



ANNAMALAI UNIVERSITY – AFFILIATED COLLEGES

M.S.W (Master of Social Work), Programme Code: 309

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges from the Academic year 2022 -2023 onwards)

Course Code	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
				CIA	ESE	Total
SEMESTER – I						
22PMSWC11	Core Course - I : History and Philosophy of Social Work	6	4	25	75	100
22PMSWC12	Core Course - II : Social Work Practice with Individuals	6	4	25	75	100
22PMSWC13	Core Course – III :Social Work Practice with Groups	6	4	25	75	100
22PMSWC14	Core Practical – I : Concurrent Field Work - I	3	3	40	60	100
22PMSWE15	Core Elective - I : <i>Core Elective Paper for Same Major Students</i> (Choose any one) a. Sociology for Social Work Practice b. Gender and Development c. Child Welfare and Social Work	6	4	25	75	100
22PMSWO16	Open Elective – I : <i>Open Elective Paper for other Major Students</i> (Choose any one) a. Human Growth and Development b. Marriage and Family Life Education c. Environmental Social Work	3	3	25	75	100
Total		30	22			600
SEMESTER – II						
22PMSWC21	Core Course - IV : Social Work with Communities and Social Action	6	4	25	75	100
22PMSWC22	Core Course - V: Social Work Research and Statistics	7	4	25	75	100
22PMSWC23	Core Course - VI: Social Welfare Administration and Project Management	6	4	25	75	100
22PMSWC24	Core Practical - II : Concurrent Field Work - II	3	3	40	60	100
22PMSWE25	Core Elective - II : <i>Core Elective Paper for Same Major Students</i> (Choose any one) a. Psychology for Social Work Practice b. Social Entrepreneurship and Sustainable Development c. Social Work Practice and Persons with Disability	6	4	25	75	100
22PFLDC26	Field Study	-	2	25	75	100
22PHUM27	Compulsory Course: Human Rights	2	2	25	75	100
	One Month Summer Placement (Mandatory)	-	-	-	-	-
Total		30	23			700

List of Core Electives
[Internal Elective for Same Major Students]
(Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22PMSWE15-1	Sociology for Social Work Practice	6	4	25	75	100
	22PMSWE15-2	Gender and Development	6	4	25	75	100
	22PMSWE15-3	Child Welfare and Social Work	6	4	25	75	100
II	22PMSWE24-1	Psychology for Social Work Practice	6	4	25	75	100
	22PMSWE24-2	Social Entrepreneurship and Sustainable Development	6	4	25	75	100
	22PMSWE24-3	Social Work practice and Persons with Disability	6	4	25	75	100

List of Open Electives
[External Elective for Other Major Students – Inter-Multi Disciplinary Courses]
(Choose 1 out of 3 in 1st and 3rd Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22PMSWO15-1	Human Growth and Development	3	3	25	75	100
	22PMSWO15-2	Marriage and Family Life Education	3	3	25	75	100
	22PMSWO15-3	Environmental Social Work	3	3	25	75	100

Program Outcomes (POs)	
On successful completion of the M.S.W. program	
PO1	Students can Implement new perspective of understanding the society and its problem
PO2	Students can become an entrepreneur to start of new Company, Industries and Hospitals
PO3	Students will become policy makers for Government and implementing of scheme to poor.
PO4	Students can understand the structure and procedures of Non-Governmental Organization
PO5	Students can write new project and intervention programme according to the needy peoples.
PO6	Students can become experts in their specialization areas.
PO7	Students learned to tolerate diverse ideas and different points of view
PO8	Students become conscious of environmental and societal responsibilities in terms of pollution.
PO9	Students can Identify research problems, obtain relevant data, interpret, and report findings
PO10	Students become empowered to face the challenges of the changing universe

Semester: I	Course Code: 22PMSWC11	Credit: 4
Core Course	Course Title: History and Philosophy of Social Work	Hours: 75

Objectives of the Course:

1. To gain an understanding about social work and related concepts.
2. To provide information about evolution of social work in the West and in India.
3. To recognize the need and importance of social work education and training.
4. To understand various models of professional practices and its applications.
5. To gain an insight into personality requirements and code of ethics.

Unit I

Teaching Hours: 15

Social Work: Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religious–philosophical foundations of social work in India. History of Social Work in the West and in India. Socio-religious thoughts of India: Hinduism – four values, Buddhism, Jainism, Sikhism, Christianity- Supreme value of man, concept of love and service, and Christian missions; Islamism: Basic beliefs, values; Islamic religion and cultural system.

Unit 2

Teaching Hours: 15

Social Work Practice: Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice. Fields of Social Work: Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights. Social Work Profession: Meaning & definition; basic concepts; goals and functions; origin and growth in India: scope and status, International and national bodies and forums, social work education; importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC.

Unit 3

Teaching Hours: 15

Theories and Perspectives: Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory. **Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

Unit 4

Teaching Hours: 15

Philosophy of Social Work Profession; Values, Beliefs and Principles of the Profession; Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997). Indian social reformers and their contributions: Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoolle. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

Unit 5

Teaching Hours: 15

International Social Work; Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice. Changing Context of Social Work Practice: Emerging Perspectives, Trends and Challenges of Social Work for Practice

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to know the objectives, functions and development of professional social work in India.
2. After studied Unit-II, The students will be able to learn the concepts and theories related to social work.
3. After studied Unit-III, The students will be able to Practice the values, beliefs and principles of Social Work Profession.
4. After studied Unit-IV, The students will be able to appreciate the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker.
5. After studied Unit-V, The students will be able to Gain knowledge of social work education in India and International.

Prescribed Text Book:

1. Sanjay Bhattacharya and G.Guru, Social Work: An Integrated Approach; New Delhi: Deep and Deep Publication, Pvt, Ltd, 2003.
2. Brian Sheldon and Gevaldine Macdonald, A Text Books of Social Work, London: Routledge Publication, 2010.

Books for Reference:

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20thed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York
3. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai
4. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi
5. Gangrade K D: Dimensions of Social Work in India, Marwah Publications, New Delhi
6. Gore M S : Social Work and Social Work Education, Asia Publishing House
7. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi
8. Khinduka S K: Social Work in India, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David &Manohar Pawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3rded, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Fransus. J. Turner, Differential Diagnosis & treatment in Social Work, 2nded, Free Press, New York.
15. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	S	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWC12	Credit: 4
Core Course	Course Title: Social Work Practice with Individuals	Hours: 75

Objectives of the Course:

1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice
2. To comprehend theory and models and apply them in direct practice with individuals
3. To become aware of the scope of using the methods in various settings
4. To understand case worker and client relationship during working with individuals.
5. To practice theoretical knowledge of working with individuals.

Unit I

Teaching Hours: 15

Social Casework: Historical development of Social Case Work as a Method of Social Work, Concept, Objective, Definition, Purpose, Importance, Philosophy, Values, Principles, Skills, Components, socio-cultural factors affecting the case work practice in India; Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.

II. Case work process:

Teaching Hours: 15

Intake: meaning, steps, referral- types, and stages. Study: Meaning, tools used/procedure followed in the study process: interviewing: types, purpose, skills, techniques, and principles of interviewing; home visits & reaching out, collateral contacts & relationship. Assessment: Social Diagnosis: meaning, types, and models. Treatment/Intervention: meaning, objectives, goals and goals setting & treatment planning, principles, models, types, and techniques (supportive /environmental manipulation, reflective/ practical help or material help & direct treatment/ counseling). Evaluation: meaning, purpose/objectives, types, methods /techniques and instruments, difference between appraisal, monitoring, and evaluation; Termination: meaning, reaction to termination, decision to terminate, and planning for termination. Follow-up- meaning, purpose, and types.

Unit III

Teaching Hours: 15

Case Worker-Client Relationship: meaning, purpose/needs/significance, and elements / components; characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; principles of client-worker relationship; obstacles in client worker relationship. Case Work and Communication: meaning, purpose, importance, principles, elements in communication process, types, importance of listening, observing and feedback, communication barriers and ways to overcome them; importance of interpersonal communication in case work.

Unit IV

Teaching Hours: 15

Models and Approaches: Approaches to Practice: Psychoanalytic, Psychosocial, Problem Solving, Life Model, Client Centered, Cognitive, Crisis Intervention; Behavior Modification, Functional, Task Centered, Strength Based, Evidence Based, Ecological and Integrated Approach. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording, uses, and maintenance of record.

Unit V

Teaching Hours: 15

Case Work in Various Settings: Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to understand the Psycho-social problems confronting the individuals and families in various situations.
2. After studied Unit-II, The students will be able to empower them to do social case work in various settings.
3. After studied Unit-III, The students will be able to understand the importance of client and case worker relationship.
4. After studied Unit-IV, The students will be able to will be able to apply the different case work models in helping people.
5. After studied Unit-V, The students will be able to demonstrate the various therapeutic approaches of case work

Prescribed Text Book:

1. Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep &Deep, 2004.
2. Hamilton, Gordon, Theory & Practice of Social Case Work 2nd Edition. Jaipur: Rawat, Indian Reprint, 2013.

Books for Reference:

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William1 (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, ColumbiaUniversity Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, New bury Park
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; ColumbiaUniv.press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, NewburyPark.
10. Tilbury; D.E.F (1977), Casework in context - A Basic for Practice, Pergamon press, Oxford
11. Timms, Noel (1972), recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.
14. Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003.
15. Misra, P.D. & Beena Misra.Social Work Profession in India. Lucknow: New Royal Book, 2004.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	S	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	M	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWC13	Credit: 4
Core Course	Course Title: Social Work Practice with Groups	Hours: 75

Objectives of the Course:

1. To understand group work as a method of social work
2. To understand values and principles of working with groups.
3. To develop the ability to critically analyse problems of groups and factors affecting them.
4. To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work.
5. To develop appropriate skills and attitudes to work with groups.

Unit I

Teaching Hours: 15

Groups and Group Work: Definition, Characteristics, Types of groups and characteristics of effective groups. Social group and social group work group and functions of a group, Group Formation Phases: Forming-Storming, Norming, Performing, Adjourning. Social Group Work: Assumptions, purpose, principles, and values of group work, and historical development of group work; Group work as a method of Social work. Theoretical basis of group work.

Unit II

Teaching Hours: 15

Group Dynamics: Definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques and conditions for good supervision. Leadership in group: concept, definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram. Group work for team building: meaning, purpose, situational leadership in team building

Unit III

Teaching Hours: 15

Group Work process - Group Work Process: i. Planning Phase: Selection of members, composing group orienting the members, preparing the environment, ii. Beginning Phase- preparing for group work, First Meetings-interviewing, Ground rules for group work meetings, goal setting, motivation, Assessment of communication and interaction iii. Middle Phase: Intervening with group members, Problem solving, Dealing with difficult members, Ending Phase: Evaluation- group work evaluation and criteria for good group work, Termination, Follow-up.

Unit IV

Teaching Hours: 15

Group Work Models and Types - Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, group Therapy group psychotherapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

Unit V

Teaching Hours: 15

Programme planning: meaning and definition of programme, principles and process of programme planning and the place of agency in programme planning. Programme laboratory values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping planning and conducting camps.

Group Work in various settings: Group Work Settings and Practice: Skills of a group worker, Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, deaddiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to gain knowledge and strength to enhance the social functioning through powerful group experiences.
2. After studied Unit-II, The students will be able to learn to cope-up more effectively with their personal, group and community problems.
3. After studied Unit-III, The students will be able to get familiar with therapeutic approaches
4. After studied Unit-IV, The students will be able to acquire skill on programme planning in group work
5. After studied Unit-V, The students will be able to comprehend group work in various settings

Prescribed Text Book:

1. P.D. Misra and Bina Misra, Social Group Work: Theory and Practice; New Delhi: New Royal Book, 2008.
2. Conyne K. Robert, Failure of Group Work Practice, Oaks: Sage, 1999.

Books for Reference:

1. Gerald Coray, Theory and Practice of Group Counselling, London: Wordsworth, 2000.
2. Glassman, Charles, D. Contemporary Group Work, New Jersey: Prentice Hall, 1989.
3. Trucker, Harleigh, Social Group Work: Principles and practice, New York: Association press, 1967.
4. Water Lifton, Working with Groups, New York: Oaks, 1990.
5. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
6. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
7. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
8. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
9. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
10. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
11. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
12. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
13. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
14. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
15. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWC14	Credit: 3
Core Practical	Course Title: Concurrent Field Work - I	Hours: 2 Days/ 15 Hours

Objectives of the Course:

1. To sensitive the students to social needs and problems of community as well in society.
2. To critically analyze problems and select the appropriate means of problem solving.
3. To understand and apply the social work methods to observing organization working in the field
4. To begin to acquire skills of social work intervention in human needs situations and issues.
5. To understand of street theater importance in relation to social work.

Components:

1. Orientation
2. Practice Skill Laboratory
3. Observation Visits
4. Street Theater

Orientation: The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year.

Practice Skills Laboratory: The Lab provides structured experiences which gives an opportunity of “learning by doing” in a supervised environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students get exposed to rural realities existing in society, a critical analysis of such situations and the need to work towards human development. The lab consists of sessions on:

1. Communication skills and Interpersonal Relations
2. Analysis of Indian Society and Social Problems
3. Leadership and Personality Development
4. Values and Ethics in Social Work
5. Self awareness
6. Reality walk – meeting Social Work Professionals

Observation Visits: The Observation Visits aim to make the students get oriented to the objectives, administrative structure and process and the client system of various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.

Street Theater: Street theater is a form of theatrical performance and presentation in outdoor public place without a specific paying audience. Professional social workers get training from expert of street theater to make awareness among community as well as society. One week training will help students to develop creative, critical and understanding of social problem.

Course Learning Outcomes:

1. The students will be able to acquire the practical knowledge about the field observation and field work
2. The students will be able to understand the structure and functions including housing pattern, neighborhood relations and cultural pattern of the communities
3. The students will be able to understand the practical knowledge about the theories taught in the classroom

4. The students will be able to get the knowledge about organizing the programmes for the welfare of the people.
5. The students will be able to assess the applicability and role of social workers in various capacities in the field.

Method of Assessment:

1. Active Participation in Lab Sessions
2. Presentation of consolidated report on various lab sessions
3. External Viva Exam - External examiner to be appointed by the University from Affiliated college of Social Work Department faculty.

EVALUATION PATTERN FOR FIELD WORK COMPONENTS:

Internal Assessment Criteria - 40 Marks

Filed Orientation visits	Marks	Skill Laboratory	Marks	Street Theatre	Marks
Observational Skills	05	Active Participation	05	Active Participation	05
Reporting of Visit	05	Report	05	Attendance	05
Attendance for field work	05	Attendance	05		
CIA (40 Marks)	15		15		10

External Evaluation - 60 Marks

External Criteria	Marks	External Examiner (1)	External/Internal Examiner (2)	Average Marks	ESE (60)
Theoretical Knowledge	10	10	10	$10+10/2=10$	10
Communication and Presentation	10	10	10	$10+10/2=10$	10
Reporting	10	10	10	$10+10/2=10$	10
Learning from Field Visit	10	10	10	$10+10/2=10$	10
Skill Laboratory	10	10	10	$10+10/2=10$	10
Street Theatre	10	10	10	$10+10/2=10$	10
Total	60				60

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	M	S	S	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWE15-1	Credit: 4
Core Elective	Course Title: Sociology for Social Work Practice	Hours: 75

Objectives of the Course:

1. To gain knowledge about the society and its dynamism
2. To understand the socialization process and its agents
3. To understand the process of social change
4. To gain knowledge about various social movements in India
5. To realize various social problems existing in the society

Unit- I

Teaching Hours: 15

Introduction to Sociology: Definition, Nature and Importance. Evolution of Sociology, Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System, Major Social Systems (Family and Religion), Relationship of sociology with social work, Social Processes: Co-operation, competition, conflict, accommodation, assimilation and acculturation. Approaches to the study of Society: Functionalist, Conflict, Dialectical, Structuralism and Post Modernism.

Unit- II

Teaching Hours: 15

Institution, Culture and Social Structure: Concept, Meaning, Functions and Elements of culture – norms, folkways, mores, institutions and laws. Institutions: Concept, Functions and Types of Institutions - Religious, Economic, Educational, Social - caste, family, kinship, marriage and Political institutions. Social Structure: Role and Status, Power and Authority. Type of Communities: Rural, Urban, Tribal and Virtual Communities and various Vulnerable Groups/ sections viz. Women , Child , Aged, Dalits etc; Caste and Class - Characteristics.

Unit- III

Teaching Hours: 15

Social Control and Social stratification: Concept, need, meaning, purpose, types of social control – formal and informal. Agencies of social control – Religion, kinship, education, values, norms, folkways, custom, mores, law and fashion. Social Stratification; Concept and theories of social stratification. Forms of stratification: Caste, Class, Gender. Social change and social mobility. Social Stratification : Marxist, Functionalist and Weberian approach.

Unit- IV

Teaching Hours: 15

Social Change and Social Movements: Social Change – meaning, theories, factors, processes. Social change in India. Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

Unit- V

Teaching Hours: 15

Social Problems and developmental issues: Social problems – meaning, causes and consequences. General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly. Developmental issues arising out of liberalization, globalization and privatization. Legislative approach to social problems.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to gain knowledge of sociology relevance to social work.
2. After studied Unit-II, The students will be able to understand institution, culture, and social structure of people.
3. After studied Unit-III, The students will be able to explore social control and social stratification of people.
4. After studied Unit-IV, The students will be able to understand social change and movement in India.
5. After studied Unit-V, The students will be able to known developmental issues and social problem in India.

Prescribed Text Book:

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Shanger Rao C. N, 2012, Sociology Principles of Sociology with an Introduction to Social Thought, S Chand And Company, New Delhi

Books for Reference:

1. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
2. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
3. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
4. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
5. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.
6. Anthony Giddens, 1998, Sociology (Third), Polity Press, London
7. Sachdeva D.R. And Vidhya Bhushan, 2006, Introduction to Sociology, Kitab Mahal, Allahabad
8. Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England
9. Indhira R., 2012, Themes In Sociology of Education, Sage Publications, New Delhi
10. Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi
11. Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
12. Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi
13. Sahu D.R., 2012, Sociology of Social Movement, Sage Publications, New Delhi

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWE15-2	Credit: 4
Core Elective	Course Title: Gender and Development	Hours: 75

Objectives of the Course:

1. To provide the students an overview of the problems of women
2. To appreciate the various welfare measures of Indian women
3. To provide special focus on violence against women
4. To understand gender rights and legislation related to women.
5. To gain knowledge of social work relevance to gender development

Unit-I

Teaching Hours: 15

Feminist theories and gender movements: Gender and sex – Conceptual understanding, Concepts of Gender sensitivity, Gender Consciousness, Gender equality, Types of Gender - Gender Roles, Private vs Public Dichotomy - Patriarchy and Gender Relations . Women in Indian Society – A historical Perspective – Changing Role and Status of Women in India - Evolution of Women’s Movements.

Unit II

Teaching Hours: 15

Problem and Violence against women: Problems- Education, Employment and Divorced, Violence-Domestic violence, Sexual abuse, Rape, Mass Rape, sex trafficking, eve teasing, Infanticide and Foeticide, Dowry harassment and murders, Honour killings; Cyber Crimes and Victimization, Institutional violence against women by family, religion, state; Representation of women in media.

Unit III

Teaching Hours: 15

Marginalisation of women and Welfare Programmes: Social exclusion and marginalization in the name of gender/sexual orientation – local to global; Discrimination through life span; Sexism and Misogyny, Double marginalization and exclusion with regard to Dalit, Tribal, Women Welfare Programmes in India: Governmental and Voluntary Organizations – Women’s Welfare Departments – Central and State Social Welfare Board – Women’s Organizations - Cyber Security.

Unit: V

Teaching Hours: 15

Gender Rights and Legislations: Gender and rights based Development; Approaches on gender in development – welfare, empowerment, rights based; Policies, and legislations for women – local to global; Reservation policies for women/sexual minorities; Development programmes for women/sexual minorities – local to global, Gender analysis, Gender Budgeting and Gender Auditing for Development Projects.

Unit V

Teaching Hours: 15

Social work practice for gender development: Scope of social work in gender studies; Scope of Social Work in Women Empowerment and Development; Queer Social Work practice; Role of NGOs/civil society/Government agencies in women empowerment and development. Role of Family Court: Pre-Marital – Marital Counselling – Counselling for Maternity / Family Planning.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to understand the problems of women in contemporary society.
2. After studied Unit-II, The students will be able to get an overview about the various welfare measures and legislations related to welfare of Indian women
3. After studied Unit-III, The students will be able to infer the changing role and status of women in the Indian context.
4. After studied Unit-IV, The students will be able to acquire knowledge on Women’s movements in India.
5. After studied Unit-V, The students will be able to attain familiarity on the role of Women’s Organizations in preventing violence against women.

Prescribed Text Book:

1. McDowell, L. & Pringle, R. *Defining Women: Social Institutions and Gender Divisions*, Cambridge, Blackwell Publishers Inc., 1992
2. Anju Beniwal, *Women in Indian Society*, New Delhi: Partridge Publishing, 2014.

Books for Reference:

1. Sukanta Sarkar, *Social Problems in India*, New Delhi: Kalpaz Publications, 2015.
2. Rameshwari Pandya, *Women Welfare and Empowerment in India*, New Delhi: New century Publications, 2008.
3. Ghadially, Rehana (Ed.) *Women in Indian Society*. New Delhi: Sage, 1988.
4. Hanmer, J., & Statham, D. (1999). *Women and Social Work: Towards a woman-centred practice*. Macmillan.
5. Omvedt, G. (1990). *Violence against women: new movements and new theories in India*.
6. Afshar, H. (Ed.). (2016). *Women and empowerment: Illustrations from the Third World*. Springer.
7. MacKinnon, C. A. (1989). *Toward a feminist theory of the state*. Harvard University Press.
8. Margolis, D. R. (1993). *Women's movements around the world: Cross-cultural comparisons*. *Gender & Society*, 7(3), 379-399.
9. Mira Seth. (2001). *Women & Development: The Indian Experience*. Sage publications.
10. Omvedt, G. (1986). "Patriarchy:" the Analysis of Women's Oppression. *Critical Sociology*,

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	S	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: I	Course Code: 22PMSWE15-3	Credit: 4
Core Elective	Course Title: Child Welfare and Social Work	Hours: 75

Objectives of the Course:

1. To enable students to work in the different field based legislations related to children.
2. To equip them with the knowledge on welfare services of children.
3. To make them to understand basic theoretical knowledge on child welfare concepts and Institution working for child Welfare.
4. To gain knowledge of Internationals and National instruments to promote and protect rights of children.
5. To understand Role of Social Worker in Different Setting of child welfare.

Unit I

Teaching Hours: 15

Child: meaning, demographic profile of children in India – rural & urban, its place in family and society; status of girl child; concept of socialisation; factors influencing socialisation; role of family in socialisation; parental socialization during childhood and adolescence; role of peers in socialisation, role of school in socialisation; impact of television on children.

Unit II

Teaching Hours: 15

Problems of Children: childhood diseases and immunization; behaviour disorders of children; causes, consequences and prevention of child malnutrition, nutritional disorders, neglected children and abused children, child workers, child trafficking, child prostitution, HIV/AIDS affected and infected children

Unit III

Teaching Hours: 15

Child Education and Problems: Children with disabilities, School dropouts; Rural – Urban and gender differences – Problems in school settings. School Social Work: Concept, Need, Objectives, and Functions. – Child friendly schools initiative. Child Participation.

Unit IV

Teaching Hours: 15

Internationals and National instruments to promote and protect rights of children: United Nations Charter of Children’s Rights and Constitutional directives, Child welfare policies and programmes for children. Legislations relevant for protecting the rights of children-The Children (Pledging of Labour) Act 1935 - Employment of Children Act, 1938 – Minimum Wages Act 1948 - Child Labour (Prohibition and Regulation) Act 1986 – Juvenile Justice Act 2001.

Unit V

Teaching Hours: 15

Role of Social Worker in Different Setting: Role and Functions of Professional Social worker in Family setting, Institutional settings, Child Guidance Clinic, Children’s hospital , Foster care and adoption, Rehabilitation settings. Child help line services, School Social work – Current research studies in India on Child Rights, Child related services and issues – Specific skills required for Social Work intervention with the children.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to understand basic theoretical knowledge on child welfare concepts and Institution working for child Welfare.
2. After studied Unit-II, The students will be able to equip them with the knowledge on welfare services of children
3. After studied Unit-III, The students will be able to work in the different field based legislations related to children
4. After studied Unit-IV, The students will be able to create knowledge on various issues related to children
5. After studied Unit-V, The students will be able to address the problems of women and children

Prescribed Text Book:

1. Chowdhry, Paul D (2000): Child Welfare Manual, Atma Ram & Sons Publishers, New Delhi.

Books for Reference:

1. Bhat, Bilal (2011): Rehabilitation of Child Labour: Problems and Prospects. Shipra Publications, Delhi.
2. Deb, Sibnath and Aparna Mukherjee (2009): Impact of Sexual Abuse on Mental Health of Children. Concept Publishing Company, New Delhi.
3. Goonesekere, Savitri (2000): Children, Law and Justice: A South Asian Perspective. Sage Publication, New Delhi.
4. Lieten, G. K., (2004). Working children around the world: Child rights and child reality. Institute for Human Development, New Delhi and IREWOC Foundation, Amsterdam.
5. Chowdhry, Paul D (2000): Child Welfare Manual, Atma Ram & Sons Publishers, New Delhi.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWC21	Credit: 4
Core Course	Course Title: Social Work with Communities and Social Action	Hours: 75

Objectives of the Course:

1. To understand the different aspects of a community, its functions, and problems
2. To understand the critical elements of community organisation process
3. To enhance the critical understanding of models and strategies for CO
4. To develop attitudes conducive to participatory activities for a civil society
5. To gain knowledge on the various techniques and skills of community organisation & social action and to develop the basic skills to apply for those in the community.

Unit I

Teaching Hours: 15

Community: meaning, types, and characteristics; community power structure minority groups; community dynamics: integrative and disintegrative processes in the community. leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership, symbols and rituals, apathy and prejudice and individual predisposition; community power structure and political organisations in the community; factions and sub-groups; minority groups.

Unit II

Teaching Hours: 15

Community Organisation: concept, definition, objectives, philosophy, approaches, principles and skills; community organisation as method of social work; community welfare councils and community chests; models of community organisation; community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation. Difference between Community organization and Community Development.

Unit III

Teaching Hours: 15

Methods of community organisation: Planning, education, communication, community participation, collective decision making, involvement of groups and organisations, resource mobilisation, community action, legislative and non-legislative promotion, co-ordination, community organisation as an approach to community development.

Unit IV

Teaching Hours: 15

Phases of community organisation: study, assessment, discussion, organisation, action, evaluation, modification, continuation and community study; intervention strategies in community settings: awareness building, organising, activating, people's participation, negotiating, lobbying, and resource mobilisation, resolving group conflicts, programme planning and service delivery, developing human resource, and monitoring and evaluation; application of community organisation in different settings: rural, urban, tribal, and target groups: children, youth, women, aged; community organisation in emergencies like fire, flood, drought, famine, earthquake, and war; community organisation at local, state, and national level.

Unit V

Teaching Hours: 15

Social Action: Concept, objectives, principles, methods and techniques; social action as a method of social work; social action and social reform; scope of social action in India; enforcement of social legislation through social action; Approaches: rights based approach and advocacy based approach; Strategies: preparation of carefully worded statement of policies, preparation of carefully analysis of pending legislations, individual consultation with key legislators on the implication of pending measures, persuasion of influential organisation to support or oppose pending legislation and creation of ad hoc citizens committee composed of people of great influence or prestige; Radical Social Work: meaning, techniques; role of Paulo Freire and Saul Alinsky Marx; Gandhi, Jayaprakash Narayan, and VinobaBhave; community organisation as a para-political process and role of social worker in community organisation and social action.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to Enhance the models and strategies for community organisation.
2. After studied Unit-II, The students will be able to understand different aspect of community development.
3. After studied Unit-III, The students will be able to develop theoretical knowledge for organize of community.
4. After studied Unit-IV, The students will be able to known phase of community organization.
5. After studied Unit-V, The students will be able to understand methods and approaches in Community Organisation and Social Action

Prescribed Text Book:

1. Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009.
2. Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972

Books for Reference:

1. Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973
2. Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977.
3. Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart& Winston, 1972.
4. Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice Hall,1972.
5. McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.
6. Biklen, Douglas. Community organizing: Theory and practice. Prentice Hall, 1983.
7. Desai, AkshayakumarRamanlal. "Peasant struggles in India." 1979.
8. Government of India. Encyclopedia on Social Work., Publication division. 1980.
9. Hillman, Arthur. Community organization and planning. Macmillan, 1950.
10. Kramer, Ralph M., and Harry Specht. Readings in community organization practice. Prentice-Hall, 1983.
11. McMillen, Ardee Wayne. "Community organization for social welfare." (1945)
12. Murphy, Campbell G., and Marion Hathway. Community organization practice. Houghton Mifflin, 1954.
13. Ross, Murray. "G., 1955, "Community Organization: Theory and Principles."."
14. Siddiqui, H. Y. Working with communities: An introduction to community work. Hira, 1997.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	S	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWC22	Credit: 4
Core Course	Course Title: Social Work Research and Statistics	Hours: 75

Objectives of the Course:

1. To understand the nature, principles and methods of Social Work Research
2. To develop the skills of independently conceptualizing a problem and executing a research study
3. To understand of conceptual frame work of method of data collection and interpretation of data
4. To get knowledge of systematic process of conducting research study.
4. To understand and learn the application of appropriate statistical techniques in Social Work Research

Unit I

Teaching Hours: 15

Social Research and Social Work Research - Research: concept, objectives, characteristics, ethics, and qualities of good researcher; social research: meaning and objectives; social work research: meaning, scope, importance, limitations in social work research, and difference between social research and social work research; scientific method: meaning, characteristics, and process of scientific inquiry; relationship between theory method & fact; types of research: pure, applied, and action research; participatory and evaluation research; research approaches: qualitative research: meaning, scope, characteristics, strategies, sampling and design, types of qualitative research: ethnography, focus group discussion, life history and content analysis; use, limitations, and obstacles in qualitative research, quantitative research: meaning, type, difference between qualitative and quantitative research.

Unit II

Teaching Hours: 15

Problem Formulation - Selection of problem: criteria and sources; surveying the field; literature review and developing the bibliography: purpose; using library and internet, library ethics, abstracting and plagiarism; defining the problem: need and significance of the problem; basic research questions: meaning and importance; research objectives; theory: meaning and use; inductive and deductive theory construction; concepts, indicators, and variables: meaning; types of variables; formal and operational definitions; measurement: meaning, levels of measurement ; nominal ordinal, interval, and ratio; hypothesis: meaning, sources, characteristics, functions and types; assumptions and limitations; attributes of a sound hypothesis; hypothesis testing; level of significance; critical region; Type-I and Type-II errors.

Unit III

Teaching Hours: 15

Design and Sampling: Research design: meaning and types- exploratory, descriptive, diagnostic, experimental, and single subject research designs; universe and sampling: meaning, need, principles, types and techniques, and advantages and disadvantages; tools/instrument: steps involved in tool construction; validity and reliability: meaning and types; use of scales (developed by WHO/ILO, etc.), scaling procedures (thurston, likert, bogardus, and semantic differentials): interview guide, code book, pilot study, and pre-test; sources of data: primary and secondary data.

Unit IV

Teaching Hours: 15

Methods of data collection: Methods: quantitative- interview- meaning and types; questioners: meaning and types; participatory and rapid appraisal techniques; qualitative- in-depth interview, observation and types and document review; mixed and multi method & triangulation; data processing; transcription, data processing; presentation of data: tabular and graphical presentation; data analysis: univariate, bivariate, and multivariate analysis; interpretation: meaning, techniques, and precautions; report writing: content and format; mechanics of writing research reports and precautions; research abstracts; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; preparation of research project proposal; agencies involved in social work research.

Unit V

Teaching Hours: 15

Social Statistics: meaning, use, and its limitations in social work research; measures of central tendency: arithmetic mean, median, and mode; dispersion: range, quartile deviation, standard deviation and co-efficient of variation; tests of significance: “t” test, f test and chi-square test; correlation: meaning, types, and uses; Karl Pearson’s coefficient of correlation and rank correlation; computer applications: use and application of computer in social work research with special reference to excel.(Basic Manual Calculation Mandatory)

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to acquire knowledge about research methods and contribute their knowledge for research and development
2. After studied Unit-II, The students will be able to understand the statistical tools and techniques for analysis of data and writing research report and equip the basic skills for social planning and reconstruction of society
3. After studied Unit-III, The students will be able to do social work research to find solutions to various problems
4. After studied Unit-IV, The students will be able to grasp the ideas of techniques of data collection
5. After studied Unit-V, The students will be able to . learn to construct a research report

Prescribed Text Book:

1. Kothari, C.R., Research Methodology, Methods and Techniques, New Delhi, New Age International PVT Limited, publishers, 2004.
2. Mukherjee, P.N., (ed), Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage Publications, 2000.
3. Gupta, S.P., Statistical Methods, New Delhi; Sultan Chand and Sons, 2012.

Books for Reference:

1. Neuman, W.L., Understanding Research, Boston, MA: Pearson, 2009.
2. Denzin Norman, Lincoln Yonna (ed), Hand book of Qualitative Research, London, Sage 2000.
3. Nicholas Walliman, Research Methods: The basics. London; New York: Routledge, 2011.
4. Wilkinson and Bhardkar, Methodology and Techniques of Social Research, Mumbai, Himalaya Publishing House, 1977.
5. Kerlinger, Fred, Foundations of Behavioural Research, Chicago: Holt Rinehart and Winston, INC, 1973.
6. Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.
7. Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996.
8. Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005.
9. Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993.
10. Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011.
11. Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003.
12. Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed. Illinois: Peacock, 1988

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	S	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWC23	Credit: 4
Core Course	Course Title: Social Work Administration and Project Management	Hours: 75

Objectives of the Course:

1. To acquire Knowledge of the basic process of administration
2. To develop skills to participate positively in administrative process
3. To gain knowledge of polices in India and planning process in India
4. To understand welfare administration process and gain essential skills
5. To acquire the skill of establishing a human service organization.

Unit I

Teaching Hours: 15

Social Work Administration: Basic concepts, Definition, Objectives, Meaning, Function, Scope, Principles, Values and Evolution of Social Welfare Administration in India. Public administration and social Work Administration as a method of social work. Distinction between social administrations, social work administration. Social security administration and other forms of administration. Traditional forms of Social Welfare: Charity, mutual-aid, religious organizations; community support network; Development impact on human existence.

Unit II

Teaching Hours: 15

Social Welfare Organizations: Concept, nature and types. Administration of social welfare services; Structure and functions of social welfare organizations, Principles of administration in social welfare. Policy and Programmes of Social Welfare in India with special reference to weaker sections. Social Work Agency: Organizational structure Boards and committees: Executive: Functions & Qualities - Administrative Process: policy formation, Planning decision making, Co-ordination, Communication.

Unit III

Teaching Hours: 15

Social Work Administration Process: Planning- Organization, Staffing, Orientation, Placement, Allocation of responsibilities. Organizational Communication, Decision making, Coordination - impact assessment, Monitoring, Evaluation- Public Relations and Networking. Office administration: office management and maintenance of records. Project Proposal Writing. Financial Administration: Fund raising practice-community resource mobilization. Grant in aid from state and central government. Rules regarding investment-preparation of Annual budget, Accounting and Auditing – Accounts and Record maintenance

Unit IV

Teaching Hours: 15

Laws Related to NGO: Non- Governmental Organizations. Procedure to Registration of Societies and Trusts, Constitution and byelaws, Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public Trust Act and Rules 1912. National & International voluntary agencies. Problems in the functioning of voluntary organisations. State and Central Welfare Boards: Central Social Welfare Board, State Social Welfare advisory Boards, Indian Council of Social Welfare, Indian Council of Child Welfare, Nehru yuvak Kendra, Y.M.C.A, C.A.SA, C.A.R.E. Ministry, Department of Social Welfare--Role of voluntary agencies in social welfare problems faced by voluntary agencies. Co-ordination and co-operation between voluntary and Government welfare agencies

Unit V

Teaching Hours: 15

Monitoring and Evaluation: Definitions & Concept – Difference between monitoring and evaluation - Importance of monitoring & evaluation in Project Cycle Management – The Log Frame Analysis - Formulating Objectives - Defining Activities. Monitoring and Evaluation Framework: Monitoring and Evaluation Framework with baseline and target- Indicators- Designing measurable indicators for goal, outcomes and outputs. Monitoring: Types of monitoring - Monitoring Activities and Outputs -Monitoring Outcomes and Assumptions-Preparation of monitoring forms-Data collection/processing/analysis and reporting-Implementation of recommendations. Evaluation: Formative and Summative Evaluation - Internal & External

Evaluation -Internal evaluation process- Methodology - Preparation of terms of reference/forms- Data collection/processing/analyzing.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to gain knowledge about social welfare administration of service organizations.
2. After studied Unit-II, The students will be able to gain knowledge of polices in India and planning process in India.
3. After studied Unit-III, The students will be able to gain knowledge about social welfare administration of service organizations.
4. After studied Unit-IV, The students will be able to understand welfare administration process and gain essential skills.
5. After studied Unit-V, The students will be able to acquire the skill of establishing a human service organization.

Prescribed Text Book:

Chowdhry, Paul. D. Social Welfare Administration. New Delhi: Atma Ram, 1970.

Books for Reference:

1. Allison, M. & Kaye, J. (2005). Strategic Planning for Non-profit Organizations, 2nd ed. New York: John Wiley & Sons.
2. Batra, Nitin. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
3. Bhattachary, Sanjay. (2009). Social work administration and development. New Delhi: Rawat Publications.
4. Bose, A.B. (1971). Social welfare planning in India. Bangkok: U.N. Publications
5. Dharmarajan, Shivan. NGO Development Initiative and Public Policy. New Delhi: Kanishka, 1998.
6. Dimitto, D.M. 1991 : Social Welfare: Politics and Public Policy, New Jersey: Prentice Hall
7. Edwards, R., Yankey, J., &Altpeter, M. (Eds.), (1998). Skills for Effective Management of Non-Profit Organizations. Washington, DC: NASW Press.
8. Kirs. Ashman. Karen. K. Introduction to Social Work and Social Welfare, Critical Thinking Perspectives, U.S.A: Thomson, 2003.
9. Parmar, P. M. Social Work and Social Welfare in India. New Delhi: Sublime, 2002.
10. Pawar, S. N. Ambedkar, J. B. and Shrikant, D. NGOs and Development: The Indian Scenario.NewDelhi:Rawat, 2004.
11. Skidmore, Rex, A. Social Work Administration Dynamic Management and Human Relationships. New Jersey: Prentice Hall, 1990.
12. KitabMahal. Siddiqui, H. Y. (Ed.) 1983 – Social Work Administration, Dynamic Management and Human Relationship, New Jersey: Prentice –Hall.
13. Wormer, Van, Katherin. Introduction to Social Welfare and Social Work, London: Thomson, 2006.
14. Sachdeva, D.R. (1992-93) – Social Welfare Administration, Allahabad:
15. Trecker, H.B. (1977) – Social Work Administration Principles and Practices, New York: Association Press.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWC24	Credit: 3
Core Practical	Course Title: Concurrent Field Work - II	Hours: 2 Days/ 15 Hours

Objectives of the Course:

1. Train students to practice social work from an ecological, developmental and integral perspective.
2. Develop skills for problem solving in social work at the micro level and bring change at the macro level.
3. Provide concurrent opportunity for the integration of class-room learning and field practicum.
4. Develop professional values and commitment and the professional ideal.
5. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention at the micro and the macro levels of system.

Concurrent Field Work: The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill certain requirements namely,

Components:

1. Skill laboratory
2. Rural Camp - Rural camp for a minimum of seven days organized by the social work students on a self-supporting basis
3. Regular Field Work - Weekly twice

Skill laboratory:

1. Documentation Skills
2. Leadership Skills
3. Social Media skills
4. Administrative & Managerial Skills
5. Life Skill

Rural Camp: Objectives:

1. To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
2. To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention
3. To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific Below the poverty line group
4. Through experience in group living, appreciate its value in terms of self development, interpersonal relationships sense of organisation, management and mutual responsibility
5. To acquire skills in planning, organizing, implementing and evaluating the camp

Regular Field Work:

1. Working with Individuals: Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session. Two case work with intervention mandatory.
2. Working with Groups: Each student should get exposed to the practice of Social Group Work with guidance of the supervisors and submit the case records. One group work with intervention mandatory
3. Community Organisation: Each student should organise a community organisation in his/her field work agency. Need assessment can be done in community and report should be submitted in department as well as in field work based organisation.

Course Learning Outcomes:

1. The students will be able to Gain confidence to represent the profession in interdisciplinary teams and integrate theory or classroom training into practice.
2. The students will be able to develop the capacity to utilize instruction for enhancing and integrating field practice.
3. The students will be able to utilize field instructions for enhancing and integrating field practice.
4. The students will be able to make creative use of field instructions to evaluate mutual input.
5. The students will be able to utilize practice – based research to test effectiveness of specific aspects of intervention.

Methods of Assessment: External Viva Exam

1. In relation to tasks achieved and personal growth and change
2. An external viva voce will be conducted.

Agency Evaluation Criteria:

Sl.No	Attributes	Max Marks	Sl.No	Attributes	Max Marks
1	Punctuality	10	6	Agency programmes & activity	10
2	Regularity	10	7	Cooperation with agency	10
3	Work Involvement	10	8	Relationship with others	10
4	Sense of Responsibility	10	9	Performance at work	10
5	Initiative to work	10	10	Attitude toward learning	10
Note: Hundred marks converted to Ten Marks				Total Marks	100

Internal Assessment Criteria (40 Marks)

Field Work	Marks	Skill Laboratory	Marks	Rural Camp	Marks
Submission of Report	05	Active Participation	05	Active Participation	03
Presentation of Field Work	05	Report	05	Attendance	03
Attendance for field work	05	Attendance	05	Presentation of Report	04
CIA (40 Marks)	15		15		10

External Evaluation – (60 marks) - External examiner to be appointed by the University from Affiliated College

External Criteria	Marks	External Examiner (1)	External/Internal Examiner (2)	Average Marks	ESE (60)
Theoretical Knowledge	10	10	10	$10+10/2=10$	10
Communication and Presentation	10	10	10	$10+10/2=10$	10
Submission of Report	10	10	10	$10+10/2=10$	10
Learning from Field Work	10	10	10	$10+10/2=10$	10
Agency Evaluation	10	10	10	$10+10/2=10$	10
Rural Camp	10	10	10	$10+10/2=10$	10
Total	60				60

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWE25-1	Credit: 4
Core Elective	Course Title: Psychology for Social Work Practice	Hours: 75

Objectives of the Course:

1. To develop an in-depth understanding on the concepts of psychology
2. To understand the life span of individuals
3. To gain insight on various factors contributing for the personality of an individual
4. To understand theories of development
4. To facilitate the integration of above knowledge with social work practice

Unit I

Teaching Hours: 15

Psychology: Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology. Behaviour-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormalcy. Attitude- formation, maintenance, attitude and behavior

Unit II

Teaching Hours: 15

Human Growth and Development- Meaning of Growth, Development and Maturity, Life span of an Individual: Conception, Infancy, Babyhood, Childhood, Adolescence, Adulthood, Middle Age, Old age. Definition of the period, development tasks, Physical, emotional and social development - Personality development, Challenges of each Life Stage, Theories of Development: Psychosexual – Sigmund Freud, Cognitive – Jean Piaget’s, Psychosocial – Erikson’s, Moral – Kohlberg’s, Social Learning – Albert Bandura.

Unit III

Teaching Hours: 15

Learning & Memory - Learning: Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike’s Trial and Error Theory and Bandura’s Observational Learning Theory. Memory: The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

Unit IV

Teaching Hours: 15

Emotion & Motivation - Emotion: Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion. Motivation: Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow’s Hierarchy of Needs Theory. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanism.

Unit V

Teaching Hours: 15

Thinking & Perception - Thinking: Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought. Perception: Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational. Personality: Concept, Psychoanalytic Theory, Rogers’ Person Centered Theory, the Biological, Social and Cultural Determinants of Personality.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to gain basic knowledge on psychology and its relevance in social work.
2. After studied Unit-II, The students will be able to understand the behaviour of human beings
3. After studied Unit-III, The students will be able to understand the nature and development of human behaviour in sociocultural context.
4. After studied Unit-IV, The students will be able to develop a critical perspective of the theories of human behaviour.

5. After studied Unit-V, The students will be able to acquire the skill of using psychological testing tools in dealing with individuals.

Prescribed Text Book:

1. Elizabeth B.Hurlock. 2005). Child Development, Tata McGraw-Hill Publishing Company Ltd, New Delhi
2. Morgan Clifford, King Richard & Schopler John (2017) Introduction to Psychology. McGraw Hill Education; Bengaluru
3. Zara Emma O'Brien (2015) Psychology for Social Work, Macmillan Education UK

Books for Reference:

1. Abril Lal Mukherjee, 2015,A Textbook Of Cognitive Psychology, Rajat Publications, New Delhi
2. Anuratha Ngangom,2012,Research Methodology in Psychology, Maxford Books ,New Delhi
3. Richard D, Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill
4. Edition,Hodder and Strongton Psychology –The Science of Mind and Behaviour. Gross
5. Morgan and King, 1979 Introduction to Psychology-, 6th edition, McGraw Hill
5. Dennis Coon, 1977Introduction to Psychology, Exploration and Application, Watts & Company,
6. Elizabeth B, (1980). Developmental Psychology: Life-Span Approach, Hurlock, McGraw-Hill
7. Bruno, Frank, J., John, 1983Adjustment and Personal Growth: Seven Pathways, & Wiley Sons, Inc.
8. Hjelle, Larry A.; Ziegler, Daniell J, 1981Personality Theories, McGraw-Hill,
9. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hills-date N.J. (U.S.A.).
10. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
11. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
12. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S.Foldman, Publication Sage.
13. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWE25-2	Credit: 4
Core Elective	Course Title: Social Entrepreneurship and Sustainable Development	Hours: 75

Objectives of the Course:

1. To develop an in-depth understanding on the concepts of entrepreneurship.
2. To understand social entrepreneurship and sustainable development
3. To gain insight on various expert contributing for the social entrepreneurship
4. To understand strategies for social entrepreneurship.
4. To facilitate the social marketing relevant to social work practice.

Unit I

Teaching Hours: 15

Concept of Entrepreneurship and Social Entrepreneurship: Concept & Characteristics of an entrepreneur, functions and type of entrepreneurship. Entrepreneurship for social change and development. Formation of Social Capital Social entrepreneurs 'role in community development

Unit II

Teaching Hours: 15

Social Entrepreneurship and sustainable Development: Definition. Seven principles of social entrepreneurship: Perseverance to face challenges, urges to Experiment. Change Agents, Social Mission, Empowerment and Collaboration. Social entrepreneurship in Indian and Global Perspectives. Innovation, risks and reward systems in social enterprises. Role of social entrepreneurship towards sustainable development.

Unit III

Teaching Hours: 15

Collaboration in Social Entrepreneurship: Community participation in social entrepreneurship Analysis of Contemporary social entrepreneurship models. Micro finance for poor villages by Muhammad Yunus (Bangladesh) Child line and Aflaton of JerooBillimoria (India), Village based development by Joe Madiath (Orissa, India), Organizing self-employment women by Ela Bhatt (Ahmedabad, India) Ashoka network of Bill Drayton, Skoll foundation of Jeff Skoll (USA) low cost Rural Electrification by Fabio Rosa (Brazil). Emerging models of social entrepreneurship in micro enterprises, green technologies,

Unit IV

Teaching Hours: 15

Strategies for Social Entrepreneurship: Non Profit and public management tools, Social enterprise business plan. Entrepreneurial fund raising and marketing. Use of ICT and social media for social entrepreneurship development. Practical skills in ICT (training in software packages, Internet and web-channels.

Unit V

Teaching Hours: 15

Social Marketing: Concept of Social Marketing, Causal Marketing and commercial sector marketing. Analyses of the Social Marketing Environment. Target audiences and goals. Developing Social Marketing Strategies. Ethical Principles guiding Social Marketing practice

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to understand the importance and performance of voluntary sector
2. After studied Unit-II, The students will be able to develop understanding about social entrepreneurship
3. After studied Unit-III, The students will be able to get exposure to the social enterprises.
4. After studied Unit-IV, The students will be able to strengthen the competence in social entrepreneurship
5. After studied Unit-V, The students will be able to apply the principles of social entrepreneurship in various fields

Prescribed Text Book:

1. Ramachandran K. (2008). Entrepreneurship Development. McGraw Hill Publication

Books for Reference:

1. Nicholls, Alex (2008). Social entrepreneurship: New models of sustainable social change New York: Oxford University Press
2. Verma, Anita. (2009). Social entrepreneurship management, Global India, New Delhi.
3. Brooks, A.C. (2008). Social Entrepreneurship: A modern approach to social value Creation, New Delhi: Pearson Prentice Hall.
4. Philips. & Pittman. (2009). Introduction to community Development, London: Rutledge
5. Kumar, K.B.S. (2007). Social entrepreneurs: The change makers IUP: Agartala.
6. Khanka, S.S. (1999). Entrepreneurial Development. New Delhi: Chand.
7. Venkatapathy, R. Malar, M.K. Uma, D.N. (2010). Social entrepreneurship: Strategies for Nation building, New Delhi: Excel
8. Bornstein, David. (2004). How to change the world: Social entrepreneurs and the power of new ideas, New Delhi: Penguin
9. Rabindra N. Kanungo “Entrepreneurship and innovation”, Sage Publications, New Delhi, 1998.
10. Peter F. Drucker, Innovation and Entrepreneurship Development” Institute of India, Ahmadabad, 1986.
11. Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, Global vision publishing house, New Delhi.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PMSWE25-3	Credit: 4
Core Elective	Course Title: Social Work Practice and Persons with Disability	Hours: 75

Objectives of the Course:

1. To Identify and critically discuss about the person with disability
2. To Understanding the legal rights related to disability
3. To develop understanding of the needs and problems of persons with disability.
4. To understand policies, programmes and services available to persons with disability.
5. To provide opportunities for social work intervention to the persons with persons

Unit I

Teaching Hours: 15

Introduction to Disability: Definition, Types of disability, Models of Disability – Medical Model/Functional Model/ Social Model; Concepts – Disablism, Normality, Power and Privilege, Intersectionality and Disability; Historical perspectives on disability

Unit II

Teaching Hours: 15

Challenges related to disability: Attitude towards disability, Stigma, Discrimination, Exclusion, Alienation, Oppression, Access to resources, Disability and Mental Health; Needs and challenges of Person with Disability (different types), Challenges to Social Inclusion in diverse sectors –education/health/employment

Unit III

Teaching Hours: 15

Approaches to Disability and Development: Approaches to disability: System, legal, Empowerment, Rights-based, Social Inclusion

Unit IV

Teaching Hours: 15

Policy and Legislative Framework: Constitutional Rights; Disability Rights and Movements; Policy and Legislative Framework – International, National and State; Institutional Framework; Reservation; Welfare and Development Measures

Unit V

Teaching Hours: 15

Disability Rehabilitation: Rehabilitation initiatives for people with disability – International bodies / Government Agencies/Non-Governmental agencies. Role of social workers in disability rehabilitation; Advocacy; Disability research and Social Work; Disability and Anti-oppressive Social Work.

Course Learning Outcomes:

1. After studied Unit-I, The students will be able to Get idea about various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures
2. After studied Unit-II, The students will be able to needed by each disability group at different life cycle stages and rehabilitation settings
3. After studied Unit-III, The students will be able to become aware of persons with disabilities and their familial and societal contexts, including the disabling.
4. After studied Unit-IV, The students will be able to enhancing environments impacting their quality of life.
5. After studied Unit-V, The students will be able to rehabilitation institution working in national level.

Prescribed Text Book:

Albrecht, G., Seelman, K.,Bury,M (ed). 2001. Handbook of Disability Studies, New Delhi: Sage Publication

Books for Reference:

1. Davis, L. J. (2006). The disability studies reader. Taylor & Francis.
2. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.

3. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt
4. V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
5. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
6. Karna,G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; GyanPublishing House
7. Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd
8. Oliver,M, Sapey,B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
9. Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi:KonarkPublishers
10. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

Semester: II	Course Code: 22PFLDC26	Credit: 2
Compulsory	Course Title: Field Study	Hours: 30

Field Study:

There will be field study which is compulsory in the second semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of first semester. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluating the field study report.

- i. Head of the respective department
- ii. Mentor
- iii. One faculty from other department

Semester: II	Course Code: -----	Credit: ---
Mandatory	Course Title: Summer Placement	Hours: 200 / One Month

Objectives of the Course:

1. To gain experience in a social work field by being in an open or closed setting
2. To understand the techniques and approaches adopted by the organization
3. To apply the knowledge gained, in the field of social work

After the second semester examination and during the summer vacation students can opt for field placement training (summer placement) for one month (minimum 24 days) in the field placement agency training preferably in their respective field of specialization. For the successful completion of this training the department may authenticate the certificate if the students submit the activity sheet, attendance certificate from the agency and the report. This summer placement is mandatory and it carries no internal marks or external marks or credits.

Course Learning Outcomes:

1. Students will gain experience in a social work field by being in different settings.
2. Students will understand the techniques and approaches adopted by the organization.
3. Students will apply the knowledge gained, in the field of social work.

Guideless for Summer Placement:

1. A staff member of a department (GUIDE) will be monitoring the performance of the candidate.
2. The summer training program falls between Semester II and III. Students are expected to undergo this training soon after the second semester examinations.
3. The training will commence not later than one week after the completion of the semester examination
4. Organizations for the summer placement must be confirmed before the commencement of the second continuous internal tests.
5. Students must submit letter of induction to the respective guide within the first week of the internship.
6. The student has to spend a total of 30 working days in the respective field.
7. Students are expected to submit weekly reports along with daily time sheets to the respective supervisors.
8. The reports will be used to evaluate the student's performance.
9. Students should submit a letter of completion from the organization duly signed by the authorities.
10. If the staff is satisfied with the performance of student, he/she will be marked "Completed" at the end of the semester and the details will be submitted to COE office through the HOD.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	M	S	S
CO2	S	S	S	M	S	S	M	S	M	S
CO3	M	S	M	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	M	S
CO5	S	S	M	M	S	S	M	S	S	S

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)