diagnosis of Dementia, Delirium, organic amensitic Syndrome.

Unit I	**Introduction to Psychiatric**	**12 hours**

Anatomy & Physiology of brain, nervous system, endocrinal system and its functioning, Mental health : definition , factors affecting mental health. Definition of psychiatry, Historical development of psychiatry

Unit II	**Mental Illness**	**12 hours**

Mental illness – symptoms – disorders of perception, cognition, speech, motor and emotional disorders

Mental disorders, classification of mental disorders, mental status examination, psychiatric interview.

Unit III	**Neurosis**	**12 hours**

Neurosis – symptoms of Neurosis – etiology and clinical manifestations and differential diagnosis of anxiety, phobia, panic disorder, OCD, post traumatic order, conversion & dissociative disorders, psychosomatic disorders.

Unit IV	**Psychosis**	**12 hours**

Psychosis – symptoms of Psychosis – Types – functional and organic Psychosis – their differences, etiology, clinical manifestations and differential diagnosis of functional Psychosis – Schizophrenia and Affective disorder.

Unit V	**Organic Disorders**	**12 hours**

Organic Disorders – etiology, clinical manifestations and differential diagnosis of Dementia, Delirium, organic amensitic Syndrome.

Book(s) for Study

1	Parikh, R., D. Michelson, M. Sapru, R. Sahu, A. Singh, P. Cuijpers, and V. Patel. "global mental health." (2019).
2	Sujata Mishra “Women’s Health and Social Issues, Arise Publishers & Distributors New Delhi, (2011).

References

1	Lenneberg, Eric H., and Elizabeth Lenneberg, eds. Foundations of language development: A multidisciplinary approach. Academic Press, 2014.
2	BÁnyai, Orsolya. "The Foundation of an upcoming civilization able to reach its fulfillment within the ecological limits of the earth: the eternal order." World Futures (2019)
3	Samson G.Irwin Abnormal Psychology, New Delhi, Prentice Hall. 2003

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Deals with the study of nervous system and anatomy & physiology apart from this it also studies about the mental health.	**K1**
	CO2	Helps to gain the knowledge about the mental illness and mental disorders.	**K2**
	CO3	Describes and possess the information about the neurosis which is the study about the nervous system.	**K3**
	CO4	Study of disease called psychosis, its function, types and symptoms.	**K4**
	CO5	Promoting the knowledge about the organic disorders to the students.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

SOCIAL WORK PRACTICUM - III

Concurrent Field Work (Practice of Social Work methods in Specialization areas)

Course Code	P21SMPT36	FIELD WORK	L	T	P	C
CORE- XVI			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• Weekly individual conferences with Faculty and Agency Supervisor to enable integration of theory and practice. • Field Practicum Seminars • Objectives may be in accordance with the specific specialization. • Viva voce (internal to be conducted before the commencement of the University Examinations.)					

Field work components

Concurrent fieldwork (Specialization orientated)

Guide Lines (Duration & Work Load)

- Total no of field practicum hours 225 hours (30 Days)
- 2 days a week – workload 7½ hrs/day.

Assessment

Internal – 25 Marks

Regularity and Punctuality	-	05
Activities	-	10
Field work records	-	05
Media Reports	-	05

External – 75 Marks

Viva Voce	-	25
Evaluation of field work reports	-	25
Agency supervisor evaluation	-	25

SEMESTER-IV

Course Code	P21SWE411	SOCIAL NETWORK AND SOCIAL CYBER SECURITY	L	T	P	C
ELECTIVE-I			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To create awareness about cyber security issues and challenges • To impart basic knowledge and skills to protect from cyber crime • To learn the techniques needed for providing protection and security • To develop awareness in taking precautions in protecting them from cyber crimes • To support common public to get rid of cyber crimes

Unit I	**The Social Cyber-Security Perspective**	**12 hours**

Introduction -Meaning – concept- cyber-mediated changes in human behavior,-social, cultural and political outcomes- imminent social cyber-threats- social cyber-security on social context and policy-cyber crime statistics- Social cyber-security as computational social science

Unit II	**Cyber security for common public**	**12 hours**

Cyber Crime - Information Security –criminal use of data-Computer Ethics and Security Policies-Email security and Wi-Fi security- social media and cyber security-Android Security-cyber forensic- case studies in Tamilnadu

Unit III	**Cyber security for women and children**	**12 hours**

Cyber crimes against women and children-Child sexual abuse –pornography-stalking-phishing and security- -dark net-child and women trafficking through cyber data-case studies in cyber crime against women

Unit IV	**Cyber Security in Banking**	**12 hours**

Online Banking Security - Mobile Banking Security - Security of Debit and Credit Card – UPI - Micro ATM, e-wallet and POS Security - Security of Micro ATMs - e-wallet Security Guidelines - Security Guidelines for Point of Sales(POS).

Unit V	**Cyber Security policies and initiatives**	**12 hours**

Counter Cyber Security Initiatives in India and abroad - Cyber Security Exercise - Cyber Security Incident -Cyber Security Assurance

Book for Study

1. Reveron, D.S., ed (2012).: Cyberspace and national security: threats, opportunities, and power in a virtual world. Georgetown University Press, Washington D.C. .
2. Dejay and Murugan (2018) Cyber Forensic, Oxford University press

REFERENCES	
1	Introduction to Cyber Security -- http://uou.ac.in/foundation-course Fundamentals of Information Security, Cyber Security Techniques -- http://uou.ac.in/progdetail?pid=CEGCS-17
2	Cyber Attacks and Counter Measures: User Perspective http://uou.ac.in/progdetail?pid=CEGCS-17
3	Ruchi Ghosh Dastidar "Crime and Women" Concept Publishing Company PVT.LTD. New Delhi , (2012).

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Aware about cyber security issues and challenges	**K1**
	CO2	Knowledge about the techniques to protect them from cyber crime	**K2**
	CO3	Knowledge of cyber security initiatives in India	**K3**
	CO4	Make aware about the security while using online banking and credit card	**K4**
	CO5	Develop awareness in taking precautions in protecting them from cyber crimes	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWE412	AGING AND SOCIAL WORK PRACTICES	L	T	P	C
ELECTIVE -I			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning Objectives	• To know the trends in Elderly population of India. • To identify the details on Problems and Elderly Abuse. • To make them understand on the role of care givers of elderly. • To disseminate the welfare programmes on elderly.

Unit I	**Aging and Social Work**	**12 hours**

Aging: Definition-Meaning of concepts and importance-Process: Biological aspects-Physiological aspects –Psychological aspect –Social aspects – Spiritual aspects, Trends in Elderly population of India.

Unit II	**Theories of Aging**	**12 hours**

Theories: Disengagement Theory- Activity Theory -Continuity Theory-Age satisfaction Theory.

Unit III	**Problems and Elderly Abuse**	**12 hours**

Problems and Elderly Abuse: Social, Health, Economical and Financial issues – Situations of Care Giver in the family. Problems of elderly women.

Unit IV	**Aging in Modern Gerontology**	**12 hours**

Aging in Modern Gerontology: Quality of life among elderly in Tamil Nadu – Role of Caregiver and Family in elderly care. Social Support, Loneliness and Life Satisfaction among the Elderly in rural and urban areas Role of NGOs/old age homes in elderly care. Welfare Programmes of Elderly in Tamil Nadu and India- Retirement Counselling**.**

Unit V	**Safety and Security of Elderly**	**12 hours**

Safety and Security of Elderly: Welfare Programmes of Elderly in Tamil Nadu and India – Legal provision for Adults –Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Book(s) for Study

1. Healy, Lynne Moore, and Rebecca Leela Thomas. International social work: Professional action in an interdependent world. Oxford University Press, 2020.
2. Benerjee Tapan, Senior Citizen of India, Issues and Challenges, Rajat Publications, New Delhi 2002.

REFERENCES	
1	Schwarzer, Beatrix, Ursula Kämmerer-Rütten, Alexandra Schleyer-Lindenmann, and Yafang Wang, eds. Transnational social work and social welfare: Challenges for the social work profession. Routledge, 2016.
2	Fong, Rowena, James Lubben, and Richard P. Barth, eds. Grand challenges for social work and society. Oxford University Press, 2017.
3	Banerjee Tapan, Senior Citizen of India, Issues and Challenges, Rawat Publications, New Delhi 2002.

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Concepts about the age its meaning, definition and importance process of ageing were discussed in it.	**K1**
	CO2	Discussed about the three theories in the effective manner.	**K2**
	CO3	Providing the information about the elderly abuse and their issues mentally and physically which is sensitive nowadays.	**K3**
	CO4	Knowledge about ageing in modern gerontology.	**K4**
	CO5	Promoting the social security and welfare programs for the better care of elderly people.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWE421	DEVELOPMENT OF YOUTH AND MARGINALIZED SECTIONS	L	T	P	C
ELECTIVE-II			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To introduce the concept of Youth Welfare. • To teach about Youth in contemporary Indian Society. • To develop the positive attitude towards the Service for the handicapped. • To disseminate the available Welfare Programme for marginalized.

Unit I	**Youth in contemporary Indian Society**	**12 hours**

Youth in contemporary Indian Society. Different groups of youth. Defining Youth - Social Construction of Youth – Changing conceptions of Youth, Perspectives of youth: cultural, comparative and biographic - Youth Demographics, Youth power: youth as social capital - youth as change agents - socio-political movements, Problems of Youth: Psychological, Cultural, Social, Educational, Health, Occupational and Recreational,

Unit II	**Wellness of Youth**	**12 hours**

Youth wellbeing: Health-Physical, Mental and spiritual well-being, Youth and Sports Policy. Existing services for youth. Youth clubs, Youth forums, National Service Scheme, National Cadet Corb, Scouts and Guides, Youth exchange program, Leadership Program. National Organizations, Structure and functions – Nehru Yuvak Kendra, Vishwa Yuvak Kendra, YMCA, YWCA,

Unit III	**Wellness of Handicapped**	**12 hours**

Concept of Handicapped. Types of handicapped, causes, psycho-social effect of the disabilities, myths and misconceptions, Stigma. Rehabilitation of the handicapped – psycho – social, vocational, educational. Various rehabilitation programs. National and International Organizations. Legal provisions – Persons with disability Act 1975. Rehabilitation Council of India Act, National Trust Act.

Unit IV	**Wellness of Marginalized Communities**	**12 hours**

Marginalized communities – Meaning, criteria and classification – SC, ST and BC. Problems of the SC, ST, & BC. Welfare Programme for SC, ST, & BC in five year plans. Constitutional provisions and safeguards. Governmental and Non-Governmental Organization for the welfare and development. Role and functions of the social worker in the area of welfare and development of the weaker sections.

Unit V	**Wellness of Transgender**	**12 hours**

The status of transgender in India. Problems of the transgender – Physical, emotional, social, and adjustment problems. Challenges faced by transgender - Welfare Programs – Social Security, Legislations related to transgender, Education and Job Opportunities.

Book for Study

1	Jeffrey, Craig, and Stephen Young. "Waiting for change: Youth, caste and politics in India." Economy and Society (2012)

REFERENCES	
1	. Sharma, Pranjal. "Indian Sociological Society." (2015).
2	Fischer, Andrew Martin. The disempowered development of Tibet in China: A study in the economics of marginalization. Lexington Books, 2013.
3	López, Francesca A. Asset pedagogies in Latino youth identity and achievement: Nurturing confianza. Routledge, 2017.

Course Outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Gaining the knowledge about the youth in the contemporary Indian society and social construction of youth.	**K1**
	CO2	Discussing the youth wellbeing of their mental and physical state of well-being	**K2**
	CO3	Brief study of the handicapped persons and the act and types of handicapped and issues facing by them.	**K3**
	CO4	Students have to know about the marginalized group and contribution of government in developing them by government and NGO.	**K4**
	CO5	Explains about the transgender and problems of transgender facing in the current scenario.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWE422	ENVIRONMENTAL SOCIAL WORK PRACTICES	L	T	P	C
ELECTIVE-II			5	-	-	4

Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze
Learning objectives	• To create awareness about environmental issues and challenges • To impart basic knowledge and awareness to protect from pollution. • To build capacity through environmental education. • To develop mechanisms in taking precautions in protecting and safeguarding environment • To support common public to create pollution free society.

Unit I	**Introduction to Environment**	**12 hours**

Introduction to Environment and Environmental Education: Definition and Components of Environmental Education: Objectives – Scope-functions-Need for Sociology & Environment Man and Environment relationship, Impact of technology on Environment, Environmental Degradation, Multidisciplinary nature of the Environment studies, its scope and importance

Unit II	**Components of Environment**	**12 hours**

Natural Resources and Components of Environment : Atmosphere – Forest resources – Water Resources - Mineral Resources – Food Resources – Energy resources – Land resources. Role of an individual in conservation of natural resources, Equitable use of resources for sustainable lifestyles.

Unit III	**Environmental Changes**	**12 hours**

Changing Environment: Impacts of Technology of Environment – Impact of Human population on Environment – Climate changes – Global warming – Acid rain – Ozone layer depletion – Nuclear Accidents. Biodiversity and its conservation Definition: genetic, species and ecosystem diversity, Value of biodiversity, Biodiversity at global, national and local levels, Threats to biodiversity, Conservation of biodiversity.

Unit IV	**Urban Problems**	**12 hours**

Pollutions: Types of pollutions, causes and control measures of pollutions.
Urban problems and related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concerns.
Role of Information Technology in Environment and Human Health. Role of Social worker in environmental protection.

Unit V	**Environmental Management**	**12 hours**

Solid Waste Management – Control measures of urban, Industrial wastes – Disaster managements – Unsustainable to Sustainable development – Water shed management – Contemporary environmentalist movements. Field Work: Visit to a local area to document Environmental assets – River /Forest / Hill / Mountain.

Book for Study

1	Agarwal, Anita, Citizen Report and Status of Environment in India. 2017
2	Bharucha, Erach. "Textbook of Environmental Studies." (2015).

REFERENCES	
1	S.Subba Rao S. Ethics of Ecology and Environment Rajat Publications, New Delhi 2001.
2	Krings, Amy, Bryan G. Victor, John Mathias, and Brian E. Perron. "Environmental social work in the disciplinary literature, 1991–2015." International Social Work 63, no. 3 (2020): 275-290.
3	Gray, Mel, John Coates, and Tiani Hetherington, eds. Environmental social work. Routledge, 2012.

Course outcome	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Gaining the knowledge about the environment and environmental education.	**K1**
	CO2	Explaining the importance of natural resources and its components.	**K2**
	CO3	Study about the environment changing and its impact of human population.	**K3**
	CO4	Providing knowledge about the pollution and its types, causes, and preventive measures.	**K4**
	CO5	Awareness towards the students about the cause and effect of solid was management.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWR41	RESEARCH PROJECT
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze	
Learning objectives	• To impart basic knowledge to take up research • To build capacity in doing the project within the stipulated period • To guide for the systematic scientific work • To impart the skills on writing the project report	

Course Code	P21SWV11	WORK WITH PERSONS WITH DISABILITIES	L	T	P	C
VAP - 1			-	-	-	2

UNIT: I Social Work and Persons with Disabilities

Meaning and Definition - Persons with Disabilities (PwDs) – Use of appropriate words for addressing persons having disabilities as "Persons with Disabilities" in English and "Divyangjan" in Hindi according to Act/UNCRPD –Distribution of PwDs population-List of specified disabilities in the schedule of Rights of Persons with Disability Act 2016.

UNIT: II Psycho-Social Effects of the Disabilities

Psycho-social effects of the disabilities, myths and misconceptions.- impact of Persons with Disabilities on their families. Societal attitude towards Persons with Disabilities. Employable age group of Persons with Disabilities -Financial assistance for the skill training of PwDs.

UNIT: III Women with Disabilities

WwDs (Women with Disabilities)-status and trends- triple jeopardy- Problems Encountered: Accessibility, Employment**,** Education- Gender gap in literacy among PwDs (Persons with Disabilities) and Discrimination **.**

UNIT: IV Social Reformers and Persons with Disabilities

Contribution of Social Reformers -NGOs - Role of caregiver in the Family-Special schools, Residential Schools for PwDs (Hearing impairment, Visually impairment, speech, Locomotor Disability, MR, Mental illness and so on). Central Scheme of Scholarships for Students with Disabilities.

UNIT: V Human Rights for the Differently Abled

Human Rights for the differently abled- Safety and Security for Women with Disabilities (WwDs)-Role of Department of Persons with Disability, Ministry of Social Justice and Empowerment. Various rehabilitation programs: National and International Organizations. Legal provisions: Rehabilitation Council of India Act, National Trust Act.

References:

1. O'Reilly, Arthur. "The right to decent work of persons with disabilities." (2007).
2 .Bauman, Sheri, and Linda R. Shaw. *Group work with persons with disabilities*. John Wiley & Sons, 2016.
3. Canadian Human Rights Commission. "Left out: Challenges faced by persons with disabilities in Canada's schools." (2017).
4. Broderick, Andrea. "Equality of what? The capability approach and the right to education for persons with disabilities." *Social Inclusion* (2018)
5. Waldschmidt, Anne, and Marie Sépulchre. "Citizenship: reflections on a relevant but ambivalent concept for persons with disabilities." Disability & Society (2019)

Course Code	P21SWV31	FAMILY WELFARE AND COUNSELING	L	T	P	C
VAP – 1I			-	-	-	2

UNIT – I Introduction

Meaning – objectives of family welfare – scope – agencies of family welfare – Individual and Family – Society and Family – Life Span.

UNIT – II Theories:

Freud's Theories – Psycho-analytic theory – Behavioural Theory – Transactional Analysis – Cognitive Developmental Theory.

UNIT – III Problems:

Lack of harmony between husband and wife – economic problems – relation to children – role conflict of the mother – generation gap – housing problems – drug addiction – Alcoholism – substance abuse – domestic violence – types of family, merits and demerits of nuclear family.

UNIT – IV Family Welfare:

Family welfare administration – social welfare agencies – social welfare policies – family and child welfare policies – family counseling.

UNIT – V Personal relations on Counseling:

Defense mechanism – Stress – Depression – family centered therapy – counseling process and recording – Marriage and Family Counseling – Pre-Marital Counseling and Post-Marital counseling.

Text Books:

1. Uddin, Emaj. "Ethnic disparity in family socioeconomic status in Bangladesh: implication for family welfare policy practice." *Global Social Welfare* (2015)

Reference:

2. Gupta, Arun, J. P. Dadhich, S. Manazir Ali, and Neelima Thakur. "Skilled Counseling in Enhancing Early and Exclusive Breastfeeding Rates: An Experimental Study in an Urban Population in India." *Indian pediatrics* (2019)
3. Puspita, Dyah Retna, Rin Rostikawati, and Pawrtha Dharma. "Gender responsiveness in the counseling sessions of the Empowerment and Welfare Organization (PKK) in an attempt to increase family resilience in Cilacap Regency." *Masyarakat, Kebudayaan dan Politik* (2018)

Course Code	P21SWN211	Foundations of Sociology	L	T	P	C
NME			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To introduce basic concepts of Social Sciences and its relevance to Professional Social Work. • To impart knowledge on Social structure and social problems. • To know the elements of society thereby acquiring adequate social intelligence • To assess on relationship between social processes and human behavior thereby strengthening social work practice.					
Unit I	**Introduction to Social Sciences**		**12 hours**			
Introduction to Social Sciences and its relevance to Professional Social Work. Basic Concepts: Society, Community, Institution and Association. Individual and Society – Man as a Social Being. Difference between Society, Community and Association. Community – Rural, Urban and Tribe Communities. Principles, Objectives. Rural Development. Principles, Objectives. Urban Development. Principles, Objectives. Tribal Development. Social Organizations – Meaning and Forms.						
Unit II	**Sociological Theories**		**12 hours**			
Sociological Theories: August Comte, Herbert Spencer, Max Weber, Durkeheim, Karl Marx. Indian Social Thinkers: Mahatma Gandhi, Swami Vivekanda, Bharathiyar, Radhakrishnan.						
Unit III	**Culture and Society**		**12 hours**			
Concept of Culture. Culture and Society. Culture and Personality. Cultural Lag. Cultural assimilation. Civilization – Customs, Mores, Folkways. Socialization – Meaning, Agencies and Functions, Social Control- Meaning and Agents – Its effect on individual and society. Social Processes – Co-operation, Competition, Conflict, Accommodation, and Assimilation.						
Unit IV	**Social Stratification**		**12 hours**			
Social Stratification – Meaning and Theories. Caste, Class and Race. Changing pattern of caste system in India. Social Mobility- Concept and factors for social mobility – Types of social mobility. Social Institutions. – Marriage: Meaning, Forms and Functions. Religion: Meaning and Functions. Family -Meaning and Functions, Types, Joint family, Meaning, Functions, merits and demerits, disintegration of joint family. Recent trends in modern nuclear family. Political Institutions: Concept of State, Government, Democracy. Economic Institutions: Capitalism, Socialism, Communism, Sarvodaya.						

Unit V	Social Change	12 hours

Social Change – Meaning Theories, Causes and resistance. Social Change in India. Saskritization, westernization, modernization, secularization and urbanization. Group Behaviour – Social Groups – Primary groups, Secondary groups, Reference groups. Crowd, Audience, Public Opinion, Propaganda and Group Morale. Social Problems: Meaning, characteristics, Theoretical perspectives. Types of Social Problems: Poverty, Unemployment, Media violence and Corruption.

Book(s) for Study

1. Shankar Rao.C.N.(2012)Sociology Principles of Sociology with an Introduction to Social Thought,S.Chand and Co Ltd,New Delhi.
   Horton, P.S & Hunt (2005), Sociology, Tata McGraw Hill, New Delhi,
   Bhusan, Vidya & Sachdeva, (2006), An Introduction to Sociology, Allahabad, Kitab Mahal.

References

1. Madan.G.R.Indian Social Problems,(2012)Indian Social Problems(Volume2),Allied Publishers,New Delhi
   Papa, J. M. et al (2006), A Dialectic Journey of Theory and Practice, New Delhi, Sage
   Ramasamy, P. (2008). General and Medical Sociology, Chennai, New Millennium Publications.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Lecture about the sociology and brief about society.	**K1**
	CO2	Contribution of sociological theories towards the development of society.	**K2**
	CO3	Define culture, socialization, social control and social processes.	**K3**
	CO4	Explains the importance of social institutions and social stratification in a detailed manner.	**K4**
	CO5	Understand the social change, social behaviour and social problems as per the sociological view.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

Course Code	P21SWN212	DISASTER MANAGEMENT	L	T	P	C
NME			5	-	-	4
Cognitive Level	K1: Remember K2:Understand K3:Evaluate K4:Creative K5: Analyze					
Learning objectives	• To cultivate an idea on impact and types of disasters. • To foster the skills to mitigate and manage the disaster. • To impart the policy and institutional framework of India. • To create an understanding about the role of social workers in Disaster service.					
Unit I	**Disaster And Hazards**		**12 hours**			
Concepts, difference between disaster and hazards, types – natural, and man made disaster. **Water and Climate related Calamities**: flood, drought, cyclones, tsunami, tornados, hurricane, hail storm, cloud burst, snow avalanches and storm surge – **Geologically related calamities**: earth quake, landslides, soil erosion, volcanic eruptions and forest fires - **Accident related calamities**: air, rail and road accidents, boat capsize, village fires, and electrical disaster – **Biologically related calamities**: HIV/AIDS, avian flu, anthrax, ross, river virus and plague – **Chemical, Industrial and Nuclear related calamities**: industrial accidents, gas leaks, nuclear explosions and radioactive leakages - **Atmospheric related calamities:** green house effect.						
Unit II	**Approaches In Disaster**		**12 hours**			
Sociological Theories: Contributions of Development of Sociology: August Comte. Herbert Spencer, Max Weber, Durkeheim, Karl Marx. Indian Social Thinkers: Contributions of Development of Society: Mahatma Gandhi, Swami Vivekanda, Bharathiyar, Radhakrishnan.						
Unit III	**Disaster Management**		**12 hours**			
SWOT analysis, health and epidemic control, Basic Initial Response Management Steps (BIRMS), use of armed forces, police, Local bodies and volunteers- Use of communication systems during disaster. compensation - public administration, material and financial management - Capacity building and sustainable development, people participation, training community level works, Role of Social Workers in Disaster Services.						
Unit IV	**Problems And Challenges**		**12 hours**			
Lack of effective administration, bureaucratic and political apathy, lack of efficient organizational set up, lack of leadership and communication, lack of coordination, lack of positive interest in dissemination of knowledge, mis-utilization of relief, lack of action in right earnest, poor attention to the post-recovery, unsuitable construction, delay in relief, poor use of voluntary action.						
Unit V	**Disaster Management In India**		**12 hours**			

Institutional and policy frame work: National Crisis Management Committee (NCMC), Crisis Management (CMG) Group, Emergency operation room, National contingency action plan, Central Relief Commissioners, National Center for Calamity Management, State Relief Manuals, State Relief Commissioners, Funding mechanism, Local bodies and community level Institutions, Multilateral linkage- UNO and International Decade for Natural Disaster Reduction (IDNDR)-Yokohama message.

Book for Study	
1	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.

REFERENCES	
1	Sekar, K., Dave, A,S., Bhadra, S., Jayakumar, C. Psychosocial care in disaster management – My Workbook. NIMHANS Bangalore, CARE India New Delhi, 2004.
2	Sekar, K., Sayani, P., Jayakumar, C., Girimaji, S., Kishore, KVK. Tsunami – Psycho social care for individuals and families. NIMHANS, Bangalore, 2005 Srikala,B.
3	Chandrasekar,C.R. Kishore Kumar,K.V. Chowdhury,P. Parthasarathy,R. Girimaji,S. Sekar,K.& SrinivasaMurthy,R.(2000)Psychosocial care for Individuals after the Orissa Supercyclone, Bangalore, Books for Change.

Course outcomes	Upon completion of this course, the students will be able to		
	CO	**Course Outcomes**	**Knowledge Level**
	CO1	Explain about the impact of hazards and disaster, its types and the types of calamities.	**K1**
	CO2	Discuss about the stages of disaster.	**K2**
	CO3	Learn about the SWOT analysis to overcome and manage from the disaster.	**K3**
	CO4	Pave the way to overcome from the problems, consequences and challenges.	**K4**
	CO5	Know about the crisis and knowhow of disaster management.	**K5**

Mapping of COs with POs & PSOs:

	PO								**PSO**				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	S	S	S	M	M
CO2	M	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	M	M	S	M	M	S	M	S	S
CO4	S	S	M	S	M	S	M	M	M	M	M	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark No Correlation (N) - 0 mark

அன்னை தெரசா மகளிர் பல்கலைக் கழகம்
TOWARDS EQUAL STATUS
MOTHER TERESA WOMEN'S UNIVERSITY