SEMESTER - II

THIRUVALLUVAR UNIVERSITY

SERKKADU, VELLORE–632115

B.S.W. SOCIAL WORK

SEMESTER - II

SYLLABUS

FROM THE ACADEMIC YEAR

2023 – 2024

SEMESTER II

FIRST YEAR
Semester-II

S.No.	Part	Study Components		Ins. Hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
SEMESTER II							CIA	Uni. Exam	Total
1.	I	Language	Paper-2	6	3	Tamil/Other Languages	25	75	100
2.	II	English	Paper-2	4	3	English	25	75	100
3.	II	NMSDC: Language Proficiency for Employability	Paper-1	2	2	Overview of English Communication	25	75	100
4.	III	Core Course –CC III	Paper-2	5	5	Social Case Work	25	75	100
5.	III	Core Course –CC IV	Practical - 2	5	5	Concurrent Field Work – II-practical	25	75	100
6.	III	Elective II Generic/ Discipline Specific	Elective II	6	3	Psychology for Social Work (or) Child Rights and Welfare Programmes	25	75	100
7.	IV	Skill Enhancement Course SEC-2	Paper2	2	2	Marriage and Life Education	25	75	100
8.	IV	Skill Enhancement Course SEC-3 (Discipline Specific)	Paper 1	2	2	Capacity Building	25	75	100
		Sem. Total		**32**	**25**		**200**	**600**	**800**

SOCIAL CASE WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	SOCIAL CASE WORK	Core Course (CC III)	60	-	-	-	5	5	25	75	100

Year	I
Semester	II
Prerequisites	Basic Understanding about Human Growth and Development, Individuals and Society.

Learning Objectives

1	To teach the method of social work and to understand values and principles of working with individuals. .
2	To enhance understanding of the basic concepts, tools and techniques in working. with individuals.
3	To Acquire knowledge of different intervention models and develop skills to utilize them.
4	To obtain Skills and understand the role of Social Case Worker.
5	To Facilitate in the process of using case work methods for professional development

Course Outcome

The Successful completion of this course shall enable the student;
CO1 : To teach the concept and Principles of Social Case Work
CO2 : To understand the process of Social Case Work.
CO3: To apply the suitable theories and models to resolve the problems of Individuals.
CO4: To develop the ability to critically analyze problems of individuals and skills for working with individuals in various practice settings
CO5: To evaluate the students to work with Individuals in various settings.

SYLLABUS

UNIT - 1   **(12 Hours)**
Social Case Work: Definition, Nature, Purpose of Social Case Work. Philosophical assumptions and casework values. Case work and its relationship with other methods of Social Work. Historical development of Social Case work in India and in the West(UK&USA). Skills and Roles of Case Worker. Principles of Social Case Work.

UNIT - 2   **(12 Hours)**
Components and Tools of Social Case Work: Components: Person, Problem, Place and Process. **Case worker- client relationship:** Meaning and Importance, Characteristics of Professional Relationship, Empathy. Problems in Relationship -Transference and Countertransference, Resistance. **Case Work Tools:** Observation, Listening, Interview, Collateral Contacts and Home Visits.

UNIT - 3   **(12 Hours)**
Case Work Process – Study (Case recording, Interview, Collateral contacts etc) Diagnosis - Treatment (methods and techniques), Follow – up and termination. **Recording:** Uses, Principles, Types, Structure and Content,

UNIT - 4   **(12 Hours)**
Theories and Approaches in Case Work: Psycho-Social approach, Functional approach, Problem-Solving approach, Behavioral Modification, Family Centered Approach, Client Centered therapy, Crisis Intervention, Psychotherapy, Transactional Analysis and Holistic approach .

UNIT - 5   **(12 Hours)**
Case work in different settings: School/Education setting, Family and Children Welfare setting, Community setting, Clinical settings, Correctional and Industrial settings –Working with older adults, Persons with Disability and Terminally ill. Substance and De-Addiction Treatment Services

Text Books

1. Bhattacharya, S. (2009). Social case work administration and development. NewDelhi: Rawat Publications.
2. Harris, F.J., 1970 Social Case Work, Oxford University Press, Nairobi.
3. Mathew, G., & Tata Institute of Social, S. (1992). An introduction to social casework: Tata Institute of Social Sciences.
4. Timms, N. (1972). Recording in social work: Routledge and K. Paul.
5. Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publication

Books for References:

1. Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
2. Goldstein H. 1979, Social Work Practice: A Unitary Approach, Carolina, University Carolina Press.
3. Hamilton, G. 1946, Principles of Social Case Recording, New York, Columbia University Press.
4. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago
5. Robert W, Roberts Robert H. Nee, 2000 Theories of Social Casework, University of Chicago Press, Chicago.

Web Resources

1. https://www.socialworkin.com
2. https://www.guide2socialwork.com/social-group-work/
3. https://www.socialwelfare.library.vcu.edu
4. http://www.ignou.ac.in
5. https://www.researchgate.net

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	S	S	S
CO5	S	S	M	S	S

S – Strong   M – Medium   L – Low

CONCURRENT FIELD WORK – II

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CONCURRENT FIELD WORK – II	Core Course (CC IV)		-	-	-	5	5	40	60	100
Year		I									
Semester		II									
Prerequisites		Basic Understanding on Personality development topics and organizations									
Learning Objectives											
1	To develop the capacity to reflect over one's own behaviors.										
2	To describe its effect on self and others.										
3	To demonstrate skills to establish relationship with individuals, groups and communities with reference to social work.										
4	To provide an exposure to and understanding about the various agency settings to the students.										
5	To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations										

Course Outcome
The Successful completion of this course shall enable the student;
  CO1: Predict own behavior and analyze its impact.
  CO2: Asses the skills to establish relationship with individuals, groups and communities.
  CO3: Experience the activities of various agencies
  CO4: Analyze the various projects of government and non-government organizations
  CO5: Develop report writing skill and understand role of professional Social Workers in different settings

SYLLABUS

OBSERVATION VISITS		
VISITS	**CONTENT**	**No. of Visits**
Health Setting	Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, and HIV Guidance Centres etc.	**3**
Educational Setting	Formal schools, non- formal/adult education centres, income generating skill development centres, vocational training facilities, etc.	**3**
Institutional and Non-institutional Services for Special Groups (NGO)	the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies,ChildRightsProtectionFacilities,Rehabilitationcentres,Labour Welfare Centres/workers education centres etc.	**2**
Criminal Justice System & Civic Administration Centres	Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act. Municipal Corporation, Ward offices, ZilaParishad, Panchayat Samiti, Block Development Office, etc.	**3**
Community Services	Skill development programme centres, vocational training centres,environmentimprovementcentres,familyservicecentres,Communitydevelopmentprojectsin urban and rural settings, etc.	**2**

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	M	S	S

S – Strong   **M – Medium**   **L - Low**

PSYCHOLOGY FOR SOCIAL WORK

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	PSYCHOLOGY FOR SOCIAL WORK	**Elective Generic (DSE II)**	60	-	-	-	3	4	25	75	100

Year	I
Semester	**II**
Prerequisites	**Basic Understanding of Psychology**

Learning Objectives	
1	To provide Knowledge of Psychology and its relevance to social work
2	To understand the principles of human growth and development.
3	To introduce various stages and processes in human development.
4	To identify development theories and their application
5	To acquire skills in applying social work intervention methods in promoting mental health.

Course Outcomes

On the successful completion of the course, students will be able:

CO1: To be aware of the application of psychology in social work practice

CO2: To understand the principles and process of human growth and development

CO3: To evaluate various developmental tasks and hazards in the human development process

CO4: To understand the theories of development and their application in social work

CO5: To evaluate various intervention methods for mental health.

SYLLABUS

UNIT – I   **(12 Hours)**
Introduction to Psychology: Psychology- meaning and definition. Fields of psychology. Relevance of psychology in social work. Human Development- meaning, characteristics, and Principles. Concepts of human development- growth and development, maturation, and Learning. - its impact on human development.

UNIT – II   **(12 Hours)**
Life span – Characteristics and stages. **Prenatal period** – conception, stages, Characteristics, and hazards. Types of delivery.

UNIT – IIII   **(12 Hours)**
Infancy and Childhood - Developmental task, characteristics, and hazards of infancy, babyhood, early and late childhood. Jean Piaget's theory of cognitive development.

UNIT – IV   **(12 Hours)**
Puberty and Adolescence – physical, psychological, and social changes and hazards. Development of self-concept and self-esteem and its impact on adolescence. Erikson's theory of psychosocial development. Role of Social worker in Schools and colleges

UNIT – V   **(12 Hours)**
Adulthood, middle age, and old age -developmental task, characteristics, adjustments-vocational and marital, and hazards. Role of a social worker in family counselling.

Learning Sources

1. Ahuja, N. A. (1995) Short Textbook of Psychiatry. New Delhi: Jaypee Brother
2. Crider, et al. (1989). Psychology. New York: Scott. Foresman
3. Fernald, L. D. & Fernald, P. S. (1999). Introduction to Psychology. New Delhi: AITBSPublishers.
4. Mangal, S. K. (2006). General Psychology. New Delhi: Sterling.
5. Morgan, et al. (1997). Introduction to Psychology. New York: McCraw-Hillbook Co.

Books for References
1. Bee, Helen. Mitchell, Sandra. (1984) The Developing Person-A Life Span Approach.Ed2, New York Harper and Ro.
2. Benjamin A. Lahey, (1998). An Introduction to Psychology (Sixth Edition), New Delhi: Tata McGraw Hill.
3. Compton, Beulah. Galway, (2005) Cournoyer, Social Work Processes. Ed 7, USA: Brooks Cole Learning,
4. Coleman, James, (1976) Abnormal Psychology and Modern Life. Ed 5, Mumbai: D.B Taraporewala& Sons
5. Corner Ronald, J, (2012). Abnormal Psychology. New Delhi: Wisdom Press,

WEB RESOURCES
1. https://www.psychologydiscussion.net/educational-psychology/principles-of-human-growth-and-development/1813
2. https://courses.lumenlearning.com/wm-lifespandevelopment/chapter/periods-of-human-development/
3. https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf
4. https://ufhealth.org/puberty-and-adolescence
5. https://www.cliffsnotes.com/study-guides/psychology/psychology/developmental-psychology-

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M
CO2	S	S	M	S	S
CO3	M	S	S	S	S
CO4	S	S	S	S	S
CO5	M	S	S	S	S

S – Strong   **M – Medium**   **L - Low**

CHILD RIGHTS AND WELFARE PROGRAMMES

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CHILD RIGHTS AND WELFARE PROGRAMMES	**Discipline Specific Elective – II**	60				3	4	25	75	100

YEAR	I
SEMESTER	II
PRE-REQUISITE	**A general idea of the needs and problems faced by children in India**

Learning Objectives

1	To discuss the origin and development of Child rights.
2	To recognize the difference between Needs, Welfare, and Rights.
3	To study the constitutional provisions on Child rights in India.
4	To make aware of the various agencies available in ensuring child rights.
5	To identify the stakeholders in Child Development.

Course Outcomes

On the successful completion of the course, student will be able:

	TaxonomyLevels
CO1: Outline conceptual clarity on Human rights and child rights.	K1, K2, K3
CO2: Identify the framework of child rights in India.	K2, K3, K4
CO3: Distinguish the child protection system in India which focuses on services extended for Children.	K3,K4
CO4: Analyze the role played by constitution in protecting the fundamental Rights of Children.	K1, K4, K5
CO5: Recognize various mechanisms for implementation of the law concerning children and demonstrate Ethical and Professional behaviour in working with children.	K3, K4,K5

Syllabus

UNIT I   (10 Hours)

Child Rights as Human Rights– Rights based approach, Difference between Needs, Welfare and Rights. Child Rights: Meaning, scope, origin and development of child rights in India.

UNIT II   (15 Hours)

Child Rights and Constitutional Provisions – Concept of Human Rights, United Nations Convention on the Rights of the Child (UNCRC), Overview of Legal Systems in India. Provisions for Child Rights in Indian Constitution.

UNIT III   (10 Hours)

Ensuring Child Rights - Principles of practice and role of caregivers in promoting Child Rights. Role of Duty bearers in ensuring Child Rights – Role in protection, prevention, intervention and Rehabilitation. Role of Family, Community, Civil Society, Media and the State. Separation of powers between the Executive, Judiciary and Legislature. Important schemes and services for ensuring child rights.

UNIT IV   (15 Hours)

Legal Measures promoting Child Development – Right of Children to free and compulsory education act 2009, Commission for the protection of Child rights Act 2005, Prohibition of Child Marriage Act 2006, The Immoral Traffic Prevention Amendment Bill 2006, Protection of children from sexual offences Rules 2020, Juvenile Justice Care and Protection Act, 2021. Child Labour Prohibition and Regulation Act, 2016.

UNIT V   (10 Hours)

Stakeholders in Child Development - Ministry of Women and Child Development, Roles and Functions of the Central and State level Commission for Protection of Child Rights in India, National Institute of Public Cooperation and Child Development, The Child Welfare Committee. Role of Social Work and Civil Society Organisations: Advocacy, Lobbying, Fact-finding.

Text Books:
1. Bajpai, A. 2003. Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.
2. Chandru, K., Geetha, R. & Thanikachalam, C.1998. Child Law in India, Chennai: Indian Council for Child Welfare
3. Chopra, G. 2015. Child Rights in India: Challenges and Social Action. New York: Springer.

4. Ghosh, A. 1998. A Primer of the Convention on The Rights of The Child, Calcutta: IPER.
5. Manoharan, A. & Mehendale, A. 2012. Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University.

Books for References:

1. Mehendale, A. 2012. Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
2. Verhellen, E. 2006. Convention on the Rights of the Child, London: Garant Publishers. Joachim, T. 2004. Promoting Rights Based Approaches: Experiences and Ideas from Asia and the Pacific, Sweden: Save the Children
3. Upadhyaya Shivendra, 2009. Encyclopedia of Juvenile Rights, Child Rights, and Women Rights, volume 2, Anmol publications, New Delhi.
4. Shrivastave Rekha, 2009 International Encyclopaedia of Women Rights and Children Rights, Anmol Publications, New Delhi.
5. Baxi, Upendra. 2002. Future of Human Rights. Bueren.

Web Resources:

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

MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	M
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	S	S	S
CO5	S	S	M	S	S
CO6	S	S	S	S	S

S – Strong   **M – Medium**   **L - Low**

MARRIAGE AND LIFE EDUCATION

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	MARRIAGE AND LIFE EDUCATION	**Skill Enhancement Course (SEC-2)**	**3 0**	-	-	-	**2**	**2**	**25**	**75**	**100**
Year		I									
Semester		II									
Prerequisites		**Basic Understanding of Family**									

Learning Objectives	
1	To enrich the knowledge about the Concept of Marriage
2	To understand the role of family, school, and media in imparting family life education.
3	To know the importance of communication in marriage life.
4	To acquire knowledge on various problems in family life
5	To identify the various welfare services for settling family disputes

Course Outcomes

On the successful completion of the course, student will be able:

CO1: To be aware of the concept and characteristics of marriage
 CO2: To understand the values and role of family, school, and media in family life
CO3: To apply the knowledge of communication in family life
CO4: To analyze various reasons for the marital problems
CO5: To evaluate the welfare services in marital dispute settlement

SYLLABUS

UNIT – I   **(6 Hours)**

MARRIAGE – a social institution**. Marriage –** meaning, definition. Marriage as an institution. Types of marriages, importance, and purpose of marriage. Marriages in India. Role of society, culture, religion, and family values in marriage. Premarital counseling – importance in premarital preparation.

UNIT – II   **(6 Hours)**

Family – concept, and definition. Types of family. Characteristics and functions of the family**.** Family life cycle – Formative, expanding, and contracting stages. Problems at each stage of the cycle

UNIT – III   **(6 Hours)**

Family Life – meaning and importance. Socialization process – concept and significance in shaping the individual behaviour. Role of socialization agents – family, teachers, friends, and media in developing the personality and moral values of an individual

UNIT – IV   **(6 Hours)**

COMMUNICATION IN MARRIAGE: Communication – meaning and importance. Communication in marriage – communication between partners, the importance of listening between partners. Handling conflicts in marriage, accepting the differences. Changing roles in men and women due to career development of women, an appropriate division of roles – importance

UNIT – V   **(6 Hours)**

Problems in Marital Life: Violence and harassment, dowry, addiction, extra – marital affair, marital rape, separation, divorce. Psycho-social effects of divorce. Problems faced by single parents in society. Legal implications in marriage and divorce. **Family Welfare Services** Pre-marital Counselling, Family Counselling Centres, Family Court, All Women's Police Station.

Textbooks

1. Betty, Carter, and Monica, McGoldrick, The Changing Family Life Cycle – A Framework for Family Therapy, II Ed
2. David J. Bredehoft, Michael J. Walcheski, Family Life Education: Integrating Theory and Practice, Ingram
3. Lane H. Powell, Dawn Cassidy, Family Life Education: Working with Families Across the Life Span, Waveland Press
4. Sharma, Rajendra, (1997) K. Indian society – Institutions and Change. New Delhi: Atlantic,
5. Rao Shankar, C.N. Principles of Sociology. New Delhi: S. Chand

Books for References

1. Dhanagare, D., N. (1993) Indian Sociology. Jaipur and New Delhi: Rawat,

2. Kaila, H., L., (2005), Women, Work and Family, New Delhi; Rawat Publications.

3. Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press

4. Marie, Mascarenhas, (1999), Family Life Education of Value Education.

5. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi

Web Resources

1. https://culturalatlas.sbs.com.au/indian-culture/indian-culture-family
2. https://www.egyankosh.ac.in/
3. https://www.marriage.com/
4. https://www.betterhealth.vic.gov.au/
5. https://uk.practicallaw.thomsonreuters.com/

MAPPING WITH PROGRAMME-SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	S	M	S
CO2	S	S	S	S	S
CO3	M	S	S	S	S
CO4	M	S	S	M	S
CO5	M	S	S	S	S

S – Strong   M – Medium   L - Low

CAPACITY BUILDING

Course Code	Course Name	Category	L	T	P	S	Credits	Inst. Hrs	Marks		
									CIA	External	Total
	CAPACITY BUILDING	Skill Enhancement Course –SEC 3	Y	-	-	-	2	2	25	75	100
Year		**I**									
Semester		**II**									
Prerequisites		**Basic knowledge of Computers and MS Office**									
Learning Objectives											
1	To develop knowledge on E-content& its preparation.										
2	To understand the importance of using various types of E-content.										
3	To comprehend the creation of Visual E-content.										
4	To acquire knowledge on creating audio and video E-content										
5	To understand the creation of interactive E-content.										

Course Outcome

The Successful completion of this course shall enable the student;

CO1 : To be awareof the concept of E-content & its development.

CO2 : To understandthe importance of using E-content in Social Work practice.

CO3: To create text E-content.

CO4 : To develop audio & video E-content.

CO5: To create interactive E-content.

SYLLABUS

UNIT – I   **(6 Hours)**

E-Content: Meaning, Importance, Advantages & Disadvantages and Scope. Stages of E-content design and Developmental Process. E-content tools- Freeware, Open Source Software, Proprietary Software and Public Domain Software. Using E-content in Social Work Practice.

.**UNIT – II**   **(6 Hours)**

Creating Visual E-content: Invitations &Posters, Blog

UNIT – III   **(6 Hours)**

Creating Audio E-content: Audio editing, podcast

UNIT – IV   **(6 Hours)**

Creating Video content: Creating & Editing videos

UNIT – V   **(6 Hours)**

Creating Interactive e-content: Quiz & Tests

Text Books
1. Beatrice Ghirardini, (2011). E-learning Methodologies: A Guide for Designing and Developing E-learning Courses. Food and Agriculture Organization of the United Nations. 2. Benjamin Pitman, (2011). Designing Effective Elearning: A Step-by-step Guide. eProficiency Incorporated. 3. Diane Elkins, Desiree Pinder (2015). E-Learning Fundamentals: A Practical Guide. American Society for Training and Development. 4. Kishabalae Bashir, Bakkabulindi F.E.K, C. Oonyu, (2011). E-learning Adoption. LAP Lambert Acad. Publ.

Books for Reference
   1. Chandan Srivastava, (2012). E-Learning, Challenges and Impact on Education. Lap Lambert Academic Publishing GmbH KG
 	
   2. Maha A.Qarh (2012). Knowledge Representation in E-Learning Environment. Lap Lambert Academic Publishing GmbH KG.
   3. Roger Schank, (2009). Lessons in Learning, E-Learning, and Training: Perspectives and Guidance for the Enlightened Trainer. Wiley
   4. Vermon S, Donald P, Rob Melnick (2006). Teaching and Media: A Systematic Approach.

University of Michigan, Michigan, Prentice Hall.

5. Yang, Harrison Hao, (2012). Cases on E-Learning Management: Development and Implementation: Development and Implementation. IGI Global.

Web Resources
1. https://ncert.nic.in
2. http://www.mgncre.org
3. http://paleeri.blogspot.com
4. https://www.iehe.ac.in

MAPPING WITH PROGRAMME SPECIFIC OUTCOME

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	M	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	M	S	S
CO5	S	S	M	S	S

S – Strong   M – Medium   L - Low

****