

M.S. University
B.A.Degree Social work Syllabus

(For those who joined the course from the Academic Year 2022 onwards)

B.A.SOCIALWORK-III YEAR

SEMESTER V

Semester	Subject status	Course/Subject title	Contact Hrs.*/Per week	Credits	Maximum Marks		
					Internal	External	Total
V	Core -7	Human Rights and Social Work	5	4	25	75	100
	Core -8	Rural Community Development	5	4	25	75	100
	Core -9	Social development and social Action	4	4	25	75	100
	Major Elective -I	Geriatric Social Work	4	3	25	75	100
	Major Elective -II	Globalization and sustainable development	4	3	25	75	100
	Field Practicum – 3	5-7-Days Rural Residential Camp	4	2	50	50	100
	Part IV- (Common Skill Subject)	Personality Development	2	2	25	75	100
	Part V- Nan Muthalvan	Digital Marketing	2	2	25	75	100
		Total	30	24			

SEMESTER VI

Semester	Subject status	Course/Subject title	Contact Hrs.*/Per week	Credits	Maximum Marks		
					Internal	External	Total
V	Core -10	Urban Planning and Development	5	4	25	75	100
	Core -11	Integrated Social Work and Contemporary	5	4	25	75	100
	Core -12	Project Formulation And Evaluation	5	4	25	75	100
	Core -13	Disaster Management and Social Work Interventions	4	4	25	75	100
	Major Elective -III	Health Care and Social Work	4	3	25	75	100
	Project Work	Dissertation	5	4	50	50	100
	PartVI-Nan Muthalvan		2	2	25	75	100
		Total	30	25			

HUMAN RIGHTS AND SOCIALWORK

HOURS:5

CREDIT : 4

COURSE OBJECTIVES (CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Remember the nature, scope, significance Human Rights
CO -2	Understand the historical Overview of Human Rights (National & International Perspectives)
CO -3	Apply various Fundamental Duties and Rights
CO -4	Analyse various Human Rights with different groups
CO -5	Evaluate the Role of social work in relation to human rights

UNIT- 1 (10 Hours)

Overview of Human Rights Concept of Human Rights - Liberty, Equality and Justice- Universality and Indivisibility of Human Rights, Classification of Human Rights, Human Rights and Social Justice; Concerns in Indian Society.

UNIT-2 (15 Hours)

Historical Overview of Human Rights (National & International Perspectives): UN charter- Universal Declaration of Human Rights- Origin and development of Human Rights in India.

UNIT-3 (10 Hours)

Fundamental Duties and Rights: Fundamental Duties and Rights under the Indian Constitution, Directive Principles of State Policy.

UNIT- 4 (10 Hours)

Human Rights of Vulnerable Groups: Statutory legal Bodies (NHRC, SHRC),role of CBOs, NGOs Human Rights with Specific Reference to Women, Children, Dalit and Tribes.

UNIT- 5 (15 Hours)

Role of social work in relation to human rights: Defending and Promoting of human rights and Social Justice; Social Work as a Human rights approach., awareness on Public Interest Litigation (PIL), Legal-Aid, Lok Adalat, RTI, Role of Advocacy.

COURSE OUTCOMES:

Learners can be

CO.No	Course Outcomes	PSOs Addressed	Cognitive Level
CO -1	Recall and recognize the concepts human rights	PSO 3, 4	R,U
CO -2	Synthesis and evaluate the importance of human rights	PSO 3, 4	C
CO -3	Discuss the Law and Social Justice in India	PSO 3, 4	E,Ap
CO -4	Analyzet h e Role of Advocacy	PSO 3, 4	An
CO -5	Analysis the individuals, groups, communities and Institutions of their Social issues and problems.	PSO 3, 4	An, C

Mapping of COs with POs & PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	2	3	2	3	3	3	3	2	2	1	K1: Remember
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K2: Understand
CO3	3	3	2	3	2	2	1	2	3	2	3	3	3	K3: Evaluate
CO4	3	1	2	3	2	3	2	2	2	2	3	3	2	K4: Creative
CO5	3	3	2	3	3	2	3	3	3	3	1	2	3	K5: Analyze

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Text Books:

1. Bajpai, A. 2003. Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.
2. Chandru, K., Geetha, R. & Thanikachalam, C. 1998. Child Law in India, Chennai: Indian Council for Child Welfare
3. Chopra, G. 2015. Child Rights in India: Challenges and Social Action. New York: Springer.
4. Ghosh, A. 1998. A Primer of the Convention on The Rights of The Child, Calcutta: IPER.
5. Manoharan, A. & Mehendale, A. 2012. Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.

Books for References:

1. Mehendale, A. 2012. Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
2. Verhellen, E. 2006. Convention on the Rights of the Child, London: Garant Publishers.
- Joachim, T. 2004. Promoting Rights Based Approaches: Experiences and Ideas from Asia and the Pacific, Sweden: Save the Children

Web Resources:

1. [http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach_\(1\)_0.pdf](http://www.iicrd.org/sites/default/files/resources/A_Developmental_Child_Rights_Approach_(1)_0.pdf)
2. <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>
3. <https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>
4. https://www.ohchr.org/sites/default/files/Documents/Issues/RtD/InfoNote_ChildrenYouth.pdf
5. https://en.wikipedia.org/wiki/Child_development_in_India

RURAL COMMUNITY DEVELOPMENT

HOURS:5

CREDIT: 4

COURSE OBJECTIVES (CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Remember the concept and historical perspectives of Rural Community Development
CO -2	Analyze the various approach to Rural Development
CO -3	Apply various approach with suitable methods in rural development
CO -4	Analyse the evolution and implications of Panchayati Raj System on Rural Development
CO -5	Evaluate the major programmes for Rural Development and reconstruction

Unit 1 – Introduction to Rural Community -Characteristics of Rural Society and Rural Life - • Origin of Villages – Power Structure, Village Governance, Village Councils.

Unit II – Rural Reconstruction and Development - Concept, Meaning, and Philosophy •Pre and Post Independence era.

Unit III – Rural Community Development - Meaning, Objectives, Philosophy, Principles, Gandhian approach to rural development, Community Development Programme (1952) •Introduction to Five-year Plans.

Unit IV – Panchayati Raj and Rural Development• History of Local Self Governance in India •Panchayat Raj –73rd amendments-role and functions.

Unit V- Programmes for Rural Development- Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Pudhu Vaazhvu Project (PVP) - Tamil Nadu State Rural Livelihood Mission (TNSRLM), Swachh Bharat Mission (Gramin).Anaithu Grama Anna Marumalarchi Thittam (AGAMT)

CO.No	CourseOutcomes	PSOs Addressed	Cognitive Level
CO -1	Recall and recognize the concepts and scope of rural development	PSO 3, 4	R,U
CO -2	Synthesis and evaluate the approach of rural development	PSO 3, 4	C
CO -3	Formulate Rural Reconstruction and Development Initiatives	PSO 3, 4	E,Ap
CO -4	Analyzethe different Approaches and Strategies	PSO 3, 4	An
CO -5	Analyse the evolution and implications of Panchayati Raj System on Rural Development	PSO 3, 4	An, C
CO -6	Evaluate the major programmes for Rural Development and reconstructio	PSO4,6	C,Ap

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2:Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3:Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4:Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6:Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings.

1. Madan G.R. (1964). Changing Pattern of Indian Villages. S. Chand and Co.
2. Mishra, S.N., Shweta Mishra & Chaitali Pal. (2000). Decentralised Planning and Panchayati Raj. New Delhi: Mittal Publications, 2000.
3. Maheshwari, Shriram. (1985). Rural Development in India A Public Policy Approach. New Delhi: Sage Publications.
4. Mohanan, B. (2005). Decentralised Governance and Participatory Development Issues, Constraints, and Prospects. New Delhi: Concept Publishing Company.
5. Chitambar, J.B. (1990). Introductory Rural Sociology. New Delhi: Wiley Eastern Ltd.
6. Doshi, S.L. and P.C. Jain. (1999). Rural Sociology. Rawat Publications.
7. Sinha, H.K. (Ed.). (1998). Challenges in Rural Development. Discovery Publishing House.
8. Singh, Hoshiar. (1995). Administration of Rural Development in India. Sterling Publishers Pvt. Ltd.
9. Kalam, Abdul A.P.J. and Srijan Pal Singh (2011) Target 3 billion PURA: Innovative Solutions towards Sustainable Development. New Delhi: Penguin Books.

SOCIAL DEVELOPMENT AND SOCIAL ACTION

HOURS:6

CREDIT: 4

COURSE OBJECTIVES (CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Remember the concept of development and development issues in India.
CO -2	Analyze the developmental organizations in India
CO -3	Apply various approach with suitable methods in social development
CO -4	Analyse the impact of Sustainable Development Goals
CO -5	Evaluate the role of legislations in relation to development.

UNIT - 1 -

(10 Hours)

Social Development Concepts: Meaning, Definition, Concept of development, Social Development, Social Indicators, Human Development Index (HDI), Social Progressive Index (SPI), Gross National Happiness Index (GNHI), Quality of Life Index (QOL), Below Poverty Line (BPL).

UNIT – 2

(12 Hours)

Developmental Issues in India: Poverty, Population Explosion, Education, Unemployment, Housing, Health and Environment, Globalization, Privatization and Liberalization, Scope for Social Work in Development Issues.

UNIT – 3

(15 Hours)

Developmental Organizations: Government Ministries: Ministry of Human Resource Development, Ministry of Skill Development and Entrepreneurship.

UNIT – 4

(12 Hours)

Sustainable Development Goals: (Concept, Targets, Status – Indian Context).

UNIT-5

(11 Hours)

Government Policies and Programmes: National Solar Mission, Beti Bachao Beti Padhao (BBBP), Smart Cities Mission, Sarva Shiksha Abhiyan (SSA), Ayushman Bharat – Pradhan Mantri Jan Arogya Yojana (PM-JAY)

CO.No	Course Outcomes	PSOs Addressed	Cognitive Level
CO -1	Recall and recognize the concepts and scope of social development	PSO 3, 4	R,U
CO -2	Discuss the developmental Issues in India	PSO 3, 4	C
CO -3	Evaluate the Developmental Organizations and its impact on social development	PSO 3, 4	E,Ap
CO -4	Analyze the role of National Institution for Transforming India	PSO 3, 4	An
CO -5	Analyze the Government Policies and Programmes and its outcome	PSO 3, 4	An, C
CO -6	Evaluate the major programmes for social development	PSO4,6	C,Ap

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2: Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3: Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4: Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6: Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings

1. Gurusamy S. (2011), Social Exclusion and Inclusion: New Delhi, APH Publishing Corporation
2. Gupta, Vijayakumar, (2009) Women, Social Justice and Human Rights. New Delhi, MD Publishers
3. Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion. Oxford University Press
4. Liamputtong (2022) Handbook of Social Inclusion. Spriner International Publishing
5. Pais Richard and Makwana M.H. (2018), Social Inclusion and Development: New Delhi, Rawat Publication
6. Kumar B Planning poverty and economic Development 1984 Deep & Deep Publications
7. Michel Todaro Economic development 2000 Addison Wesley
8. Thirwall A.P Growth and Development and special reference to developing countries. 2003 Palgrave Macmillan: London
9. Chandra Ramesh (2004) Social Development in India (8 Volumes), New Delhi: Isha Books

Web Resources

1. <https://www.un.org/esa/socdev/rwss/2016/chapter1.pdf>
2. <https://www.slideshare.net/dakshinamurthy59/social-exclusion-and-inclusive-policy-in-india-drrdakshinamurthy-bharathidasan-university-tiruchirappalli>
3. https://www.researchgate.net/publication/348603300_Social_Exclusion_and_Challenges_of_Inclusion_in_India
4. <https://shodhganga.inflibnet.ac.in/>
<https://www.researchgate.net/>

GERIATRIC SOCIAL WORK

HOURS:4

CREDIT: 3

COURSE OBJECTIVES(CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Understand the concept and the problems of Senior Citizens in India.
CO -2	Analyze Role of Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens
CO -3	Apply the services for Senior Citizens.
CO -4	Analyse the legal provisions for the Senior Citizens.
CO -5	Evaluate the role of legislations in relation to development.

UNIT – 1 (12 Hours)

Definition of Senior Citizen: Definition, Meaning – Social, Cultural and Medical. Aging, Concept of Geriatrics, Geriatric Social Work,.

UNIT – 2 (15 Hours)

Issues related aging: Physical, psychological, economic social issues related to ageing population.

UNIT – 3 (12Hours)

Governmental Services for Elderly Care: Maintenance and Welfare of Parents and Senior Citizens Act, 2007, An Integrated Programme for Older Persons (IPOP), 2008, National Policy on Senior Citizens, 2011, Indira Gandhi National Old Age Pension Scheme. Open University Scheme, Adult Education.

(12 Hours).

UNIT – 4

Non – Governmental Services (NGOs) in Elderly Care: Institutional care: Old Age Homes / Senior Living Communities:, Nursing Homes, Hospice and Palliative Care Centers: Rehabilitation Centers, Day Care Centers for Seniors: Memory Care Facilities:Non institutional Services : Home Care Services:, Home Health Care: Community Care Services, Telemedicine and Telecare Services: Emergency Response Systems:

UNIT -5

Role of social worker with ageing people: Advocacy and Support:, Care Coordination and Referral, Advocating for Social Inclusion: Safeguarding and Preventing Abuse: Planning and Policy Development: End-of-Life Care and Support, Legal and Financial Assistance:

CO.No	Course Outcomes	PSOs Addressed	Cognitive
CO -1	Recall and recognize the concepts geriatric social work	PSO 3, 4	R,U
CO -2	Discuss the Family and Society in the Promotion of Physical and Mental Health of the Senior Citizens	PSO 3, 4	C
CO -3	Evaluate the Governmental Services for Elderly Care	PSO 3, 4	E,Ap
CO -4	Analyze the role of Non – Governmental Services (NGOs) in Elderly Care:	PSO 3, 4	An
CO -5	Analyze the social, Economic and Psychological Changes of the elderly	PSO 3, 4	An, C
CO -6	Evaluate the major programmes of elderly people	PSO4,6	C,Ap

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2:Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3:Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4:Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6:Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings

1. Binstock, R.H and Shahas, E Handbook of aging and the Social Sciences 1976 Van Nostrand Reinhold Company, New York
2. Borgatta, E.F and McCluskey N.G Aging and Society: Current Research and policy perspectives 1980 Beverly Hills/ London – Sage Publications
3. Desal, K.G Aging in India 1982 TISS Series 52
4. Lowy, Louis Social work with the aging – The Challenge and Promise of later years. 1979 Harper and Row, New York
5. Marshall, Mary Social Work with Old People 1983 The Macmillan Press.Ltd., London

GLOBALISATION AND SUSTAINABLE DEVELOPMENT

HOURS:4

CREDIT: 3

COURSE OBJECTIVES (CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Understand the concept and perspectives related to Development, Human Development and Sustainable Development
CO -2	Analyse the macro-level interventions mediated by SDGs for community empowerment
CO -3	Apply the concept of Sustainable Development.
CO -4	Visualize and formulate strategies for sustainable community development
CO -5	Evaluate the reforms undertaken as part of the instruments - LPGs and SAPs – for Development.

Unit I- Human Development: Concept and Perspectives • Development: Meaning and Concept - salient features of Human Development, (suggested by Mahbub ul Haq) – Economic Growth vs. Development • An overview of UNDP • Indicators of Development: HDI, HPI, GDI, GEM & WED • Gender and Development

Unit II –Reforms: Liberalization, Privatization and Globalization • IMF & WB: An overview • Capability Approach in understanding Development (by Amartya Sen) • Liberalization, Privatization, Globalization (LPG): Concepts • Critical evaluation on Liberalization, Privatization, Globalization as reforms undertaken in Developing Countries

Unit III – Globalisation and Structural Adjustment Programmes (SAPs) • SAPs: Meaning & goals • Strategies under SAPs • Merits and Demerits of SAPs • Features of Micro Economic Structural Adjustment Policies • Features of Macro Economic Structural Adjustment Policies .

Unit IV– Sustainable Development: Concept - essence of Brundtland Commission Report • Dimensions of Sustainable Development: Human, Economic, Ecological & Technological • Sustainable Development: Challenges & Strategies • Climate Change and Sustainable Development.

Unit V - MDGs and SDGs: A Critique • Millennium Development Goals (MDGs) • Sustainable Development Goals (SDGs) • Differentiating between MDGs & SDGs • Critical Evaluation of the outcomes of MDGs and subsequently the SDG

CO.No	Course Outcomes	PSOs Addressed	Cognitive
CO -1	Recall the concept and perspectives related to Development, Human Development and Sustainable Development	PSO 3, 4	R,U
CO -2	Critical evaluation on Liberalization, Privatization, Globalization as reforms undertaken in Developing Countries	PSO 3, 4	C
CO -3	Evaluate the Globalisation and Structural Adjustment Programmes	PSO 3, 4	E,Ap
CO -4	Analyze the role of Non – Governmental Services (NGOs) in Elderly Care:	PSO 3, 4	An
CO -5	Analyze the Dimensions of Sustainable Development	PSO 3, 4	An, C
CO -6	Evaluate the Millennium Development Goals	PSO4,6	C,Ap

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2:Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3:Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4:Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6:Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings

1. Agarwal Anil. (1992). 'What is Sustainable development', Down to Earth, June 15, pp 50 – 51
2. Dreze and Sen. (2006). India: Development and Participation. OUP.
3. Ed Brown, Bob Milward, Giles Mohan. (2000). Structural adjustment: Theory, practice and impacts. Routledge.
4. Haq, Mahbub ul. (2000). Reflections on Human Development. Oxford University Press, New Delhi
5. Kobena T. Hanson, Korbla P. Puplampu, Timothy M. Shaw. (2017). From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development (New Regionalisms Series) 1st Edition. Routledge.
6. Chandra, Ramesh. (2004). Globalisation, Liberalisation, Privatisation and Indian Polity. Gyan Books
7. Sen, Amartya. (1988). 'The Concept of development' in Chenery and Srinivasan (eds) Handbook of Development Economics, Volume 1. Elsevier Science Publishers

Field Practicum-3

5 -7 –Days Rural Residential Camp - Practical

CREDIT: 2

Duration: Pre-camp Preparation + On camp: 5 to 7 Days.

Rural camp is preceded with camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be implemented, and liaison with local community, various NGO's and Government departments to conduct the rural camp in a particular place.

Objectives:

The objective of the rural camp is

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local
4. To help them to develop capacities and attitudes suitable for group living.
5. To inculcate the spirit of working in a team

Procedure

The entire class shall be divided into various groups called committees namely Project, Transport, Food, Medical, Housekeeping and Health, Finance and the like. Student co-ordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected. Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of Social Work camp.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus, the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp. The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified

Skills to be developed

Skills pertaining to: Group living, Planning, co-ordination, participation, cooperation, capacity to organize, resource mobilization, sense of responsibility, self-evaluation

NORMS FOR FIELD WORK EVALUATION

The 100 marks will have external and internal in the ratio of 50:50. While the External 50 marks will be awarded jointly by the concerned supervisor and one more External faculty member. The Internal 50 marks will be awarded by concerned supervisor in accordance with the guide lines given below:

For External Evaluation:

Quality and Content of the Report	---10 Marks	Presentation
in Viva -voce	-10 Marks	Subject
Knowledge & Field work Knowledge	-10 Marks	
Observation and Suggestions	-10 Marks	
Professionalism in Development and Values	-10 Marks	
Total	-50 Marks	

For Internal Evaluation:

Regularity in field visits	-	10 Marks
equality of the reports and the punctuality in submitting the report	-	10 Marks
Participation in group conferences	-	10 Marks
Diligence shown in seeking individual guidance from the supervisor	-	10 Marks
Communication Skill	-	10 Marks
Total	-	50 Marks

Field work Evaluation and Viva Voce will be conducted by concerned faculty Supervisor and one more External faculty member.

SEMESTER VI

URBAN PLANNING AND DEVELOPMENT

HOURS:5

CREDIT :4

COURSE OBJECTIVES(CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Understand the basic concepts of urbanization and urban planning .
CO -2	Analyse the Problems in Urban areas
CO -3	Apply the professional social worker's perspective, the problems of urbanization based on the theories related to urbanization for social work intervention.
CO -4	Visualize and formulate strategies for sustainable urban development
CO -5	Evaluate the various programs for Urban Community Development and suggest avenues for social work intervention

Unit 1-Basic Concepts of Urban Planning and Development- Meaning and Definition: Urban area, Urban Planning, Urban Community Development • Characteristics of Urban Community. Urbanization, Migration.

Unit 2-Urban Problems: Problems in Urban areas: Poverty, Unemployment ,inappropriate planning, housing problems, pollution, ,interstate migrant workers and related problems; crimes and deviances – trafficking, gang violence , Development and displacement• Slums: meaning definition and characteristics, causes for slum-formation

Unit 3-Urban Administration: Types of urban areas • Salient Features of the 74th amendment of the Constitution (The Nagarapalika Act) • Urban Local Self-governments: Administrative system, roles, and function – Municipal Corporation, Municipal Towns, Town Panchayaths .

Unit 4-Urban Community Planning and Development: Urban Development Planning • Legislations : Urban Land Ceiling Act, Town and Country Planning Act, 2016 • People's participation and accountability of local bodies – • Role of NGOs in addressing urban problems

Unit 5- Programmes for Urban Community Development: Centre and State government programs • Poverty alleviation and livelihood – • Health – NHM- • Housing – PMAY • Employment and Skill Development – NRY, DDUGKY • Sanitation: 'Swachh Bharat and environment protection - • Role of Social Worker in Government Project.

CO.No	Course Outcomes	PSOs Addressed	Cognitive
CO -1	Recall the concept and perspectives related to urban Development,	PSO 3, 4	R,U
CO -2	Critical evaluation on prospects and challenges to the practice of professional social work to various settings	PSO 3, 4	C
CO -3	Evaluate the Programmes for Urban Community Development	PSO 3, 4	E,Ap
CO -4	Analyze the role of Role of Social Worker in Government Project	PSO 3, 4	An
CO -5	Analyze the Dimensions of urban Development	PSO 3, 4	An, C
CO -6	Evaluate the Urban Administration	PSO4,6	C,Ap

Mapping of COs with POs & PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2:Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3:Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4:Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6:Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks
Weakly Correlating (W) - 1 mark

Essential Readings:

1. Allen, G. (1998). Regional Development and Planning for the 21st Century: New priorities New Philosophies.
2. Asesh Kumar Maitra. (2000). Urban Environment in Crisis. New Age International (P) Limited, Publishers.
3. Gupta, Avijit and Mukul G. Asher (1998). Environment and the Developing World. John Wiley & Sons.
4. Bhardwaj R.K. (1970). The Municipal administration in India: A Sociological analysis of rural & urban India. Sterling Publishers.
5. Bola, Ayeni. (1979). Concepts and Techniques in Urban Analysis. Croom Helm.
6. Das, Kumar Amiya. (2007). Urban Planning in India. Rawat Publications
7. Glasson, John. (1978). An Introduction to regional Planning. The Britt Environment Series
8. Kaiser, Edward J. (1995). Urban Land-use Planning. University of Illinois Press.
9. Mohan, Sudha. (2005). Urban Development New Localism. Rawat Publications.
10. Rao P.K. (2001). Sustainable Development. Blackwell Publishers.

INTEGRATED SOCIAL WORK AND CONTEMPORARY ISSUES

HOURS: 5

CREDIT:4

COURSE OBJECTIVES (CO):

The learner will be able to

CO. No	Course Objectives
CO -1	Understand the basic concepts of contemporary issues.
CO -2	Analyze the Social Work Practice in Different settings
CO -3	Apply the promotive, preventive, curative restorative, and palliative intervention from social work perspectives
CO -4	Visualize and formulate strategies to solve the issues
CO -5	Evaluate the various social work intervention strategies

Unit 1–Integrated social Work practice in different settings: Fields of Social Work practice : Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings .

Unit 2- Violence against Women: Concept: domestic violence - incidence • Issues:, Physical , Psychological, sexual, Social violations against women.

Unit 3- Issues of children: Child Labour • Abuse and Violence • Child Trafficking • Sexual Abuse - Child Health •Alcohol and Substance Abuse • Child Marriage •Children Conflict with law , Street Children.

Unit 4- Substance Abuse: Substance abuse: concept, types, impact on individual and family• Effects of Addiction on Addict, Family and Society • Addiction Management and De-addiction centres • Interventions: Prevention, Treatment (medical, psychological, social), Relapse prevention .

Unit 5- Sexual and Gender Minorities (SGM): Concept: Sex, sexuality and gender; Gender-Dimensions: Body, Identity, Social Gender - differentiating Sex and Gender • Sexual minority LGPTQ+• SGM – Stigma and Discrimination .Role of social worker in response to contemporary issues.

CO.No	CourseOutcomes	PSOs Addressed	Cognitive
CO -1	Recall theconcept and perspectives related to contemporary issues	PSO 3, 4	R,U
CO -2	Critical evaluation on prospects and challenges to the practice of professional social work to various settings	PSO 3, 4	C
CO -3	Evaluate the Programmes for the marginalized groups	PSO 3, 4	E,Ap
CO -4	Analyze the promotive, preventive, curative restorative, and palliative intervention from social work perspectives	PSO 3, 4	An
CO -5	Evaluate the psycho social problems and its intervention	PSO4,6	C,Ap

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	2	3	3	3	3	1	3	3	3	2	2	1	
CO2	2	1	2	2	3	3	3	3	3	3	3	2	3	K1: Remember
CO3	3	3	3	3	2	2	1	2	3	2	3	3	3	K2:Understand
CO4	3	1	2	3	2	3	2	2	2	2	3	3	1	K3:Evaluate
CO5	3	3	3	3	3	2	3	3	3	3	2	2	3	K4:Creative
CO6	3	2	3	3	3	3	1	3	3	3	2	2	1	K5: Analyze
CO7	2	1	2	2	3	3	3	3	3	3	3	2	3	K6:Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings:

1. Chaurasia, B P (1992) - Women's status in India: policies and programmes. Chugh Publications.
2. John Mary E. (2008). Women's studies in India-A reader. Penguin Books.
3. Evans, Mary. (2003). Gender and Social Theory. Rawat Publications
4. Dunk, P. (2007). Everyday sexuality and social work: Locating sexuality in professional practice and education. Social Work & Society, 5(2), 135-142.
5. Farmer, R., and Hirsch, S. (1980). The Suicide Syndrome. Croom/Helm.
6. Firestone, R., Firestone, L., & Catlett, J. (2006). What is healthy sexuality? Sex and love in intimate relationships, 11-27. Washington, DC US: American Psychological Association.
7. Graham, Louis F. & Padilla, Mark (2014). Sexual rights for marginalized populations. In Tolman, Deborah L., Diamond, Lisa M., Bauermeister, José A., George, William H., Pfaus, James G., & Ward, L. Monique (Eds), APA handbook of sexuality and psychology (Vol. 2, pp. 251-266). American Psychological Association
8. Joseph, M.V. 2002. Mental Health in Classrooms. Rajagiri College of Social Sciences
8. Joseph, G. and George, P.O. (Eds.). (1995). Suicide in Perspective with special reference to Kerala. CHCRE- HAFA Publications
9. Iasenza, S. (2010). What is queer about sex?: Expanding sexual frames in theory and practice. Family Process, Vol. 49, 291-308.
11. Mathews, S. 2014. Kerala Suicide Point. Media House.
10. Park, K. (2015). Essentials of Community Health Nursing. Bhanot Publishers.
11. J E. Park. (2017). Park's Textbook of Preventive and Social Medicine (23rd Edn). Bhanot Publishers.

PROJECT FORMULATION AND EVALUATION

HOURS:5

CREDIT : 4

COURSE OBJECTIVES(CO):

The Learner will be able to

CO.No	Course Objectives
CO -1	Remember the concepts related to NGO Management
CO -2	Understand the art of report writing and Documentation
CO -3	Analyse the concept of Project Planning
CO -4	Apply the skills in Project cycle Management
CO -5	Create the Methods of implementing Projects
CO -6	Evaluate the Government Programs of various Ministries and Departments

UNIT I PROJECT DEVELOPMENT

Project Development: Meaning. Organization of the Project. Community and Project Development. Social Work Profession and Project Development

UNIT II PROJECT PLANNING

Project Planning-Identifying needs, determine priorities, Approaches. Assessing Feasibility, Specifying Goals and Objectives, Identifying preferred solutions, implementation. Micro-level Planning, Components of the Plan, Format of Project Proposals. Consultancy.

UNIT III ANALYSIS

Logical Frame Analysis of the Proposal-Cost Benefit Analysis of project, Preparation of the cost plan, Resource Mobilization, Fund Raising and Donor Management, Project Management- Selection and Training of Project Personnel, Supervision, Reporting, Accounting and Auditing.

UNIT IV PROJECT EVALUATION

Project Evaluation and Monitoring-Meaning, Types Need for Evaluation and Monitoring. Criteria for Evaluation.

UNIT V LOCAL DEVELOPMENT AGENCIES

NREG, Self Help Groups, Micro-Credit Enterprises. Role of Local Development Agencies in Micro-Level project planning.

COURSE OUTCOMES

Learners can be

CO.No	Course Outcomes	PSOs Addressed	Cognitive Level
CO -1	Recognize the basic concepts of Project Development.	PSO 1, 6	R
CO -2	Estimate the importance of Documentation	PSO 3, 5	U
CO -3	Extrapolate the methodology to plan projects	PSO 4,6	Ap
CO -4	Illustrate the concepts of Logical Frame Analysis of the Proposal.	PSO 3,6	Ap
CO -5	Relate the concept of art of mobilizing resources for Projects.	PSO 5, 6	R
CO -6	Predict various government programs funding for Projects	PSO 2,6	C
CO-7	Categorize private agencies supporting projects.	PSO 2,6	An
CO -8	Demonstrate Report Writing.	PSO 3,6	Ap

Mapping of COs with POs & PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	3	2	3	3	3	2	1	3	3	2	2	3	K1: Remember
CO2	3	2	3	2	1	3	3	2	3	2	3	2	3	
CO3	3	3	2	3	2	2	1	2	3	2	3	3	3	
CO4	3	1	2	3	3	3	2	3	2	3	3	3	2	K2: Understand
CO5	3	2	2	3	3	2	3	3	3	3	1	2	3	K3: Evaluate
CO6	2	3	2	3	2	2	1	2	3	2	3	3	3	K4: Creative
CO7	3	3	2	2	3	2	1	2	3	2	3	3	3	K5: Analyze
CO8	3	1	2	3	2	3	2	3	2	2	3	3	2	K6: Apply

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings

1. Hope, A., Timmel, S., & Hodzi, C. (1995). Training for transformation: a handbook for community workers. Book 2. Mambo Press..
2. Chandra, P. (1980). Projects: preparation, appraisal, budgeting and implementation. Tata McGraw-Hill Publishing Company Limited..
3. Ginsberg, L.H. (2001). Social work evaluation: Principles and methods. Pearson College Division..
4. Welfare, L., & Work-Practical-II, C.F. Scheme of Examinations: CBCS Pattern..
5. Huang, X., Zhu, Z., Guo, X., & Kong, X. (2019). The roles of microRNAs in the pathogenesis of chronic obstructive pulmonary disease. International immune pharmacology, 67, 335-347..

DISASTER MANAGEMENT AND SOCIAL WORK INTERVENTIONS

HOURS:4

CREDIT : 4

CO.No	CourseObjectives
CO -1	Remember To know the various disasters and its causes.
CO -2	To understand on the phases of disaster and disaster management.
CO -3	To Analyze acquire skills in mitigating disaster.
CO -4	To evaluate the disaster interventions at various levels.
CO -5	Create competencies and skills for disaster management.
CO -6	Analyse the various disasters and its causes.

UNIT I

(12 Hours)

Introduction to Disasters: Concept, meaning and definition of Disaster. Types of Disaster: Nature Induced disasters and Human Induced disasters, with case studies. Psychosocial Aspects of Disasters – Post Traumatic Stress Disorder (PTSD) and Psychosocial Care.

UNIT II

(12 Hours)

Disaster Management Phases: Goals of Disaster Management. Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation. Disaster Management Phases: Pre-disaster Phase, Disaster Phase and Post disaster Phase. Importance of Disaster Management.

UNIT III

(12 Hours)

Disaster Mitigation: Guiding Principles of Mitigation. Mitigation Measures, Risk Management, Vulnerability Analysis, Community Based Disaster Preparedness Programme, Emergency Preparedness, Resource Utilization, Public Awareness and Education; First aid training, Disaster Risk Reduction Measures - Third UN World Conference on Disaster Risk Reduction in Sendai 2015-2030 (The Four Priorities for Action). The Sustainable Development Goals and Disaster Management.

UNIT IV

(12 Hours)

Disaster Management – Policies and Interventions: Disaster Management Act, 2005. Role of Institutions: National Disaster Management Authority, State Disaster Management Authority and National Disaster Response Force, National Institute of Disaster Management (NIDM), National Institute of Mental Health and Neurosciences (NIMHANS). Role of NGOs, INGOs and Media in Disaster situations. The 2015 United Nations Climate Change Conference, COP 21.

UNIT V

(12 Hours)

Social Work Interventions in Disaster Management: Role of Social Work in Disaster Management: Assessment, Training, Networking, Coordination, and Public Awareness. Disaster Counselling and Crisis Intervention. Concepts related to Conflict and Peace. Conflict Resolution and Peacebuilding Strategies.

COURSE OUTCOMES

Learners can be

CO.No	CourseOutcomes	PSOs Addressed	Cognitive eLevel
CO -1	To understand the nature, causes and effects of different types of disasters	PSO 1, 6	R
CO -2	To identify the response level in the different phases of disaster management	PSO 3, 5	U
CO -3	: To apply appropriate measures in mitigating disaster	PSO 4,6	Ap
CO -4	To analyse interventions during disasters at various levels	PSO 3,6	Ap
CO -5	To evaluate and devise appropriate action during disaster situations.	PSO 5, 6	R
CO -6	Predict variouspolices and programmes of disaster	PSO2,6	E

Essential Readings

1. Agnimitra Sanjay Bhatt Neera (Ed). (2014). Social Work Response to Environment and Disasters, Delhi: Shipra Publications
 2. BasuDebarata and Debarata Mondal (2020). Disaster Management: Concepts and Approaches, Chennai: CBS Publishers & Distributor.
 3. Bose, B. C. (2007) Disaster Management in India, New Delhi: Rajat Publication
 4. Dhawan Nidhi Gauba and Ambrina Sardar Khan (2019). Disaster Management and Preparedness, New Delhi: CBS Publishers and Distributors
- Disaster Management Act (2005). Ministry of Home Affairs, Delhi: Government of India

HEALTH CARE AND SOCIAL WORK

HOURS:4

CREDIT : 3

COURSE OBJECTIVES(CO): TheLearnerwill beable to

CO.No	CourseObjectives
CO -1	Remember the concepts related to Health, Hygiene and Development
CO -2	Understand theCommunity Health and Major Diseases
CO -3	Analysethe concept of Mental Health and Major Disorders
CO -4	Applythe skills in health sector
CO -5	Create theMethods ofimplementinghealth programmes
CO -6	Evaluatethe GovernmentPrograms ofrelated to health

UNIT I

(12 Hours)

Health – Definition, Dimension – physical, mental, social, spiritual, and positive mental health. Health Philosophy and health determinants – biology and genetics, individual behaviour, social and economic factors, health care services. Hygiene – definition, importance. Changing the concept of health. Primary health care system in India.

UNIT II

(12 Hours)

Factors affecting health – Lack of personal hygiene- eyes, nose, teeth, gums, hair, nail, skin, clothing, sleep, and personal habits. Sanitation- definition, and importance. Role of primary health care centers. **Nutrition** – Malnutritionand deficiency diseases. **Environmental factors** – air, water, noise pollution, disposal of waste, and radiation. **Social factors** – Poverty, ignorance, superstitious beliefs. Role of a social worker in promoting health and hygiene in the community.

UNIT III

(12 Hours)

Physical health – meaning and importance Disease, Illness - definition and clinical aspects. **Communicable diseases** – malaria, cholera, typhoid, leptospirosis, diarrhoeal diseases, leprosy, Poliomyelitis, TB, STD, and HIV /AIDS. **Non-Communicable diseases** – Hypertension, diabetes, cancer, asthma, cardiovascular diseases, and neurological disorders. Role of a social worker in promoting physical well-being in the community

UNIT IV

(12 Hours)

Mental health – meaning and importance. Mental illness and Mental retardation **Mental disorders**- Neurotic, Psychotic and psychosomatic disorders - types, symptoms, causes, and treatment. Depression, Anxiety, Phobia, PTSD, OCD, Schizophrenia, eating, and digestive disorders. **Factors Promoting health**: hygienic food and a balanced diet, exercise, Yoga, Meditation, Naturopathy, and Relaxation therapy. **Indigenous and Modern Intervention methods** - AYUSH and Wellness centers. Role of a social worker in promoting community mental health.

UNIT – V

(12 Hours)

National and International Health Care Agencies and Services. IRCS – Indian Red Cross Society ICCW - Indian Council for Child Welfare. CSWB - Central Social Welfare Board. FPAI - Family Planning Association of India National Malaria, TB and Leprosy Eradication Program, Immunization Programme, STD control programme, and Integrated Child Development Services. WHO and UNICEF. Role of a social worker in health care services.

COURSE OUTCOMES

Learners can be

CO.No	CourseOutcomes	PSOs Addressed	Cognitive eLevel
CO -1	Recognizethe basic concepts of health and its dimentions	PSO 1, 6	R
CO -2	Estimatethe importanceof community health programmes	PSO 3, 5	U
CO -3	Extrapolatethe health policy	PSO 4,6	Ap
CO -4	Illustrate the concepts ofAwareness regarding health	PSO 3,6	Ap
CO -5	Relatethe concept of health policy and health programmes	PSO 5, 6	R
CO -6	Predict various– Organization of Health Care Services and National Health Programs	PSO2,6	C

Mapping of COs with POs &PSOs:

CO	PO							PSO						Cognitive Level
	1	2	3	4	5	6	7	1	2	3	4	5	6	
CO1	3	3	2	3	3	3	2	1	3	3	2	2	3	K1: Remember
CO2	3	2	3	2	1	3	3	2	3	2	3	2	3	
CO3	3	3	2	3	2	2	1	2	3	2	3	3	3	K2: Understand
CO4	3	1	2	3	3	3	2	3	2	3	3	3	2	K3: Evaluate
CO5	3	2	2	3	3	2	3	3	3	3	1	2	3	K4: Creative
CO6	2	3	2	3	2	2	1	2	3	2	3	3	3	K5: Analyze
CO7	3	3	2	2	3	2	1	2	3	2	3	3	3	K6: Apply
CO8	3	1	2	3	2	3	2	3	2	2	3	3	2	

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

Essential Readings:

1. Baxi, U (1998) the State and Human Rights Movements in India. Sage Publications
2. Gangrade. K.D (1978). Social Legislations in India. Concept Publishing Company
3. Government of India: The Constitution of India.
4. Indian Government: The Constitution of India. Government of India Press
5. Kulkarni P.D (1979). Social Policy and Social Development in India Association of School of Social Work in India
6. Manohar S (2000) the Indian Judiciary and Human Rights. Butterworths
7. Parasuraman S.K.R, G & Fernadez B (2003) Institutional Context: Socio Cultural. Books For Change
8. Singh S. D (2001) socioeconomic disparities and violation of Human Rights in India: Problems and Perspectives. Deep and Deep publishers

DISSERTATION

HOURS:5

CREDIT :4

Every student is required to complete a research project under the supervision and guidance of a faculty of the department who will guide the student's topic related to social work themes chosen by him/her. Students are motivated to take up social problems and issues related to their subject with interest. The Project will be evaluated, and viva-voce examination will be conducted jointly by the research Supervisor of the candidates and the external examiner concerned for 100(50+50) marks. The students have to defend their projects in the open viva-voce examination.

For Research Project:

- Students are recommended to take the research topic related to their Specialization.
- Minimum 50 samples should be selected according to the objectives of the study.
- Analysis and Interpretations should be based on variables selected for the Research.
- Main findings are listed on the specific objectives of the study.
- Minimum 15 books/Other sources shall be referred for the Review of Literature.
- Bibliography and a copy of the Tool of Data Collection should be attached in the Research Report.
- The Report should not be less than 60 pages.

Presentation

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc broad area/domain/dimension of the tool.

Norms for evaluation of Project Report

Research Project work will be individual. Project Report Evaluation will be done by Internal Examiner and Viva-Voce will be conducted by the External Examiner with Guide.

The Project Report evaluation components will be as follows:

Project Report	-	50 Marks (by Internal examiner)
Viva –Voice	-	50 Marks (both by Internal and External examiners)
Total	-	100 Marks

The External (viva-voce) 50 Marks will be awarded by the Internal examiner as follows:

1. Problem formulation	-	10 Marks
2. Review of literature	-	10 Marks
3. Research Methodology	-	10 Marks
4. Analysis & Interpretations	-	10 Marks
5. Communication skill	-	10 Marks
Total	-	50 Marks

The Internal 50 Marks will be awarded by both the Internal (Guide) and External Examiners in accordance with the guidelines given below:

Report writing	-	25 Marks
Subject and Fieldwork knowledge	-	25 Marks
Total	-	50 Marks

