

**Scheme and Syllabus for Career related First Degree  
Programme under CBCS System – 2 (b)  
in Affiliated Colleges**

**BACHELOR OF SOCIAL WORK**

**(2023 Admission Onwards)**

**UNIVERSITY OF KERALA**

**2023**

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## **Career-related First Degree Programme CBCS system – 2(b)** (2023 Admission Onwards)

### **Course Structure, General Rules and Syllabus**

#### **Course Layout**

This graduate course leading to the award of the Bachelor Degree of Social Work (B.S.W.) offered by the University of Kerala, is a program spread over six semesters. The academic work is an array of 29 common theory papers, 6 blocks of fieldwork practice in the form of Orientation Visits, 6-Day Residential Rural Live-in Camp, supervised concurrent internships in communities and/or agencies, one block internship, and, finally a project report/mini-dissertation. There will be **Internal Viva Voce** conducted internally during Semester-1, 3 and 5 and **External Viva Voce** engaging external evaluators during Semesters-2, 4 and 6. Ideally, all the *viva voces* must be comprehensive covering the subject courses, the fieldwork practice for the respective semesters, their conduct, the fieldwork reports and project (during Sem-6) so as to assess the professional development and to provide feedback in tune with the Program-specific Outcomes (P.S.O.s).

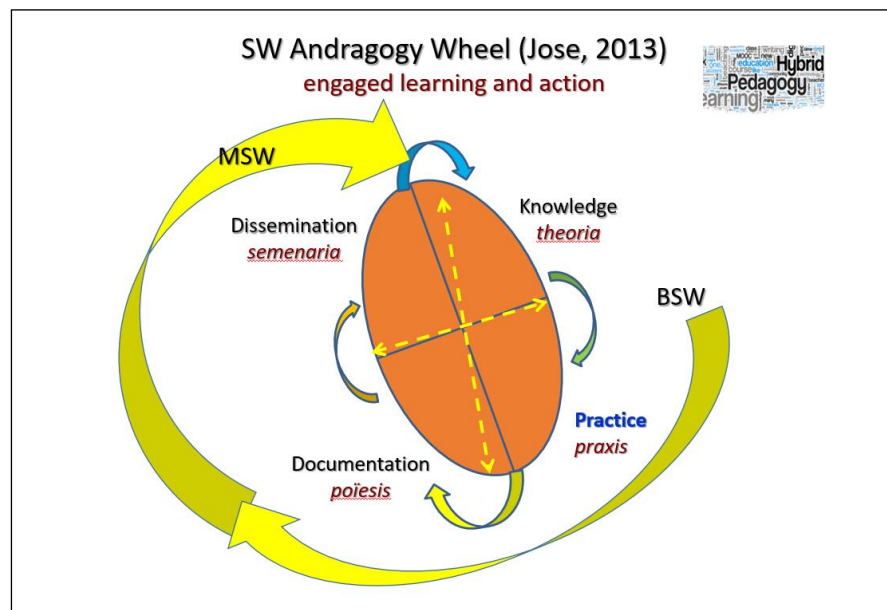
Considering that professional development requires personal reflection, the program will have instruction, transacted by way of classroom lectures, guided reading sessions, assignment writings, seminars, group discussions, tutorials, role-play, case studies, field trips, field surveys, field action and computer classes. The instructional content is transacted by way of 29 papers - two language courses, two foundation courses, four complementary courses, 18 core courses, two elective, and a project.

#### **Andragogy**

Professional Social Work expects all-round development of the aspiring learners. Learners of social work at the undergraduate level are expected to be able to do minimal level of engagement at the individual and group levels as well as coordinate with social work agencies as active personnel administering social welfare measures and doing referrals. Learners (also referred as *trainees*, are put through a blend of theory and field practice (interchangeably

termed fieldwork) in the ratio of 60:40 so as to enable them to reflect critically and blending theories in the practice during fieldwork.

Thus, during supervised fieldwork, the social work trainee will be assessed by their teachers and agency supervisors (where applicable) for *personal* and *professional development* for their ability to integrate knowledge (*theoria*) and apply in practice (*praxis*), acquisition of skills, especially documentation, keeping in mind the audience (*poiesis*), as well as development of broad understanding of research (*research*), based on the activities engaged in and initiatives undertaken (Jose, 2013).



**Diagram 1.** Social Work Andragogy Wheel as a cyclic, reflective blend of practice (*praxis*), theory (*theoria*), documentation (*poiesis*) and dissemination (*semenaria*).

## **PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR BACHELOR OF SOCIAL WORK (BSW) PROGRAM**

**PSO 1:** DEVELOP PROFESSIONALISM

**PSO 2:** APPLY CRITICAL THINKING FOR SOCIAL WORK

**PSO-3:** APPLY PROBLEM SOLVING/CAPACITY BUILDING PROCESS

**PSO 4:** DEMONSTRATE SKILL IN RESEARCH AND SOCIAL POLICY

**PSO 5:** DEMONSTRATE SKILL IN DOCUMENTATION AND COMMUNICATION

**PSO 6:** DEMONSTRATE SKILL IN ALLIANCE MANAGEMENT AND RESOURCE MOBILIZATION

**PSO 7:** PRACTICE SOCIAL WORK METHODS IN MULTIPLE SETTINGS

## DETAILED COMPONENTS OF PROGRAMME SPECIFIC OUTCOMES

### PSO 1: DEVELOP PROFESSIONALISM

#### 1) Be Informed about the Profession

- **understand** Social Work as a profession
- **list** the components of a profession - Knowledge, Skills, Values, Theories and Principles, Professional Organization - of Social Work practice.
- **differentiate** it from related concepts and professions
- **analyse** Social Work history
- **evaluate** and **justify** Social Work as a profession
- **suggest** innovative ways for engagement for the profession

#### 2) Apply Values, Ethics and Cultural Sensitivity

- **understand** generic and specific principles of social work
- **comply** with of code of ethics for effective social work practice
- **develop** self-awareness/self-discovery and social perceptiveness and evaluate self to identify professional qualities
- **differentiate** between Professional vs. Personal self and relationships.
- **cultivate** social work values like acceptance, non-judgemental attitude, empathy, etc.
- **understand and appreciate** multiple realities and **practice** multiculturalism
- **create** a plan for self-care and work on that plan for continuous professional and personal development

### PSO 2: APPLY CRITICAL THINKING FOR SOCIAL WORK

- **visualize** the practice context - systems approach (micro, mezzo, macro) and strength-based perspectives
- **apply** relevant Social Work theories and terminologies in practice contexts.
- **analyse** personal and social problems by incorporating knowledge from Sociology, Economics and Psychology.
- **develop** Self-Autonomy and make sound professional judgements

### PSO 3: APPLY PROBLEM SOLVING/CAPACITY BUILDING PROCESS

- **understand** the different stages of problem solving at the individual, group and community level- Rapport Building, Assessment (Therapeutic Interviews), Planning, Intervention/Engagement- IEC Training/Capacity Building, Evaluation, Termination and Follow-up
- **apply** social work values, knowledge and skills, purposefully while engaging with clients

- **analyse** the theories, process and dynamics of change that is required for Capacity Building
- **evaluate** skills acquired for in practicing in each of these phases

#### **PSO 4: DEMONSTRATE SKILL IN RESEARCH AND SOCIAL POLICY**

- **understand** how research can lead to development of new knowledge, policies and programs
- **analyse** gap in research
- **apply** theory in research
- **integrate** the implications of ethics to social work research
- **generate** and **analyse** data - quantitative & qualitative
- **utilize** research evidence to improve practice
- **design** a research project proposal
- **contribute** to Social Planning and Policy Formulation

#### **PSO 5: DEMONSTRATE SKILL IN DOCUMENTATION AND COMMUNICATION**

- **develop** Therapeutic Listening and Responding skills
- **build** and **maintain** relationships (*belief-bonding*)
- **write** Field Work Reports incorporating professional terminologies
- **deliver** effective presentations on a professional platform
- **prepare** IEC Materials and Reports
- **understand** Risk Communication and Behaviour Change Communication
- **apply** ICT Tools for documentation and Social Work data management
- **understand** and **practice** Social-media/information management

#### **PSO 6: DEMONSTRATE SKILL IN ALLIANCE MANAGEMENT AND RESOURCE MOBILIZATION**

- **conduct** Stakeholder Analysis- Local, District, State, National and International level stakeholders.
- **develop** skills in Networking and Resource Mobilization- Optimization of resources and sustainable use of resources
- **visualise and practice** Project Management in social contexts

#### **PSO 7: PRACTICE SOCIAL WORK METHODS IN MULTIPLE SETTINGS**

##### **1. Working with Individuals:**

- **apply** Case Work, Counselling, Therapies and Psycho-social first aid in the capacity building process with individuals and families
- **understand** how to rehabilitate individuals

##### **2. Working with Groups:**

- **understand** the purpose of various groups
- **apply** problem-solving process, social work skills and techniques to group work
- **analyse** group dynamics and facilitating the achievement of group goal

##### **3. Working with Communities- Develop Skills in the following areas:**

- **mobilize** community and build people's organization
- **conduct** Participatory Rural Appraisal (PRA)/ Participatory Learning in Action (PLA)
- **plan and apply** Capacity-building techniques
- **apply** media like Street Theatre/Socio-drama/Art in capacity building process
- **survey** community and **construct** Community Data Base (CDB)
- **frame** Ethnographic Data Base (EDB) of tribal communities
- **work** in the capacity of Tribal Resource Persons (TRPs)
- **work** with District Legal Service Authority (DLSA) in the capacity of Para Legal Volunteers (PLVs)
- **lead** sustainable Livelihood/Entrepreneurship Projects

#### 4. Social Action

- **understand** and appreciate the Social Action approach to Community Organization
- **master** skills like Persuasion, Advocacy, Lobbying, etc.

#### 5. Administration in HSOs

- **register** an NGOs
- **manage** work flow and Staff
- **develop** IT Skills in Administration - MS Office, Excel, MS PowerPoint

#### 6. Multiple Settings

- **list** the different settings of social work practice- Community Development, Social Entrepreneurship, CSR (Community Development Linked), Health, Correctional, Ecology, Industrial, Indigenous, Child and Family Social Work, School, Disaster Management, Social Projects, etc.
- **understand** the challenges in each of these settings at the international to local level and describe how governments and civil society are handling problems in these settings
- **analyse** and **evaluate** the role of social worker in these settings
- **apply** social work principles and skills in multi-setting practice



## Scheme and Syllabus

The B.S.W. Program is operationalized by way of Papers, instructional hours allotted, field practicum, and the distribution of marks for Continuous Evaluation (CA) and End Semester Examination (ESA) are detailed in the table given below:

Table 1: Scheme of Papers and the distribution of hours, credits, CE and ESE Marks									
Semester	Paper Code	Title of the Paper (Nature)	Instructional hrs per week		ESA (hrs)	Maximum marks			Credit
			T	P		CE	ESE	Total	
I	EN 1111	English-1 (Language)	3		3	20	80	100	2
	SW 1121	Introduction to Professional Social Work (Foundation)	3		3	20	80	100	3
	SW 1131	Professionalism and Social Work Practice (Complementary)	5		3	20	80	100	4
	SW 1141	Administration of Human Service Organisations (Core)	5		3	20	80	100	4
	SW 1142	Self-discovery and Skill Development for Social Work Practice (Core)	6		3	20	80	100	4
	SW 1143	Field Practicum - 1 - Observation Visits (Core)	2	15		100		100	2
		<b>Total</b>		<b>24</b>	<b>50</b>		<b>200</b>	<b>400</b>	<b>600</b>
II	EN 1211	English-2 (Language)	3		3	20	80	100	2
	SW 1221	Sociology and Economics for Social Work (Foundation)	5		3	20	80	100	3
	SW 1231	Psychology for Social Work (Complementary)	5		3	20	80	100	3
	SW 1241	Working with Communities & Social Action (Core)	4		3	20	80	100	3
	SW 1242	Environmental Studies (EVS) (Core)	5		3	20	80	100	4
	SW 1243	Field Practicum – 2 6-Day Rural Residential Camp <b>OR</b> Fieldwork Internship (Core)	2	150		100		100	3

		<b>Total</b>	<b>24</b>	<b>150</b>		<b>200</b>	<b>400</b>	<b>600</b>	<b>18</b>
III	SW 1331	Human Rights and Legislations for Social Work (Complementary)	4		3	20	80	100	4
	SW 1341	Working with Individuals through Social Case Work & Counselling (Core)	5		3	20	80	100	4
	SW 1342	Working with Groups (Core)	4		3	20	80	100	3
	SW 1343	Social Work Research and Documentation (Core)	5		3	20	80	100	4
	SW 1344	Social Work Practice with Family (Core)	5		3	20	80	100	4
	SW 1345	Field Practicum – 3 (Community-based Concurrent Fieldwork Internship) (Core)	1	15		100		100	3
			<b>Total</b>	<b>24</b>	<b>225</b>		<b>300</b>	<b>300</b>	<b>600</b>
IV	SW 1431	Globalisation and Sustainable Development (Complementary)	5		3	20	80	100	4
	SW 1441	Social Work with Senior Citizens (Core)	5		3	20	80	100	3
	SW 1442	Health Care and Administration (Core)	5		3	20	80	100	4
	SW 1443	Rural Community Development (Core)	4		3	20	80	100	3
	SW 1444	Working with Children in Distress (Core)	5		3	20	80	100	3
	SW 1445	Field Practicum – 4 Community-based Concurrent Fieldwork (Core)		15		100		100	3
		<b>Total</b>	<b>24</b>	<b>225</b>		<b>200</b>	<b>400</b>	<b>600</b>	<b>20</b>
V	SW 1551	OPEN COURSE – Professional Social Work	3		3	20	80	100	2
	SW 1541	Urban Planning and Development (Core)	5		3	20	80	100	3
	SW 1542	Disaster Management for Social Work (Core)	5		3	20	80	100	3
	SW 1561	ELECTIVE A. Woman & Development B. Social Work with Dalits and Tribals	4		3	20	80	100	3
	SW 1543	Social Work Practice in Correctional Setting (Core)	5		3	20	80	100	4
	SW 1544	Field Practicum – 5 Agency-based Concurrent Fieldwork (Core)	2	15		100		100	4
		<b>Total</b>	<b>24</b>	<b>225</b>		<b>200</b>	<b>400</b>	<b>600</b>	<b>19</b>

	SW 1641	Social Work with Differently-able (Core)	5		3	20	80	100	4
	SW 1642	Planning Social Projects in H.S.O.s (Core)	5		3	20	80	100	4
	SW 1643	Integrated Social Work and Contemporary Issues (Core)	6		3	20	80	100	4
	SW 1661	<b>ELECTIVE</b> a. CHILDLINE b. NSS	4		3	20	80	100	4
	SW 1644	Field Practicum – 6 Agency-based Block Fieldwork Practicum (Core)		15		100		100	3
VI	SW 1645	Project Report (Core)	4			20	80	100	4
			24	225		200	400	600	23
		<b>Total</b>		<b>1100</b>					<b>120</b>

**Semester-1**

## SW 1121 - INTRODUCTION TO SOCIAL WORK

	Course Outcome	Level
CO 1	Explain the historic context of Social Work in global and Indian scenarios	Understand
CO 2	Illustrate the methods and Principles of Social Work	Apply
CO 3	Scrutinize the social issue in the framework of diverse theoretical frameworks of social work	Analyze
CO 4	Extend a connection between theory and praxis of Social Work	Apply
CO 5	Analyse and apply professional competencies to social work contexts	Apply

### Module I: Historical Development of Social Work Profession

- Traditional Forms of Helping Society.
- History of Social Change.
- Historic development of Social Work in Global Context- UK and USA.
- Historic development of Social Work in the Indian Context.
- Relevant Institutions in Social Work History: Settlement House movement, Charity Organization Society, YMCA.
- Relevant Events in Social Work History: Scientific charity, Elizabethan poor law, William Beveridge report.

### Module II: Philosophy of Social Work

- Social Work: Meaning, Definition, Basic Assumption, Values, Principles.
- Scope of Social Work
- Functions of Social Work: Preventive, Restorative, Rehabilitative, and Developmental Function.
- Methods in Social Work: Primary & Secondary/Classification of methods into Micro, Macro, and Mezzo.
- Ideologies of Social Work: Rationalism, Welfarism, Liberal and Democratic, Socialism, Humanism (Modern-Western); Post-Modernism, Feminism, Multiculturalism, Sustainable and People-Centered Development (Contemporary).
- Code of Ethics: Ethical Behaviours, NASW Code of Ethics & Purpose, Ethical Dilemmas in Social Work profession.
- Core Concepts: Social Service, Social Welfare, Social Reform, Social Security, Social Justice, Human Rights, Identity, Agency, and Public Sphere.

### Module III: Professional Social Work: Perspectives and Approaches

- **Perspectives:**
  - System Perspectives
  - Strength Perspectives
  - Gandhian Perspective
  - Ambedkar Perspective

▪ **Approaches:**

- Right -Based Approach
- Task-centred Approach
- Critical Social Work
- Anti-Oppressive Social Work
- Anti-Discriminatory Social Work
- Subaltern Social Work

**Module IV: Fields of Social Work: Traditional Fields and Emerging Fields of Social Work**

- Traditional Fields of Social Work: Medical and Psychiatric Social Work, Urban and Rural Community Development, Labour Welfare, Child and Family, Labour Welfare.
- Shifting Perspectives: Charity, Welfare, Empowerment, Rights.
- Emerging Social Work Fields: Tribal Social Work, Dalit Social Work, Green Social Work, Feminist Social Work, Differently Abled Social Work, Queer Social Work.

**Module V: Social Work Education and Practice: History and Present**

- Historic evolution of Social Work education.
- Evidence-based practice in Social Work.
- Fieldwork and documentation in Social Work practice.
- Skills and Knowledge for Social Work Practice.
- Indigenization of Social Work Education and Practice.
- Professionalization challenges in the practice of Social Work.
- Social Work Associations- National and International.

**Mapping PSOs with COs**

	<b>Course Outcome</b>	<b>PSOs</b>	<b>Level</b>
<b>CO 1</b>	Explain the historic context of Social Work in global and Indian scenarios	<b>PSO 1</b>	Contemporary Classroom Discussion
<b>CO 2</b>	Illustrate the methods and Principles of Social Work	<b>PSO 1</b> <b>PSO 2</b> <b>PSO 4</b> <b>PSO 7</b>	Discussion Case-based Learning
<b>CO 3</b>	Scrutinize the social issue in the framework of diverse theoretical frameworks of social work	<b>PSO 2</b>	Discussion
<b>CO 4</b>	Extend a connection between theory and praxis of Social Work	<b>PSO 2</b> <b>PSO 3</b> <b>PSO 7</b>	Discussion
<b>CO 5</b>	Analyse and apply professional competencies to social work contexts	<b>PSO 1</b> <b>PSO 2</b> <b>PSO 6</b> <b>PSO 7</b>	Discussion Context/Case-based Learning

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6. Wadia A.R. (1961). *History and philosophy of social work in India*. Allied Pacific Private Limited.
7. Zastrow H Charles. (1999). *The Practice of Social Work*. Brooks/Cole publishing company
8. Dubois, Brenda and Karla Krogsrud Miley. (2002). *Social Work: An Empowering Profession*. Allyn and Bacon.

## SW 1131 - PROFESSIONALISM AND SOCIAL WORK PRACTICE

<b>Course Outcomes</b>		
<b>CO 1</b>	Understand what makes Social Work a Profession and the relevance of the Code of Ethics, Values and Core Competencies	<b>Understand</b>
<b>CO 2</b>	Integrate and apply the Code of Ethics, Values and Core Competencies	<b>Apply</b>
<b>CO 3</b>	Understand the constituents of field work practicum and its importance to professional development and various fieldwork settings	<b>Understand</b>
<b>CO 4</b>	Demonstrated competency in documentation (skills) and use of the same for professional development	<b>Demonstrate</b>
<b>CO 5</b>	Critically evaluating reports, self-reflection and incorporating supervision – agency and faculty - for professional development	<b>Analyse</b>

### **Module 1 - Social Work as a Profession**

- Professional Traits
  - Professional Code of Ethics – responsibilities
    - as Professionals
    - towards the Client
    - towards the Colleagues
    - in Practice Settings
    - towards Social Work Profession
    - towards the broader Society
- Core Values and Principles of Social Work – service, social justice, dignity and worth of the individual, importance of human relationships, integrity and competence

### **Module 2 - Core Competencies & Professional Organisations**

- NASW Core Competencies
  - Demonstrate Ethical and Professional Behaviour
  - Engage in Diversity and Difference in Practice
  - Advance Human Rights and Social, Economic, and Environmental Justice
  - Engage in Practice-Informed Research and Research-Informed Practice
  - Engage in Policy Practice
  - Engage With Individuals, Families, Groups, Organizations, and Communities
  - Assess Individuals, Families, Groups, Organizations, and Communities
  - Intervene with Individuals, Families, Groups, Organizations, and Communities,
  - Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities
- Professional Organisations - purpose of existence of Professional Organisations/Bodies
- Professional bodies
  - International
    - NASW
    - IFSW
    - IASSW
    - CSWE
  - National
    - ISPSW
    - NAPSWI
  - Regional
    - KAPS
    - PSWA
    - KAPSW



- ASSK

### **Module-3 Fieldwork Practicum & Fieldwork Settings**

- Basic concept of Fieldwork – integration of theory in practice (*praxis*)
- fieldwork as an opportunity for reflective learning:
  - self-reflection and professional development
  - learn from peers and professionals
  - exposure to ground (social) realities and client-systems
  - agency functioning
  - organizing and managing events
  - evaluate policy and practices
- ethical aspects of fieldwork – confidentiality, worth and dignity, beneficence
- scope of fieldwork practice – professional development, team work, multi-disciplinarity, research, etc.
- fieldwork practicum layout– from Orientation/Observational visits (Sem-1) to Concurrent (Sem-3, 4 & 5) and Block (Sem-6), Rural Live-in Camp (Sem-2)
- Setting for Social Work Practicum:
  - Health settings: Hospitals, community health centres, primary health centres, clinics care and support, psychiatric rehabilitation centers, de-addiction centers, counseling centres, etc. – employee engagement, tardiness, alcoholism
  - Correctional settings
  - Civic administration – LSGs, Revenue
  - Disaster Management – preparedness, mitigation, rehabilitation, etc.
  - Educational settings
  - Child Care/Protection settings – ICDS, ICPS
  - Home for destitute, disaster-afflicted, refugees and migrants
  - Homes for women, children, beggars and elderly
  - Community Services and Social Service Societies – project management, project coordinator. SHGs
  - Palliative Care & Hospice - end stage diseases or chronic illnesses
  - Industry and Corporate sector (Corporate social responsibility)

#### **Module-4 Fieldwork Supervision**

- Purpose of supervision – nature of supervision and purpose – faculty (integration of theory and practice), agency (practice and skill development from client feedback) and external examiners (review of work during fieldwork viva)
- Types of supervisory meetings: Individual Conference/Group Conference

#### **Module-5 Fieldwork Evaluation**

(Below given are Indicative components for understanding and basis for evaluation in reports and during *viva voce*)

- **Knowledge** about:
  - power structures
  - diversity and multicultural competence
  - theories- psychological and sociological
  - group dynamics
  - methods and principles
  - innovative programmes implemented by the government in the area.
  - various programmes the NGOs are implementing in the area.
  - government policies affecting the NGO sector.
  - various means to ensure social justice
  - legislations operational in contexts – individual rights, civic, crime
  - roles of social worker
- **Skills**
  - Observation Skills
  - Relationship Skills- belief-bonding
  - Negotiation to reach common understanding
  - organizing skills – groups and events
  - communication in purposeful manner to a large audience
  - resource mobilization skills
    - identify leaders and potential leaders of the community
    - locate resource – (first) internal and (then) external
  - motivating skills to influence people to participate in the programmes
  - research skills – problem formulating, sampling techniques, tool development, data collection, analysis and interpretation
  - documentation and report writing
  - leadership skills: develop one's own leadership style suited to the need, culture and context
- **Attitude**
  - Flexibility in dealing with people and contexts with a willingness to learn
  - Openness to new experiences and benefit from it (life-long learning)
  - 3) Non-judgmental attitude towards non-conforming individuals/groups
  - 4) Willingness to cooperate to achieve common goals
- **Development of Professional Self**
  - Self-confidence and assertiveness
  - Teamwork: respecting and managing others
  - Self-reflection: accepting limitations and changing
  - Self-awareness: ability to understand one's feeling and its influence on others
  - Managing of emotions
- **Self-care**
  - Self-awareness

- Debriefing
- Practicing meditation
- Cultivating hobbies

### Mapping PSOs with COs

CO	CO statement	PSO	Activities
CO 1	Understand what makes Social Work a Profession and the relevance of the Code of Ethics, Values and Core Competencies	PSO 1	Contemporary Classroom Discussions
CO 2	Integrate and apply the Code of Ethics, Values and Core Competencies	PSO 2 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning) Poster Presentations
CO 3	Understand the constituents of field work practicum and its importance to professional development and various fieldwork settings	PSO 7	Contemporary Classroom Discussions
CO 4	Demonstrated competency in documentation (skills) and use of the same for professional development	PSO 5	Grooming – Knowledge, Attitude, Skills, Self-care
CO 5	Critically evaluating reports, self-reflection and incorporating supervision – agency and faculty - for professional development	PSO 1 PSO 2 PSO 5	Review of Fieldwork Reports Agency Supervisor Evaluation

### Reference

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### Notes (S.J.):

#### Context and Content for Fieldwork Reporting for B.S.W.

- Field Practice Layout: Semester-wise layout and types of fieldwork –Know Your Community/Community Profiling (Sem-1), Orientation Visits, Concurrent Fieldwork, Block Fieldwork Placement, Surveys (Mini-Research)
- Types of report:
  - Daily/General Reporting (during planning phases/visits to communities)
  - Case Work (session-wise: inception to termination)
  - Group Work Report (Meeting-wise and the final Summary- with focus on group dynamics)
  - Block Placement – focus on the agency, history, activities and outcomes, critical evaluation of POSDCORB

- Survey Report – formatted on research reports with some basic analysis or thematic analysis done applying basic descriptive statistics/case studies undertaken (ref. Social Work Research and Statistics)
- Format: Introduction – Objectives – Activities Planned – Activities Undertaken – Observations – Reflection and Learnings – Future Plans (plans for the next meeting/visit) (note. S.J.)

## SW 1141 - ADMINISTRATION OF HUMAN SERVICE ORGANISATIONS

Course Outcomes		
CO1	Explain the concept of administration as a method of social work practice	Understand
CO2	Analyse the utility of the administrative structures, processes and procedures in an organization	Analyse
CO3	Apply knowledge and skills to administer Human service Organization	Apply
CO4	Analyze critically different kinds of social welfare programmes available at the governmental and NGO levels for clients to take advantage of	Analyse
CO5	Formulate different policies and social welfare programmes for a better and just society	Construct

### Module I - Administration.

- Administration –Meaning, Definition, Types and Scope.
- Social Welfare Administration – Meaning, Definition, Scope, Social Welfare Administration; as a Method of Social Work
- Social work Administration and its functions
- Human Service Organization- Meaning and principles

### Module II - Basic Elements in Administration

- **Planning**- Definition, Importance, Steps in Planning, Types and Limitations of Planning
- **Organising**- Definition, Importance, Principles, and Steps.
- **Staffing**-Definition, Importance, Steps
- **Directing**-Definition, Importance and Elements of Direction – Supervision, Motivation, Leadership, Communication
- **Co-ordinating** - Definition, Importance, Principles, Steps and Techniques
- **Reporting**: Definition, Importance, Principles, Types and Steps
- **Budgeting**: Definition, Importance, Sources of Budget, Principles and Types

### Module III- Registration of Organisations

- Registration of Organizations: Advantages of Registering, Acts for Registering
- Organizations- Societies Registration Act, Trust Act, Company's Act, Cooperatives Act
- Drawing up of MoA-Constitution and Bye-laws of HSO. - Board, Functions, Members, Types of Membership, Qualifications, Committee, Types of Committees, Sub-committees, holding meetings of the Statutory Bodies, keeping minutes, filing returns, Sending timely reports

### Module IV- Finance and Office Management

- Resource Mobilization, Budgeting – FCRA and its Implications-Tax Obligations.
- Office Management: Principles and Practices, Maintenance of Files, Records, Human resource management
- Basics of Materials Management like Purchase Procedure, Inventory Control

### Module V- Welfare Programmes Marginalized Communities

- Welfare Programmes for Women, Children, Youth, Aged, Destitute and Differently Abled (institutional and non-institutional),
- Social Welfare Programmes for SCs & STs..
- Social Welfare Administration in India – Structure, Functions and Programmes.
- CSWB, Social Welfare Advisory Board

### Mapping of COs onto PSOs

COs	CO Statement	PSOs	Activities
CO1	Explain the concept of administration as a method of social work practice	PSO 1	Classroom discussions and assignments
CO2	Analyse the utility of the administrative structures, processes and procedures in an organization	PSO 2	Exposure visits to various Governmental and Nongovernmental organizations
CO3	Apply knowledge and skills to administer Human service Organization	PSO 7	Classroom discussions, Assignments and field placements
CO4	Analyze critically different kinds of social welfare programmes available at the governmental and NGO levels for clients to take advantage of	PSO 2 PSO 3 PSO 4	Group discussions, debates and Take expert advice
CO5	Formulate different policies and social welfare programmes for a better and just society	PSO 2 PSO 3 PSO 4	Conduct workshops and group discussions

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## SW 1142 - SELF-DISCOVERY AND SKILL DEVELOPMENT FOR SOCIAL WORK PRACTICE

Course Outcomes		
CO 1	Understand self-awareness and life skills as tools for engagement essential for professional grooming	<b>Understand</b>
CO 2	Develop self-awareness and life skills for engaging in the effective direct practice of social work	<b>Apply</b>
CO 3	Acquire and demonstrate self-awareness and life skills in the course of social work engagement – in field and interpersonal transactions	<b>Demonstrate</b>

### Module 1: Self-management Skills

- Definition and relevance of Life Skills and Self-awareness - application of Life Skills in Social Work practice - developing a Life Skills Education programme - guidelines
- *Intra- Personal (skills related to self):* Self-awareness: SWOT analysis
- *Managing Emotions* – understanding emotions, managing emotions - Coping with Stress: stressors, techniques to cope with stress

### Module 2: Inter-personal Skills

- *Interpersonal skills* (skills related to others): Empathy- Meaning, related aspects (relationship, knowing self and others, social sensitivity)
- *Effective communication:* characteristics, techniques to make communication effective-effective communication skills; attending, observation (body language), listening
- *Interpersonal Relationship:* Assertive Skills, Handling negative peer pressure, building positive relationships

### Module- 3: Critical Thinking and Problem-solving Skills

- Critical Thinking: Rational and Unbiased view
- Creative thinking: Being flexible & exploring options
- Decision Making & Problem Solving: model for decision-making
- Negotiation skills: handling stigma & discrimination.

### Module- 4: Client-system Engagement

- Documentation: maintaining client information, documenting cases, obtaining agreements (informed consent) with clients
- Therapeutic interview/ client interview: meaning, physical arrangements, probing, synthesizing, things to be avoided in therapeutic interview
- Engaging with groups: Ice breaking games - programmes (group activities): objectives - administering programmes (group activities) for children, youth and the aged – importance of programs in Group Work

### Module- 5: Macro-management

- Macro-Practice Skills: Public speaking, guidelines, body language; Making effective presentations: tips to develop contents, designing the presentations (Power point, charts, and posters), tips to make oral presentation effective- poise, voice modulation
- Documenting: Information Education and Communication (IEC) material development, Training module development, Video production, brochure designing Reporting: types, formats, Elements of effective reports.

### Mapping PSOs with COs

CO	CO statement	PSO	Activities
CO 1	Understand self-awareness and life skills as tools for engagement essential for professional grooming	PSO 1	Contemporary Classroom Discussion
CO 2	Develop self-awareness and life skills for engaging in the effective direct practice of social work	PSO 2 PSO 3 PSO 7	Contemporary Classroom Discussions Self-reflection Fieldwork Reports Supervisor Feedback
CO 3	Acquire and demonstrate self-awareness and life skills in the course of social work engagement – in field and interpersonal transactions	PSO 2 PSO 3	Visible professional development in fieldwork practice – communication, organising programs, interpersonal relationship

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**Semester-2**

## SW 1221 - SOCIOLOGY AND ECONOMICS FOR SOCIAL WORK

Course Outcomes		
CO 1	Define the basic concepts and theories of Sociology and Economics in supporting the practice of Social Work	Understand
CO 2	Understand and analyse how economic systems and social interactions influence the individual and the client systems - groups and communities	Analyse
CO 3	Integrate and apply specific knowledge gained from both the disciplines to inform social work practice	Apply
CO 4	Critically evaluate the contemporary social and economic issues to inform and design appropriate and comprehensive solutions for issues at the micro-, meso- and macro-levels	Evaluate

### Module I- Introduction to elementary Sociological concepts.

- Sociology: Meaning & Definition
- Basic concepts
  - Society: Meaning, Definition and Feature
  - Community: Definition, Characteristics and Types of Community
  - Association: Definition and Characteristics
  - Institution: Definition and Characteristics
  - Culture: Definition, Characteristics -Cultural Traits, Types and Cultural Lag

### Module II – Social Institutions and Socialization.

- Social Institutions:-
  - Family: Definition, Characteristics, Functions and Types -Nuclear, Joint and Extended
  - Marriage: Definition, Functions and Types -Monogamy, Polygamy, Polyandry and Polygyny, Exogamy, Endogamy and Same Sex Marriage.
  - Religion and Caste: Definition and Meaning – Social Stratification
  - Education: Meaning, Definition and Types: Formal-, Informal-, Non-formal Education
- Socialization
  - Meaning & Definition
  - Process of Socialization: Imitation, Suggestion, Identification and Language.
  - Agencies of Socialization: Family, School, Peer Group, Religion and State.

### Module III - Introduction to Economics.

- Definition & Subject Matter of Economics – Micro and Macro Economics.
- The central economic problem – scarcity and choice
- Factors of Production – Land, Labour, Capital and Organisation
- Economic Systems: Meaning, definition, merits and demerits – Types: Capitalism, Socialism, mixed economy
- Demand: demand function, law of demand, elasticity of demand

- Supply: Law of supply, elasticity of supply.

#### **Module IV – National Income.**

- National Income: meaning and concepts
- Use of national income accounting.
- Important National income aggregates – GDP, GNP, NDP, NNP
- Measurement of National Income, Per-capita Income.

#### **Module V – Contemporary socio-economic scenario and integration with the profession.**

- Salient features of Indian society – diversity: language, religion, caste
- Basic features of Indian Economy – transition from agrarian to industrialised economic system
- Kerala Economy - Kerala Model of Development.
- Application of Sociology and Economics for social work –e.g. economic and financial literacy; impact of socialization, religion and caste, etc.

<b>CO</b>	<b>CO statement</b>	<b>PSO</b>	<b>Activities</b>
<b>CO 1</b>	Define the basic concepts and theories of Sociology and Economics in supporting the practice of Social Work	<b>PSO 1</b>	Assignments and Newspaper evaluations.
<b>CO 2</b>	Understand and analyse how economic systems and social interactions influence the individual and the client systems - groups and communities	<b>PSO 2</b> <b>PSO 7</b>	Contemporary Classroom Discussions
<b>CO 3</b>	Integrate and apply specific knowledge gained from the disciplines – sociology and economics - to inform social work practice	<b>PSO 2</b> <b>PSO 7</b>	Contemporary Classroom Discussions CBL (Case-based Learning)
<b>CO 4</b>	Critically evaluate the contemporary social and economic issues to inform and design appropriate and comprehensive solutions for issues at the micro-, meso- and macro-levels	<b>PSO 2</b> <b>PSO 3</b> <b>PSO 4</b> <b>PSO 7</b>	Assignments Documentary presentations Newspaper evaluations

#### **References:**

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## SW 1231 - PSYCHOLOGY FOR SOCIAL WORK

Course Outcomes		
<b>CO 1</b>	Understanding the various concepts in psychology will help in creating an outlook about individual differences in practicing social work.	<b>Understand</b>
<b>CO 2</b>	Explain the basic theories and concepts of General Psychology, Social Psychology and Human Growth and Development in supporting the practice of Social Work	<b>Analyse</b>
<b>CO 3</b>	Integrate and apply specific knowledge gained from psychology to inform social work practice with individuals, groups and communities	<b>Apply</b>
<b>CO 4</b>	Critically evaluate the importance of considering the growth and development pattern in different ages and stages and its relation in working with different clientele/client systems.	<b>Evaluate</b>

### Module I- Introducing Basic concepts of Psychology.

- Psychology: Definition, Meaning, Nature and Scope
- Basic Concepts
  - Sensation & Perception: Meaning and Definition
  - Learning: Meaning and Definition – Classical Conditioning, Operant Conditioning.
  - Memory: Meaning, Definition and Types
  - Motivation: Meaning and Definition-Maslow's Hierarchy of Needs
  - Intelligence: Meaning and Definition –Concept of IQ

### Module II – Personality and Theories of Personality.

- Concept of Personality: Meaning and Factors Affecting Personality- Types and Traits of personality.
- Theories of Personality:
  - Biological: Psychodynamic- Freud- Criticisms
  - Humanistic: Carl Roger
  - Cognitive: Theory of planned behaviour

### Module III – Social Psychology

- Social Psychology: Definition & Meaning.
- Basic Concepts, Definition and Meaning of:
  - Social Attitude
  - Social Perception
  - Morale
  - Prejudice
  - Social Cognition

- Group Behaviour: definition and meaning of
  - Public Opinion
  - Rumours
  - Propaganda

**Module IV – Human Growth and Development (Developmental Psychology).**

- Developmental Psychology: differentiating Human Growth and Development - characteristics of Development - role of Heredity & Environment in development
- Theories of Human Development:
  - Erikson’s Psychosocial Developmental Theory
  - Kohlberg's Theory of Moral Development
  - Jean Piaget's Theory and Stages of Cognitive Development

**Module V – Human Developmental Stages.**

- Stages, its characteristics, Developmental Tasks and hazards pertaining to each stage of Human Growth and Development:
  - Pregnancy and Prenatal Period
  - Infancy & Babyhood
  - Early and Late Childhood
  - Puberty and Adolescence
  - Early Adulthood, Middle Age and Old age

**Mapping COs into PSOs**

COs	CO statement	PSOs	Activities
CO 1	Understanding the various concepts in psychology will help in creating an outlook about individual differences in practicing social work.	PSO 1	Contemporary Classroom Discussions Assignments/Practicums using direct observations and check lists.
CO 2	Explain the basic theories and concepts of General Psychology, Social Psychology and Human Growth and Development in supporting the practice of Social Work	PSO 2	Contemporary Classroom Discussions
CO 3	Integrate and apply specific knowledge gained from psychology to inform social work practice with individuals, groups and communities	PSO 3 PSO 7	Contemporary Classroom Discussions & CBL (Case-based Learning)
CO 4	Critically evaluate the importance of considering the growth and development pattern in different ages and stages and its relation in working with different clientele/client systems.	PSO 3 PSO 7	CBL (Case-based Learning)

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## SW 1241 - WORKING WITH COMMUNITIES AND SOCIAL ACTION

Course Outcome		
CO 1	Understand the concept and historical development of community organization as a method in Social Work	Understand
CO 2	Analyse the models of community organization	Apply
CO 3	Enhancing skills for analyzing the needs of a community	Analyze
CO 4	Create a connection between theory and praxis of Social Action	Create
CO 5	Evaluate the skill set for organizing social movements	Skill

### Module I: Community and Community Organisation

- Community: Meaning, Definition, Types
- Community organization – History, Concept, Principles, Assumptions, and Objectives
- Phases of Community Organisation: Study, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification, and Continuation.
- The conceptual difference between Community Organisation and Community Development

### Module II: Models of Community Organisation

- Concept of a Model in Community Organisation
- Community Organisation Methods: Three Models of Jack Rothman- Locality Development Model, Social Planning Model & Social Action Model
- Models of Siddiqui: Neighbourhood Development Model, System Change Model, and Structural Change Model
- Roles of Social Workers in Community Organisation and Social Action

### Module III: Participatory Model of Need Assessment

- Participation: Meaning, Importance, Types – PRA vs. PLA
- PRA: Definition, Features, Principles, DOs & DON'Ts of PRA, Techniques of PRA
- Skills for Community Organisation: Rapport Building, Identification of Needs, Resource Mobilization, Programme Planning, Program Management.

### Module IV: Social Action

- Social Action: Concepts, Objectives and Principles, Methods, Strategies - Radical Social Work
- Theoretical Contributions: Ambedkar, Gandhi, Saul Alinsky, Paulo Freire Strategies of Social Action: Types
- Skills for Organising Social Action: Leadership, Capacity Building, Collaboration



& Advocacy

### Module V: Social Movement

- Social Movements: Types and Relevance
- Critically analysis of contemporary Social Movements - #MeToo, Black Lives Matters, Land Rights (especially *adivasi*), LGBTQI Rights, Nirbhaya, Plachimada Struggle - strategies for Social Movements

### Mapping of COs onto PSOs

COs	CO Statement	PSOs	Activities
CO1	Understand the concept and historical development of community organization as a method in Social Work	PSO 1	Classroom discussions Assignments
CO2	Analyse the models of community organization	PSO 2	Case-based Analysis
CO3	Enhancing skills for analyzing the needs of a community	PSO 2 PSO 3	Discussions Assignments Field placements
CO4	Create a connection between theory and praxis of Social Action	PSO 1 PSO 2 PSO 7	Group discussions Case-study on contemporary issues of development – Silverline, Express Highway, etc.
CO5	Evaluate the skill set for organizing social movements	PSO 2 PSO 3 PSO 4	Discussion Develop an intervention based on the steps of community organization and model (given a context)

### REFERENCE:

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## SW 1242 - ENVIRONMENTAL STUDIES

Course Outcomes		
CO 1	Understand the basic concepts of Ecology, Environment and Biodiversity	Understand
CO 2	Analyse the various issues affecting man and the living environment – pollution, desertification, water depletion, etc.	Understand
CO 3	Integrate and apply ethics and international conventions into the practice of Social Work with the Environmental	Apply
CO 4	Evaluate the context of environmental problems and propose feasible solutions based on the various	Evaluate Apply

### Module I- Environment

- Environmental studies: - Meaning, Definition, Scope & Importance
- Natural resources: - Renewable & Non-renewable resources / Forest, Water, Mineral, Food, Energy & Land Resources: - Use, Exploitation, Changes, Benefits and Conflicts
- Role of an individual in the conservation of natural resources / equitable use of
- Resources for sustainable lifestyles.
- Sustainable Development Goals (SDGs)

### Module II- Ecosystem

- Ecosystem: Concept, Structure, Functions, Producers, Consumers & Decomposers
- Energy flow /Ecological succession / Food chains, Food webs & Ecological Pyramids
- Ecosystems :
  - Forest
  - Greenland
  - Desert
  - Aquatic ecosystem
  - Wasteland

### Module III- Bio-Diversity

- Biodiversity and its Conservation: - introduction, definition, threats, in-situ and ex-sit conservation of biodiversity
- Eco System Diversity
- Value of biodiversity / Social, Ethical, Aesthetic
- Option values at global, national, and local levels.

### Module IV- Social Issues and Environment

- Social issues and Environment: - From Unsustainable to Sustainable development
- Urban problems related to energy
- Environmental pollution
  - Definition, Causes & Effects - Air, Water, Soil, Marine, Noise pollution, Thermal, and Nuclear hazards
  - Prevention and control

- Management
  - Solid waste management: - Meaning & Importance
  - Water conservation / Rain Water harvesting / Watershed management
- Resettlement and rehabilitation of People in Development induced Displacement: - Problems, Concerns, Case studies.

### Module V - Environmental Ethics and Management

- Environmental ethics: - Issues, challenges & possible solutions
- Issues
  - Climate change/Global warming
  - Acid rain / Ozone layer depletion
  - Nuclear Accidents and Holocaust: - Meaning & Case studies
  - Consumerism & waste products
- Solutions
  - Control on GHGs
  - Wasteland reclamation
  - Conventions
    - Ramsar Convention on Wetlands
    - Stockholm Convention on Persistent Organic Pollutants (POPs)
    - CITES on Endangered Species
    - Convention on Biological Diversity (CBD)
  - Protocols
    - Kyoto
    - Montreal
    - COP 24
    - COP 25
  - Legislation
    - Environment Protection Act (Prevention & control of pollution)
    - Forest Conservation Act - Salient features

COs	Course Outcome	PSOs	Level
CO 1	Understand the basic concepts of Ecology, Environment and Biodiversity	PSO 1	Contemporary Classroom Discussion
CO 2	Analyse the various issues affecting man and the living environment – pollution, desertification, water depletion, displacement, etc.	PSO 1 PSO 2 PSO 4 PSO 7	Site-visits YouTube Videos News Paper Case-based Learning – e.g. Vizhinjam Project, Nano Project
CO 3	Integrate and apply ethics and international conventions into the practice of Social Work with the Environmental	PSO 2	Discussion YouTube Videos
CO 4	Evaluate the context of environmental problems and propose feasible solutions from social work perspective	PSO 2 PSO 3 PSO 7	Site Visits Discussion Case-based Learning

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**Semester-3**

## SW 1331 - HUMAN RIGHTS AND LEGISLATION FOR SOCIAL WORK

Course Outcomes		
CO 1	Remember terminologies and concepts related to legislative practice in India	Remember
CO 2	Understand the constitution, fundamental rights, the various classification of laws	Understand
CO 3	critically analyze various Legislations, the Indian constitution, and human rights and its implications to women, children, and other vulnerable groups	Analyse
CO 4	Formulate a model Bill on an area of the learner's interest	Create

### Module I- Social Legislation

- Social legislation: meaning, scope, definition
- Related concepts: Social justice, Human rights, Social protection, Social change, Social defense
- Indian Constitution: Salient features of Indian constitution – preamble, fundamental rights, Fundamental Duties, directive principles of state policy, right to constitutional, citizenship (article 5-11)

### Module II- Classifications of Law

- Civil (CPC) and Criminal Laws (CrPC)
- Personal laws: Special Marriage Act, Indian Divorce Act, Indian Succession Act, Family Court Act, and Family Courts

### Module III - Judicial Systems

- ORGANS of administration: Legislative, executive Judiciary
- Upper house and lower houses of the Indian parliament- Lok Sabha and Rajya Sabha

### Module IV- Legal Literacy

- Awareness about legal proceedings
- Arrest Warrant, FIR, Summons, bail, anticipatory bail, charge sheet, legal rights of arrested persons, police custody, judicial Custody
- Constitutional Reliefs (Writs): Habeas Corpus, Certorari, Prohibition Mandamus and Quo Warranto
- PIL(public interest litigation)
- IPR (intellectual property right)
- RTI(Right to Information Act)

- Vigilance and anti-corruption law
  - *Ombudsman*
  - Lok Ayuktha
  - Lok Adalath

### Module V- Legal Services

- Legal Services Authorities NALSA, KELSA, DLSA –Structure, and functions
- Various commissions: NHRC, NWC, NCPCR, National election commission
- Laws relating to women: Protection of Women from Domestic Violence Act, 2005; The Sexual Harassment of Women At Workplace 2013, Dowry Prohibition (Amendment) Act 2018, Medical Termination of Pregnancy MTP Act , 1971
- Laws relating to children: POCSO Act, Juvenile Justice Act 2021, Child Labour Prohibition and Regulation Act 1986 , Right to Education Act, 2009.
- Laws relating to the environment: Forest Right Act, 1986; Environment Protection Act, 1986.

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Remember terminologies and concepts related to legislative practice in India	PSO 1	Contemporary Class
CO2	Understand the constitution, fundamental rights, the various classification of laws	PSO 1	Discussions Case-based Learning Presentations
CO 3	Critically analyze various Legislations, the Indian constitution, and human rights and its implications to women, children, and other vulnerable groups	PSO 2 PSO 3 PSO 7	Discussions Case-based Learning
CO 4	Formulate a model Bill on an area of the learner's interest	PSO 2 PSO 4 PSO 7	Preparing a model bill

### REFERENCE:

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2. Gangrade. K.D (1978). *Social Legislations in India*. Concept Publishing Company
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## **SW 1341 - WORKING WITH INDIVIDUALS THROUGH SOCIAL CASE WORK AND COUNSELLING**

<b>Course Outcomes</b>		
<b>CO 1</b>	Understand the basics of Social Case Work practice and Counselling	<b>Understand</b>
<b>CO 2</b>	Apply the skills, techniques and ethics in the practice besides implement the process in Social Casework and in Counselling	<b>Apply</b>
<b>CO 3</b>	Prepare reports incorporating appropriately the modes - Verbatim, Narrative, Condensed, Analytical & Summary – of reporting	<b>Create</b>
<b>CO 4</b>	Use reports as a medium for self-analysis and improving practice skills in Social Case Work and Counselling	<b>Evaluate</b>

### **Module I- Social Case Work**

- Social Case Work: meaning, definition, objectives, scope and components (Person, Problem, Professional, Place And Process)
- Basic principles
- Historical development of case work - contributions by Mary Richmond

### **Module II – Social Case Work Process**

- Definition and meaning: Rapport, Client, Therapeutic Interview, Shadowing, Transference & Counter-transference
- Process: Intake, Study, Diagnosis, Treatment, Evaluation, Termination and Follow-up
- Tools: Listening, Observation, Interview, Collateral interviewing and Home-visits, Professional relationship

### **Module III – Counselling**

- Meaning, definition & Scope
- Distinction between Social Case Work, Guidance, Counselling and Psychotherapy
- Counselling process
- Counselling principles: Genuineness, Acceptance, Confidentiality, Empathy & Individualization

### **Module IV – Counselling skills and techniques**

- Skills: Listening & Responding, Handling emotions & Problem solving, Empathizing, Accepting, Clarifying, Analysing, Interpreting, Verbalizing, Challenging, Motivating (Reinforcing), Decision making, Questioning and Communicating
- Techniques: Rapport-building, Interacting, Attending behaviour & Observing non-verbal behaviour, Partialisation, Paraphrasing, Summarising.

### **Module V - Recording in Social Case Work & Counselling**

- Meaning, Importance & Uses of recording
- Types: Verbatim, Narrative, Condensed, Analytical & Summary records
- Ethical considerations in Social Case Work & Counselling

## Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Understand the basics of Social Case Work practice and Counselling	PSO 1	Classroom discussions
CO 2	Apply the skills, techniques and ethics in the practice besides implement the process in Social Casework and in Counselling	PSO 2 PSO 3 PSO 7	Role plays and Discussions Case-based Learning
CO 3	Prepare reports incorporating appropriately the modes - Verbatim, Narrative, Condensed, Analytical & Summary – of reporting	PSO 5 PSO 7	Report writing
CO 4	Use reports as a medium for self-analysis and improving practice skills in Social Case Work and Counselling	PSO 2 PSO 3	Supervision for self-reflection and learnings in Fieldwork Reports

### REFERENCE:

1. Mathew, Grace. (1992). *An Introduction to Social Case Work*. Tata Institute of Social Sciences.
2. Misra, P.D. (1994). *Social work - Philosophy and Methods*. Inter India Publications.
3. Richmond, M. (1917). *Social Diagnosis*. Forgotten books.
4. Gordon Hamilton (1964). *Theory and Practice of Social Casework*. Columbia University Press.
5. Friedlander W.A. (1964). *Concepts and Methods of Social Case Work*. Prentice Hall.
6. Hamilton Gordon (1965). *Principles of Social Case Recording*, Columbia University Press.

## SW 1342 - WORKING WITH GROUPS

Course Outcomes		
CO 1	Understand of social group work as a method of social work	<b>Understand</b>
CO 2	Familiarize with group formation, group work process and evaluation and use them appropriately in transacting social group work	<b>Analyse</b>
CO 3	Acquire the necessary skills and competence, and apply the same in the practice of group work in various setting	<b>Apply</b>
CO 4	Acquire the skill of recording in social group work and undertake documentation to capture the essence of the process	<b>Create</b>

### Module 1 - Introduction to groups

- Group – Definition, characteristics, Purposes
- Types of Groups:
  - Primary and Secondary Groups
  - Formal and Informal Groups
  - Organized and Unorganized Groups
  - Temporary and Permanent Groups
  - Open and Closed Groups
  - Accidental and Purposive Groups

### Module 2 – Group Dynamics

- Group Dynamics: Definition, meaning and Characteristics
- Communication and Interaction Patterns: Maypole, Round Robin, Hot seat and Free floating
- Formation of Sub-group: Cliques, Dyads, Triads
- Stages of Group Development: forming, storming, norming, performing, adjourning
- Conceptual dimensions of Group Cohesion
- Group control: Norms, conflict and control

### Module 3 - Introduction to Social Group Work

- Social Group Work: Definition, Objectives, Values, Principles of Group Work (Trecker's)
- Historical development of Group Work – YMCA and Settlement House Movement
- Types of Groups in Social Work – treatment, task-oriented, developmental, educational, training, anonymous and therapeutic

### Module 4 - Social Group Work Process

- Phases of Group Work: Planning (size, duration), Beginning Phase, Middle Phase, Termination Phase
- Process of Group Work: Intake, Assessment, Goal setting, Planning Intervention, Evaluation, Termination and Follow-up
- Group Work Skills – Recruiting members, arranging meetings, Facilitation (Negotiation, Mediation, Confrontation) and Closure Skills

### Module 5 – Social Group Work Recording

- Recording in Social Group Work: Meaning and Purpose

- Types of Recording – Narrative, Verbatim, Summary and Condensed
- Digital Recording and Transcribing

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Understand Social Group Work as a method of social work	PSO 1	Contemporary Class
CO2	Familiarize with group formation, group work process and evaluation and use them appropriately in transacting social group work	PSO 1 PSO 2	Discussions Case-based Learning Simulation Exercises
CO 3	Acquire the necessary skills and competence, and apply the same in the practice of group work in various setting	PSO 2 PSO 3 PSO 7	Discussions Case-based Learning Simulation Exercises
CO 4	Acquire the skill of recording in social group work and undertake documentation to capture the essence of the process	PSO 2 PSO 5 PSO 7	Preparing a Report incorporating– Verbatim, Narration, Condensed reporting wherever appropriate

### REFERENCE:

1. Toseland, R.W. and Rivas, R.F. (2009). *Introduction to Group work practice*. Pearson/Allyan and Bacon.
2. Karin Crawford, Marie Price and Bob Price. (2015). *Group Work Practice for Social Workers*. Sage
3. Gershenfeld Napier (2005). *Group Theory and Experience*. AITBS Publications.
4. Konopka, Gisela (1963). *Social Group Work: A Helping Process*. Prentice Hall, Inc.
5. Trecker, Harleigh B. (1990) *Social Group Work Practice*. Women’s Press.
6. Hepworth & Larsen (2010). *Direct Social Work Practice: Theory and Skills* (Eighth Edition). Brooks/Cole -Thompson
7. Capuzzi, David; Gross, Douglas R; Stauffer, Mark D (2010). *Introduction to Group Work*. Rawat Publications.
8. Siddiqui, H Y (2008). *Group Work: Theories and Practices*. Rawat Publications.

## SW 1343 - SOCIAL WORK RESEARCH AND DOCUMENTATION

Course Outcomes		
CO 1	Develop a basic understanding about research (as a scientific approach), research methodology as well as the paradigms - qualitative and quantitative - in research	Understand
CO 2	Understand the importance and practical implications of Social Work Research as a <b>secondary method</b> of Social Work	Understand
CO 3	Apply <b>social work research process</b> : problem formulation; designing the study and its sampling strategy; designing tools and data collection; analysis, interpretation and presentation of findings	Apply
CO 4	Develop skills in the selection and use of appropriate tools for data collection, processing of data, and appreciation of techniques of analysis - statistical and thematic	Apply
CO 5	Undertake research by formulating a problem, gathering data, analysis data and reporting findings in social work practice	Analyse

### Module I: Introduction to Social Work Research

- Research : meaning and definition - need and relevance of research
- Scientific Method – characteristics an concepts – an overview of research process
- Approaches
  - inductive and deductive
  - quantitative and qualitative
- Ethical considerations in research
- Differentiating Social research and Social Work Research - need and scope of social work research

### Module II: Research Design

- Problem formulation in research - problem identification, pilot study, review of literature, defining the problem, objectives,
- Concepts/constructs - variables - operational definition of variables; types of variables- dependent and independent - formulation of hypothesis
- Research Design:
  - Meaning and definition of a research design
  - Types of research design:
    - Quantitative: Exploratory, Descriptive, Experimental, Survey
    - Qualitative: Phenomenology, Case Study, Narrative, Ethnography, Grounded Theory

### **Module III: Sampling and Data Collection**

- Sampling: Universe & Unit - advantages and disadvantages of sampling - sampling frame (for Quantitative) & sampling strategy (for Qualitative)
- Types of Sampling: Probability and non-probability sampling – types, techniques of selecting sample
- Sources of data: Primary and Secondary
- Methods of Data Collection:
  - Survey
  - Observation
  - Interview
  - Focused Group Discussion.
- Tools and preliminaries for Data Collection:
  - Pre-testing of tools
  - Tools
    - Questionnaire
    - Interview schedule
    - Interview guide
- Data processing
  - Quantitative: editing, coding, classification, tabulation
  - Qualitative: transcribing, editing, coding, development of themes and sub-themes

### **Module IV: Data Analysis in Research (18 hours)**

- Quantitative:
  - Statistics - uses and limitation
  - Measures of central tendency -mean, median, mode (computation)
  - Measures of dispersion -range, mean deviation, standard deviation, quartile deviation (computation along with analysis and interpretation)
  - Types of analysis (computation not necessary)
    - Anova
    - Correlation: Types -Pearson's Coefficient of correlation, Spearman's Rank correlation – purpose
  - Use of SPSS in data analysis
- Qualitative
  - Content/Thematic Analysis
  - Use and purpose of n-Vivo in analysis

### **Module V: Research Report**

- Presentation of statistical data – tabular and graphic
- writing research report
  - components
  - writing research abstract
  - citations, bibliography and references on APA format

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Develop a basic understanding about research (as a scientific approach), research methodology as well as the paradigms - qualitative and quantitative - in research	PSO 1	Contemporary Classroom Discussions
CO 2	Understand the importance and practical implications of Social Work Research as a <b>secondary method</b> of Social Work	PSO 2	Contemporary Classroom Discussions
CO 3	Apply <b>social work research process</b> : problem formulation; designing the study and its sampling strategy; designing tools and data collection; analysis, interpretation and presentation of findings	PSO 3 PSO 4	Contemporary Classroom Discussions & CBL (Case-based Learning) Mini-research/Opinion Surveys/ Case Studies
CO 4	Develop skills in the selection and use of appropriate tools for data collection, processing of data, and appreciation of techniques of analysis - statistical and thematic	PSO 3 PSO 4	Analysis of Opinion Survey/Mini-research/ Case Study
CO 5	Undertake research by formulating a problem, gathering data, analysis data and reporting findings in social work practice	PSO 3 PSO 4	Mini-research/Opinion Surveys/ Case Studies

### REFERENCES:

1. Edwards, T. (2011). *Research Design and Statistics*. New Delhi: Tata McGraw-Hill.
2. Thanulingom, N. (2000). *Research Methodology*. Mumbai: Himalaya Publishing House.
3. Garg, C. R. (2014). *Research Methodology: Methods and Technique (Third Edition)*. New Delhi: New Age International Publishers.
4. Kothari, C. R. (1985). *Research Methodology*. WishwaPrakashan.
5. Griffith, A. (2007). *SPSS for Dummies*. Wiley India
6. Babbie Earl. (2007). *The Practice of Social Research*. Thomson Wardworth.

## SW 1344 - SOCIAL WORK PRACTICE WITH FAMILY

Course Outcomes		
CO 1	Understand the basic concept of family, parenting, family life-cycle	Understand
CO 2	Critically analysing the changing trends in families, parenting and challenges based on theoretical perspectives	Analyse
CO 3	Apply various strategies - Family Counselling and Family Therapy, Family Life Education and Family Social Work	Apply
CO 4	Evaluate various programmes for the welfare and development of family and the settings	Evaluate

### Module1: Introduction to Family

- Family: meaning, definition and importance
- Changing Trends in Families in India: single parent families, divorced parent with children, parents from sexual minorities, both parent working families, care taker families, foster-care, Intimate Partner Violence (Domestic Violence)
- Parenting:
  - Definition, Types
  - Skills for Effective Parenting

### Module 2: Perspectives in Working with Families

- Life Span Approach to Families: characteristics, goals, needs, tasks, problems of each stage in the Family Life Cycle
- Theoretical Perspectives
  - System
  - Structural
  - Feminist
- Family Assessment: Meaning and Definition – application of Genogram and Eco Map

### Module 3: Family Social Work

- Family Social Work: meaning, definition, historical background, assumptions and principles
- Family Counselling and Family Therapy- similarities and differences

### Module 4: Family Life Education

- Family Life Education: Meaning, Definition and Characteristics
- Family Life Education-Preventive, Education and Collaborative Strategy
- Contents of Family Life Education:
  - Internal Dynamics of Families
  - Human Sexuality
  - Family Planning
  - Family resource Management
  - Parental Education

### Module 5: Areas for Social Work Practice among Family

- Scope and Practice of Social Work:
  - Premarital Counselling Centres, Family Counselling Centres and Family Courts



- Programmes and Policies in the Field of Family Welfare Development
- Legislations related to Domestic Violence, Dowry prohibition, Family Court, etc.
- Role of Social Worker in Family Social Work Setting

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Understand the basic concept of family, parenting, family life-cycle	PSO 1	Contemporary Classroom Discussions Assignments
CO 2	Critically analysing the changing trends in families, parenting and challenges based on theoretical perspectives	PSO 2 PSO 3 PSO 7	Brainstorming Contemporary Classroom CBL (Case-based Learning) Discussions
CO 3	Apply various strategies - Family Counselling and Family Therapy, Family Life Education and Family Social Work	PSO 7	Discussions CBL (Case-based Learning)
CO 4	Evaluate various programmes for the welfare and development of family and the settings	PSO 6 PSO 7	Policy discussion Visit: Social Justice Department, Family Court, CSWB

### REFERENCE:

1. Olson, D., DeFrain, J. & Skogrand, L. (2011). *Marriages & families: intimacy, diversity, and strengths*. McGraw-Hill.
2. Masters & Johnson. 1966. *Human Sexual Response*. Taylor and Francis.
3. Aruna Khasgiwala. (1993). *Family Dynamics*. Anmol Publications.
4. Carolyn Spray, B. J. (2011). *Social Work Practice with Children and Families*. SAGE.
5. Constable, Robert & Danniell B Lee. (2004). *Social Work with Families: Content and Process, Chicago*. Lyceum Books Inc
6. Pat, Starkey. (2000). *Families and Social Workers: the work of Family Service Units*. Liverpool University Press
7. Munson C.E. (1985). *Social Work with Families: Theory and Practice*. London Free Press.

**Semester-4**

## SW 1431 - GLOBALISATION AND SUSTAINABLE DEVELOPMENT

Course Outcomes		
CO 1	Understand the concept and perspectives related to Development, Human Development and Sustainable Development	Understand
CO 2	Analyse the macro-level interventions mediated by SDGs for community empowerment.	Analyse
CO 3	Evaluate the reforms undertaken as part of the instruments - LPGs and SAPs – for Development	Evaluate
CO 4	Visualise and formulate strategies for sustainable community development	Create

### Module 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

### Module 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

### Module 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

### Module IV– Sustainable Development

- 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

## Module 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 SDGs

### Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understand the concept and perspectives related to Development, Human Development and Sustainable Development	PSO 1	Contemporary Classroom Discussions Assignments YouTube/Documentary
CO 2	Analyse the macro-level interventions mediated by SDGs for community empowerment.	PSO 1 PSO 2	YouTube/Documentary Presentations CBL (Case-based Learning)
CO 3	Evaluate the reforms undertaken as part of the instruments - LPGs and SAPs – for Development	PSO 1 PSO 2 PSO 4 PSO 7	Contemporary Classroom Discussions YouTube / Documentaries CBL (Case-based Learning)
CO 4	Visualise and formulate strategies for sustainable community development	PSO 2 PSO 4 PSO 6 PSO 7	Examining Panchayat Development Document ( <i>Vikasanarekha</i> ), reformulating the Plan incorporating SDGs

### REFERENCE:

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.

8. Streeten, P. (2000). 'Foreword' in Mahbub ul Haq, *Reflections on Human Development*. Oxford University Press.
9. The United Nations. (2015). *The Millennium Development Goals Report*. UNDP.

## SW 1441 - SOCIAL WORK WITH SENIOR CITIZENS

Course Outcomes		
CO 1	Understand and remember the concepts related to Social Gerontology, Ageing and Geriatric Social Work	Understand
CO 2	Analyse different theories related to Ageing	Analyse
CO 3	Acquire skills necessary for working with Senior Citizens	Apply
CO 4	Evaluate the various policies, schemes and programmes for the senior citizens at national- and international-levels	Evaluate
CO 5	Reformulate affirmative Policy/Program/ for Senior Citizens	Create

### Module I - Social Gerontology

- Social Gerontology: Meaning, Definition, Characteristics
- Basic Concepts:
  - Ageing, Ageism, and Senior Citizens
  - Nature : Physical, Social and Emotional aspects of Ageing
  - Demographic Characteristics of Ageing in India and Kerala

### Module II- Problems of Ageing

- Socio-Economic Problems: Family Living , Retirement and Dependency
- Psychological Problems : Isolation, Alienation, Depression, Social Insecurity, Maladjustment, fear of death, lack of love and affection
- Cultural Problems : Changing Cultural Practices, Values and Morals
- Health Problems: Physical Impairment, age related morbidity patterns
- Elderly Abuse: Meaning, Types, Exploitation, Inequality

### Module III- Geriatric Social Work

- Geriatrics : Meaning and Definition, Need and Significance
- Social Dimensions of Geriatric Care
- Role of Social Worker in the geriatric care for elderly
- Strategies for Productive and healthy Ageing – Integration & Encouragement- ICDS (Senior Citizen)
- Agencies of Geriatric care: Govt, NGOs, Voluntary Organizations
- Components of family assessment:
  - Providing solutions to care - giver burden
  - Biopsychosocial problems faced by the Care givers

### Module IV- Perspectives on Ageing

- Biological Theories of Ageing: Immunization Theory, mutation theory, Age Clock Theory
- Social Theories of Ageing: Disengagement and Activity Theories, and Dependency Theory
- Psychological Theories of Ageing: Theory of Loneliness and Isolation and theory of Alienation

## Module V- Programmes and Policies for Elderly

- **Programmes for Elderly:** Maintenance and Welfare of Parents and Senior Citizens Act 2007
  - Atal Vayo Abhyudaya Yojana (AVYAY): Objectives & Features
  - Rashtriya Vayoshri Yojana (RVY): Objectives & Features
  - Annapoorna scheme: Objectives & Features
  - Antyodaya Anna Yojana (AAY): Objectives & Features
- **Old Age Policies:**
  - Indira Gandhi National Old Age Pension Scheme (IGNOAPS): Objectives & Features
  - NPOP, National Old Age Pension Scheme: Objectives & Features
- **Social and vocational rehabilitation Policy, programme and services available for elderly & Community-based programmes**
  - National Social Assistance Programme (NSAP)
  - National Programme for Health Care of the Elderly (NPHCE): objectives & features

### Mapping of COs into PSOs

COs	CO Statement	PSOs	Activities
CO 1	Understand and remember the concepts related to Social Gerontology, Ageing and Geriatric Social Work	PSO 1	Assignments & Discussion
CO 2	Analyse different theories related to Ageing	PSO 1 PSO 2	Assignments & Discussion
CO 3	Acquire skills necessary for working with Senior Citizens	PSO 3	Attending training workshops Visit to Homes for Elderly Engaging with Senior Citizen's in the community
CO 4	Evaluate the various policies, schemes and programmes for the senior citizens at national- and international-levels	PSO 4	Review of Policies / Schemes/Programs by assignments follow-up discussions/ Presentations
CO 5	Reformulate affirmative Policy/Program/ for Senior Citizens	PSO 2 PSO 4	Visit a palliative care unit Discussion with Experts on Gerontology

### REFERENCES:

1. Paul Chowdhry. (1993). *Ageing and the Aged*, South Asia Books
2. Kumudini Dandekar .(1996) .*The Elderly in India*, Sage publisher Inc.
3. Desai KG .(1982) .*Ageing in India*, Tata Institute of Social Sciences, Bombay
4. Nair T.K.(1991).*Community Care of the Elderly: A Study of Family and community Based Services in Madras*, Andhra university, Visakhapatnam
5. Manikkarasa Devakumar & Ninan Kurian.(1998). *Dementia in Developing World*, Alzheimer's & Related Disorders Society of India, Kunnankulam.

6. Bellak Leopold.(1976) .*Geriatric Psychiatry:A Handbook for psychiatrists and Primary Care Physicians*, Grune & Stratton.
7. Enid Opal Cox, [Ruth J. Parsons](#). (1994).*Empowerment -Oriented Social work Practice with the Elderly*, Brooks/Cole Publishers
8. Nilanjana Sanyal & Manisha Dasgupta. (2021). *Positive Ageing: An Approach Towards Transcendence*, Routledge Taylor & Francis Group.



## SW 1442 - HEALTH CARE AND ADMINISTRATION

Course Outcomes		
<b>CO 1</b>	Understanding of the basic concepts of health	<b>Understand</b>
<b>CO 2</b>	Understanding about the symptomatology of various diseases and disorders	<b>Understand</b>
<b>CO 3</b>	Analyse use of the methods of social work along the promotive, preventive, curative, restorative and palliative dimensions to health settings	<b>Analyse</b>
<b>CO 4</b>	Evaluate the administration of Health Services, National Health Policy, National Health Programs and Health Legislations	<b>Evaluate</b>

### **Module-I - Health, Hygiene and Development**

- Concept of Health and Ill health, Determinants of Health and Indicators of Health Status
- Spectrum of Health holistic Health
- Occupational Health
- Concept of Hygiene - Personal, Environmental, Social and Mental
- Pollution and Sanitation - Industrial Problems of Hygiene and Sanitations
- Health as an aspect of development and current threats to Health – SDG and Health

### **Module II – Community Health and Major Diseases**

- Community Health – Concept and Various Components
- Concept of Public Health and its Components
- Concept of Alternative Medicine - Ethnomedicine
- Communicable Diseases – Causative Agents, Mode of transmission, Symptoms and Prevention of - HIV, T.B., Polio, Diarrhoea, Cholera, Jaundice, Malaria, COVID, SARS and Nippah
- Non-Communicable/Lifestyle Diseases – Cancer, Coronary Artery Diseases, Diabetes and Obesity
- Application of Social Work Methods in Community Health Setting

### **Module III – Mental Health and Major Disorders**

- Mental Health – Emotional, Psychological and Social Well-being
- Concepts of – Normality and Abnormality- Stigma and Discrimination.
- Major disorders;
  - Anxiety Disorders – Phobias, PTSD, OCD, GAD and Panic Disorder
  - Mood Disorders – Depressive Disorder and Bipolar Affective Disorder
  - Personality Disorders – Cluster A, Cluster B and Cluster C
  - Schizophrenia
- Application of Social Work Methods in Mental Health Setting

### **Module IV – Organization of Health Care Services and National Health Programs**

- Organization of Health Services

- Organization of Health Services at the Central, State and Local levels
- Directorate of Health Services and Family Welfare Department
- National Health Programs
  - National Health Mission – NRHM and NUHM – goals, objectives and various programmes under NHM – NLEP, DISHA & NTCP
  - National Tuberculosis Elimination Programme
  - National Aids Control Programme
  - National Vector Borne Disease Control Programme
  - National Mental Health Programme - DMHP

### Module V – Health Policy and Legislations

- Policy
  - National Health Policy
- Occupational Health Regulations:
  - Factories Act, 1948
  - Shops and Commercial Establishments Act, 1960
  - Workmen’s Compensation Act, 1923
  - ESI Act, 1948
- Salient features of:
  - Mental Health Act, 1987
  - MTP Act, 1972
  - PCPNDT Act, 1994
  - The Epidemic Diseases Act, 1897
  - NDPS Act, 1985

### Mapping COs into PSOs

COs	CO Statement	PSOs	Activities
CO 1	Understanding of the basic concepts of health	PSO 1	Contemporary Classroom Discussions Assignments
CO 2	Understanding about the symptomatology of various diseases and disorders	PSO 1	YouTube/Documentary Presentations CBL (Case-based Learning) Visit CHC/PHC OR Community Health DMHP
CO 3	Analyse use of the methods of social work along the promotive, preventive, curative, restorative and palliative dimensions to health settings	PSO 1 PSO 2 PSO 3 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning)

<b>CO 4</b>	Evaluate the administration of Health Services, National Health Policy, National Health Programs and Health Legislations	<b>PSO 4</b> <b>PSO 7</b>	Expert Interactions Assignments Seminars Visit to PHCs/CHCs
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2. J E. Park. (2017). *Park's Textbook of Preventive and Social Medicine (23<sup>rd</sup>Edn)*. New Delhi: Bhanot Publishers.
3. Jerard, S. A. & Gabriel, M. (2011). *Health and Social Work Practices: New Frontiers and Challenges. India: Authors Press.*

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2. Health, Hygiene and Diseases: <http://old.nios.ac.in/secscicour/CHAPTER31.pdf>
3. Health and Well-being (Rockefeller Foundation)  
<https://assets.rockefellerfoundation.org/app/uploads/20131001182523/Health-Wellbeing.pdf>
4. Health Planning India: <http://www.cehat.org/cehat/uploads/files/a168.pdf>
5. Indian Public Health Standards for Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy facilities: An assessment  
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6. Right to Health: Indian legislations and International documents :  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/60032/11/11\\_chapter%205.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/60032/11/11_chapter%205.pdf)

## SW 1443 - RURAL COMMUNITY DEVELOPMENT

Course Outcomes		
CO 1	Understand the concept and historical perspectives of Rural Community Development	Understand
CO 2	Analyse the Gandhian approach to Rural Development	Analyse
CO 3	Analyse the evolution and implications of Panchayati Raj System on Rural Development	Analyse
CO 4	Evaluate the major programmes for Rural Development and reconstruction	Evaluate

### Module I – Introduction to Rural Community

- Rural community: Meaning and Characteristics
- Rural Settlement: Characteristics of Rural Society and Rural Life
- Patterns of Rural Settlements - Farmsteads, Hamlets, Line and Round Villages
- Origin of Villages – Pre Independence: Village Governance, Village Councils; Role of Village Councils

### Module II – Rural Reconstruction and Development Initiatives

- Rural Reconstruction - Concept, Meaning, and Philosophy
- Impact of Industrial Revolution on Indian Villages
- Rural Community Development initiatives in India – Early experiments in Srinikethan, Marthandom and Gurgoan
- Pilot projects- Etawah Projects, Nilohkery Experiment and Firka Scheme
- Rural Community Projects after Independence

### Module III – Rural Community Development

- Rural Community Development - Meaning, Objectives, Philosophy, Principles, Approaches and Strategies
- Gandhian Concept of an Ideal Society – Gandhi’s charter of Social Reconstruction including the 19-point Constructive Programme and its Implementation
- Community Development Programme (1952)
- National Extension Services (1953)
- Rural Development Programs under Five-year Plans
- Application of Social Work Methods in Rural Development

### Module IV – Panchayati Raj and Rural Development

- History of Local Self Government in India – Pre Independence- and Post-Independence period
- Constitutional Provisions of Rural Development
- Belwanth Rai Committee Report and Ashok Mehta Report
- Panchayati Raj – Concept and History

- Salient features of Panchayati Raj Legislation (73<sup>rd</sup> Amendment) - Three Tier Panchayats at Village, Block and District level; Powers and Duties of Panchayats
- Kerala Panchayati Raj Act 1994- Salient features
- People’s Planning in Kerala -Role of Gramasabha

### Module V – Programmes for Rural Development

- MGNREGS
- DDUGKY
- National Rural Livelihood Mission (NRLM)
- Pradhan Mantri Awaas Yojana
- Providing Urban Amenities in Rural Areas (PURA)
- Sansad Adarsh Gram Yojana (SAGY)
- ICDS
- Kudumbashree
- Suchithwa Mission

### Mapping COs into PSOs

COs	CO Statement	PSOs	Activities
CO 1	Understand the concept and historical perspectives of Rural Community Development	PSO 1	Seminar Case-based learning (CBL)
CO 2	Analyse the Gandhian approach to Rural Development	PSO 2 PSO 3	Assignments Classroom Discussions Documentary
CO 3	Analyse the evolution and implications of Panchayati Raj System on Rural Development	PSO 2 PSO 4 PSO 7	Newspaper Evaluation Documentary Discussions Presentations
CO 4	Evaluate the major programmes for Rural Development and reconstruction	PSO 2 PSO 4 PSO 7	Newspaper Evaluation CBL – Case based learning Presentation

### REFERENCES:

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## SW 1444 - WORKING WITH CHILDREN IN DIFFICULT CIRCUMSTANCES (CIDC)

Course Outcomes		
<b>CO 1</b>	Understand the concept of CIDC	<b>Understand</b>
<b>CO 2</b>	Analyse the theories for understanding child care	<b>Analyse</b>
<b>CO 3</b>	Integrate and apply the legal implications of the Constitution and JJ Act in the care and protection of children living difficult circumstances	<b>Apply</b>
<b>CO 4</b>	Formulate individual care plans (ICPs) and mobilising stakeholder support as part of Social Case Work for working with children living difficult circumstances	<b>Create</b>

### Module 1 Children in Difficult Circumstances (CIDC)

- Children in Difficult circumstances (CIDC) - definition
- Categories of Children in Difficult Circumstances-
  - Place of Stay (Children living in slums, Migrant Children , Children of Nomads, Children of Prisoners, Street Children)
  - Children living in poverty (Abandoned and homeless children, Begging children, Child labour) – (CNCP)
  - Children affected by natural calamities/disasters (Children affected by natural disasters, Children affected by violence)
  - Children subjected to abuse (Children in prostitution, Children of prostitutes, sexually abused children, and sexually exploited children)
  - Children affected by AIDS (CLHIV)
  - Children working in hazardous occupations
  - Missing and trafficked children
  - Children affected by social customs (e.g. child marriage, *devadasi*)
  - Juvenile offenders (CCL)
  - Drug addict children
  - Children and disability
  - Orphaned children
- Four basic Rights of child by UNCRC
- Theories:
  - Bronfenbrenner's Ecological systems theory
  - Attachment Theory

### Module 2 Children in Need of Care and Protection (CNCP)

- CNCP – definition (Section (2) JJ (C&P) Act 2015)
- Child Protection – definition (UNICEF, ICPS) – Prevention, Intervention, Rehabilitation
- 16 General Principles of Care and Protection of Children
- Integrated Approaches in Child Care & Protection:-
  - ICPS – Purpose, Objectives, Guiding principles, Approaches and Target Groups.

- ICDS – Objectives, Services & mode of service delivery.
- Process of Restoration of child in need of care and protection- Institutional Care(Children’s Home) – Non-Institutional (Adoption, Foster Care, Kaval Plus)
- CWC – Powers, Services offered & Composition of committee.

**Module 3 Children in Conflict & Contact with Law (CCL)**

- Children in Conflict with Law – Definition
- Children in Contact with Law - Definition
- Process of rehabilitation and social reintegration. - Observation home, Place of Safety, Special homes.
- District Child Protection Unit (DCPU) – Objectives and Functions.
- Psychosocial Interventions for Children in Conflict with Law:
  - Kaval Project: A Kerala State model – Services, Process of psychosocial intervention & Role of social workers.

**Module 4 Professional Practices in Working with Children**

- Multi-sectoral Approach in working with children
- Multiple Stake holders involving children in difficult circumstances
- Preparation of Individual Care Plan (ICP)

**Module 5 Mandatory Legal Literacy in dealing with Children in difficult circumstances**

- Constitutional Provisions for Children - Article 15(3), Article 21-A, Article 23, Article 24, Article 39(e), Article 39(f), Article 45, Article 46, Article 47, Article 51 A(k).
- Juvenile Justice (care & Protection) Act 2015
  - Definition - Child, Abandoned child, Surrendered child, Adoption, Aftercare, Best interest of child, Children’s Court, child care institution, childline services.
  - Key provisions
  - Juvenile justice board – Composition, Powers, functions and responsibilities of the Board.
- POCSO Act 2012
  - Salient features
  - Procedures and Importance of Mandatory reporting.
  - General Principles
- Salient features of Child Labour (Prohibition and Regulation) Act, 1986.

**Mapping COs into PSOs**

COs	CO Statement	PSOs	Activities
CO 1	Understand the concept of CIDC	PSO 1	Contemporary Classroom Assignment Discussion
CO 2	Analyse the theories for understanding child care	PSO 1 PSO 2	Contemporary Classroom Discussion



<b>CO 3</b>	Integrate and apply the legal implications of the Constitution and JJ Act in the care and protection of children living difficult circumstances	<b>PSO 2</b> <b>PSO 3</b> <b>PSO 4</b>	Attending training workshops Visit to Children Homes Engaging with children in the community
<b>CO 4</b>	Formulate individual care plans (ICPs) and mobilising stakeholder support as part of Social Case Work for working with children living difficult circumstances	<b>PSO 3</b> <b>PSO 6</b> <b>PSO 7</b>	Reviewing Cases Preparing ICPs

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6. Gardner, R. (ed) (2016). *Tackling Child Neglect*. Jessica Kingsley.
7. Jowit, Maureen & Loughlin, Steve O. (2007). *Social Work with Children and Families*. Learning Matters Ltd.

**Bare Acts**

1. Juvenile Justice (Care and Protection of Children) Act, 2015.

**Semester-5**

## SW 1551 - PROFESSIONAL SOCIAL WORK

Course Outcomes		
CO 1	Understand the basic concepts related to social work and its methods and its implications to development	Understand
CO 2	Analyse what makes social work a profession	Analyse
CO 3	Understand the various settings and problems to social work and apply the methods, principles to the context	Apply
CO 4	Evaluate the prospects and challenges to the practice of professional social work to various settings	Evaluate

### Module I- Social Work

- Social Work: meaning, definitions, basic assumptions, scope, objectives, functions.
- Primary & Secondary methods of Social Work – definition
- What makes Social Work a profession
  - knowledge base
  - value
  - skills
  - code of ethics
  - professional bodies

### Module II – Philosophy, values and ethics

- Philosophy of Social Work
- Basic values of Social Work
- Code of ethics
- Principles of Social Work

### Module III - General areas (or Settings) of Social Work practice

- **Family Services** - Family therapy, marital counselling and family life education
- **Children Services** - Child care agencies, Foster Care, Adoption services, Child Guidance Clinics
- **Social work in Health Care sector** – responsibilities of social worker in health care team – role in public health (NHM) and mental health (DMHP)
- **Social work in Industrial Sector** – place of Social Work in industry and in CSR, HR, Labour Welfare
- **Community development** – Meaning and definition
- **Social Work in Educational Setting**
- **Social work in correctional setting** – Meaning and definition of correction, Objectives of Correctional social work

### Module IV – Contemporary Social Problems and Interventions

- **HIV/AIDS** – Meaning and definition, Role of voluntary organizations
- **Suicide** – Meaning, definition and preventive measures
- **Substance Abuse** - Meaning, definition and Government Strategies for controlling the problem

- **Disaster Management**–Meaning and definition of Hazards, Vulnerability, and Risk, Types of Disaster & Role of voluntary organizations.

#### Module V – Development Perspectives

- **Human Development** – Meaning and Definition -difference between Growth & Development
- **Development indicators** - Meaning and Definition of Human Development Index (HDI), Human Poverty Index (HPI), Gender-Related Development Index (GDI), Gender Empowerment measure (GEM)
- **Sustainable development** – Concept, meaning and definition
- **Women in Development (WID)** – Concept and meaning

#### Mapping of COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Understand the basic concepts related to social work and its methods and its implications to development	PSO 1	Contemporary Classroom Discussions Documentaries
CO 2	Analyse what makes social work a profession	PSO 1 PSO 2	Discussion on NASW Code of Ethics
CO 3	Understand the various settings and problems to social work and apply the methods to the context	PSO 3 PSO 7	Case-based Learning
CO 4	Evaluate the prospects and challenges to the practice of professional social work to various settings	PSO 2 PSO 7	Discussions Documentary

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## SW 1541 - URBAN PLANNING AND DEVELOPMENT

Course Outcomes		
<b>CO 1</b>	Understand the basic concepts of urbanization and urban planning	<b>Understand</b>
<b>CO 2</b>	Analyze and explain from a professional social worker's perspective, the problems of urbanisation based on the theories related to urbanization for social work intervention	<b>Apply</b>
<b>CO 3</b>	Understand and analyse the various legislations and administrative aspects of Urban Planning and identify areas for intervention	<b>Apply</b>
<b>CO 4</b>	Evaluate the various programs for Urban Community Development and suggest avenues for social work intervention	<b>Evaluate</b>

### Module-I Basic Concepts of Urban Planning and Development

- Meaning and Definition: Urban area, Urban Planning, Urban Community Development
- Characteristics of Urban Community
- Rural-urban continuum
- Concepts: urbanism, urbanization
- Theories of urbanization:
  - Concentric Zone Theory
  - Peripheral Theory
  - Migration Theory-Push and Pull Theory
  - Compositional Theory

### Module-II Urban Problems

- Problems in Urban areas: Poverty, Unemployment, Substance abuse, inappropriate planning, housing problems, pollution, commercial sex work, migration, and related problems; crimes and deviances – trafficking, gang violence
- Slums: meaning definition and characteristics, causes for slum-formation
- Role of NGOs in addressing urban problems

### Module-III Urban Administration

- Types of urban areas
- Salient Features of the 74<sup>th</sup> amendment of the Constitution (The Nagarapalika Act)
- Urban Local Self-governments: Administrative system, roles, and function – Municipal Corporation, Municipal Towns, Town Panchayaths
- Urban Development Authorities – GCDA, TRIDA, etc.

### Module-IV Urban Community Planning and Development

- Urban Development Planning
- Legislations

- Urban Land Ceiling Act, 1976
- Town and Country Planning Act, 2016
- Provisions in Nagarapalika Act for urban development planning
- Perspective plans and annual plans of urban local bodies (review anyone local Body's perspective plan and annual plan – Municipal town or municipal Corporation)
- People's participation and accountability of local bodies – Citizens Charter
- Role of a social worker in urban community planning and development

### Module- V Programmes for Urban Community Development

- Centre and State government programs
- Poverty alleviation and livelihood – NULM
- Health – NHM-NUHM
- Housing – VAMBAY, RAY, PMAY
- Employment and Skill Development – NRY, DDUGKY
- Sanitation: 'Swachh Bharat'
- Transportation: JNNURM
- Beautification and environment protection -
- Role of Social Worker in Government Project

### Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understand the basic concepts of urbanization and urban planning	PSO 1	Contemporary Classroom Discussions Assignments
CO 2	Analyze and explain from a professional social worker's perspective, the problems of urbanisation based on the theories related to urbanization for social work intervention	PSO 2 PSO 3	YouTube/Documentary Presentations CBL (Case-based Learning) Visit to an Urban Slum
CO 3	Understand and analyse the various legislations and administrative aspects of Urban Planning and identify areas for intervention	PSO 2 PSO 3 PSO 4 PSO 7	Visits to Town Planning Office Expert interactions
CO 4	Evaluate the various programs for Urban Community Development and suggest avenues for social work intervention	PSO 2 PSO 4 PSO 7	Expert Interactions Discussions

## **REFERENCES:**

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9. Mohan, Sudha. (2005). *Urban Development New Localism*. Rawat Publications.
10. Rao P.K. (2001). *Sustainable Development*. Blackwell Publishers.

## **Manuals**

1. GoI. *Manual of Human Settlements Development* – Ministry of Urban Development. Government of India.



## SW 1542 - DISASTER MANAGEMENT FOR SOCIAL WORK

Course Outcomes		
<b>CO 1</b>	Understand the basic concepts and the essential terminologies regarding disasters	Understand
<b>CO 2</b>	Understand and apply the disaster management cycle to disaster scenarios	Apply
<b>CO 3</b>	Understand the role of Social Work in intervening and mitigating in disaster scenarios	Understand
<b>CO 4</b>	Evaluate the role of stakeholders - government and civil society - in Disaster Management	Evaluate
<b>CO 5</b>	Formulate a basic structured disaster management plan for a community/school	Create

### Module I- Disaster Management

- Disaster : Cause and Definition - Causes & Effects
- Types of Disasters:
  - Natural Disasters -cyclone, tsunami, floods, landslides, forest fire.
  - Man-made Disasters
    - Technical/Accidental: nuclear, chemical, biological, technical, industrial
    - Sociological: war, armed conflict, terrorism and riots)
- Hazards, Vulnerability, Risk: Concept, definition and characteristics
- Disaster Management –Meaning and Definition and Nature

### Module II- Disaster Management Cycle

- Disaster Impact - physical, psychological, social, economic and political
- Disaster management cycle: preparedness, response, rescue, recover, reconstruction, rehabilitation, mitigation and prevention.
- Disaster Management
  - Risk Management- Risk identification, risk reduction (planning, prevention, mitigation, preparedness), risk transfer
  - Crisis Management- Response (Search and Rescue), Relief, Recovery and Reconstruction.

### Module III- Interventions for Disaster Management

- Pre-disaster Phase: Prevention Measures
- Disaster Phase (during Disaster): Curative Measures
- Post-disaster Phase: Reconstruction Measures
- Long Term Strategy: Rehabilitation Measures
- Interventions: Therapeutic Approaches to victims of disasters:
  - psycho-social care
  - play therapy
  - counselling
  - group therapy
  - Psychosocial Intervention (Rehabilitation) Physical, Psychological, Spiritual, Economic, Occupational and Educational

#### Module IV- Mitigation Strategies

- Mitigation: Meaning, Characteristics
- Planning: Action Plan
- Implementation
- Monitoring and Evaluation (M&E) : Evaluating disaster situation

#### Module V. Role of Government and Civil Society in Disaster Management

- Policy and Programmes for Disaster Management: Disaster Management Act 2005- Disaster Management Policy.
- Government agencies for disaster management: NDMA, SDMA, DDMA- NDRF, Emergency Response Team and Rapid Response Team.
- Role of voluntary organizations –Disaster reductions, CBDP Community Based Disaster Management, Networking
- Social Work response to Disaster
  - Risk Assessment
  - Vulnerability Assessment
  - Community Preparedness
  - Disaster Management Plans
  - Psycho-social Care & Rehabilitation

#### Mapping COs into PSOs

COs	CO Statement	PSOs	Activities
CO 1	Understand the basic concepts and the essential terminologies regarding disasters	PSO 1	Classroom discussions Assignments
CO 2	Understand and apply the disaster management cycle to disaster scenarios	PSO 1 PSO 2 PSO 3 PSO 7	Viewing documentaries Case-based Learning Article Reviews
CO 3	Understand the role of Social Work in intervening and mitigating in disaster scenarios	PSO 2 PSO 3 PSO 7	Discussions Case-based Learning
CO 4	Evaluate the role of stakeholders - government and civil society - in Disaster Management	PSO 2 PSO 4 PSO 7	Institutional visit to DDMA Meeting Experts in the field
CO 5	Formulate a basic structured disaster management plan for a community/school	PSO 3 PSO 5 PSO 7	Preparation of Assessment Tools Preparation of Management Plans

#### REFERENCES

1. Blaikie, P., Cannon, T., Davis, I., Wisner, B. (1997). *At Risk Natural Hazards, Peoples' Vulnerability and Disasters*. Routledge.
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6. GoI. (2009). *National Disaster Management Policy*. Government of India (GoI).
7. IFRC. (2005). *World Disaster Report: Focus on Information in Disaster*. Red Cross.

## SW 1561A - WOMEN AND DEVELOPMENT

Course Outcomes		
CO 1	Understand and interpret the concept and complexities of gender in the context of Social and Economic Development	Analyse
CO 2	Analyse and incorporate the use of critical knowledge in gender in the social work methods and interventions	Apply
CO 3	To identify gender biases in the social, cultural, and political	Analyze
CO 4	Evaluate socio-economic policies from a gender perspective	Evaluate
CO 5	Formulate innovations and campaigns to counter issues related to gender	Create

### Module1: Conceptualising Gender

- Meaning of Gender - Social, Cultural, and Psychological
- Concept of Sex and Gender
- Social Construction of Gender- Gender Expression, Gender Roles, Socialisation of Gender, Intersectionality of gender, Gender stereotypes, Gender Bias
- Patriarchy
- Gender Division of Labour
- Gender Equality and Gender Equity

### Module 2: Feminist Theories

- Feminism: Concepts and Definitions
- Historical evolution of Feminism- Four waves of Feminism
- Feminist Theoretical Perspectives- Liberal Feminism, Marxist Feminism, Socialist Feminism, Radical Feminism, Eco Feminism

### Module 3: Gender and Development

- Importance of Gender in development
- Sustainable Development Goal-5
- Approaches to Women in Development Process – Welfare Approach Women In Development; Women And Development; Gender And Development
- Gender Budgeting
- Women in Kerala Model Development

### Module 4: Globalisation and Women

- Gender Perspective of Globalisation
- Globalization and Gender Equality
- Globalization and women: Negative and Positive Experiences
- Business Process Out Sourcing and Feminisation of Labour.

## Module 5: Development of Women in India: Role of Organisations

- National Women’s Organizations: Women’s Indian Association (WIA), National Council of Women in India (NCWI), All India Women’s Conference (AIWC).
- National and International Funding Agencies for Women’s Development: Ministry of Women and Child Development, University Grant Commission, Rashtriya Mahila Kosh, UN Women
- Central and State Schemes for Women: National Nutrition Mission (*Poshan Abhiyaan & Poshan Maah*); Mission Sakthi; Kathorth; Sahayahastham; Abhayakiranam; Mangalya Schemefor Widow Remarriage.
- Kerala State Women Development Corporation (KSWDC) - Aims, Objectives, Projects & Services.

### Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understand and interpret the concept and complexities of gender in the context of Social and Economic Development	PSO 1 PSO 2	Contemporary Classroom Discussions Assignments
CO 2	Analyse and incorporate the use of critical knowledge in gender in the social work methods and interventions	PSO 2 PSO 3 PSO 7	YouTube/Documentary Presentations CBL (Case-based Learning) Visit to a GBV Cell
CO 3	Analyse identify gender biases in the social, cultural, and political	PSO 2 PSO 4 PSO 6 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning) Expert discussion with a Gender Specialist
CO 4	Evaluate socio-economic policies from a gender perspective	PSO 2 PSO 4 PSO 5 PSO 6 PSO 7	News Analysis Discussion Expert Interactions Assignments/Seminars Visit Kudumbashree

### REFERENCE:

1. Adams, Robert, Dominelli, Lena & Payne Malcolm. (2002). *Critical Practice in Social Work*. Palgrave Macmillan.
2. Basu (Ed.) (1995). *The challenge of local feminism: women’s movement in global perspectives*. Westview Press.
3. Bystydzienski, J. M. & Sekhon, J. (1999). *Democratization and Women’s Grassroots Movements*”. Indiana University Press.
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8. Lipman-Blumen J. (1984). *Gender Roles and Power*. Prentice Hall.
- 9.** Oakley A. (1985). *Sex, Gender and Society*. Temple Smith.

## SW 1561B - SOCIAL WORK PRACTICE WITH DALITS AND TRIBES

Course Outcomes		
CO 1	Understanding of the basic concepts related to Ethnic and Indigenous People (Tribals) and scheduled classification on the basis of Caste and Tribes	Understand
CO 2	Analyse about the challenges - historical and structural the discrimination on the basis of Caste and Tribes	Analyse
CO 3	Evaluate the counter-movements and legislative action against discrimination on the basis of Caste and Tribes	Evaluate
CO 4	Evaluate the approaches, administrative bodies, and the policies to safeguard the interest of the constitutionally scheduled Castes and Tribe	Evaluate

### Module I: Tribes in India

- Definition(s) of Tribe
- Common Characteristics of Tribes in India
- Demographic Classification of Tribes in India: classification based on Geography, Language, and Race
- Population, distribution in
  - India
  - Kerala
- Tribes of Kerala

### Module 2: Tribal Issues and Safeguards

- Major Issues: Livelihood Pattern, Shifting Cultivation, Forest Rights, and Unemployment, Indebtedness and Migration, Alienation, Discrimination
- Concept of Protective Discrimination and Constitutional Provisions
- Recognition of Tribes: Denotified Tribe, Scheduled and Non-scheduled Tribe, Particularly Vulnerable Tribal Group (PVTGs) in India

### Module 3: Dalits in India

- Meaning and Connotation of 'Dalit'
- Indian Social Stratification System: Caste
- Marginalisation of Dalits
- Post-independent Dalit Movements: B.R. Ambedkar and Buddhist Dalit Movement, Dalit Panthers
- contributions of
  - Kanshi Ram
  - Ayyankali
  - Narayana Guru

### Module 4: Structural Injustices Against Dalits and Constitutional Safe Guards

- Structural Violence against Dalits: Cultural Structures, Social Structures, Religious Structures, Economic Structures, Political Structures

- Constitutional Rights of Dalits
- The Scheduled Caste and Tribes (Prevention of Atrocities) Act, 1989 & 1995

### Module 5: Social Work Practice with Dalits and Tribals

- Different Approaches for Tribal Development: Isolation (Erwin), Assimilation and Planned Scientific Acculturation (Ghurye), Slow Modernisation
- Social Work Practice Methods among Tribals and Dalits: Welfare Practice, Social Research, Collective Action, and Policy Practice.
- National Commission for Scheduled Caste and Scheduled Tribes
- KIRTADS & AHADS: Objectives and Structure

### Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understanding of the basic concepts related to Ethnic and Indigenous People (Tribals) and scheduled classification on the basis of Caste and Tribes	PSO 1	Contemporary Classroom Discussions Assignments
CO 2	Analyse about the challenges - historical and structural the discrimination on the basis of Caste and Tribes	PSO 1 PSO 2	YouTube/Documentary Presentations CBL (Case-based Learning) Visit to a Tribal Settlement Expert discussion with TDO
CO 3	Evaluate the counter-movements and legislative action against discrimination on the basis of Caste and Tribes and examine possibilities for Social Action	PSO 2 PSO 3 PSO 4 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning) Expert discussion with a Lawyer
CO 4	Evaluate the approaches, <b>ethical</b> aspects, administrative bodies, and the policies to safeguard the interest of the constitutionally scheduled Castes and Tribe and identify avenue for social work intervention –direct practice, research and policy, and social action	PSO 2 PSO 3 PSO 4 PSO 5 PSO 6 PSO 7	News Analysis Discussion Expert Interactions Assignments/Seminars Participation/visits to social movement events

### REFERENCES:

1. Bhagwati, P.N. (1985). *Legal Aid as Human Rights*. Dharwad: Jagrut Bharut.
2. Thorat, Sukhadeo. (2009). *Dalits in India: Search for a Common Destiny*. SAGE Publications India Pvt Ltd.



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5. Purushothman, K. 2014. *Interrogating the Canon*. Kakkatiya University.
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9. Fuller, Chris, ed., (1996). *Caste Today*, Oxford University Press.

## SW 1543 - SOCIAL WORK PRACTICE IN CORRECTIONAL SETTINGS

Course Outcomes		
CO 1	Understanding of the basic concepts of crime, criminology, punishment, correction, victimology and various terminologies related to correctional setting	Understand
CO 2	Analyse the various theories of correction (punishment) in operation in correctional setting	Apply
CO 3	Apply methods of social work along the promotive, preventive, curative, and restorative dimensions to the area of Criminal Justice Administration	Apply
CO 4	Analyse and integrate social work into victim (and client-system)	Apply
CO 5	Evaluate from the social work perspective the various institutional and non-institutional approaches to correction	Evaluate

### Module I – Introduction to Correctional Settings

- Correctional Setting:
  - Origin, Concept, Objectives
  - History of correctional settings in India.
- Scope of social work in correctional settings, Role of social work in correctional settings.
- Concept of Corrections, Reformation, Rehabilitation, Reintegration, Retribution

### Module II- Crime and Criminology

- Crime: Concept - Causes: Physical, Psychological, Economical, Socio-cultural, Stigma..
- Types of crime: Habitual, Professional, Organized, White collar, Public order, Cyber-crime.
- Classification of offences under Indian Penal Code:
  - Cognizable and Non- cognizable
  - Bailable and Non-bailable.
- Criminology: Meaning, Definition, Nature and Scope.
- Social Defense: Concept and application

### Module III – Punishment and Treatment

- Penology: Concept and definition.
- Theories of punishment: Deterrent Theory, Retributive Theory, Preventive Theory, Reformatory Theory.
- Forms of punishment: Corporal and Capital punishment.
- Treatment: Institutional treatment, Non-institutional treatment, hybrid treatment.

### Module IV – Victims and Criminal justice system

- Victimology: Concept, definition
- History of victimology in India.
- Work with families of prisoners/work with victims of crime.
- Components of criminal justice system: Police, Court, Correctional Home.

- Problems of Prison Administration and Judicial Administration.

### Module V – Institutional and Non-institutional approaches to Correction and Social Work Practice.

- Institution Approaches: Prison, observation home, special home, children home, after care organizations, protective home for women, short-stay home, half-way homes, beggar home.
- Non-institutional Approaches: Community services, Parole and Probation
- Challenges of correctional institution today in India.
- Social work intervention with under trial and prisoners.
- Role of correctional administration in promoting rehabilitation.

### Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understanding of the basic concepts of crime, criminology, punishment, correction, victimology and various terminologies related to correctional setting	PSO 1	Contemporary Classroom Discussions Assignments
CO 2	Analyse the various theories of correction (punishment) in operation in correctional setting	PSO 1 PSO 2	YouTube/Documentary CBL (Case-based Learning) Visit to Correctional Setting (SICA, Prison or Children's Home)
CO 3	Apply methods of social work along the promotive, preventive, curative, and restorative dimensions to the area of Criminal Justice Administration	PSO 1 PSO 2 PSO 3 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning)
CO 4	Analyse and integrate social work into victim (and client-system)	PSO 2 PSO 3 PSO 7	YouTube/Documentary CBL (Case-based Learning) Discussions Newspaper analysis
CO 5	Evaluate from the social work perspective the various institutional and non-institutional approaches to correction	PSO 2 PSO 3 PSO 7	Expert Discussions Case-based Learning

### REFERENCES:

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3. Jason Matejkowski, Toni Johnson, and Margaret E. Severson. (2014). *Prison Social Work*, Encyclopaedia of Social Work. NASW Press and Oxford University Press.

4. Shekar, Sanober. (1982). *Another Look at the Social Work Approach to Corrections*, Indian Journal of Criminology, 10, 1, January, pp.56-58.
5. Sikk, K.D. (1980). *Professional Social Work in Correctional Institutions*, Indian Journal of Criminology, 8, 1, January, pp.55-61.
6. Ansari, M.A. (1996). *Social Justice and Crime in India*. Sunlime Publications.
7. Chakrabarthy, N.K. (1999). *Juvenile Justice*. Deep & Deep Publications, Pvt. Ltd.

**Semester-6**

## SW 1641 - SOCIAL WORK WITH DIFFERENTLY ABLED

Course Outcomes		
CO 1	Understand and appreciate the multiple dimensions of disability and rehabilitation	Understand
CO 2	Apply ICF as a basis for assessment	Apply
CO 3	Understand the legal and policy provisions for the welfare of persons with disability	Understand
CO 4	Evaluate the welfare programs offered by the National and State agencies for the persons with disability to inform social work practice	Evaluate
CO 5	Evaluate the policies and programs for effective social work intervention, especially non-institutional and CBR	Evaluate

### Module I- Disability: Concept

- Meaning: Impairment, Disability, Handicap
- Types- visual impairment, hearing impairment, loco motor disability- multiple disabilities
- Assessing for Residual Capacity – Disability Board – DALY
- Approaches to disability: medical, social, legal and Functional.
- United Nation Convention on Rights of Person with Disabilities (UNCRDP)

### Module II – Classification of Disabilities

- Classification of disability: International Classification of Functioning, Disability and Health (ICF):
  - Aims and applications
  - Universe and Scope
  - Overview of ICF components
  - Social use of ICF information
- ICF as a study tool.
- Concepts : Habilitation and Rehabilitation

### Module III - Challenges faced by Differently Abled

- Problems faced by person living with disabilities (*divyangjan*) –
  - Psychological issues: emotional issues, withdrawal.
  - Social issues: isolation, stigma, discrimination.
  - Familial issues: relationship issues, economic burden.
  - Accessibility issues: Education, Transport, Buildings, Public-spaces
- Issues related to care giving
- Ableism – Physical Ableism, Mental Ableism

### Module IV – Legislation for Differently Abled

- Objectives and Salient features of:
  - Rehabilitation Council of India Act 1992

- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
- Right to Persons with Disabilities Act, 2016

### Module V – Welfare Institutions for the Differently Abled

- Community-based Rehabilitation (CBR)
- National institutes: Aims, objectives and services of
  - NIEPMD, AYJNIHH, SVNIRTAR , NIVH, RCI, NIHI, Ministry of social justice and empowerment, NISH, NIMH, NCVT
- State institutes: Aims, objectives and services of
  - Centre for disability studies, SIMC (C.H. Mohammed Koya Memorial State Institute for Mentally Challenged), CHESHIRE HOMES and BUDS Schools.

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Understand and appreciate the multiple dimensions of disability and rehabilitation	PSO 1 PSO 2 PSO 7	Classroom discussions Assignments and Documentary Presentations
CO 2	Apply ICF as a basis for assessment	PSO 1 PSO 2 PSO 3	Classroom discussions Visit/Interaction with Disability Assessment Professionals
CO 3	Understand the legal and policy provisions for the welfare of persons with disability	PSO2 PSO4	Case Based Learning (CBL)
CO 4	Evaluate the welfare programs offered by the National and State agencies for the persons with disability to inform social work practice	PSO2 PSO4	Interaction with Disability Professionals Visit to NISH, NCVT
CO 5	Evaluate the policies and programs for effective social work intervention, especially non-institutional and CBR	PSO 2 PSO 4	Visit to Social Security Mission Discussion on Policy

### REFERENCE:

1. Chaturvedi T N (1981). *Administration of the disabled: Policy and Organizational Issues*. IIPA.
2. Goldenson, Robert M (1978). *Disability and Rehabilitation Handbook*. McGraw-Hill Inc.
3. Albrecht G.L., Katherine D. Seelman & Michael Bury (2001). *Handbook of Disability Studies*. Sage Publications.
4. Bacquer A and Sharma A (2007). *Disability: Challenges Vs Responses*. Can Publications.

## SW 1642 - PLANNING SOCIAL PROJECTS IN HSOs

Course Outcomes		
<b>CO 1</b>	Explain the basic concepts related to the project and illustrate with examples social projects	<b>Understand</b>
<b>CO 2</b>	Remember and explain an overview of different steps involved in the project life cycle	<b>Understand</b>
<b>CO 3</b>	Apply various project planning tools in planning social projects	<b>Analyse</b>
<b>CO 4</b>	Appraise the financial viability of a project by integrating the different types of budgeting, funding techniques, social cost-benefit analysis, and regulations for fund-raising	<b>Evaluate</b>

### Module 1: Introduction to Project and Planning

- Concepts: Project, Integrated Project, Program, Plan
- Characteristics and Classification (based on purpose, productivity, size and duration) of Projects
- Planning (Concept): Strategic and Perspective Planning
- Importance of Planning

### Module 2: Project Planning Cycle

Six basic steps in Project Planning Cycle:

- Problem Identification
- Design
- Appraisal
- Implementation
- Monitoring & Review
- Evaluation

### Module 3: Project Planning Tools and Techniques

- Need Identification and Prioritization Using PRA/PLA Techniques
- Overview of Project Planning Tools: LFA, CPM, PERT, SCBA (Cost Benefit Analysis)
- Project Analysis: Stake Holder Analysis, Problem Tree, Objective Tree and Strategic Analysis

### Module 4: Financial Management of a Project

- Fundraising: Concept, Methods & Principles
- Funding Agencies: Central Social Welfare Board and State Social Welfare Board- Objectives Structure & Functioning
- Laws and rules regarding fundraising: 80 G, 12 A, FCRA, 35 AC of IT Act
- Project Budgeting: Concept, Needs and Objectives

### Module 5: Project Proposal Writing

- Need and Importance of a Project Proposal
- Components of a Social Project Proposal: Executive Summary, History, Beneficiaries, Requirement and Solution, Budgeting –Financial and Time



## Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Explain the basic concepts related to the project and illustrate with examples social projects	PSO 1	Discussion and/or CBL (Case-based Learning)
CO 2	Remember and explain an overview of different steps involved in the project life cycle	PSO 2 PSO 1	Assignment/Poster Preparation
CO 3	Apply various project planning tools in planning social projects	PSO 3	Discussions CBL (Case-based Learning)
CO 4	Appraise the financial viability of a project by integrating the different types of budgeting, funding techniques, social cost-benefit analysis, and regulations for fund-raising	PSO 2 PSO 3 PSO 5	CBL (Case-based Learning)
CO 5	Create an independent project proposal	PSO 3 PSO 4 PSO 7	Assignment/Poster Preparation

### REFERENCES:

1. Roy, Sam M (2002). *Project Planning and Management: Focusing on Proposal Writing*. Health Association for All.
2. Roy, Sam M (2003). *Making Development Organizations Perform*. Health Association for All.
3. Mukherjee, N. (1993). *Participatory Rural Appraisal, Methodology and Application*. Concept Publishing Company.

## SW 1643 - INTEGRATED SOCIAL WORK PRACTICE AND CONTEMPORARY ISSUES

Course Outcomes		
<b>CO 1</b>	Understanding the concepts of gender-based violence, HIV, Sexual and Gender Minorities, Suicide and Substance Use as arenas for social work engagement	<b>Understand</b>
<b>CO 2</b>	Understanding and applying the promotive, preventive, curative restorative, and palliative intervention from social work perspectives	<b>Apply</b>
<b>CO 3</b>	Evaluate contexts and incorporate relevant methods – primary and secondary - of social work to contemporary issues	<b>Evaluate</b>

### Module – I Violence against Women

- Concept: domestic violence - incidence
- Issues: dowry death, female infanticide and foeticide, sexual exploitation: rape, prostitution, devadasi system, etc.
- legislative reforms: (Protection of Women from Domestic Violence Act, 2005, Prohibition of Child Marriage Act 2006, Maternity Benefit Amendment Act, 2017 –
- empowerment strategies for women -contemporary movements for women's development- legal literacy for women -entrepreneurship in women - property rights for women - banking facilities for women – Self-Help Group for women empowerment -women representation in Government

### Module – II HIV/AIDS

- incidence and prevalence - HIV/AIDS - international and national scenario
- routes of HIV transmission - high-risk groups and risk factors - the virus life cycle - phases of HIV/AIDS
- HIV Clinics: VCTCs & ARTCs
- HIV/AIDS prevention, psychosocial support, counselling and rehabilitation - National AIDS control programmes, KSACS (Kerala State AIDS Control Society)
- Children living with HIV/AIDS, PLHIVs - Social Work intervention

### Module – III Sexual and Gender Minorities (SGM)

- Concept: Sex, sexuality and gender; Gender- Dimensions: Body, Identity, Social Gender - differentiating Sex and Gender
- Sexual and gender minority (GM) clients - Client types: LGBTQIA2S+
- Issues encountered by SGM – Stigma and Discrimination
- Models of practice with SGM
- Social Work interventions among sexual and gender minorities

### Module – IV Suicide Prevention

- Suicide: concept, types, causes-psychological, economic and social
- Incidence and prevalence of suicide (International, National and Kerala)
- Theories related to suicide
- Impact of suicide on the individual and family
- Social work interventions: Suicide prevention and control, psycho-social support and psychological first aid, work with victims of suicide- survivors, children and families.

## Module – V Substance Abuse

- Substance abuse: concept, incidence and prevalence of substance use disorders
- Effects of Addiction on Addict, Family and Society
- Addiction Management and De-addiction centres (International and national models)
- Interventions: Prevention, Treatment (medical, psychological, social), Relapse prevention
- Role of Social Worker with addicts and their families- psycho-social assessment, motivation assessment and enhancement therapy, psycho-social education and training, counselling, group therapy, rehabilitation, self-help groups for persons living with addiction (Alcoholics Anonymous, Narcotics anonymous, Al-Anons etc.)

## Mapping COs into PSOs

CO	CO Statement	PSO	Activities
CO 1	Understanding the concepts and themes - gender-based violence, HIV, Sexual and Gender Minorities, Suicide and Substance Use - as arenas for social work engagement	PSO 1 PSO 2	Contemporary Classroom Discussions Assignments
CO 2	Understanding and applying the promotive, preventive, curative restorative, and palliative intervention from social work perspectives	PSO 2 PSO 3 PSO 4 PSO 5 PSO6 PSO 7	YouTube/Documentary Presentations CBL (Case-based Learning) Visits to GBV Centers, DMHP, Deaddiction Centers, KSACS
CO 3	Evaluate contexts and incorporate relevant methods – primary and secondary - of social work to contemporary issues	PSO 2 PSO 3 PSO 4 PSO 5 PSO6 PSO 7	Contemporary Classroom Discussions CBL (Case-based Learning)

## References:

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.

9. Joseph, G. and George, P.O. (Eds.). (1995). *Suicide in Perspective with special reference to Kerala*. CHCRE- HAFA Publications
10. 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.
12. Park, K. (2015). *Essentials of Community Health Nursing*. Bhanot Publishers.
13. J E. Park. (2017). *Park's Textbook of Preventive and Social Medicine* (23rd Edn). Bhanot Publishers.
14. Pandey, A.K. (2003). *Gender equality development and women empowerment*. Anmol Publications.
15. T.T. Ranganathan Clinical Research Foundation (TTK). 1989. *Alcoholism and Drug Dependency: The Professional's Master Guide*. Chennai: TTK
16. American Psychiatric Association (APA). 2005. Treatment of patients with Substance Use Disorders: Practice Guidelines. APA
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## SW 1661A - CHILDLINE

Course Outcomes	
CO 1	Remember the aims, objectives, the organisational structure of CHILDLINE
CO 2	Understand the various issues encountered in the care and protection of children and reflect the role of Social Worker
CO 3	Integrate and apply the skills and social work competencies necessary in dealing with issues encountered in the care and protection of children
CO 4	Design a comprehensive plan for intervention in specific case

### Module I- Introduction to CHILDLINE

- CHILDLINE FOUNDATION OF INDIA : Vision, Mission, and objectives
- History
- Organizational structure
- Operational Structure: Contact Centers, Nodal Agencies, Emergency Intervention Centers- Collaborating Partners, Support Agencies, Advisory Board, Resource Organisation,

### Module II – Issues, Management and Role of Social Worker- 1

- Child Labour
- Abuse and Violence
- Child Trafficking
- Sexual Abuse
- Missing
- Run-away

### Module III – Issues, Management and Role of Social Worker- 2

- Child Health
- Substance Abuse
- Education
- Child Marriage
- Conflict with law
- Homelessness

### Module IV – Operational Model

- CHILDLINE Model
- Partnership Model/Framework
- Operational Structures & Processes
  - CHILDLINE Contact Center (CCC)
  - Nodal Organisation

- Emergency Intervention Centers- Collaborating Partners
- CHILDLINE support Agencies/Sub-centers (“CoLabourative” Partners)
- CHILDLINE Advisory Board/District Advisory Committee (DAC)
- Resource Organisations

### Module V – Process of Intervention

- 1098 Helpline – easy recall
- Notifying CHILDLINE Center
- Rescue/Visit in 60 minutes
- Intervention by Stakeholders
- Rehabilitation and Follow-up
- Role of Social Worker

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
<b>CO 1</b>	Remember the aims, objectives, the organisational structure of CHILDLINE	<b>PSO 1</b>	Visit CHILDLINE Discussions based on visit to <a href="https://www.childlineindia.org/">https://www.childlineindia.org/</a>
<b>CO 2</b>	Understand the various issues encountered in the care and protection of children and reflect the role of Social Worker	<b>PSO 2</b> <b>PSO 7</b>	Interaction with CHILDLINE Coordinator OR Undertaking a Case Study OR Case-based learnings based on visit to CHILDLINE
<b>CO 3</b>	Integrate and apply the skills and social work competencies necessary in dealing with issues encountered in the care and protection of children	<b>PSO 3</b> <b>PSO 7</b>	Interaction with CHILDLINE Coordinator OR Undertaking a Case Study OR Case-based learnings based on visit to CHILDLINE
<b>CO 4</b>	Design a comprehensive plan for intervention in specific case	<b>PSO 2</b> <b>PSO 3</b> <b>PSO 7</b>	Creating an intervention plan ending with individual care plan (ICP) on the lines of Social Case Work

### REFERENCE:

1. <https://www.childlineindia.org/>
2. Act No.56, India: The Justice (Care and Protection of Children) Act 2015.  
<https://doi.org/10.20896/saci.v3i3.165>

## SW 1661B - NATIONAL SERVICE SCHEME (NSS)

Course Outcomes		
CO 1	Understand the aims, objectives, the organisational structure and procedures for the stake holders	Understand
CO 2	Understand and reflect on the role of N.S.S. and the activities organised in generating volunteerism and grooming the youth with commitment for nation building (based on their camp experience)	Analyse
CO 3	Integrate and apply the skills and the life competencies so as to develop self-confidence in becoming a community leader	Apply
CO 4	Design a comprehensive plan for an N.S.S. Camp complete with budget and time table of activities planned	Construct

### Module I- Introduction to National service scheme (NSS)

- NSS : Aims , objectives and organizational structure
- NSS : Emblem, logo, Song-meaning
- Organizational structure (from national to school level)
- Roles and responsibilities of various NSS functionaries
- Procedures for student members, programme officers, programme coordinators: camp and training

### Module II – NSS Activities

- Concept of regular activities, special camping, Day Camps and observance of relevance of Important Days recognized by UNO & GOI
- Basis of adoption of village/slums, methodology of conduction survey
- Financial pattern of the scheme
- Coordination with different agencies
- Maintenance of the Diary
- Programme planning: concepts and features

### Module III - Community Mobilization

- Mapping of Community Stakeholders
- · Designing the message in the context of the problem and the culture of the community
- · Identifying methods of Mobilization
- · Youth-Adult Partnership

### Module IV – Voluntarism and Shramadaan

- Indian Tradition of Volunteerism
- Needs & importance of Volunteerism
- Motivation and Constraints of Volunteerism
- Shramadaan as a part of Volunteerism, Role of NSS Volunteers in
- Swatch Bharat Abhiyan

## Module V – Life Competence

- Definition, Importance
- Communication
- Interpersonal Relations
- Problem Solving
- Develop Self Confidence

### Mapping COs into PSOs

COs	CO statement	PSOs	Activities
CO 1	Remember the aims, objectives, the organisational structure and procedures for the stake holders		Discussions based on visit to <a href="https://nss.gov.in/">https://nss.gov.in/</a>
CO 2	Understand and reflect the role of N.S.S. and the activities organised in generating volunteerism and grooming the youth with commitment for nation building (based on their camp experience)		Case-based learnings based on personal experiences OR Undertaking a mini-research to evaluate an N.S.S. Rural Live-in Camp experienced
CO 3	Integrate and apply the skills and the life competencies so as to develop self-confidence in becoming a community leader		Assist the junior batch in preparing for N.S.S. Camp OR Evaluate and reflect on fieldwork experience and suggesting how better prepared the individual has to be. OR Organise a <b>FGD</b> to reflect on skills
CO 4	Design a comprehensive plan for an N.S.S. Camp complete with budget and time table of activities planned		Teamwork in developing a project proposal for Rural Live-in Camp in a nearby community complete with a budget and timetable

### REFERENCE:-

1. National Service Scheme Manual (Revised) (2006). Government of India. Ministry or Youth Affairs and Sports, New Delhi.
2. National Service Scheme in India (2001): *A Case study of Karnataka*, M.B. Dishad, Trust Publications.
3. Prof. Dr. Sankay Chakane, Dr. Promad Prabhakar (2010). *Rashtriya Seva Yojana Sankalpana*. Diamond Publication, Pune.
4. New Trends in NSS, Research papers published by University of Pune.
5. Training Manual for Field Work published by RGNIYD, Shreeperumbuduer
6. Prof. Ghatole R.N. *Rural Social Science and Community Development*.
7. Purushottam Sheth , Dr. Shailja Mane, National Service Scheme.
8. Shastri, R.R. (1966), *Social Work tradition in India*, Welfare Research Organizations.



10. Singh Surendra and Srivastava S. P. ( ed) (2005). *Social Work Education in India, Challenge and opportunities*. New Royal Book Publications.
11. Siddiqui, H.Y. (2015). *Social Work and Human Relations*. Rawat Publications.

## ANNEXURES

### Career related First Degree Programme CBCS System – 2 (b) (w.e.f. 2023)

#### Course Summary

Courses	Number of Courses	Hours per week	Credits
Language Course	2	6	4
Open Course	1	3	2
Foundation Course	2	8	5
<p><b>Core course:</b> Theory – 19 Courses Field Practicum – 6 Practicums (1 per Semester) The 6 Practicums are as shown below:</p> <p>1. Semester I - <b>Field Practicum-1</b> – 5 Exposure visits to various Agencies/Human Service Organisations (NGOs) keeping in mind Administration of H.S.O.s– <b>50 Hrs</b></p> <p>2. Semester- II - <b>Field Practicum-2</b> – Residential 6 Day Rural Live-in Camp – <b>150 Hrs</b></p> <p>3. Semester III – <b>Field Practicum-3</b> –Community-based Concurrent Field Work in ICDS/Panchayat (LSG) – <b>225 Hrs</b></p> <p>4. Semester IV – <b>Field Practicum-4</b> –Community-based Concurrent Field Work in the ICDS/Panchayat (LSG) applying at least 3 PRA Tools – <b>225 Hrs</b></p> <p>5. Semester V – <b>Field Practicum-5</b> –Agency-based Concurrent Field Work applying Social Case Work/ Social Group Work/ POSDCORB – <b>225 Hrs</b></p> <p>6. Semester VI – <b>Field Practicum-6</b> –Agency-based Concurrent Field Work applying</p>	25	97	86

Social Case Work/ Social Group Work/ POSDCORB & Project Planning – <b>225 Hrs</b>			
Field work comprises theoretical orientation, supervisory classes, Individual Conferences (IC) and Group Conferences (GC) discussion and evaluation, which are class room exercises. Hence these six components of field work are treated as specific courses, incorporated in core subjects. Total number of field work hours to be covered - <b>1150 hours</b> .			
Complementary Course	4	20	11
Elective Course	2	12	8
Project	1	4	4
<b>Total</b>	<b>37</b>	<b>97</b>	<b>120</b>

### Fieldwork Outlay

Semester	Nature of Field Work Practicum	Actual Working Hours	Individual Conference	Group Conference	Orientation Classes	Pilot Study	Total
<b>I</b>	Exposure visits – 5 Social Work Agencies	7 hours for one visit (7x5=35)	-	10 hours	5 hours	-	<b>50 hours</b>
<b>II</b>	Rural camp- 1 week	8 hours a day (12x6=72)	-	33 hours	10 hours	35 hours	<b>150 hours</b>
<b>III</b>	Field Work – Community 25 days	7 hours a day (7x25=175)	20 hours	20 hours	10 hours	-	<b>225 hours</b>
<b>IV</b>	Field Work – Community 25 days	7 hours a day (7x25=175)	20 hours	20 hours	10 hours	-	<b>225 hours</b>
<b>V</b>	Agency-based concurrent field work 25 days	7 hours a day (7x25=175)	20 hours	20 hours	10 hours	-	<b>225 hours</b>

<b>VI</b>	Block field Work 25 days	7 hours a day (7x25=175)	20 hours	20 hours	10 hours	-	<b>225 hours</b>
	<b>TOTAL</b>	<b>807 hours</b>	<b>80 hours</b>	<b>123 hours</b>	<b>55 hours</b>	<b>35 hours</b>	<b>1100 hours</b>

### Language

Sl. No.	Courses	Semester	Credits	Hours/ Week
<b>1</b>	EN 1111: English	I	2	3
<b>2</b>	EN 1221: English	II	2	3
<b>Total</b>			<b>4</b>	<b>6</b>

### Foundation Course

Sl. No.	Courses	Semester	Credits	Hours/ Week
<b>1</b>	SW 1121: Introduction to Professional Social Work	I	2	3
<b>2</b>	SW 1221: Sociology and Economics for Social work	II	3	5
<b>Total</b>			<b>5</b>	<b>8</b>

### Complementary Course

Sl. No.	Courses	Semester	Credits	Hours/ Week
<b>1</b>	SW 1131 Professionalism and Social work Practice	I	4	5
<b>2</b>	SW 1231 Psychology for Social Work	II	3	5
<b>3</b>	SW 1331 Human Rights and Legislation for Social Work	III	4	4
<b>4</b>	SW 1431 Globalisation and Sustainable Development	IV	4	5
<b>Total</b>			<b>15</b>	<b>19</b>

### Elective Course

Sl. No.	Courses	Semester	Credits	Hours/ Week
1	SW 1561: A. Woman and Development <b>OR</b> B. Social Work with Dalits and Tribals	V	3	4
2	SW 1661: A. CHILDLINE <b>OR</b> B. NSS	VI	4	4
<b>Total</b>			<b>7</b>	<b>8</b>

### Project Report (Core)

Sl. No.	Courses	Semester	Credits	Hours/ Week
1	SW 1645 Project Report	IV	4	4
<b>Total</b>			<b>4</b>	<b>4</b>

### Open Course

Sl. No.	Courses	Semester	Credits	Hours/ Week
1	SW 1551 Professional Social Work	V	2	3
<b>Total</b>			<b>2</b>	<b>3</b>

## SAMPLE QUESTION PAPER FORMAT & INSTRUCTIONS

### Instructions to Question Paper Setters:

The question paper is laid out in four parts – **Part A, Part B, Part C and Part D**. The question paper setters are expected to **set question in a manner giving EQUAL REPRESENTATION for all FIVE MODULES in each of the 4 parts.**

**Part A** consists of **10 'fill in the blanks' type of questions** each carrying **1 mark**, all to be **compulsorily** attended; Total  $10 \times 1 = 10$  marks. (*Question Paper Setter is to ensure that there must be two questions for each module*).

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Reg. No. : .....

Name : .....

Second Semester B.S.W. Degree Examination, September 2022  
Career Related First Degree Programme under CBCSS  
SW 1241 — WORKING WITH GROUPS  
(2020 Admission onwards)

Time : 3 Hours Max. Marks : 80

PART – A (Very short answer type)

One word to maximum of one sentence. Answer all questions.

- \_\_\_\_\_ is a tool for charting the relationship within a group.
- \_\_\_\_\_ is a kind of recording where reproduction of factual data in the individual's own words.
- \_\_\_\_\_ refers to a system of behaviours and psychological processes occurring within a social group.
- The forming \_\_\_\_\_ Storming \_\_\_\_\_ Norming \_\_\_\_\_ Performing model of group development was first proposed by whom?
- \_\_\_\_\_ group is a collection of people that we use as a standard of comparison for ourselves regardless of whether we are part of that group.
- Who stated that "Group work is a method in social work \_\_\_\_\_ not a profession social work is the profession."
- Identify the model in which the central focus is 'social consciousnesses' and 'social responsibility'.

P.T.O.

- Association is an example of which type of group.
- The book 'Social Group Work- A Helping Process' is authored by \_\_\_\_\_.
- Self-disclosure is an effective method of \_\_\_\_\_.

(10 × 1 = 10 Marks)

**Part B** consist of **16 very short questions** each carrying **2 marks**, out of which **only 8 questions** need be attended, total  $8 \times 2 = 16$  marks. . (*Question Paper Setter is to ensure that there must be at least three questions representing each module*).

PART – B (Short answer)

Not to exceed one paragraph. Answer **any eight** questions. Each question carries **2 marks**.

- Write any two characteristics of primary group.
- Explain group conflict as part of group work process.
- What do you understand by remedial group?
- State the values of group work.
- List any four roles performed by a group worker.
- Mention the advantages and disadvantages of groups.
- What is group cohesiveness? And mention its benefits.
- Highlight the tools for assessing group interaction.
- Write note on clique.
- What are the factors that determine group structure?
- How can you recruit members for group work?
- What are the objectives of group communication?
- Discuss the significance of audio visual recording in group work.

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- What is transcribing?
- What are the notable characteristics of therapeutic intervention?
- Explain summary recording.

(8 × 2 = 16 Marks)

**Part C** consist of **12 short essays** each carrying **4 marks**, out of which **only 6 questions** need be attended; total  $6 \times 4 = 24$  marks. (*Question Paper Setter is to ensure that there must be at least two questions representing each module*).

PART – C (Short essay)

Not to exceed **120** words. Answer **any six** questions. Each question carries **4** marks.

27. Narrate the importance of group dynamics.
28. Examine the ethical considerations in group work.
29. Intricate the processes of social group work.
30. Describe the skills needed for arranging group meetings.
31. Clarify how primary group is different from secondary group.
32. What do you understand by therapeutic intervention? And list the types of therapeutic intervention.
33. Elaborate the phases of group work process.
34. Analyse the relevance of remedial model in group work.
35. Explain the significance of leadership in group work.
36. Analyse the advantages and disadvantages of groups.
37. State the basic components of social group work processes.
38. What is developmental group in social work?

**(6 × 4 = 24 Marks)**

**Part D** consist of **6 long essays** each carrying **15 marks**, out of which **only 2 questions** need be attended; total  $2 \times 15 = 30$ marks. (*Question Paper Setter is to ensure that there is at least one question representing each module*).

PART – D (Long essay)

Answer **any two** questions. Each question carries **15** marks.

39. Explain various types of groups seen in social group work.
40. Discuss the principles applied in group work.
41. Narrate the importance of recording in group work and explain various types of recording adopted in group work.
42. Elaborate the different models used in group work practice.
43. Explain the history of social group work as a method of social work.
44. Illustrate the stages of group development.

**(2 × 15 = 30 Marks)**