

Holy Cross College (Autonomous), Nagercoil

Kanyakumari District, Tamil Nadu.

Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF SOCIAL WORK



TEACHING PLAN

ODD SEMESTER 2024-2025

Vision

Empowering the young women as change makers in the society through networking with various agencies, inculcating professional values and attributes which lead to the holistic development of the society.

Mission

- To motivate the students towards social concern and problems through inculcation of democratic and humanitarian values.
- Sensitize the various issues in the society for the empowerment of marginalized and vulnerable people.
- Applying skills in social work practice and social work research in different fields for achieving desirable changes and development.
- To facilitate entrepreneurship and career guidance through activity based learning.
- To create global competencies through internship programme.

Programme Educational Objectives (PEOs)

| PEOs | Upon Completion of MSW Degree programme, the graduates will be able to: | Mapping with Mission |
|----------------|---|----------------------|
| PEO - 1 | the graduates use scientific knowledge to solve social issues and pursue research. | M1,M2, M3,M4 |
| PEO - 2 | our graduates will continue to learn and advance their careers in industry both in public and private sectors, government and academia. | M3,M4 |
| PEO - 3 | the graduates will attain professional knowledge and practice to work in different fields of social settings transferring one's knowledge, skills and expertise to community (community can incorporate local, municipal, national and international scope) with professional ethics and values | M2,M3, M4,M5 |

Program Outcomes (POs)

| POs | Upon completion of M.S.W. programme, the graduates will be able to: | Mapping with PEOs |
|-------------|--|-------------------|
| PO-1 | design and undertake individual research and innovative technologies which will contribute to the future ideological and societal development. | PEO-1 |
| PO-2 | Articulate critically to address the emerging national and global challenges with an ethical outlook. | PEO-3 |
| PO-3 | equip to practice personal reflection and self-correction to assure continual professional development. | PEO -3 |
| PO-4 | apply knowledge of social systems and human behavior to promote social change, problem solving in human relationship. | PEO -3 |
| PO-5 | Integrate various theories and methodologies relating to social and environmental contexts | PEO -3 |

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| PO-6 | Perform the professionalism and team spirit and exhibit leadership, communication and managerial skills. | PEO -3 |
| PO-7 | train professional social worker to be independent and lifelong learning in the broadest context of socio-cultural, economic, environmental, political and psychological changes in the society. | PEO -2 |

Programme Specific Outcomes (PSOs)

| PSOs | Upon completion of M.S.W. programme, the graduates will be able to: | Mapping with POs |
|-------------|---|-------------------------|
| PSO1 | developability to identify, formulate and analyze complex social problems using social work knowledge through placements in service organizations and in open community. | PO4 |
| PSO2 | acquires skills to practice values and ethics of social work practices with diverse and vulnerable populations. | PO 2 |
| PSO3 | apply social work methods, research based activities and research to facilitate realistic understanding and contribute to the societal development. | PO 1 |
| PSO4 | develop appropriate resources, use technology and innovative methods to enhance theoretical knowledge and practical wisdom. | PO1,PO3 |
| PSO5 | conduct appropriate programmes for sustainable development by giving orientation about environmental transformation and developing knowledge about sustainable development. | PO 5 |
| PSO6 | enhance interpersonal and intra-personal skills for the efficient and competent personal and professional role performance with various groups of professional and para-professional teams. | PO6,PO7 |

Teaching plan for the Academic Year 2024-2025

Department : Social Work
Class : I MSW
Title of the Course : Social Work Profession
Semester : I
Course Code : WP231CC1

| Number of Hours per week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 7 | 4 | 90 | 100 |

Learning Objectives:

1. To understand the evolution of Social Work and its emergence as a Profession.
2. To enable the students to comprehend the significance of professional values, ethics in both micro and macro social work practice

Course Outcomes

| On the successful completion of the course, student will be able to | | |
|---|--|-----------|
| 1 | aware an in-depth knowledge on the basic concepts of social work. | K1 |
| 2 | understand the historical background of social work in west and India. | K2 |
| 3 | articulate the student to be familiar with philosophies, ethics and values of social work. | K3 |
| 4 | analyse the significance of models in social work. | K4 |
| 5 | evaluate implication of social work education and field work. | K5 |

K1-Remember, K2-Understand, K3-Apply, K4-Analyze, K5-Evaluate

Total Hours: 90hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/Evaluation |
|------|--|---|---------------|---|-----------------------|--|
| I | Fundamental concepts of Social Work | | | | | |
| | 1 | Social Work - Definition, Objectives, Philosophy and scope | 2 | To understand the Social Work and its fundamental concepts. | Lecture Discussion | Evaluation through: Short test Multiple choice questions |
| | 2 | Concept of related term: Social Service – Social Development – Social | 3 | To explain the meaning and related concept of social work | Lecture with PPT | Formative assessment I |

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|------------|---|--|---|---|---------------------------------|---|
| | | Transformation – Social Reform – Social Defense | | | | |
| | 3 | Difference between Social service and Social Work - Introduction to the Methods of Social Work. | 5 | To categorize the primary and secondary social work methods with its merits and demerits. . | Lecture, Group discussion | |
| II | Historical Development of Social Work | | | | | |
| | 1 | Evolution of Social Work in the West (UK and USA), Social Work in India | 2 | To describe the evolution of social work in U.K, U.S.A and India. | Lecture Discussion | Quiz |
| | 2 | Religious Foundation of Social Work in India, Indian thoughts of Social Work. | 5 | To assess the Indian thoughts behind in Social Work. | Lecture with PPT | Short Test Formative assessment I |
| III | Philosophies and Ethics of Social work | | | | | |
| | 1 | Social Work as a Profession: Nature and characteristics of a profession. | 5 | To understand the evolution of Social Work and its emergence as a profession. | Lecture with PPT | Multiple choice questions |
| | 2 | Social Work Values – Code of Ethics in Social Work | 4 | To articulate the philosophies, Ethics and values of Social Work. | Lecture | Short test |

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| | | practice, Social Work Principles | | | | |
| | 3 | Models of Social work., Roles and Responsibilities of a Professional Social Worker | 4 | To analyze the significance of models in Social Work. | Lecture Discussion | Formative assessment II |
| IV | Development of Social Work Education | | | | | |
| | 1 | Social Work Education in India – Focus, Nature and Content of Social Work Education. Field Work in Social Work Profession: Objectives, Need and Importance - Significance of Field Work Supervision. | 5 | To understand the importance of Field Work in Social Work Education. | Lecture with PPT | Assignment on impact of theories in Social Work Formative assessment II |
| | 2 | Role of Voluntary Organizations and Government in promoting Social work profession in India. National and International Professional Associations. Social Work | 2 | To interpret the role of Voluntary Organization. | Lecture | |

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|---|---|--|---|---|-----------------------|--|
| | | Profession and Education in Global perspective. Problems and Prospects of Social work profession in India. | | | | |
| V | Social Work Practice in Different settings | | | | | |
| | 1 | Fields of Social Work practice: Community Settings, Family and Child Welfare – Educational Settings - Medical and Psychiatric settings – Industrial Settings - Correctional Social Work | 2 | To assess the role of social worker in different field | Lecture Discussion | Seminar on social work in different field Short test Formative assessment II |
| | 2 | Social Work with Marginalized and Vulnerable sections – Persons with Disability and Social Work, Geriatric Social Work. | 5 | To apply the social work methods in various field of social work. | Lecture with PPT | |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Observation Visit

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics, Human Values

Activities related to Cross Cutting Issues: Group discussion

Assignment: Social Work Practice in Different settings

Seminar Topics: Apply the social work methods in various field of social work.

Ms. J. Mary Deeba,
Course Instructor

Ms. J.Mary Deeba,
Head of the Department

Department : Social Work
Class : I MSW
Title of the Course : Social Case Work
Semester : I
Course Code : WP231CC2

| Number of hours/week | Credits | Total number of hours | Marks |
|----------------------|---------|-----------------------|-------|
| 6 | 4 | 90 | 100 |

Learning Objectives

1. To gain the knowledge of conceptual foundations of social Case Work
2. To understand the basic concepts of casework as a primary method of social work

Course Outcomes

| On the successful completion of the course, student will be able to | | |
|---|---|----|
| 1 | get knowledge about the different problems faced by the Individuals | K1 |
| 2 | enhance knowledge on social case work skills in social case work practice. | K2 |
| 3 | understand the process of casework intervention with client. | K2 |
| 4 | enhance the ability towards problem solving process. | K3 |
| 5 | create the ability to critically analyze problem of individuals and factors affecting them. | K6 |

K1-Remember, K3-Apply, K4-Analyze, K5-Evaluate

Total hours: 90 (Including lectures, assignments and tests)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/Evaluation |
|----------|---------|---|---------------|------------------|----------|-----------------------|
| I | | Social Casework as a method of Social Work | | | | |

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|-----------|--|--|---|---|-------------------------------|--|
| | 1 | Concepts, Meaning, objectives, purpose, Historical Development of Social Case Work in West and India. | 2 | To understand the social cases work as a primary method and present adequate and get an in-depth knowledge of social case work and its historical development | Lecture Discussion | Evaluation through : short test Multiple choice questions Formative assessment I |
| | 2 | Nature and Scope, its importance and relationship with other methods of Social Work, Principles of Case Work. Skills in social case work. | 7 | To distinguish the difference between various methods of social work and the skills required for social case work | Lecture, Discussion | |
| | 3 | Case Worker – Client relationship and the use of Professional Self, Problems in professional relationship. | 2 | To be able to understand the professional relationship between case worker and client | Lecture with PPT Illustration | |
| II | Tools and techniques in Case Work | | | | | |
| | 1 | Tools and techniques in casework: observation, interview, collateral contacts, home visits, referrals, Verbal and nonverbal communication, | 5 | To cite the various tools used in social case work. To practice social case work process and techniques in various individuals and families | Lecture with PPT, | Short test Quiz Formative assessment I |

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|------------|---|--|---|---|---|---|
| | 2 | Techniques in practice – ventilation, emotional support, advocacy, Environment modification, modeling, role-playing, confrontation, – Case history taking, | 4 | To evaluate the various techniques in social case work with life examples | Lecture with PPT, Illustration, Role play on elements of Tamil Culture | Assignment on Case study Formative assessment I |
| | 3 | Recording – Uses, principles, types, structure and content. Use of genograms, and eco-maps, family schema in records. | 3 | To understand the recording process and analyze the effectiveness of genogram | Lecture with PPT, Group Discussion | |
| III | Case Work Components and Process | | | | | |
| | 1 | Components of Case Work, Process of Case Work: Intake; Study; Assessment / Social Diagnosis; Treatment / Intervention; Evaluation: Termination; Follow-up. | 7 | To learn the process of social case work | Lecture with PPT Illustration | Multiple choice questions Formative assessment II |
| | 2 | Social Case Work intervention: Direct and indirect multi – dimensional intervention. Transference and counter-transference in social case work | 5 | To assess the various types of interventions | Question-answer session Lecture | Seminar - contribution of Indian Social thinkers towards women empowerment Formative assessment II |
| IV | Theoretical Approaches to Case Work / Models of case work practice | | | | | |
| | 1 | Psychosocial model, Functional model, Life model, Problem solving model, | 2 | To assess the various models | Lecture with PPT | Formative assessment III |
| | 2 | Crisis intervention, Eclectic approach, Family centered approach, Behavior | 4 | To acquire skills to identify and critically | Mind mapping Lecture | Case study Formative |

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| | | Modification, and ecosystem perspective in social casework. | | analyze various approaches in social case work | Mind mapping Discussion | assessment III |
| | 3 | Psychotherapy, Counseling and Social Case Work-similarities and differences; | 3 | To assess psychotherapy, counseling and case work | Lecture Illustration | Formative assessment III |
| V Social Case Work application / Practice in different settings | | | | | | |
| | 1 | Case work practice in different settings in India | 5 | To understand the role of case worker in various settings | Lecture with PPT | Short test Formative assessment II |
| | 2 | 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, de-addiction, Rehabilitation centers, Delinquency, LGBT and in foster home and non-institutional services such as adoption, sponsorship. | 3 | To assess the role of case worker in various settings | Lecture Illustration | Seminar on the impact of globalization, liberalization and privatization in Tamilnadu. Formative assessment II |
| | 3 | 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 | 3 | To evaluate ethnography and limitations of social case work | Lecture Debate Discussion | |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development , Employability

Activities (Em/ En/SD): Genogram, Social Map

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics, Human Values

Activities related to Cross Cutting Issues: Case Work Process

Assignment: Social Work Practice in Different settings

Seminar Topics: Apply the social work methods in various field of social work

Ms. J.Mary Deeba,
Signature of the Course Instructor

Ms. J.Mary Deeba,
Signature of the Head of the Department

Department : Social Work
Class : I MSW
Title of the Course : Social Group Work
Semester : I
Course Code : WP232CC3

| Number of Hours per Week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 6 | 4 | 90 | 100 |

Learning Objectives

1. To understand group work as a method of social work and to understand concept, values, principles of Social Group Work
2. To acquire skills and techniques required for group worker

Course Outcomes

| On the successful completion of the course, student will be able to | | |
|---|---|----|
| 1 | be aware about the concept, characteristics, values and principles of Social Group Work | K1 |
| 2 | apply suitable theories and models to resolve the problems of Groups. | K3 |
| 3 | critically choose and implement interventions to achieve social group work goals. | K4 |
| 4 | analyse competencies and skills for working with different groups in various practice settings. | K4 |
| 5 | demonstrate the process of group experience and professional development | K5 |

K1-Remember, K3-Apply, K4-Analyze, K5-Evaluate

Total Hours: 90 hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/Evaluation |
|----------|--|---|---------------|--|--------------------|---|
| I | Introduction to Social Group Work | | | | | |
| | 1 | The Group: Definition, characteristics, types, functions and group structure. | 2 | To understand the social case work as a primary method and adequate and detailed characteristics, types, functions of group. | Lecture Discussion | Evaluation through : short test ask question Formative assessment I |
| | 2 | Social Group Work: | 3 | To understand | | Give some |

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|------------|--|--|----------|--|---|--|
| | | Definitions, objective, Values and Principles of Social Group Work. Skills and Roles of Social Group Worker. | | the social group work as a primary method. | Lecture Black board | example of case work |
| | 3 | History of Social Group Work in India and abroad. Social Group Work as a method of Social Work. | 3 | To explain the History of Social Group Work in India and abroad. | Lecture discussion and group discussion | |
| II | Group Dynamics and Group functioning | | | | | |
| | 1 | Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. | 3 | To understand the Dynamics of Groups. | Lecture with group discussion | Short test Quiz |
| | 2 | Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale, Group Attraction. | 3 | To understand the group structure. | Lecture PPT | Group Thinking |
| | 3 | Leadership and Communication in groups. Relationships-stoichiometry | 3 | To understand the Leadership and Communication in groups. | Lecture black board | Formative assessment II Evaluation through ask question |
| III | Group formation and Group work process: | | | | | |
| | 1 | Group Formation Phases: Forming-Storming, Norming, Performing, Adjourning. | 3 | To understand the Group Formation Phases social group work. | Lecture black board | Evaluation through : short test |

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| | 2 | Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of change effort | 3 | To understand the Social Group Work Process in social group work. | Lecture black board and group discussion | students seminar |
| | 3 | Group work-Philosophy, Scope of Social Group Work, Evolution of Social Group Work. | 3 | To understand the importance and evolution of social group work. | Lecture panel session among the students | |
| | 4 | Social Group Work-Methods, Problems and Limitation of Social Group Work Practice in India, Models of Group Work. | 4 | To understand the importance and evolution of social group work. | | Formative assessment II |
| IV | Types and models of group work | | | | | |
| | 1 | Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. | 5 | To identify the Remedial, Mediating or Reciprocal, Developmental. | Student seminar | Short test students seminar |
| | 2 | Skills, Qualities and Roles of Social Group Worker. Group therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types. | 4 | To identify the Skills, Qualities and Roles of Social Group Worker. | Student seminar | |
| V | Application of Social Group Work | | | | | |
| | 1 | Application of Social Group Work in School Settings, | 5 | To identify the Application of Social Group | Student | Short test students seminar |

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| | | Community Settings, Health Settings, Family Welfare Settings, Industrial Settings, Women welfare and Child care Settings, Correctional Settings. | | Work in various Settings. | seminar | |
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Application of Social Group Work

Seminar Topics: Students will deal with the topics listed below

1. Group Work Process
2. Scope of Social Group Work
3. Models of Social Group Work
4. Roles of Social Group Worker.
5. Qualities of Social Group Worker.

Dr.E.Sathia Raj

Signature of the Course Instructor

Ms. J.Mary Deeba

Signature of the Head of the Department

Department : Social Work
Class : I MSW
Title of the Course : Sociological and Psychological Foundations for Social Work
Semester : I
Course Code : WP231EC2

Learning Objectives

1. To understand the basics of Psychology
2. To establish the linkage between psychology, sociology and Human behaviour for effective social work practice.

Course Outcomes

| CO- No | On the successful completion of the course, student will be able to | CL |
|-----------|---|----|
| 1 | get an in-depth knowledge on the basic concepts of Psychology, society and human development | K1 |
| 2 | understand the basic principles of Human growth and Development, social process and social change. | K2 |
| 3 | relate the human development with psychology, compare the social processes, social movements and social change. | K5 |
| 4 | analyse the basics of Social Interaction and Social institution and social stratification. | K4 |
| 5 | analyse the social Institutions and critically evaluate modern trend in social institutions | K4 |

K1-Remember;K2-Understand;K4-Analyze;K5-Evaluate.

Total Hours: 90 hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------|------------------------------------|---|---------------|--|--------------------|--|
| I | Introduction to Psychology: | | | | | |
| | 1 | Definition and branches of Psychology – Psychology for Social Work practice | 2 | To understand the social case works as a primary method and present adequate and detailed reports on social case work. | Lecture Discussion | Evaluation through : short test ask question Formative assessment I |

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| | 2 | Sensory Process and Perception: Process of Perception - Learning: Classical Conditioning and Operant Conditioning | 3 | To understand the social case work as a primary method | Lecture Black board | Give some example of case work |
| | 3 | Memory: Sensory memory, Short-term memory, long term memory, forgetting, improving memory | 3 | To explain the values and principles of case work practice | Lecture discussion and group discussion | |
| II | Human Development | | | | | |
| | 1 | Developmental Psychology - Meaning and principles of growth and development, heredity, environment and ecological influences – family and community | 3 | To practice social case work process and techniques in various individuals and families. | Lecture with group discussion | Short test Quiz |
| | 2 | Brief outline of Human Development: Characteristics, developmental tasks, personal and social adjustments, vocational, family / marital adjustments | 3 | To practice social case work process and techniques in various individuals and families. | Lecture PPT | Group Thinking |
| | 3 | Hazards in each stages such as: Prenatal period, infancy and babyhood - Childhood, Puberty & Adolescence - Adulthood – Middle Age and Old Age | 3 | To practice social case work process and techniques in various individuals and families. | Lecture black board | Formative assessment II Evaluation through ask question |
| III | Introduction to Society | | | | | |
| | 1 | Definition - meaning and characteristics - Culture: Definition, characteristics, structure | 3 | To understand the importance and evolution social group work. | Lecture black board | Evaluation through : short test |

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| | 2 | Functions, reasons for cultural - development and cultural change, subculture, contra-culture. - Status & Role: Types and Characteristics | 3 | To understand the importance and evolution social group work. | Lecture black board and group discussion | students seminar |
| | 3 | Social Stratification: Definition, Characteristics, Caste, Class & Race. Social Change: Meaning, Characteristics, Change | 3 | To understand the importance and evolution social group work. | Lecture panel session among the students | |
| IV | Introduction to Groups | | | | | |
| | 1 | Groups - Definition, Characteristics and Classification of Groups -- Primary groups and Secondary Groups | 5 | To identify the Group formation and its stages. | Student seminar | |
| | 2 | Social Interaction & Social Process: Competition, Co-operation, Conflict, Accommodation & Assimilation. - Socialization: Definition, Characteristics, Types and Agencies of Socializations - Theories of Socialization | 4 | To identify the Group formation and its stages | Student seminar | |
| V | Social Institutions: Types of Social institutions | | | | | |
| | 1 | Marriage, Family ,Kinship, Religion, Education ,Economic system and Judiciary Structural aspects - Norms, Values, Folkways & Mores - Family, Marriage, Education, Economy, Polity, Religion | 5 | To identify the Group formation and its stages. | Student seminar | |

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| | 2 | Social Problems - Major Social Problems in India- Causes and factors responsible for Social problems, Untouchability, Slavery, Domestic violence ,Dowry, Social Movements | 5 | To identify the Group formation and its stages. | Student seminar | |
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Social Interaction & Social Process

Seminar Topics: Human Development

Dr. Sr.Gerardin

Signature of the Course Instructor

Ms. J.Mary Deeba Jeyam

Signature of the Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Rural Community Development
Semester : III
Course Code : WP233CC1

| Number of Hours per week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 4 | 4 | 90 | 100 |

Learning Objectives:

1. To able to understand the issues prevailing in rural areas
2. To able to invent solutions for better rural development

Course Outcomes

| CO-No | On the successful completion of the course, students will be able to: | CL |
|-------|---|-----------|
| 1 | define the rural areas, rural economy and development and issues or rural development in general and address them through various development strategies. | K1 |
| 2 | relate the knowledge on social political structure, economic structure, economic | K2 |
| 3 | explain the rural local self-governance namely panchayat raj institutions and its role in planning and development of rural areas | K3 |
| 4 | analyze the role of government, non-government and role of social workers in rural development. | K4 |
| 5 | appraise the suitable intervention for rural development. | K5 |

K1-Remember;K2-Understand; K3-Apply;K4-Analyze;K5-Evaluate

Total Hours: 60hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/Evaluation |
|------|---------------------------------|------------------------------|---------------|--|-----------------------|-----------------------|
| I | Rural economic structure | | | | | |
| | 1 | Principles of Rural Economic | 2 | To explain the concept & principles of | Lecture Discussion | Evaluation through: |

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|-----------|---|--|---|---|---------------------------------|--|
| | | Development, Planning the Rural Development. | | Rural Development. | | Short test |
| | 2 | Commercial Agriculture, Rural Horticulture, Dairying. Land use – Land Holding, Land Reforms Marginal Lands. Poverty, BPL families, Agricultural labour and Social Security | 3 | To explain the Agriculture & Land Reforms. | Lecture with PPT | Multiple choice questions Formative assessment I |
| | 3 | Agricultural Finance – Need for Agricultural Finance, Sources of Agricultural Finance Kisan Credit card, the role of NABARD in Rural Development. | 5 | To explain the Need for Agricultural Finance, Sources of Agricultural Finance. | Lecture, Group discussion | |
| II | Rural Socio – Political Institutions and Processes | | | | | |
| | 1 | Society and Social Structure, Social Mobility, Social Changes, Caste Structure. | 2 | To explain the Society and Social Structure. | Lecture Discussion | Quiz |
| | 2 | Rural Literacy, causes for Low Literacy Rate, Corrective measures to increase the literacy | 5 | To understand the literacy in rural area. | Lecture with PPT | Short Test |

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| | | in rural area. | | | | |
| | 3 | PRI's the Grama Panchayats and Power and Functions, Decentralized Governance Impact of Decentralized Governance on Rural Development. | 4 | To Understand the knowledge on PRI's & Grama Panchayats functions. | Lecture, Group discussion | Formative assessment II |
| III | Concept of Village, Settlement pattern, Factors for pattern of settlement. | | | | | |
| | 1 | The Problem of Housing, Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private). | 5 | To explain the Rural Health & Sanitations. | Lecture with PPT | Multiple choice questions Short test |
| | 2 | Nirmala Grama, Rural Electrification- Adhesiveness' and targets. Community Buildings- Hospitals, Schools, Community Halls etc. | 4 | To explain the Rural Electrification- Adhesiveness' and targets. | Lecture | Formative assessment II |
| IV | Rural development programmes in India | | | | | |
| | 1 | Concepts, approaches and strategies of Rural Development, | 4 | To explain the concept & strategies of Rural | Lecture with PPT | Assignment on impact of theories in Social Work |

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|---|-----------------------------|--|---|--|--------------------|---|
| | | Philosophy of Rural Development - A.T. Masher, Mahatma Gandhi and Lenin. | | Development. | | Formative assessment II |
| | 2 | Rural development programmes in india: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) 2005: Deen Dayal Antyodaya Yojana – National Rural Livelihoods Mission (DAY-NRLM): Pradhan Mantri Gram Sadak Yojana (PMGSY): Pradhan Mantri Awas Yojana – Gramin: Pradhan Mantri Adarsh Gram Yojana (PMAGY): Saansad Adarsh Gram Yojana (SAGY): National Rurban Mission (NRuM): The National Social Assistance Programme (NSAP) Mission Antyodaya. | 5 | To explain the Rural development programmes in india. | Lecture discussion | |
| V | Rural administration | | | | | |
| | 1 | Rural development administration in local, block, state and national level. | 2 | To explain the Rural development administration structures & Functions. | Lecture Discussion | Seminar on role of social worker in rural community |
| | 2 | Role of information | 5 | To identify the using of | Lecture | |

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| | | communication technology and rural development; Role of Communication in Rural Development, Channels of Rural Development Support Communication. | | communication technology in rural development. | with PPT | development. Short test Formative assessment II |
| | 3 | 73rd amendment and its Salient features; structure of PRIs Social work application and role of social worker in rural community development. | 2 | To assess the role of government, non-government and role of social workers in rural development. | Lecture | |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Case Study

Assignment: Rural development programmes in india

Seminar Topics: Students will deal with the topics listed below

1. Philosophy of Rural Development
2. Role of Communication in Rural Development
3. Principles of Rural Economic Development
4. Approaches and strategies of Rural Development
5. Salient features of 73rd amendment.

Dr.E.Sathia Raj
Course Instructor

Ms. J.Mary Deeba
Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Medical Social Work
Semester : III
Course Code : WP233CC3

| Hours Per week | Number of Credit | Number of hours | Marks |
|----------------|------------------|-----------------|-------|
| 6 | 4 | 90 | 100 |

Learning Objectives:

1. To equip students by imparting knowledge to understand the concept, definition, objectives, of Medical Social Work.
2. To apply the models of Health care while working at micro, mezzo and macro level.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1 | illustrate about the concept, history, scope and trends in medical social work. | K1 |
| 2 | summarize and implement evidence-based interventions for patients and care givers. | K2 |
| 3 | use and implement health care models in the practice setting to achieve the goals of medical social work | K3 |
| 4 | analyse competencies and skills required for medical social worker in different setting. | K4 |
| 5 | value and implement empirically-based interventions in a multidisciplinary setting. | K5 |

K1-Remember; K2-Understand; K3-Apply;K4-Analyze; K5-Evaluate

Total Hours: 60hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------|--|---|---------------|--|--------------------|---------------------------------|
| I | Introduction to Medical social work | | | | | |
| | 1 | Medical social work -Definition, objectives, Skills and social work intervention of practicing medical social work. | 3 | To explain the concepts related to health and illness. | Lecture Discussion | Evaluation through : short test |
| | 2 | History of Medical social work in India | 3 | To understand the historical | Lecture PPT | Formative assessment I |

| | | | | | | |
|------------|--|---|----------|---|---|---|
| | | and abroad, trends and scope of medical Social Work practice in India | | development of Medical Social Work. | | Panel session given to the students |
| II | Understanding Patient and illness behaviour | | | | | |
| | 1 | Concept of- Acute illness, chronic illness, terminal illness, disability, impairment and handicaps. The concept of patient as a person. | 4 | To understand the hospital teams and to analyze the concepts and different types of disabilities. | Lecture with group discussion | Short test Group Thinking Formative assessment II |
| | 2 | Impact of illness on the patient and their families. | 5 | To understand the interplay of health illness and patients that leads to inequalities. | Lecture group discussion | Evaluation through ask question |
| | 3 | Concept and Impact of long-term hospitalization on the patients and their families. | 6 | To understand the interplay of health illness and patients that leads to inequalities. | Lecture black board with group discussion | |
| III | Health care Models | | | | | |
| | 1 | Preventive, Curative, Promotive, Integrative Model, Developmental Model, Holistic approach to health. | 5 | To analyze the concepts of models | Lecture Chart presentation | Evaluation through : short test students Assignment |
| | 2 | Alternative medicine- AYUSH | 2 | To analyze the concepts and different types of disabilities | Lecture group discussion | Formative assessment II |
| | 3 | Health education- concept and Principles, models, methods and techniques. | 4 | To analyze the concepts and different types of disabilities | Panel session among the students | |

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|-----------|---|---|---|---|---|--------------------------|
| IV | Medical Social Work Department | | | | | |
| | 1 | Organization and administration; Functions, Public relations in hospital, Medical Social Work in relation to other disciplines, | 6 | To apply the Medical social work techniques in disabilities | Lecture Blackboard | Student panel session |
| | 2 | Multidisciplinary approach and teamwork; Medico-Legal issues. | 6 | To assess the medico legal issues | Lecture discussion | Formative assessment II |
| | 3 | Euthanasia, Organ Transplant. Patient's Rights and Medical Ethics in health care. | 5 | To understand the ethics in health care | Lecture discussion with black board | |
| V | Medical social work practice in different settings | | | | | |
| | 1 | Role of medical social worker in Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Community Health, Geriatric Department, Pediatric and Oncology care centers. | 6 | To apply the knowledge of social legislations related to public health in social work practice. | Lecture discussion with black board | Formative assessment III |
| | 2 | Rehabilitation: Definition, Types and principles, Community based rehabilitation. | 4 | To apply the knowledge of social legislations related to public health in social work practice | Lecture PPT | |
| | 3 | Ambulatory, Palliative care, Hospice and Convalescent care. MTP act, Epidemic | 2 | To apply the knowledge of social legislations related to | Lecture with PPT, Panel session | |

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|--|--|---|--|---|--|--|
| | | disease act, Pandemic diseases in global level. | | public health in social work practice | | |
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill development,
Employability

Activities (Em/ En/SD): Case history taking

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics, Human ethics

Activities related to Cross Cutting Issues: Case Study

Assignment: Medical social work practice in different settings

Seminar Topics: Medical Social Work Department

Ms.J.Mary Deeba

Signature of the Course Instructor

Ms.J.Mary Deeba

Signature of the Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Tribal Development in India
Semester : III
Course Code : WP233CC4

| Number of Hours per week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 6 | 4 | 90 | 100 |

Learning Objectives:

- 1.To train ‘development organizers’ for working with tribal communities.
- 2.To improve adequate skills to prepare and implement integrated development plan & projects for tribal Communities.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1 | describe of tribal communities and its organisation. | K1 |
| 2 | discuss about the problems primitive communities’ various problems. | K2 |
| 3 | articulate the contribution of tribal activists and reformers and impact of tribal movements on tribal policy. | K3 |
| 4 | correlate the required skills for a tribal development facilitator | K4 |
| 5 | defend the role of multimedia for the development of the people | K5 |

K1-Remember;K2-Understand; K3-Apply; K4-Analyze; K5- Evaluate

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------|---------|------------------------|---------------|------------------|----------|------------------------|
| I | | Tribal Concepts | | | | |

| | | | | | | |
|--|---|--|---|--|---|---|
| | 1 | Organisation & Culture: Tribal Concept, Meaning & Identity Meaning, definition and characteristics of tribe. | 2 | To explain the Tribal Concept, Meaning & Identity. | Lecture Discussion | Evaluation through : short test Multiple choice questions Formative assessment I |
| | 2 | Constitutional Meaning of tribe. Tribal Organisations Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. | 4 | To Understand the Tribal Organisations. | Lecture, personal sharing by students from each community, Field visit to tribal area | Field visit to tribal area report as assignment |
| | 3 | Tribal council, customary laws and practices. Tribal Culture Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs & Rituals Literature and Art, Life philosophy in cultural practices. | 2 | To cite the Component of tribal culture. | Lecture with PPT Illustration | |

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|---------------------------|---|---|---|---|---|--|
| II Tribal Problems | | | | | | |
| | 1 | Economic Issues Land alienation & Agriculture Poverty & indebtedness Unemployment, Infrastructural Issues Habitat and settlement Basic Civic | 3 | To identify and critically analyze Economic Issues Land alienation & Agriculture Poverty. | Lecture with PPT, Debate on the role of cooperation and competition in Indian society today | Short test Quiz Formative assessment I |
| | 2 | Amenities Transportation & | 2 | To be able to evaluate the | Lecture with PPT, | |

| | | | | | | |
|------------|--|---|---|--|--|---|
| | | communication. marginalisation, migration, drop-out. | | Transportation & communication in Tribal Areas. | Illustration, Role play on elements of Tamil Culture | Assignment |
| | 3 | Health issues- accessibility, malnutrition, mortality & morbidity, reproductive health, anaemia and sickle cell anaemia. Superstitions, addiction, isolation. | 3 | To evaluate the impact of Health issues in Tribal Areas. | Lecture with PPT, Group Discussion | Formative assessment II |
| III | Tribal Development Policies, Programmes & Movements | | | | | |
| | 1 | Historical perspective of tribal policy, National and international policies 'Panchshil' philosophy as strategy for implementation and its impact on tribal policy Constitutional identity. | 7 | To explain the tribal policy. | Lecture with PPT Illustration | Multiple choice questions Formative assessment II |
| | 2 | Contribution of tribal activists: Birsa Munda, Tantya Bhil, Ambar singh Maharaj. Contribution of Tribal reformers: ThakkarBappa, Dr. B.D Sharma, Verrier Elvin, Godavari Parulekar. | 5 | To identify the Contribution of tribal activists. | Question-answer session Lecture | Seminar - contribution of Indian Social thinkers towards women empowerment Formative assessment II |
| | 3 | Prevention violation and protection of Tribal Rights. United Nations Declaration of Rights of Indigenous people. ILO Convention 107 and 169 on rights of Indigenous people. | 4 | To explain the Prevention violation and protection of Tribal Rights. | | |

| IV Tribal Governance | | | | | | |
|--|---|--|---|--|---|--|
| | 1 | Governance Meaning, Need and Scope of Governance History of tribal governance, Institutions in Tribal Governance National Commission on Scheduled Tribe. | 2 | To explain the History of tribal governance. | Lecture with PPT | Formative assessment III |
| | 2 | National Council for Tribal Welfare. TRIFED Autonomous Councils | 4 | To acquire skills to learn National Council for Tribal Welfare. | Mind mapping Lecture Mind mapping Discussion | Formative assessment III |
| | 3 | Tribal Advisory Councils Panchayati Raj Institutions & PESA Civil Society Organisations: Forms, level of participation. | 3 | To assess the Tribal Advisory Councils & Panchayati Raj Institutions | Lecture Illustration Jigsaw | Formative assessment III |
| V Social Work Methods in tribal development | | | | | | |
| | 1 | Skills of working with Individual: Individual: Fact gathering & assessment Planning & Contracting Intervention & Monitoring Evaluation & Termination. Skills of working with group: Skill for working with group: Understanding group dynamics. Group identification or formation. | 5 | To explain the Skills of working with Individual & Groups. | Lecture with PPT | Short test Formative assessment III |
| | 2 | Problems solving or group development. Focus group observation skills Observation & techniques of recording. Skills in community work. Rapport building. Identification of | 3 | To understand the impact of community participation in community action. | Lecture Illustration | Seminar on Types of Communication. |

| | | | | | | |
|--|---|--|---|---|---------------------------------|--------------------------|
| | | needs. Resource mobilisation. Programme planning. Programme Management. Encouraging community participation Mobilising community action. | | | | Formative assessment III |
| | 3 | Communication Skill Definition & Concept Process, channels & types of communication Qualities essential in an effective development of the facilitator. Use of Audio – Visual media Use of Innovative Media Traditional Media-Tamasha, Powada, Folk Theatre, Folk lore, Music folk dance etc. Use of Social Networking & Social Media. | 3 | To evaluate the impact of Communication Skills. | Lecture Debate Discussion | |

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Mind Map

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Skit

Assignment: Social Work Methods in tribal development

Seminar Topics: Students will deal with the topics listed below

1. Characteristics of Tribe.
2. Agriculture Poverty
3. Unemployment
4. National Council for Tribal Welfare
5. Prevention violation and protection of Tribal Rights

Dr.E.Sathia Raj
Course Instructor

Ms. J.Mary Deeba
Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Mental health and Psychiatric Disorder
Semester : III
Course Code : WP233CC6

| Number of Hours per Week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 6 | 4 | 60 | 100 |

Learning Objectives:

1. To acquire in-depth knowledge on Mental Health and Mental illness.
2. To understand the attitudes and belief pertaining to mental illness

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1 | define the concept of mental health | K1 |
| 2 | interpret the client using psychiatric assessment tools | K2 |
| 3 | relate the various mental health issues in the community | K3 |
| 4 | analyze the phenomenology, symptomatology, and treatment of common mental disorders. | K4 |
| 5 | value effectively and identify mental disorders | K5 |

K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate

Total Hours: 60hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/Evaluation |
|------|---------------------------------|---|---------------|--|-----------------------|-----------------------------------|
| I | Concept of Mental Health | | | | | |
| | 1 | Definition and meaning of Mental Health | 2 | To Understand and use inner wisdom to work in the field of | Lecture Discussion | Evaluation through: Short test |

| | | | | | | |
|------------|---|---|---|--|---------------------------|---|
| | | | | mental health. | | |
| | 2 | Mental Disorder- Psychiatry: concepts, criteria and characteristics of mental health | 3 | To identify the concepts related to mental health and mental illness. | Lecture with PPT | Multiple choice questions Formative assessment I |
| | 3 | Neuro transmitters of mental functioning, History of Psychiatry in India. | | To understand theoretical underpinnings related to mental health. | | |
| | 4 | Bio psychosocial Model. Socio-cultural factors in Psychiatry. | | To explain the factors in psychiatry. | | |
| II | Psychiatric Assessment | | | | | |
| | 1 | Psychiatric Interviewing - Case History Taking and Mental State Examination | 2 | To develop the psycho- social interventions in preventive, promotive and curative services. | Lecture Discussion | Quiz Short Test |
| | 2 | Psycho-Social and Multidimensional Assessment, Use of Mental Health Scales in assessment. | 5 | To understand the aspects of Psychosis and Neurosis. | Lecture with PPT | Formative assessment I |
| | 3 | Disability Assessment (IDEAS). Classification of mental Disorders – ICD 10, DSM V, ICF. | 4 | To understand the curative services that work towards enhancing the dignity of persons living with mental illness. | Lecture, Group discussion | |
| III | Common Mental Disorders and Classification | | | | | |
| | 1 | Clinical Signs, | 4 | To cite the | Lecture | |

| | | | | | | |
|-----------|--|---|---|---|---------------------------|------------------------------|
| | | Symptoms, Causes and Treatment of the following Common Mental Disorders. | | examples of other mental disorders | | |
| | 2 | Neurocognitive Disorders, Personality Disorders, Schizophrenia | 4 | To understand the types of mental disorders. | Lecture Discussion | |
| | 3 | Bipolar and related disorders and Depressive Disorders. | | To develop the psycho- social interventions in preventive, promotive and curative services. | | |
| IV | Neurotic stress related disorders other disorders | | | | | |
| | 1 | Anxiety Disorders, Dissociative & Somatoform Disorders, Eating disorders. | 4 | To cite the examples of behavior disorders | Lecture with PPT | Assignment on Women problems |
| | 2 | Elimination disorders, Conduct Disorders, Sexual disorders | 2 | To analyse the psychiatric disorder in children | Lecture, Group discussion | |
| | 3 | Substance-related and Addictive Disorders, Neurodevelopmental disorders. | 5 | To identify the psychiatric disorder in adolescence | Lecture | Formative assessment II |
| V | Legislations related to Mental illness | | | | | |
| | 1 | Mental Health Care Act 2017 | 2 | To understand the Mental health care Act | Lecture Discussion | Seminar on social work in |

| | | | | | | |
|--|---|--|---|--|------------------|--|
| | 2 | Narcotic drugs and Psychotropic Substances Act 1985. | 5 | To assess the importance of legislation. | Lecture with PPT | different field Short test Formative assessment II |
|--|---|--|---|--|------------------|--|

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill development, Employability

Activities (Em/ En/SD): Case history taking

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional ethics, Human value

Activities related to Cross Cutting Issues: Case Study

Assignment: Neurotic stress related disorders other disorders

Seminar Topics: Neurotic stress related disorders other disorders.

Ms.J.Mary Deeba

Signature of the Course Instructor

Ms.J.Mary Deeba

Signature of the Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Disaster Management
Semester : III
Course Code : WP233EC1

| Number of Hours per Week | Number of Credit | Total Number of Hours | Marks |
|--------------------------|------------------|-----------------------|-------|
| 5 | 3 | 60 | 100 |

Learning Objectives:

1. To deliver an understanding of Disaster and Disaster Management.
2. To help students to understand risk assessment vulnerability analysis

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|--|--|-----------|
| 1 | describe the types of disasters and plan the preparedness for the disaster. | K1 |
| 2 | understand disaster preparedness and responses various stakeholders of the community | K2 |
| 3 | use the NGO registration procedure and identify how to run the NGOs effectively | K3 |
| 4 | critically analyse recovery, rehabilitation and reconstruction technique | K4 |
| 5 | criticize community linkage in disaster management in safeguarding environment | K5 |

K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate.

Total Hours: 60hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------|---------------------------------|---|---------------|--|--------------------|------------------------|
| I | Introduction to disaster | | | | | |
| | 1 | meaning of Hazard, Risk, Vulnerability, Disaster Meaning, | 2 | To understand the meaning of Hazard, Risk, | Lecture Discussion | |

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|-----------|--|---|---|--|---|---|
| | | Nature, Importance,, | | Vulnerability, Disaster Meaning, Nature, Importance, | | Evaluation through : short test ask question |
| | 2 | Dimensions & Scope of Disaster Management | 3 | To understand the Dimensions & Scope of Disaster Management | Lecture Black board | Formative assessment I Panel session given to the students |
| | 3 | Disaster Management Cycle | 3 | To understand the concepts of Disaster Management Cycle | Lecture discussion and group discussion | |
| | 4 | Natural Disasters-Meaning and nature of natural disasters. | 2 | To understand Natural Disasters-Meaning and nature of natural disasters. | Lecture with PPT, Panel session on the principles | |
| II | Types of Disaster and Risk Assessment | | | | | |
| | 1 | types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, | 2 | To explain the types: Hydrological Disasters - Flood, Flash flood, Drought, cloud burst, | Lecture with group discussion | Short test Quiz Group Thinking |
| | 2 | Geological Disasters- Earthquakes, Tsunamis, Landslides, valances, Volcanic, eruptions, Mudflow, prevention. | 5 | To explain the Geological Disasters- Earthquakes, Tsunamis, Landslides, valances, Volcanic, eruptions, Mudflow, | Lecture group discussion | Formative assessment II Evaluation through ask question |
| | 3 | Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, | 6 | To explain the Wind related- Cyclone, Storm, Storm surge, Tidal waves, Heat and cold Waves, Climatic Change, Global warming, Sea Level rise, | Lecture black board with group discussion | |
| | 4 | Ozone Depletion, | | To explain the | | |

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|------------|--|---|----------|---|--|--|
| | | Personal disaster. Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment | 5 | Ozone Depletion, Personal disaster. Concepts, Elements & Perception of Risk, Acceptable risk, Requirements in Risk assessment | Lecture black board and group discussion | |
| III | Disaster preparedness and response | | | | | |
| | 1 | Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness. | 3 | To explain the Concept and significance, Disaster Preparedness Measures, Institutional Mechanism for Disaster Preparedness | Lecture black board | Evaluation through : short test students Assignment |
| | 2 | Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes | 2 | To explain the Disaster preparedness with special needs/ vulnerable groups, Disaster Preparedness: Policy and Programmes | Student seminar | Student panel session |
| | 3 | Role of Government, International and NGO Bodies, | 3 | To explain the Role of Government, International and NGO Bodies, | Student seminar | |
| | 4 | Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions. | 2 | To explain the Role of Information Technology (IT) in Disaster Preparedness, Role of Different Organizations / Institutions. | | Formative assessment II |
| IV | Recovery, Rehabilitation and Reconstruction | | | | | |

| | | | | | | |
|----------|---|---|---|---|--|--------------------------|
| | 1 | Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation | 3 | To understand Concept, Meaning, Types of rehabilitation and reconstruction, Importance of Disaster Mitigation | Lecture PPT | Formative assessment III |
| | 2 | Cost – benefit analysis, relationship between vulnerability and development. Damage Assessment- Post Disaster Damage assessment. | 2 | To understand Cost – benefit analysis, relationship between vulnerability and development. Damage Assessment- Post Disaster Damage assessment. | Lecture discussion | |
| | 3 | Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions | 4 | To understand Reconstructions- Essential services, Social infrastructures, immediate shelters/camps, Contingency plans for reconstructions | Lecture discussion with black board | |
| | 4 | Development of Physical and Economic Infrastructure- Developing Physical and Economic Infrastructure, Environmental Infrastructure development. | 3 | To understand Development of Physical and Economic Infrastructure- Developing Physical and Economic Infrastructure, Environmental Infrastructure development. | Lecture discussion | |
| V | Community Linkage In Disaster Management | | | | | |
| | 1 | Community Based Disaster Management | 3 | To understand Community Based Disaster Management | Lecture discussion with black board | |

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|--|---|--|---|--|---------------------------------|--------------------------|
| | 2 | Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness, | 2 | To understand Human Behaviour and Response: Individual, Community, Institutional Community Participation and Awareness, | Group discussion | Formative assessment III |
| | 3 | Community Health during Disasters & Community Health Management, Disaster Site Management in Community & Disaster Management Strategies, | 2 | To understand Community Health during Disasters & Community Health Management, Disaster Site Management in Community & Disaster Management Strategies, | Lecture with PPT, Panel session | Quiz |
| | 4 | Leadership and Coordination in Disaster Management | 3 | To critically review the Leadership and Coordination in Disaster Management | Lecture Debate | |
| | 5 | role of social worker in disaster management. | 2 | To critically review the role of social worker in disaster management. | Lecture blackboard | |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill development, Employability

Activities (Em/ En/SD): Student panel session

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional ethics, Human value

Activities related to Cross Cutting Issues: Case Study

Assignment: Community Based Disaster Management

Seminar Topics: Leadership and Coordination in Disaster Management

Ms.V. Selva Meenakshi

Signature of the Course Instructor

Ms.J.Mary Deeba

Signature of the Head of the Department

Department : Social Work
Class : II MSW
Title of the Course : Public health in India
Semester : III
Course Code : WP233EC4

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| WP233EC4 | 3 | 2 | - | - | 4 | 5 | 75 | 25 | 75 | 100 |

Prerequisites: Basic Understanding of Health in the community

Learning Objectives:

1. To develop an understanding of a multidimensional approach to Health
2. To understand the administration of the basic health infrastructure in the country

Course Outcomes

| CO No. | On the successful completion of the course, students will be able to: | CL |
|--------|---|----|
| 1 | be aware of an in-depth knowledge of the Public health, identify disease, family planning programmes, and examine the policies and various programme for the community. | K1 |
| 2 | understand various types of diseases, health care programs and policies with Human Rights perspective. | K2 |

| | | |
|---|---|-----------|
| 3 | apply the concept of health, diseases policies and family planning using various health care settings for vulnerable groups. | K3 |
| 4 | analyse and identify the reasons for health related issues, categorise the functions of various health care systems and compare the administration of various health care systems in the country. | K4 |
| 5 | utilize and evaluate the national health programmes and health policies while working among communities. | K5 |

K1-Remember; K2-Understand;K3-Apply; K4-Analyze; K5-Evaluate

Total Hours: 60hours (Incl. Seminar, Test & Other internal assessment components)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|-----------|-----------------------------------|---|---------------|--|---|---|
| I | Concepts related to Health | | | | | |
| | 1 | Definition of Health, Concept of Well-being, | 2 | To understand the Definition of Health, Concept of Well-being, | Lecture Discussion | Evaluation through : short test ask question |
| | 2 | Health Spectrum, Health indicators, | 3 | To understand the concepts of Health Spectrum, Health indicators, | Lecture Black board | |
| | 3 | Social Determinants of health; Hygiene, Sanitation and Health | 3 | To understand the concepts of Social Determinants of health; Hygiene, Sanitation and Health | Lecture discussion and group discussion | Formative assessment I |
| | 4 | Meaning of disease, sickness/illness, and Sick role | 2 | To understand the Meaning of disease, sickness/illness, and Sick role | Lecture with PPT, Panel session on the principles | Panel session given to the students |
| II | Concepts and measures | | | | | |
| | 1 | Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; | 2 | To explain the Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein | Lecture with group discussion | Short test Quiz Group Thinking |

| | | | | | | |
|------------|---|--|---|---|---|---|
| | | | | deficiency disorders; | | |
| | 2 | Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education | 5 | To explain the Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education | Lecture group discussion | Formative assessment II |
| | 3 | Preventive, Curative and Social medicine. Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health Primary health care and Principles of Primary Health Care | 6 | To explain the Preventive, Curative and Social medicine. Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health Primary health care and Principles of Primary Health Care | Lecture black board with group discussion | Evaluation through ask question |
| | 4 | Health Perspective - Human Development Index; The Sustainable Development Goals related to health | 5 | To explain the Health Perspective - Human Development Index; The Sustainable Development Goals related to health | Lecture black board and group discussion | |
| III | Communicable and Non – Communicable Diseases | | | | | |
| | 1 | Causes, Prevention and Treatment: Communicable diseases and mode of transmission | 3 | To explain the Causes, Prevention and Treatment: Communicable diseases and mode of transmission | Lecture black board | Evaluation through : short test students |

| | | | | | | |
|----|---|---|---|--|-----------------------|--------------------------|
| | 2 | HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; | 2 | To explain the HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; | Student seminar | Assignment |
| | 3 | Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health | 3 | To explain the Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health | Student seminar | Student panel session |
| | 4 | Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral | 2 | To explain the Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral | | Formative assessment II |
| IV | Health Programmes & Policy: National Health programmes | | | | | |
| | 1 | Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, | 3 | To apply the Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, | Lecture PPT | Formative assessment III |
| | 2 | National and International Organisations related to health: ICMR, WHO, UNICEF, RNTCP | 2 | To analyze the National and International Organisations related to health: ICMR, WHO, UNICEF, | Lecture discussion | |

| | | | | | | | |
|----------|----------------------------------|---|----------|--|-------------------------------------|--------------------------|--|
| | | | | RNTCP | | | |
| | 3 | Welfare measures for the Differently Abled, State Health programmes for the weaker sections. | 4 | To analyze the Welfare measures for the Differently Abled, State Health programmes for the weaker sections. | Lecture discussion with black board | | |
| | 4 | National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care- Primary, Secondary and Tertiary levels, NRHM, AYUSH | 3 | To analyze the National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care- Primary, Secondary and Tertiary levels, NRHM, AYUSH | Lecture discussion | | |
| V | Maternal and Child Health | | | | | | |
| | 1 | Maternal and Child Health – Issues and problems, Gender and Health, | 3 | To understand the Maternal and Child Health – Issues and problems, Gender and Health, | Lecture discussion with black board | Formative assessment III | |
| | 2 | definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care | 2 | To understand the definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care | Group discussion | | |
| | 3 | Breast feeding and its importance; Reproductive Health – Importance of Reproductive health | 2 | To understand the Breast feeding and its importance; Reproductive Health – Importance of | Lecture with PPT, Panel session | Quiz | |

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|--|---|--|---|--|--------------------|--|
| | | | | Reproductive health | | |
| | 4 | Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; | 3 | To critically review the Sexual Reproductive Health Right. | Lecture Debate | |
| | 5 | Sexual Reproductive Health Right. | 2 | To critically review the Sexual Reproductive Health Right. | Lecture blackboard | |

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill development, Employability

Activities (Em/ En/SD): Quiz

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Professional ethics, Human value

Activities related to Cross Cutting Issues: Case Study

Assignment: Alcoholism and Drug addiction

Seminar Topics: Maternal and Child Health

Dr. Sr.Gerardin

Signature of the Course Instructor

Ms.J.Mary Deeba

Signature of the Head of the Department

