



**PERIYAR
MANIAMMAI**
INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University)
Established Under Sec. 3 of UGC Act, 1956 • NAAC Accredited
think • innovate • transform

Criterion 1 – Curricular Aspects

| | | |
|----------------------|-------|---|
| Key Indicator | 1.1 | Curriculum Design and Development |
| Metric | 1.1.3 | Average percentage of courses having focus on employability/ entrepreneurship/ skill Development offered by the Department of Social Work |

DEPARTMENT OF SOCIAL WORK

SYLLABUS COPY OF THE COURSES HIGHLIGHTING THE FOCUS ON EMPLOYABILITY/ ENTREPRENEURSHIP/ SKILL DEVELOPMENT

- List of courses for the programmes in order of

| S. No. | Programme Name |
|--------|-----------------------|
| 1. | Master of Social Work |

- Syllabus of the courses as per the list.

Legend :

| | |
|---|---------------------|
| Words highlighted with Blue Color | - Entrepreneurship |
| Words highlighted with Red Color | - Employability |
| Words highlighted with Green Color | - Skill Development |

1.LIST OF COURSES

| Name of the Course | Course Code | Year of Introduction | Activities/Content with direct bearing on Employability/ Entrepreneurship/ Skill development |
|--|-------------|----------------------|--|
| Social Work Profession | YSW101 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Social Case Work | YSW102 | 2019-20 | Skill Development, Employability |
| Social Group Work | YSW103 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Field Work – I | YSW104 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Elective-I | | 2023-24 | ***** |
| Communication for Social Work | YSW105 | 2023-24 | Skill Development, Employability, Entrepreneurship |
| Rural Camp | YSW106 | 2023-24 | Skill Development |
| Community Organization and Social Action | YSW201 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Social Work Research and Statistics | YSW202 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Social Welfare Administration and Social Legislation | YSW203 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Field Work – II | YSW204 | 2019-20 | Skill Development, Employability |
| Elective-II | | 2023-24 | ***** |
| Foundation of Artificial Intelligence and Machine Learning for Social Work | YSW205 | 2023-24 | Skill Development |
| Life Skills for Social Work | YSW206 | 2023-24 | Skill Development, Employability, Entrepreneurship |
| Professional Elective - I | | 2023-24 | ***** |
| Professional Elective - II | YSW302A | 2023-24 | ***** |
| Field Work – III | YSW303 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Elective-III | | 2023-24 | ***** |
| Elective-IV | | 2023-24 | ***** |
| Application of Data Analytics in Social Work | YSW304 | 2023-24 | ***** |
| Employability Skills for Social Workers | YSW305 | 2023-24 | Skill Development, Employability, Entrepreneurship |

| | | | |
|-----------------------------|---------|---------|--|
| Summer Internship Training | YSW306 | 2023-24 | Skill Development, Employability, Entrepreneurship |
| Professional Elective - III | | 2023-24 | ***** |
| Professional Elective - IV | YSW402A | 2023-24 | ***** |
| Professional Elective - V | | 2023-24 | ***** |
| Field Work- IV | YSW404 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Dissertation - I | YSW405 | 2019-20 | ***** |
| Block Field Work Training | YSW406 | 2019-20 | Skill Development, Employability, Entrepreneurship |
| Study Tour | YSW407 | 2023-24 | ***** |

2. SYLLABUS

Master of Social Work (MSW) (FT) ACADEMIC YEAR 2023-24

| | | | | | | | |
|---------------------|---------------------------------|----------|--|----------|----------|----------|----------|
| COURSECODE | YSW101 | | | L | T | P | C |
| COURSE NAME | SOCIAL WORK PROFESSION | | | 4 | 0 | 0 | 4 |
| PREREQUISITE | Any Undergraduate course | | | | | | |
| C | P | A | | L | T | P | H |
| 4 | 0 | 0 | | 4 | 0 | 0 | 4 |

LEARNING OBJECTIVES

- To understand the evolution of Social Work and its emergence as a Profession.
- To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice
- To develop an understanding of the role of Social Workers in various fields.
- To facilitate the students to understand the importance of Field Work in Social Work Education.
- To learn and apply the methods and approaches of Social Work practice in different settings

| COURSE OUTCOMES | | DOMAIN | LEVEL |
|------------------------|---|---------------|---------------------------|
| CO1 | Illustrate the in-depth knowledge on the basic concepts and methods of Social Work. | Cognitive | Understanding |
| CO2 | Describe the historical background of Social Work in west and India | Cognitive | Remembering |
| CO3 | Explain to the student to be familiar with the Philosophies, Ethics, and Values of Social Work. | Cognitive | Analyzing |
| CO4 | Analyze the significance of Models in Social Work. | Cognitive | Remembering |
| CO5 | Categorize the implication of Social Work Education and Field Work. | Cognitive | Remembering |
| CO6 | Distinguish the Social Workers to apply the methods and techniques of Social Work in various settings. | Cognitive | Understanding Applying |

UNIT I - FUNDAMENTAL CONCEPTS OF SOCIAL WORK

10

Social Work - Definition, Objectives, Philosophy and scope. Concept of related term: Social Service - Social Welfare - Social Security - Social Reform - Social Defense - Social Justice - Social Legislation and Social Education – Social Development – Social Transformation-Difference between Social service and Social Work. Introduction to the Methods of Social Work.
(Activity : Contribution of Indian Social reformers to Social movements and Social Welfare)

UNIT - II HISTORICAL DEVELOPMENT OF SOCIAL WORK

10

Evolution of Social Work in the West (UK and USA). Social Work in India. Foundation of Social Work in India. Gandhian Thoughts of Social Work.

UNIT – III PHILOSOPHIES AND ETHICS OF SOCIAL WORK

10

Social Work as a Profession: Nature and characteristics of a profession - Social Work Values – Code of Ethics in Social Work practice - Social Work Principles. Models of Social work, Roles and Responsibilities of a Professional Social Worker.

UNIT IV - DEVELOPMENT OF SOCIAL WORK EDUCATION

12

Social Work Education in India - Focus, Nature and Content of Social Work Education. Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations. Social Work Profession and Education in Global perspective.

| | | | |
|--|----------------|-----------------|--------------|
| Problems and Prospects of Social work profession in India. | | | |
| UNIT – V SOCIAL WORK PRACTICE IN DIFFERENT SETTINGS | | | 12 |
| Fields of Social Work practice: Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings – Industrial Settings - Correctional Social Work - Social Work with Marginalized and Vulnerable sections – Persons with Disability and Social Work, Geriatric Social Work. | | | |
| UNIT – VI FIELD WORK PRACTICE AND SUPERVISION | | | 6 |
| Field Work in Social Work Profession: Objectives, Need and Importance -Skills for Social Worker- Significance of Field Work Supervision. | | | |
| HOURS | LECTURE | TUTORIAL | TOTAL |
| | 60 | 0 | 60 |
| TEXT BOOKS | | | |
| <ol style="list-style-type: none"> 1. Paul Chowdary, 2018 Social Work –Introduction to Social Work - History, Concept, Methods and Fields, Atma Ram & Sons, New Delhi. 2. Sanjay Bhattacharya, 2013. Social Work Interventions and Management. New Delhi: Deep and Deep Publications. 3. Sanjay Bhattacharya, 2018. Social Work an Integrated Approach, Deep and Deep Publications Pvt., Ltd., New Delhi. | | | |
| REFERENCE BOOK | | | |
| <ol style="list-style-type: none"> 1. Stanley. S. Social Problems in India, AlliedPublishers,NewDelhi–2005. 2. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications. 3. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications. 5. Narendra Mohan, 2017, Philosophy of Social Work, Centum Press, New Delhi 6. Sheldon, B., & Macdonald, G., 2010 A Textbook of Social Work, London: Rutledge. | | | |
| E REFERENCES | | | |
| <ol style="list-style-type: none"> 1. https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ 2. https://www.socialworkers.org/News/Facts/Types-of-Social-Work 3. https://www.cswe.org/Students/Discover-Social-Work/What-is-social-work | | | |

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|--|---|----------|---------------------------------|---------------|------------------|----------|----------|
| COURSECODE | | | YSW102 | L | T | P | C |
| COURSE NAME | | | SOCIAL CASE WORK | 4 | 0 | 0 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 4 | 0 | 0 | | 4 | 0 | 0 | 4 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To gain the knowledge of conceptual foundations of social Case Work To understand the basic concepts of casework as a primary method of social work To develop the skill to analyses problems of individuals and families and factors affecting them. To know the values, principles, tools and techniques of social case work To impart knowledge of the scope of using the social work methods in various settings | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | LEVEL | | |
| CO1 | Illustrate the concept, methods and principles of social case work practice the knowledge about the different problems faced by Individuals | | | Cognitive | Understanding | | |
| CO2 | Apply social casework skills to assess and address client needs effectively in diverse practice settings. | | | Cognitive | Understanding | | |
| CO3 | Describe the different problems faced by Individuals and process of casework intervention with the client. | | | Cognitive | Remembering | | |
| CO4 | Explain the ability towards problem solving process, tools and techniques of case work. | | | Cognitive | Understanding | | |
| CO5 | Create the ability to critically analyse problems of individuals and factors affecting them. | | | Cognitive | Create Analyzing | | |
| CO6 | Apply the competencies and skills for Practice with different settings | | | Cognitive | Applying | | |
| UNIT I - SOCIAL CASEWORK AS A METHOD OF SOCIAL WORK | | | | | 10 | | |
| Concepts, Meaning, objectives, purpose, Historical Development of Social Case Work in West and India. Nature and Scope, its importance and relationship with other methods of Social Work, Principles and Values of Case Work. Skills in social case work. Case Worker – Client relationship and the use of Professional Self, Problems in professional relationship. | | | | | | | |
| UNIT - II TOOLS AND TECHNIQUES IN CASE WORK | | | | | 10 | | |
| Tools and techniques in casework: observation, listening, interview, collateral contacts, home visits, rapport building, referrals, Psychological test, Verbal and nonverbal communication, Techniques in practice – ventilation, emotional support, advocacy, Environment modification, modeling, role-playing, confrontation, – Case history taking, Recording – Uses, principles, types, structure and content. Use of genograms, and eco-maps, family schema in records. | | | | | | | |
| UNIT – III CASE WORK COMPONENTS AND PROCESS | | | | | 10 | | |
| Components of Case Work, Process of Case Work: Intake; Study; Assessment / Social Diagnosis; Treatment / Intervention; Evaluation: Termination; Follow-up. Social Case Work intervention: Direct and indirect multi –dimensional intervention. Transference and counter-transference in social case work. | | | | | | | |
| UNIT IV - THEORETICAL APPROACHES TO CASE WORK / MODELS OF CASE WORK PRACTICE | | | | | 10 | | |
| Psychosocial model, Functional model, Life model, Problem solving model, Crisis intervention, | | | | | | | |

| | | | |
|--|----------------|-----------------|--------------|
| Eclectic approach, Family cantered approach, Behaviour Modification, transactional analysis and holistic approach, and eco-system perspective in social casework. Psychotherapy, Counselling and Social Case Work- similarities and differences; | | | |
| UNIT – V SOCIAL CASE WORK APPLICATION / PRACTICE IN DIFFERENT SETTINGS | | | 12 |
| Case work practice in different settings in India. Social case work practice with Family and Child Welfare, Educational settings, Industrial settings, De-addiction, Community, Medical and Psychiatric institutions. Correctional settings, geriatric care & aged and the terminally ill, persons with disability, Rehabilitation centres, Delinquency, LGBT and in foster home and non-institutional services such as adoption, sponsorship. Use of single case evaluation and ethnography as research method in social case work. Limitations of Social Case Work practice in India in current scenario. | | | |
| UNIT – VI EMERGING TRENDS IN SOCIAL WORK WITH INDIVIDUALS | | | 8 |
| Short Term Case Work, Preventive Case Work intervention, multiple interviewing, psychotherapy, similarities and difference between case work, counselling and psychotherapy. | | | |
| HOURS | LECTURE | TUTORIAL | TOTAL |
| | 60 | 0 | 60 |
| TEXT BOOKS | | | |
| <ol style="list-style-type: none"> 1. Johnson E.J., Huggins C.L. (2019) Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker. Springer Briefs in Social Work. Springer, Cham. 2. Johnson, L. C. & Yanaca S. J. (2015). Social Work Practice: A generalist approach, Pearson. 3. Hamilton, G., 2013 _Theory and Practice of Social Case Work, Rawat Publications, India. 4. Perlman, H.H., 2011, Social Case Work-A Problem Solving Process, Rawat Publications Sanjay Bhattacharya, 2008, _Social Work intervention and management‘, Deep & Deep publication (p) Ltd | | | |
| REFERENCE BOOK | | | |
| <ol style="list-style-type: none"> 1. Healy, K. 2012, Social Work Methods and Skills, Palgrave MacMillan 2. Bogo, M. (2007). Social work practice: Concepts, process & Interviewing, Rawat Publication. 3. Misra P.D., BeenaMisra, 2004, Social Work Profession in India, New Royal book Com. Lacknow 4. Upadhyay.R.K,2010;SocialCaseWork:Theraputic Approach, Sage Publications | | | |
| E REFERENCES | | | |
| <ol style="list-style-type: none"> 1. https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf 2. http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf 3. https://www.socialworkfootprints.org/videos/social-casework-philosophy-principles-and-components 4. https://www.yourarticlelibrary.com/sociology/social-casework-processes-study-and-diagnosis/36564 5. https://www.slideshare.net/surendrashah6/complete-note-of-casework 6. https://www.socialworkfootprints.org/videos/social-casework-practice-in-indian-society-relevance-scope-and-influence-of-culture 7. http://www.ignou.ac.in/upload/bswe-02-block1-unit-3-small-size.pdf | | | |

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|---|---|---|--------------------------|-----------|------------------------|---|---|
| COURSECODE | | | YSW103 | L | T | P | C |
| COURSE NAME | | | SOCIAL GROUP WORK | 4 | 0 | 0 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 4 | 0 | 0 | | 4 | 0 | 0 | 4 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none">To understand group work as a method of social work and to understand concept, values, principles of Social Group WorkTo acquire skills and techniques required for group workerTo develop the ability to critically analyse problems of groups and provide suitable intervention.To apply the models of Social Group Work in different settings.To identify the settings and fields for the practice of Social Group Work method | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | LEVEL | | |
| CO1 | Demonstrate the concept of Social Group Work practice in the field of Social Work. | | | Cognitive | Understanding | | |
| CO2 | Create and construct different types of social groups in the community and develop the group process in different stages. | | | Cognitive | Creating Understanding | | |
| CO3 | Plan the group activity for the intervention of Group work Process | | | Cognitive | Remembering | | |
| CO4 | Apply the approaches and theory of group work practice in order to solve the problems of groups | | | Cognitive | Applying | | |
| CO5 | Evaluate the working relationship with the groups in different settings and record the glimpses. | | | Cognitive | Evaluating | | |
| CO6 | Demonstrate the process of group experience and professional development | | | Cognitive | Remembering | | |
| UNIT I - INTRODUCTION TO SOCIAL GROUP WORK | | | | | 10 | | |
| The Group: Definition, characteristics, types, functions and group structure. Social Group Work: Definitions, objective, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work. | | | | | | | |
| UNIT - II GROUP DYNAMICS AND GROUP FUNCTIONING | | | | | 10 | | |
| Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. Leadership and Communication in groups. Relationships- Sociometry and Sociogram. | | | | | | | |
| UNIT – III GROUP FORMATION AND GROUP WORK PROCESS | | | | | 10 | | |
| Group Formation Phases: Forming- Storming, Norming, Performing, Adjourning. Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort. | | | | | | | |
| UNIT IV - TYPES AND MODELS OF GROUP WORK | | | | | 10 | | |
| Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Group therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types. | | | | | | | |
| UNIT – V PROGRAMME PLANNING AND LABORATORY | | | | | 10 | | |

| | | | |
|--|----------------|-----------------|--------------|
| Meaning and Definition of Programme, Principles and Process of Programme Planning - Programme Laboratory: Values and Techniques (Games, Singing, Dancing, Dramatics, Street play, Puppetry, Group Discussions, Excursion, Psychodrama, Socio drama, Role play, and Brain Storming). | | | |
| UNIT – VI APPLICATION OF SOCIAL GROUP WORK | | | 10 |
| Application of Social Group Work in School Settings , Child care Settings, Women welfare, Family Welfare Settings, Special Schools, Elderly care homes, Community Settings, Health Settings, Correctional Settings and Industrial Settings. | | | |
| HOURS | LECTURE | TUTORIAL | TOTAL |
| | 60 | 0 | 60 |
| TEXT BOOKS | | | |
| Allan Brown, 2005;GroupWork:Thirdedition, Rawat Book Sellers, Jaipur | | | |
| <ol style="list-style-type: none"> 1. Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer (2010) Introduction to Group Work, New Delhi, Rawat Publication. 2. David, C., Douglas, R.G. & Mark, D.S. (2010) Introduction To Group Work, New Delhi, Rawat Publication 3. Gravin, Charles. D. Lorriae& M. Gulier. (2007). A Hand Book of Social Work with Groups .New Delhi: Rawat Publications. | | | |
| REFERENCE BOOK | | | |
| <ol style="list-style-type: none"> 1. Bradler,S and Roman C.P (2016) Group work Skills and strategies for effective Interventions New York: The Howorth Press. 2. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications. 3. Trecker, Harleigh B (2020) Social Group Work: Principles and Practice, New Delhi, Pranava Books. | | | |
| E REFERENCES | | | |
| <ol style="list-style-type: none"> 1. https://www.socialworkin.com/ 2. https://socialwelfare.library.vcu.edu/social-work/social-group-work-theory-and-practice/ 3. https://mgcub.ac.in/ 4. https://www.socialworkin.com/ 5. https://mgcub.ac.in/pdf/material/2020041217303055424e9f93.pdf | | | |

| | | | | | | | | |
|---------------------|----------|----------|---------------------------------|--|----------|----------|----------|----------|
| COURSECODE | | | YSW104 | | L | T | P | C |
| COURSE NAME | | | Field Work - I | | 0 | 0 | 4 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | | |
| C | P | A | | | L | T | P | H |
| 2 | 0 | 0 | | | 0 | 0 | 8 | 8 |

LEARNING OBJECTIVES

- To Understand different fields/settings of Social Work practice
- To Understand basic skills required to practice Social Work
- To learn to apply classroom theories in the field
- To demonstrate Competencies to face challenging tasks in the field from a social work perspective
- To identify the challenges of Individuals, groups and communities from a Macro and Meso perspective

| COURSE OUTCOMES | | DOMAIN | LEVEL |
|------------------------|---|---------------|---------------|
| CO1 | To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries | Cognitive | Understanding |
| CO2 | To understand the application of different skills related to case work, Group work and other methods of Social Work | Cognitive | Understanding |
| CO3 | To realize one's development of self and conduct oneself professionally in the field | Cognitive | Analyzing |
| CO4 | To apply and practice skills acquired in the process of learning in handling various types of clientele | Cognitive | Applying |
| CO5 | To assess the concept of field learning and learn about working in different settings | Cognitive | Evaluating |
| CO6 | To apply social work competencies to resolve Social problems | Cognitive | Applying |

| | |
|--|-----------|
| Unit - I | 10 |
| Organizational Profile: History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies | |
| Unit - II | 10 |
| Various Methods of Social Work – Skills required in the practice of Case work, Group | |
| UNIT – III | 10 |
| Specific Areas of work of the Agency – Its expertise in the area of work, staff resources, locations of work, networking and challenges faced by the Organization. | |
| Unit - IV | 10 |
| Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics ,Documentation and Report presentation | |
| Unit - V | 10 |
| Legislations applicable to the Organization, Legislations for women and children | |
| UNIT – VI | 10 |

Application of Various methods of Social Work

| | | | | | | | |
|--|---|----------|--|---------------|----------------|----------|----------|
| COURSECODE | | | YSW105 | L | T | P | C |
| COURSE NAME | | | COMMUNICATION FOR SOCIAL WORK | 2 | 0 | 0 | 2 |
| PREREQUISITE | | | | | | | |
| C | P | A | | L | T | P | H |
| 2 | 0 | 0 | | 2 | 0 | 0 | 2 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To understand the nuances of communicating with the clientele systems To learn the skills and strategies of group discussion To enhance the skills required for attending interviews To develop a perspective of different types of professional writing To acquire the required non-verbal communication skills | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | LEVEL | | |
| CO1 | To identify the significance of public speaking | | | Cognitive | Remembering | | |
| CO2 | To demonstrate the skills of group discussion | | | Cognitive | Remembering | | |
| CO3 | To apply the knowledge and skills of facing interviews | | | Cognitive | Analysing | | |
| CO4 | To analyse and develop writing skills required for social work practice | | | Cognitive | Remembering | | |
| CO5 | To evaluate the impact of body language on communication | | | Cognitive | Remembering | | |
| CO6 | CO6: To develop the communication skills as a whole | | | Cognitive | Understanding | | |
| UNIT – I PUBLIC SPEAKING | | | | | 5 Hours | | |
| Power of public speaking; Developing Confidence; Planning; Preparation; Successful and effective delivery of Speech | | | | | | | |
| UNIT – II GROUP DISCUSSION | | | | | 5 Hours | | |
| What is a group discussion; Why are group discussions held? Preparation for group discussions; Skills for effective preparation; Traits tested in a group discussion; Initiating the group discussion; Non-verbal communication in group discussion; Types of group discussions (Activity – FM Circuit simulation in MultiSim) | | | | | | | |
| UNIT – III INTERVIEWS | | | | | 5 Hours | | |
| Interviews in the 21st century; Developing an Interview strategy; Taking care of details; Practising for interviews; During the interview; Stress Interviews; Traditional interviews | | | | | | | |
| UNIT – IV WRITING SKILLS | | | | | 5 Hours | | |
| Basics of writing; Writing paragraphs; Writing letter and e-mails; Writing research articles; Report writing; Writing a CV | | | | | | | |
| UNIT – V NON-VERBAL COMMUNICATION | | | | | 5 Hours | | |
| What is Body Language? Types of Non-verbal Communication – Facial expression, Body movement & posture, Gestures, Eye contact, Touch, Space, Voice; Evaluating non-verbal (Activity – AM Circuit simulation in MultiSim) | | | | | | | |
| UNIT VI – EFFECTIVE COMMUNICATION SKILLS FOR SOCIAL WORKERS | | | | | 5 Hours | | |
| Acceptance - Active listening - Attention giving- Challenging - Confronting- Genuineness - Goal setting – Immediacy - linking ideas – Listening – Paraphrasing - Problem-solving - Appropriate | | | | | | | |

prompts - Questioning and exploring - Reflecting back – Summarizing - Use of empathy - Working on defenses.

| HOURS | LECTURE | TUTORIAL | TOTAL |
|---|---------|----------|-------|
| | 30 | 0 | 30 |
| TEXT BOOKS | | | |
| <ol style="list-style-type: none"> 1. Sanghita Sen, Alanrita Mahenda, Priyadarshini Patnaik (2015). Communication and Language Skills, Cambridge University Press 2. Sabina Pillai (2018). Spoken English for My World, Oxford University Press 3. Geetha Rajeevan (2012). Write Rightly, Foundation Books 4. Steve Hart, Aravind R Nair, Veena Bambhani (2016). EMBARK, Cambridge University Press <p>Wren & Martin (2020), High School English Grammar, Blackie</p> | | | |
| REFERENCE BOOK | | | |
| <p>Dasarda, Sheetal. (2015). Master the Group Discussion & Personal Interview. Chennai: Notion Press.</p> <ol style="list-style-type: none"> 1. Lees, John. (2017). Knockout Interview. UK: OPU 2. Lundlow, Ron and Fergus Panton. 1995. Effective communication. New Delhi: Prentice- Hall of India Private Ltd. 3. Mathur, Dinesh. (2018). Mastering Interviews and Group discussion. Chennai: CBS Publishers <p>William, Phil. (2018). Advanced Writing skills for students of English. Romain publishing</p> | | | |
| E REFERENCES and Equivalent Course | | | |
| <ol style="list-style-type: none"> 1 https://www.inc.com/deborah-grayson-riegel/how-to-use-notes-when-public-speaking-without-losing-your-audience.html 2 https://www.coursera.org/articles/public-speaking 3 https://www.simplilearn.com/group-discussion-tips-article 4 https://www.helpguide.org/articles/relationships-communication/nonverbal-communication 5 https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html | | | |

| | | | | | | | |
|---------------------|----------|----------|---------------------------------|----------|----------|----------|----------|
| COURSECODE | | | YSW106 | L | T | P | C |
| COURSE NAME | | | Rural Camp | 0 | 0 | 2 | 2 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 2 | 0 | 0 | | 0 | 0 | 4 | 4 |

LEARNING OBJECTIVES

- To understand the socio-economic and cultural conditions of rural life and work collaboratively as a team with a positive approach.
- To integrate into practice, essential life values, like simple living, living with minimal facilities, and putting into practice the concept of dignity of labour and self-discipline.
- To facilitate exposure by working with under privileged citizens, including children, women, youth, and senior citizens, as well as oppressed groups including dalits, bonded laborers, and tribal people.
- To develop suitable skills in processes like decision-making, planning, Organizing, and executing plans of action, coordinating, recording and report writing.
- To utilize street theatre and other types of traditional art forms to create awareness on social issues

| COURSE OUTCOMES | | DOMAIN | LEVEL |
|--|--|---------------|---------------|
| CO1 | To understand the key features of rural life and its realities | Cognitive | Understanding |
| CO2 | To illustrates kills for group living and inter pretits dynamics | Cognitive | Understanding |
| CO3 | To demonstrates kills for organizing, planning, execution of tasks, identifying and mobilizing resources. | Cognitive | Analyzing |
| CO4 | To be sensitive to the socio-political and cultural implications in rural life, more specifically among the marginalized and vulnerable groups | Cognitive | Applying |
| CO5 | To design and Create contextual programmes to address rural concerns affecting the locality. | Cognitive | Evaluating |
| CO6 | To develop Professional Skills and utilised it in the field | Cognitive | Applying |
| Unit - I | | | 5 |
| Pre-Camp and Form Committees | | | |
| Unit - II | | | 5 |
| Pilot Visits & Finalization of Camp Site | | | |
| UNIT – III | | | 5 |
| Finalization of Camp Theme & Camp Schedule | | | |
| Unit - IV | | | 5 |
| On-Camp Phase | | | |

| | |
|------------------|----------|
| Unit - V | 5 |
| Execution Phase | |
| UNIT – VI | 5 |
| PostCamp Phase | |

| | | | | | | | |
|---------------------|---|----------|--|----------|----------|----------|----------|
| COURSECODE | YSW201 | | | L | T | P | C |
| COURSE NAME | COMMUNITY ORGANIZATION AND SOCIAL ACTION | | | 4 | 0 | 0 | 4 |
| PREREQUISITE | | | | L | T | P | H |
| C | P | A | | 4 | 0 | 0 | 4 |
| 3 | 0 | 0 | | | | | |

LEARNING OBJECTIVES

- To understand the use and practice of community organization in various fields of social work
- To understand various phases and models of Community Organization
- To learn to apply Community Organization and Social Action as Methods of Social work.
- To apply the models of Community
- To develop skills and attitudes for participatory Community work and Social Action

| COURSE OUTCOMES | | | DOMAIN | LEVEL |
|-----------------|---|--|-----------|---------------|
| CO1 | To be aware of the concepts related to Community Organization | | Cognitive | Remembering |
| CO2 | To apply community Organization as a method of Social work in various settings. | | Cognitive | Remembering |
| CO3 | To understand and apply various Models of Community Organization | | Cognitive | Analysing |
| CO4 | CO4: To understand the role of social work in Social Action and Social Reform for Social Development. | | Cognitive | Remembering |
| CO5 | CO5: To critically analyse Social Movements from various dimensions. | | Cognitive | Remembering |
| CO6 | CO6: To apply Social Action as a method of Social Work. | | Cognitive | Understanding |

UNIT – I Community Organisation:

12 hours

Community Organization: Concept, Definition, History, Objectives, Characteristic: Community Power Structure, Philosophy, Approaches, Community Chest, Goals and Components, Principles, community practice and community development. Community organization as a primary method of social work. Methods of Community Organization, Community Mobilization, Community Identification and diagnosis, Process and Phases of Community Organisation - Community Relationship, Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and continuation. Community organization in emergencies (Fire, Flood, Famine, Drought, Earthquake, Tsunami, and War)

UNIT – II : Application of Community Organization Practice in Various Settings:

10hours

Application of Community Organization : Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal population, Disability, Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response. Community organisation as a social work process; Role and Skills of Community Organizer; Differentiating Community Organisation and Community Development.

| | |
|---|----------|
| UNIT – III Models of Community Organisation : | 10 hours |
| Models of Community Organisation -Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action ; Mary Weil's Eight models ; and Neighbourhood development model-System change Model-Structural change model. | |
| UNIT – IV On-Camp Phase | 10 hours |
| Social Action- As a method of Social Work: Social Work and Social Action: Concept, Objectives, Principles of Legitimization, Credibility building , Multiple strategies, Dramatization . Social Action in relation to Case work, Group Work, Social Work Research ,Community Organisation and Social Welfare Administration ,Methods and Means of Social Action -Research, Propoganda,Use of Mass media . Scope of Social Action in India. | |
| UNIT – V Social Problems and Social Action: | 10 hours |
| Role of Social Worker in Social Action: Social Activists and Social Action Groups with their significance of existence in India. Skills involved in Social Action- Analytical &Research Skills, Managerial, Intervention skills, Problem Skills and Training Skills . Case Studies: Some cases of real business world to supplement learning from the course. | |
| UNIT VI – Social Movements. | 8 Hours |
| Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach. Strategies for Social Action from various Social Movements. Indian Social Movements - Bhoodan, Satyagraha Gramdan, Narmada BachaoAndolan–The Singur Issue, Bodo and Gurkhaland Issues, Anna Hazare and the AamAdmi Movement | |

TEXT BOOKS

1. Christopher, A.J, & William, A.T. (2009). Community Organization and Social Action. New Delhi: Himalaya publishing.
2. Datar et al. 2010. Skill Training For Social Workers: A Manual. New Delhi: Sage Publications
3. Gamble, D. N., and Weil, M. 2010. Community Practice Skills: Local to Global Perspectives. New York: Columbia University
4. ShivappaR.2009STREAMSINTHERIVER-
AJourneyIntoInclusiveConcerns,DhatriPustaka,Bangalore
5. Biklen,Bouglas.P,*CommunityOrganizing -Theory&Practice*,NewJerseyPrentice.
6. Beher Aand
SamuelJ(2006)*SocialWatchinIndia:CitizensReportonGovernanceandDevelopment*,Pune:NCA
S

REFERENCE BOOK

1. Hardcastle, D., Powers, P. and Wenocur, S. (2011). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press.
2. Kettner,PandMoroney,Robert(2007)*DesigningandManagingPrograms:AnEffectivene
ss-BasedApproach*,UniversityofFlorida
3. LedwithMargaret(2005) *CommunityDevelopment:ACriticalApproach*, PolicyPress
4. SomeshKumar(2002)*MethodsforCommunityParticipation:Acompleteguideforpractitioner
s*,NewDelhi:SagePublication Vista
5. DonnaHardina(2013)*InnovativeApproachesforTeaching CommunityOrganizationSkills*
publishedbyRoutledge,New York.

E REFERENCES and Equivalent Course

1. <https://egyankosh.ac.in/handle/123456789/28953>
2. <https://www.ignou.ac.in>
3. <https://www.researchgate.net>
4. <https://www.socialworker.com>

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|---|--|----------|--|--|------------------|----------|----------------------|----------|
| COURSECODE | | | YSW202 | | L | T | P | C |
| COURSE NAME | | | SOCIAL WORK RESEARCH AND STATISTICS | | 4 | 0 | 0 | 4 |
| PREREQUISITE | | | | | | | | |
| C | P | A | | | L | T | P | H |
| 3 | 0 | 0 | | | 4 | 0 | 0 | 4 |
| LEARNING OBJECTIVES <ul style="list-style-type: none">• This course will deal with research problems, construction of hypotheses, testing, research designs, sampling concepts, etc.• The probability and non-probability methods are used to help a researcher make conclusions or arrive at decisions at a larger group.• This course will help in learning the types of social work research that are commonly used.• This course is the process that throws light on the research works during data collection, and codification and interpretation of the data.• This explains and interprets a variety of hypotheses to aid the decision making process in a research context. | | | | | | | | |
| COURSE OUTCOMES | | | | | DOMAIN | | LEVEL | |
| CO1 | To aware an in-depth knowledge on Social Work Research. | | | | Cognitive | | Remembering | |
| CO2 | To understand the clarity on the research methods and processes. | | | | Cognitive | | Remembering | |
| CO3 | To articulate the student to Identify and Formulate the Research problem and Literature review and usage of Methodology. | | | | Cognitive | | Analyzing | |
| CO4 | To analyze and apply Statistics applications and Software packages, make data entry and interpret the results. | | | | Cognitive | | Remembering | |
| CO5 | To evaluate implications of Research in various settings of Social Work. | | | | Cognitive | | Remembering | |
| CO6 | To develop and execute the Research Projects in Social Work. | | | | Cognitive | | Understanding | |
| UNIT – I Introduction to Social Work Research : | | | | | | | 10 hours | |
| Social Work Research: Concept, Definition, Objectives, Scope, Characteristics and Functions – Types of Research: Pure and Applied Research – Difference between Social Work Research and Social Research. Scientific method in Social Work Research – Need and importance of evidence based practice. | | | | | | | | |
| UNIT – II : Basic Elements of Scientific method : | | | | | | | 10hours | |
| Basic Elements of Scientific method: Concept, Variable, Facts and Theory. Cause-Effect relationship and relevance to Social Work Research. Identification and Formulation of Research Problems, Construction of Hypothesis and testing, Research Designs. | | | | | | | | |
| UNIT – III Research Methodology: | | | | | | | 12 hours | |
| Research Methodology: Sampling: Concept, Definition and Importance – Techniques of Sampling: Probability and Non-Probability sampling – Sources and Types of Data - Methods and Tools of Data Collection – Qualitative and Quantitative Research methods , Participatory Research methods. Pre-test and pilot study, Scaling techniques: Reliability and Validity – Data Processing: Coding, Editing, Tabulation, Analysis and Interpretation – Research Reporting, Preparation of Research Proposals. | | | | | | | | |
| UNIT – IV Statistics : | | | | | | | 10 hours | |

Statistics: Meaning, Need, Importance, and limitations of Statistics in Social Work Research – Frequency Distribution - Construction of Frequency Tables- Diagrammatic and Graphical Representation. Measures of Central tendency: Mean, Median and Mode - Measures of dispersion: Range, Quartile deviation, Standard deviation - Test of significance: t-test, Analysis of Variance (ANOVA), Chi-Square test – Correlation.

UNIT – V Computer Applications in Social Research: **10 hours**

Computer Applications in Social Research - Use of Computers for Data Analysis – Introduction to Statistical Package for Social Sciences (SPSS)/R: Introduction, basic steps, defining data, data entry, data transformation, and data analysis - Statistical application.)

UNIT VI – Preparation of Research Proposal: **8 hours**

Preparation of Research Proposal - Financial, Time and Personnel Budgeting; Data processing: Coding Scheme. Code Book, Transcription, tabulation; Diagrammatic Representation of Data : Types. Report Writing, Referencing and Bibliography - styles – APA and MLA, Agencies involved; Ethical considerations and Limitations of Social Work Research.

| HOURS | LECTURE | TUTORIAL | TOTAL |
|-------|---------|----------|-------|
| | 60 | 0 | 60 |

TEXT BOOKS

1. Alston M, Bowles W, 2012, Research for Social Workers, An Introduction to methods, 3rd Edition, Australian Publications, Australia.
2. Adams J, Khan, Robert and David, 2007, Research methods for Graduate Business and Social Science Students, SAGE Publications, New Delhi.
3. Chakraborty D, 2009, Research Methodology, Saurabh Publishing, New Delhi.
4. Chandra S, Sharma K. M, 2013, Research Methodology, Narosa Publications, New Delhi.
5. Kothari CR, 2023, Research Methodology Methods and Techniques, New Age International, New Delhi, 5th edition.

REFERENCE BOOK

1. Andy Field, 2017, Discovering Statistics Using IBM SPSS Statistics 5th Edition, Sage Publication
2. Ahuja R, 2010, Research Methods, Rawat Publications, Jaipur.
3. Anderson, D. R. (2014). Statistics for learners of Economics and Business. Boston: Cengage Learning.
4. Babbie E, 2013, The Practice of Social Research, 13th Edition Cengage Learning, USA.
5. Dawson C, 2010, Introduction to Research Methods, A practical guide for any one undertaking Research Project, Viva Books, New Delhi.
6. Gupta, S. P., & Gupta, A. (2014). Business Statistics: Statistical Methods. New Delhi: S. Chand Publishing.

E REFERENCES and Equivalent Course

1. www.campbellcollaboration.org
2. www.cochrane.org
3. www.rip.org.uk
4. [https://abhata@usf.edu](mailto:abhata@usf.edu)

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|--|--|----------|--|------------------|----------------------|----------|----------|
| COURSECODE | | | YSW203 | L | T | P | C |
| COURSE NAME | | | SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATIONS | 4 | 0 | 0 | 4 |
| PREREQUISITE | | | | | | | |
| C | P | A | | L | T | P | H |
| 3 | 0 | 0 | | 4 | 0 | 0 | 4 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To understand the basic concepts of social welfare administration. To make aware of the registration of NGOS To acquire knowledge about social work agencies To describe social policy, planning and programmes To know the social legislation. | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | LEVEL | | |
| CO1 | Acquire knowledge about social welfare administration and structure of social welfare administration in India. | | | Cognitive | Remembering | | |
| CO2 | Acquire application knowledge of the basic process of registering, managing and administrating Welfare Agencies in the context of social work profession | | | Cognitive | Remembering | | |
| CO3 | Describe the structure of social welfare administration in India and social welfare programmes and policies. | | | Cognitive | Analyzing | | |
| CO4 | Describe the understanding of the nature of social policy, planning and development in India | | | Cognitive | Remembering | | |
| CO5 | Critical analysis social legislation enforcement and challenges | | | Cognitive | Remembering | | |
| CO6 | To enhance the knowledge on the government department and NGOs function for development of the people | | | Cognitive | Understanding | | |
| UNIT – I Social Welfare Administration: | | | | | 12 hours | | |
| Social Welfare Administration: Meaning and definition of Social Welfare Administration and Social Work administration; Purpose, historical development. principles, functions and areas (Policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, research, annual report); | | | | | | | |
| UNIT – II : Social Welfare Agencies: | | | | | 12 hours | | |
| Social Welfare Agencies: Development of Social Welfare in India; Voluntary Social Work. Social Agencies: Meaning, definition, type and models of NGOs; Roles of NGOs in National Development. Types of NGO Registration and procedure; Societies Registration Act 1860, Indian Trusts Act 1882 and Companies Act, 2013. | | | | | | | |
| UNIT – III Social Welfare Schemes : | | | | | 12 hours | | |
| Governmental Schemes on Social Welfare. Social Welfare Administration at national, state and local levels; CSWB (Central Social Welfare Board), State Social Welfare Board, Directorate of Social Welfare and Handicapped Welfare. Social welfare policy: Evolution and Constitutional base, policies & programmes for the Weaker Section of the community (women, Children, Aged, handicapped & other backward caste (OBCs), Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities.) | | | | | | | |
| UNIT – IV Social Planning and Social Development: | | | | | 12 hours | | |
| Social Planning and Social Development: Social planning and community planning, Need and importance. Planning machinery at the state & National levels ; Five year plans; Social development: | | | | | | | |

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|---|--|----------------|-----------------|
| Concept and indicators for social change and social development in India. | | | |
| UNIT – V Social Legislation: | | | 12 hours |
| Social Legislation: Definition and role legislation in social change, constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy; laws related to Laws Related to Marriage: Hindu, Muslim, Christian, and Personal Laws Relating to Marriage.: Laws Relating to Divorce, Minority, and Guardianship; Adoption, Succession, and Inheritance. | | | |
| UNIT VI – Legislations related to Social Problems | | | 9 Hours |
| Legislation Relating to Social Problems such as Prostitution, Juvenile Delinquency, Women Harassment Child Labour, Untouchability, Physical, and Mental Disabilities. | | | |
| Case Studies: Some cases of real social issues to supplement learning from the course. | | | |
| HOURS | | LECTURE | TUTORIAL |
| | | 45 | 0 |
| | | | TOTAL |
| | | | 45 |
| TEXT BOOKS | | | |
| <ol style="list-style-type: none"> 1. Karen M. Sowers Catherine N. Dulmus (2008) Comprehensive Handbook of Social Work and Social Welfare, published by united states ISBN 978-0-471-76997-2 2. Sachdeva, D.R. Social welfare administration in India (2018) Kitab Mahal; Standard Edition , ISBN-13 : 978-8122500851 3. Sanjay Bhattacharya (2006) Social Work Administration and Development Rawat Publication, ISBN-13 : 978-8170339267 4. Shunmugavelayutham K Social Legislations and Social Change, Valga Valamudan pub, Chennai.. | | | |
| REFERENCE BOOK | | | |
| <ol style="list-style-type: none"> 1. Gangrade, K.D (2011) Social legislation in India Vol.I&II, New Delhi: Concept publishing Company 2. Goel. S L & R K Jain (2000) Social Welfare Administration (Vol. I & II); Deep & Deep Publications 3. Jagadeesan.P.(1990) Marriage and Social legislations in Tamil Nadu, Elachiapen Pub, Chennai. | | | |
| E - REFERENCES and Equivalent Course | | | |
| <ol style="list-style-type: none"> 1. https://socialjustice.gov.in/ 2. https://vikaspedia.in/social-welfare 3. https://rtuassam.ac.in/online/staff/classnotes/files/1624631410.pdf 4. https://wcd.nic.in/s 5. https://main.mohfw.gov.in/ | | | |

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|---|--|---|--------------------------|-----------|---|---------------|---|
| COURSECODE | | | YSW204 | L | T | P | C |
| COURSE NAME | | | Field Work - II | 0 | 0 | 4 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 2 | 0 | 0 | | 0 | 0 | 8 | 8 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none">To Understand different fields/settings of Social Work practiceTo Understand basic skills required to practice Social WorkTo learn to apply classroom theories in the fieldTo demonstrate Competencies to face challenging tasks in the field from a social work perspectiveTo identify the challenges of Individuals, groups and communities from a Macro and Meso perspective | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | | LEVEL | |
| CO1 | To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO’S and its work with the beneficiaries | | | Cognitive | | Understanding | |
| CO2 | To understand the application of different skills related to case work, Group work and other methods of Social Work | | | Cognitive | | Understanding | |
| CO3 | To realize one’s development of self and conduct oneself professionally in the field | | | Cognitive | | Analyzing | |
| CO4 | To apply and practice skills acquired in the process of learning in handling various types of clientele | | | Cognitive | | Applying | |
| CO5 | To assess the concept of field learning and learn about working in different settings | | | Cognitive | | Evaluating | |
| CO6 | To apply social work competencies to resolve Social problems | | | Cognitive | | Applying | |
| Unit - I | | | | | | 10 | |
| Organizational Profile: History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies | | | | | | | |
| Unit - II | | | | | | 10 | |
| Various Methods of Social Work – Skills required in the practice of Case work, Group | | | | | | | |
| UNIT – III | | | | | | 10 | |
| Specific Areas of work of the Agency – Its expertise in the area of work, staff resources, locations of work, networking and challenges faced by the Organization. | | | | | | | |
| Unit - IV | | | | | | 10 | |
| Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics ,Documentation and Report presentation | | | | | | | |
| Unit - V | | | | | | 10 | |
| Legislations applicable to the Organization, Legislations for women and children | | | | | | | |
| UNIT – VI | | | | | | 10 | |

Application of Various methods of Social Work

| Course Code | | | YSW205 Foundations of Artificial Intelligence and Machine Learning for Social Work | L | T | SS | C |
|---|--|--|--|--------------------------------------|---|------------|-------|
| C | P | A | | 1 | 0 | 0 | 1 |
| 1 | 2 | | | L | T | P | H |
| | | | | 1 | 0 | 2 | 3 |
| COURSE OUTCOMES | | | DOMAIN | LEVEL | | | |
| CO1 | Understand the nature and types of data | | Cognitive | Knowledge Comprehension | | | |
| CO2 | Build Data collection strategy using scraping | | Cognitive Psychomotor | Understand Perception | | | |
| CO3 | Build Statistical Models using Knime and Jasp | | Cognitive Psychomotor | Application Evaluation | | | |
| CO4 | Design Hypothesis and perform Hypothesis testing | | Cognitive Psychomotor | Application Synthesis Evaluation | | | |
| CO5 | Develop Estimation tools to model Uncertainty | | Psychomotor Affective | Comprehension Application Evaluation | | | |
| UNIT I | | Introduction to AI and Ethical Considerations | | | | | 3+6 |
| Introduction : Introduction to artificial intelligence (AI) – Definitions - History, - Current trends - AI relevance to social work practice - Understanding the impact of AI on social work - ethics and values - Ethical considerations - challenges related to AI in social work - Privacy concerns and data handling in AI | | | | | | | |
| UNIT II | | AI Concepts and Terminology | | | | | 3+6 |
| Introduction to Machine Learning (ML)- machine learning: Definitions, types, and applications - Supervised, unsupervised, and reinforcement learning - Supervised vs. unsupervised learning - ML concepts and terminology: algorithms, models, training, and inference - ML algorithms: Regression, classification, clustering - Evaluation metrics for ML models - Ethical considerations and challenges in using ML in social work -Applications of machine learning in the field of social work - Data analytics | | | | | | | |
| UNIT III | | Data Preparation and Feature Engineering | | | | | 3+6 |
| Data preprocessing - cleaning- Feature selection and extraction techniques- Handling missing values and outliers- Using AI for needs assessment, program evaluation, and resource allocation- Enhancing decision-making through AI-generated insights and Recommendations-Hands-on activities using AI tools for data analysis and visualization Integration of AI technologies into social work practice workflows | | | | | | | |
| UNIT IV | | Technologies and Addressing Ethical Challenges | | | | | 3+6 |
| Ensuring fairness, inclusivity, and cultural competence in AI implementation Addressing biases and transparency in AI algorithms- Linear regression- Logistic regression - Decision trees- Introduction to ensemble methods- Strategies for responsible and accountable AI decision-making | | | | | | | |
| UNIT V | | Future Directions and Opportunities | | | | | 3+6 |
| Case studies showcasing AI implementation in various social work domains- Predictive analytics for needs assessment and intervention planning- Evaluating program effectiveness using AI techniques | | | | | | | |
| LECTURE | | TUTORIAL | | PRACTICAL | | SELF STUDY | TOTAL |
| 15 | | 0 | | 30 | | 0 | 45 |

| |
|---|
| REFERENCES |
| <ol style="list-style-type: none">1. Stuart Russell and Peter Norvig- "Artificial Intelligence: A Modern Approach" by2. Kevin P. Murphy- "Machine Learning: A Probabilistic Perspective"3. Vincent C. Müller and Shannon Vallor - "Ethics of Artificial Intelligence and Robotics"4. Andrew Ng - "Machine Learning Yearning" (available online book) |
| E-REFERENCES |
| <ol style="list-style-type: none">1. Andrew Ng - Machine Learning Yearning https://www.deeplearning.ai/machine-learning-yearning/ |

| | | | | | | | |
|---|---|----------|------------------------------------|------------------|----------------------|--------------|----------|
| COURSECODE | | | YSW206 | L | T | P | C |
| COURSE NAME | | | LIFE SKILLS FOR SOCIAL WORK | 3 | 0 | 0 | 3 |
| PREREQUISITE | | | | | | | |
| C | P | A | | L | T | P | H |
| 3 | 0 | 0 | | 3 | 0 | 0 | 3 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To learn about Life skills and Self. To understand the importance of communication & interpersonal relationships. To equip the student with higher order thinking. To help the students to handle emotions. To make the students face the challenges. | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | | | |
| CO1 | To understand their strengths and weaknesses. | | | Cognitive | Remembering | | |
| CO2 | To be a socially competent person. | | | Cognitive | Remembering | | |
| CO3 | To apply life skills to handle situation effectively | | | Cognitive | Analysing | | |
| CO4 | To set Goals and achieve them successfully | | | Cognitive | Remembering | | |
| CO5 | To accomplish Self Competency and Confidence | | | Cognitive | Remembering | | |
| CO6 | To identify, analyse and health the situations using core life skills | | | Cognitive | Understanding | | |
| UNIT – I Life skills | | | | | 6 hours | | |
| Life skills - Self-awareness & Empathy: Life Skills -Meaning, Significance and overview of WHO Life skills. Self-awareness : Definition, concept of self, Techniques used for Self-awareness- Johari window and SWOC analysis . Empathy : concept of empathy. | | | | | | | |
| UNIT – II : Communication and Interpersonal Skills: | | | | | 6 hours | | |
| Communication and Interpersonal Skills: Communication – definition, Types, channels and barriers. Transactional analysis . Interpersonal relationship – Definitions, factors affecting relationship, Steps to improve interpersonal relationship . | | | | | | | |
| UNIT – III Creative and Critical Thinking: | | | | | 6 hours | | |
| Creative and Critical Thinking: Creative Thinking: Meaning, Concept, strategies to improve thinking. Critical Thinking:Meaning, Concept, strategies to improve thinking. Functions of Left and right Brain. | | | | | | | |
| UNIT – IVCoping skills: | | | | | 6 hours | | |
| Coping skills: Coping with Stress: Definition, meaning, causes, reaction, types, stress Management. Coping with Emotions: understanding emotions, types, strategies to manage emotions. Importance of IQ and EQ. Resilience: Meaning and its importance. | | | | | | | |
| UNIT – V Problem Solving and Decision Making: | | | | | 6 hours | | |
| Problem Solving and Decision Making: Problem solving: concept, steps in problem | | | | | | | |
| UNIT VI – Decision making | | | | | 9 Hours | | |
| Decision making: Goal setting and Time Management, SMART Goals , steps in decision Making and techniques. Conflict: Meaning, Types and ways to resolve Conflict . | | | | | | | |
| HOURS | | | | LECTURE | TUTORIAL | TOTAL | |
| | | | | 45 | 0 | 45 | |
| TEXT BOOKS | | | | | | | |

1. Dudhade B A (2016), Life Skills Education, Bookman Publishers
2. Mangal S.K. (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
3. Mahajan G (2022) Life Skill Education, Shipra Publications
4. Mangal SK (2007), Essentials of Educational Psychology, Prentice Hall India Learning Pvt. Ltd.
5. Shalini Verma (2014); "Development of Life Skills and Professional Practice"; First Edition; Sultan Chand (G/L) & Company

REFERENCE BOOK

1. Gowra Mahajan, 2022, Life Skill Education, Shipra Publishers
2. Erin Murphy-Graham, Joan DeJaeghere, 2021, Life Skills Education for Youth, Critical Perspectives, Springer International Publishing
3. Joan De Jaeghere, Erin Murphy-Graham, 2021, Life Skills Education for Youth: Critical Perspectives
4. Larry James (2016); "The First Book of Life Skills"; First Edition; Embassy Books.
5. Saravanakumar, 2020, Life Skill Education Through Lifelong Learning, Lulu Pub.

E - REFERENCES and Equivalent Course

1. <https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills.pdf>
2. https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
3. https://aif.org/wp-content/uploads/2018/10/Lifeskills-2018a_MAST.pdf
4. <http://www.essentiallifskills.net/>
5. http://www.unicef.org/lifeskills/index_whichskills.html
6. <http://www.exforsys.com/career-center/life-skills.html>

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|---|--|----------|---------------------------------|---------------|----------|---------------|----------|
| COURSECODE | | | YSW303 | L | T | P | C |
| COURSE NAME | | | Field Work - III | 0 | 0 | 4 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 2 | 0 | 0 | | 0 | 0 | 8 | 8 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To Understand different fields/settings of Social Work practice To Understand basic skills required to practice Social Work To learn to apply classroom theories in the field To demonstrate Competencies to face challenging tasks in the field from a social work perspective To identify the challenges of Individuals, groups and communities from a Macro and Meso perspective | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | | LEVEL | |
| CO1 | To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries | | | Cognitive | | Understanding | |
| CO2 | To understand the application of different skills related to case work, Group work and other methods of Social Work | | | Cognitive | | Understanding | |
| CO3 | To realize one's development of self and conduct oneself professionally in the field | | | Cognitive | | Analyzing | |
| CO4 | To apply and practice skills acquired in the process of learning in handling various types of clientele | | | Cognitive | | Applying | |
| CO5 | To assess the concept of field learning and learn about working in different settings | | | Cognitive | | Evaluating | |
| CO6 | To apply social work competencies to resolve Social problems | | | Cognitive | | Applying | |
| Unit - I | | | | | | 10 | |
| Organizational Profile: History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies | | | | | | | |
| Unit - II | | | | | | 10 | |
| Various Methods of Social Work – Skills required in the practice of Case work, Group | | | | | | | |
| UNIT – III | | | | | | 10 | |
| Specific Areas of work of the Agency – Its expertise in the area of work, staff resources, locations of work, networking and challenges faced by the Organization. | | | | | | | |
| Unit - IV | | | | | | 10 | |
| Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics ,Documentation and Report presentation | | | | | | | |

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| Unit - V | | | | | 10 | | | | |
| Legislations applicable to the Organization, Legislations for women and children | | | | | | | | | |
| UNIT – VI | | | | | 10 | | | | |
| Application of Various methods of Social Work | | | | | | | | | |
| COURSECODE | | XEC406 | | | L | T | P | C | |
| COURSE NAME | | EMPLOYABILITY SKILLS OF SOCIAL WORKERS | | | 2 | 0 | 0 | 2 | |
| PREREQUISITE | | | | | | | | | |
| C | P | A | | | | L | T | P | H |
| 3 | 0 | 0 | | | | 2 | 0 | 0 | 2 |
| LEARNING OBJECTIVES | | | | | | | | | |
| <ul style="list-style-type: none">To understand the importance of Employability skillsTo inculcate various soft skills and develop competencies in the young minds.To enable the students to understand the importance of verbal and Non-verbal communicationTo interpret person’s ability to interact effectively with co-workers and customers & use formal and technical communicationTo insist the Essential skills for success. | | | | | | | | | |
| COURSE OUTCOMES | | | | | DOMAIN | | | | |
| CO1 | To Enhance the Behavioural Skills of the students. | | | | Cognitive | | Remembering | | |
| CO2 | To equip the student’s person’s ability to interact effectively with co-workers and customers. | | | | Cognitive | | Remembering | | |
| CO3 | To enhance the student to improve English Literacy & Communication. | | | | Cognitive | | Analysing | | |
| CO4 | To motivate them to become a successful Entrepreneur in the world. | | | | Cognitive | | Remembering | | |
| CO5 | To provide an in-depth view to the students about Essential skills for success. | | | | Cognitive | | Remembering | | |
| CO6 | To prepare them to the world of work. | | | | Cognitive | | Understanding | | |
| UNIT – I Behavioral Skills :, | | | | | | | 4 hours | | |
| Expectation setting: Creating a Focus and Responsibility Learning environment, Personal strength analysis /Strength blindness: self-aware and confidence building, Perception Management: Display Professionalism at the institute and work place, Social Etiquette: Characteristic of a responsible citizen- Display the same by respecting self, others, environment, care for duty and value for time Case Studies: Some cases of real business world to supplement learning from the course. | | | | | | | | | |
| UNIT – II : Preparation Strategy for Competitive Exams: | | | | | | | 6 hours | | |
| English Literacy & Communication: Understanding about Functional English & Writing English, Verbal Communication: Understand the usage of appropriate words to express themselves Communicate effectively on telephone. Positive body language: adopt and use it appropriately to build a positive impression, Different spatial zones: Understanding and need to maintain it, create safe zones for communication, Maintaining appropriate eye-contact in building trust and confidence, Impact of touch in a formal environment. Acceptable and unacceptable touch, Role of tone in any communication. | | | | | | | | | |
| UNIT – III: I.T. Literacy: | | | | | | | 6 hours | | |
| Basic MS Word, office, web browser& search engine, Email & Mobile Application. Entrepreneurship Skills: Ways to become a good entrepreneur, enabling environment available to become an entrepreneur, Ways to set up an enterprise and different aspects involved viz., legal compliances, Marketing aspect, Budgeting, etc., Different Government schemes supporting | | | | | | | | | |

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| entrepreneurship. Examples of successful and unsuccessful entrepreneurs. | | | |
| UNIT – IV Essential skills for success: | | | 4 hours |
| Essential skills for success: Building basic skills to navigate life and career. Self-Awareness, articulating personal values, Value-based decision making, Dilemma situations. Identify sources and types of stress (positive / negative stress), Managing stress (long-term / short-term), Handling rejection and building resilience, Identify day wasters. | | | |
| UNIT – V Preparation to the world of work: | | | 4 hours |
| Preparation to the world of work: Career Plan: Identify the difference between job and career, Basic Professional Skills: Career Pathways: Awareness of industries, and the respective professional pathways, Awareness of higher education / up skilling (short-term) options, Steps involved in online application for Instructor course, Apprenticeship and different jobs in popular site like theindiajobs.com, naukri.com, monsterindia.com, Govt. website. Learning Occupational Safety, Health and Environment Education. Understanding Labour Welfare Legislation. | | | |
| UNIT VI – Developing Fitness for a Job | | | 6 Hours |
| Aptitude Test, Interviewing Skills, Survey and Analysis, Documentation, Leadership and Team Work, Career Guidance and Work Environment. | | | |
| HOURS | LECTURE | TUTORIAL | TOTAL |
| | 30 | 0 | 30 |
| TEXT BOOKS | | | |
| <ol style="list-style-type: none"> 1. Abhijit Guha (2020) Quantitative Aptitude for Competitive Examinations, McGraw Hill India, ISBN: 9789389811544, 9389811546 2. Disha Publication (2020) General Quantitative Aptitude for Competitive Exams, SBN: 9789389645101, 9789389645101 3. Grant Taylor, Tata McGraw-Hill Education India, ISBN: 9780070996038, 9780070996038 McGraw Hill India. 4. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009 5. Lucent's – (2022) General Knowledge 14 Edition 2022 General Knowledge 14 Edition, ISBN: 9789384761547, 9384761540 | | | |
| Books for Reference | | | |
| <ol style="list-style-type: none"> 1. Arvind Nawale, Mm Manisha (2018) An Introduction to Employability Skills' published by Macmillan 2. Felicity Becker, (2021) Boost your employability, Sage Publications ISBN: 9781529745009 3. Ghosh B.N, 2012, Managing Soft Skills for Personality Development, New Delhi, McGraw Hill India. 4. Mercy V Chaita (2016) Developing Graduate Employability Skills: Your Pathway to Employment. 5. Stella Cottrell (2021) Skills for Success, Personal Development and Employability, ISBN 9781352011593 | | | |
| Web Resources | | | |
| <ol style="list-style-type: none"> 1. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_098504.pdf 2. https://en.wikipedia.org/wiki/Green_job#UNEP_Green_Jobs_Initiative 3. https://in.indeed.com/career-advice/finding-a-job/employability-skills 4. https://www.simplilearn.com/why-are-employability-skills-important-article 5. https://cte.ed.gov/initiatives/employability-skills-framework | | | |

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| <p>Required to be a professional, laws pertaining to their specialized field, etc.</p> <p>✓ Constant contact with the students to regulate the learning process.</p> | | | |
| PHASE – V : Termination and Evaluation | | | 5 Hours |
| <p>✓ Monitoring the performance of the student.</p> <p>✓ Submission of letter of completion from the organization duly signed by the authorities.</p> <p>✓ After the Completion of training, the process of evaluation (Self & Staff) is executed based on the performance of the students through the submitted weekly Reports.</p> | | | |
| UNIT VI – Practice of Social Work in the Field | | | 5 Hours |
| Application of Social Work methods in various fields | | | |
| HOURS | LECTURE | PRACTICAL | TOTAL |
| | 0 | 4 | 30 |

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| COURSECODE | | | YSW404 | L | T | P | C |
| COURSE NAME | | | Field Work - IV | 0 | 0 | 4 | 4 |
| PREREQUISITE | | | Any Undergraduate course | | | | |
| C | P | A | | L | T | P | H |
| 2 | 0 | 0 | | 0 | 0 | 8 | 8 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To Understand different fields/settings of Social Work practice To Understand basic skills required to practice Social Work To learn to apply classroom theories in the field To demonstrate Competencies to face challenging tasks in the field from a social work perspective To identify the challenges of Individuals, groups and communities from a Macro and Meso perspective | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | | LEVEL | |
| CO1 | To integrate the classroom learning with field practice - the knowledge related to different field settings- establishment of NGO'S and its work with the beneficiaries | | | Cognitive | | Understanding | |
| CO2 | To understand the application of different skills related to case work, Group work and other methods of Social Work | | | Cognitive | | Understanding | |
| CO3 | To realize one's development of self and conduct oneself professionally in the field | | | Cognitive | | Analyzing | |
| CO4 | To apply and practice skills acquired in the process of learning in handling various types of clientele | | | Cognitive | | Applying | |
| CO5 | To assess the concept of field learning and learn about working in different settings | | | Cognitive | | Evaluating | |
| CO6 | To apply social work competencies to resolve Social problems | | | Cognitive | | Applying | |
| Unit - I | | | | | | 10 | |
| Organizational Profile: History of the Agency, Vision, Mission, Organization Chart, funding resources, different types of beneficiaries, its work in the field, networking agencies | | | | | | | |
| Unit - II | | | | | | 10 | |
| Various Methods of Social Work – Skills required in the practice of Case work, Group | | | | | | | |
| UNIT – III | | | | | | 10 | |
| Specific Areas of work of the Agency – Its expertise in the area of work, staff resources, locations of work, networking and challenges faced by the Organization. | | | | | | | |
| Unit - IV | | | | | | 10 | |
| Services provided by the agency to the beneficiaries- Follow up and termination of services, adherence to professional ethics ,Documentation and Report presentation | | | | | | | |

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| Unit - V | | | | 10 | | | |
| Legislations applicable to the Organization, Legislations for women and children | | | | | | | |
| UNIT – VI | | | | 10 | | | |
| Application of Various methods of Social Work | | | | | | | |
| COURSECODE | | YSW406 | | L | T | P | C |
| COURSE NAME | | BLOCK FIELD WORK TRAINING | | 0 | 0 | 2 | 2 |
| PREREQUISITE | | | | | | | |
| C | P | A | | L | T | P | H |
| 3 | 0 | 0 | | 0 | 0 | 2 | 4 |
| LEARNING OBJECTIVES | | | | | | | |
| <ul style="list-style-type: none"> To understand the social issues in the contemporary field. To enable the students to recognize and display professional attitudes, workplace behaviours and communication skills appropriate to their setting. To develop an understanding of the role of Social Workers in the respective field. To facilitate the students to understand the connection of theories to practice with their respective specialized setting. To learn and apply the methods of Social Work practice in their field work settings | | | | | | | |
| COURSE OUTCOMES | | | | DOMAIN | | | |
| CO1 | To acquire professional Social work skills in their respective social work setting. | | | Cognitive | Remembering | | |
| CO2 | To analyse the need and importance the role of Social Workers in professional practice. | | | Cognitive | Remembering | | |
| CO3 | To practice and demonstrate the Social Work methods in their respective settings. | | | Cognitive | Analysing | | |
| CO4 | To associate and integrate the Social Work theory in to practice in their field work organization. | | | Cognitive | Remembering | | |
| CO5 | To understand the application of Social Work approaches to handle the challenges in the field. | | | Cognitive | Remembering | | |
| CO6 | To utilize the professional knowledge and skills in their respective field. | | | Cognitive | Understanding | | |
| UNIT - 1 | | | | | | 5 Hours | |
| PHASE – I : Orientation and Commencement | | | | | | | |
| <ul style="list-style-type: none"> ✓ Orientation on respective specialized fields. ✓ The objectives of summer placements are explained. | | | | | | | |
| UNIT – II : Preparation Strategy for Competitive Exams: | | | | | | | |
| PHASE – II : Approval and Confirmation of Summer placement organization | | | | | | | |
| <ul style="list-style-type: none"> ✓ Confirmation/Approval of summer placement organizations. ✓ Commencement of Summer placement training in the approved organization. ✓ The summer training program falls between Semester II and III. | | | | | | | |
| PHASE – III : Induction and Learning | | | | | | 5 Hours | |
| <ul style="list-style-type: none"> ✓ Induction of students in the organization. ✓ Submission of Letter of induction to the respective guide. ✓ Submission of weekly reports (Learnings & Observations) along with daily time sheets. | | | | | | | |
| PHASE – IV : Social Work Practice in the Field | | | | | | 5 Hours | |
| <ul style="list-style-type: none"> ✓ Students gain knowledge about the Vision, Mission & objectives of the organization, organizational structure, functions of the organization, Dynamics of the organization, Skills | | | | | | | |

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| <p>Required to be a professional, laws pertaining to their specialized field, etc.</p> <p>✓ Constant contact with the students to regulate the learning process.</p> | | | |
| PHASE – V : Termination and Evaluation | | | 5 Hours |
| <p>✓ Monitoring the performance of the student.</p> <p>✓ Submission of letter of completion from the organization duly signed by the authorities.</p> <p>✓ After the Completion of training, the process of evaluation (Self & Staff) is executed based on the performance of the students through the submitted weekly Reports.</p> | | | |
| UNIT VI – Practice of Social Work in the Field | | | 5 Hours |
| Application of Social Work methods in various fields | | | |
| HOURS | | LECTURE | PRACTICAL |
| | | 0 | 4 |
| | | | 30 |