

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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# **DEGREE OF B S W BACHELOR OF SOCIAL WORK**

**(CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR  
UNDERGRADUATE CURRICULUM)**

**UNDER THE FACULTY OF HUMANITIES**

## **SYLLABUS**

**(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2019 - '20 ONWARDS)**

**BOARD OF STUDIES IN BSW (UG)**

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA - 680125, KERALA,  
INDIA**

**JUNE, 2019**

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# **REVISED CURRICULUM OF BACHELOR OF SOCIAL WORK PROGRAMME EFFECTIVE FROM 2019 ADMISSIONS**

## **INTRODUCTION**

Social work originates from humanitarian ideals and democratic philosophy and has universal application to meet human needs arising from personal, societal interactions and to develop human potential. Its primary mission is to enhance human well being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The profession focuses on individual well being in a social context and the well being of the society. It also devotes great attention to the environmental forces that create, contribute to, and address problems in living. (NASW,1996).

Professional social workers are dedicated to service for the welfare and self realisation of human beings, the disciplined use of scientific knowledge regarding human and societal behaviour, to the development of resources to meet individual, group and community needs and to the achievement of social justice.

The BSW programme aims at imparting the knowledge, skills and attitudes necessary for the practice of this profession. The curriculum is designed so as to help the students to acquire these through a combination of theoretical inputs and practice opportunities spreads over six semesters. It also has an interdisciplinary content and has drawn from the disciplines of sociology, psychology and anthropology.

### **Programme Objectives:**

1. To equip students with knowledge, values, and skills required for basic level social work practice and entry to and success in post graduate programmes
2. To sensitize the learners about the contemporary socio-economic and cultural realities through class room and field-based learning
3. To impart training in interdisciplinary domains to help students to effectively practice social work
4. To develop understanding and integration of social work theories and practice.
5. To provide opportunities to students to serve in social work settings so that they learn to work with diverse groups.
6. To train the students to become effective change agents in their practice settings.

## SCHEME OF BSW PROGRAMME- 2019

### Semester I

	Title of Courses	Instruction Hours /week	Credits	Exam Hours	Scheme of Examination	
					External Exam	Internal Exam
					Max. Marks	Max. Marks
Common Course I	<b>A01</b> Common Course English I	4			80	20
Common Course II	<b>A02</b> Common Course English II	5			80	20
Common Course III	<b>A07(1)</b> Additional Language Course I	4		2.5	80	20
Core Course I	<b>BSW1 B01</b> Introduction to Social Work	6	5	2.5	80	20
Complementary Course	Complementary I Course I	6	4	2.5	80	20
	AUD1 E01**Environment Studies		4			
<b>Total</b>		25	20		500	

### Semester II

	Title of Courses	Instruction Hours/week	Credits	Exam Hours	Scheme of Examination	
					External Exam	Internal Exam
					Max. Marks	
Common Course IV	<b>A 03</b> Common Course English III	4		3	80	20
Common Course V	<b>A 04</b> Common Course English IV	5		3	80	20
Common Course VI	<b>A08(1)</b> Additional Language Course II	4		2.5	80	20



Core Course II	<b>BSW 2 B 02</b> Fields of Social Work	6	5	2.5	80	20
Complementary Course	Complementary II Course I	6	4	2.5	80	20
	AUD2 E02**Disaster Management		4			
<b>Total</b>		25	20		500	

### Semester III

	Title of Courses	Instruction Hours/week	Credits	Exam Hours	Scheme of Examination	
					External Exam Max. Marks	Internal Exam Max. Marks
Common Course VII	<b>A 05</b> Common Course English V	5			80	20
Common Course VIII	<b>A 09</b> Additional Language Course III	5		2.5	80	20
Core Course III	<b>BSW 3 B 03</b> Introduction to Social Case work	5	4	2.5	80	20
Core Course IV	<b>BSW 3 B 04</b> Introduction to Social Group Work	4	4	2.5	80	20
Complementary Course	Complementary II Course II	6	4	2.5	80	20
	AUD3 E03**Human Rights/Intellectual Property Rights/Consumer Protection (College can choose any one)		4			
<b>Total</b>		25	20		500	

### Semester IV

	Title of Courses	Instruction Hours/week	Credits	Exam Hours	Scheme of Examination	
					External Exam Max. Marks	Internal Exam Max. Marks
Common Course IX	<b>A 06</b> Common English Course VI	5			80	20
Common Course X	<b>A 10</b> Additional Language Course IV	5		2.5	80	20
Core Course V	<b>BSW 4 B 05</b> Introduction to Community Organisation and Social Action	4	4	2.5	80	20
Core Course VI	<b>BSW 4 B 06</b> Field work – Community (P)	5	4			100
Complementary	Complementary I Course II	6	4	2.5	80	20
	AUD4E04**Gender Studies/Gerontology (College can choose any one)		4			
<b>Total</b>		25	20		500	

\*\*Course with 4 credits which is not meant for class room study and its credits are not counted for GPA or SGPA

#### Semester V

	Title of Courses	Instruction Hours/week	Credits	Exam Hours	Scheme of Examination	
					External Exam Max. Marks	Internal Exam Max. Marks
Core Course VII	<b>BSW 5 B 07</b> Introduction to Social Work Administration	5	4	2.5	80	20

Core Course VIII	<b>BSW 5 B 08</b> Rural and Urban Community Development	5	4	2.5	80	20
Core Course IX	<b>BSW 5 B 09</b> Introduction to Social Work Research	6	4	2.5	80	20
Core Course X	<b>BSW 5 B 10</b> Gandhian Philosophy and Social Work	5	4	2.5	80	20
Open Course	To be selected from any other departments	2	3	2	60	15
	<b>Project</b>	2				
<b>Total</b>		25	19		450	

#### Semester VI

	Title Of Courses	Instruction Hours/week	Credits	Exam Hours	Scheme of Examination	
					External Exam Max. Marks	Internal Exam Max. Marks
Core Course XI	<b>BSW 6 B 11</b> Project Planning and Management for Social Work	4	4	2.5	80	20
Core Course XII	<b>BSW 6 B 12</b> Legal Information for Social Workers	4	4	2.5	80	20
Core Course XIII	<b>BSW 6 B 13</b> Community Health and Health Services	5	4	2.5	80	20
Core Course XIV	<b>BSW 6 B 14</b> Fieldwork (Agency Based Concurrent Fieldwork 20 days)	6	4			100

Elective Courses (One course to be opted out of the three given)	<b>BSW 6 B 16</b> Gender and Development in Social Work <b>BSW 6 B 17</b> Social Movements and Social Development <b>BSW 6 B 18</b> Social Work with elderly	4	3	2	60	15
<b>(PR)</b>	<b>BSW 6 B 15</b> Project	2	2		40	10
<b>Total</b>		25	21		550	

### Credit and Mark Distribution for BSW

Sem	Common Course			Core Course				Complementary Course		Open Course	Total
	English		Additional Language								
I	4	3	4	5				2	2		20
II	4	3	4	5				2	2		20
III	4		4	4	4			2	2		20
IV	4		4	4	*4			2	2		20
V				4	4	4	4			3	19
VI				4	4	4	*4	**3	***2		21
Total	22 Credits (600 Marks)		16 Credits (400 Marks)	63Credits 1525 marks				16 Credits 400 marks		3 Credits 75 marks	120 Credits
	38 Credits 1000 marks			3000 Marks							

\*Fieldwork

\*\*Elective Core

\*\*\*Project

### BSW Mark Distribution

Common: English	6 x 100	600	1000
Additional: Mal/Hindi	4 x 100	400	

Core: Social Work	14 x 100	1400	1525
Elective	1 X 75	75	
Project	1 x 50	50	
Open	1 X 75	75	75
Complementary	8 x 50	400	400
Total Marks			3000

### **CORE COURSES**

- BSW1 B 01 Introduction to Social Work
- BSW2 B 02 Fields of Social Work
- BSW3 B 03 Introduction to Social Case work
- BSW3 B 04 Introduction to Social Group Work
- BSW4 B 05 Introduction to Community Organisation and Social Action
- BSW4 B 06 Field work – Community (P)
- BSW5 B 07 Introduction to Social Work Administration
- BSW5 B 08 Rural and Urban Community Development
- BSW5 B 09 Introduction to Social Work Research and Statistics
- BSW5 B 10 Gandhian Philosophy and Social Work
- BSW6 B 11 Project Planning and Management for Social Work
- BSW6 B 12 Legal Information for Social Workers
- BSW6 B 13 Community Health and Health Care Services
- BSW6 B 14 Field work

### **CORE COURSES (ELECTIVE)**

- BSW 6 B16 Gender and Development in Social Work**
- BSW 6 B17 Social Movements and Social Development
- BSW6 B18 Social Work with elderly

### **COMPLEMENTARY COURSES**

**There shall be only one Complementary Course in a semester for BSW.**

- A. Type I complementary Course in Semester I and IV
- B. Type II complementary Course in Semester II and III

Colleges can decide which complementary course shall be taken as Type I or Type II.

The following are the complementary courses of BSW. The syllabus for complementary courses of the concerned departments is prepared by the respective Boards of Studies.

### **Complementary I -Sociology**

SGY1(2)C01 Principles of Sociology

SGY3(4)C02 Sociology of Indian Society

### **Complementary II Psychology**

PSY1C05/PSY2C05 Psychological Processes

PSY3C06/PSY4C06 Life span Development and Health Psychology

### **Open Courses**

During the V<sup>th</sup> Semester, three Open courses are offered to the students of other departments. Colleges can choose any one course from the three listed below.

BSW5 D 01 Community Health and Health Education

BSW5 D 02 Essential Legal Information

BSW5 D 03 Gender and Development

### **FIELD WORK – GUIDELINES**

Fieldwork should consist of the number of hours stipulated in the scheme.

<b>Sl. No</b>	<b>Criteria for evaluation</b>	<b>Percentage of Marks</b>
1.	Daily Report	40
2.	Summary Report	10
3.	Evaluation by faculty and Agency supervisors	20
4.	Seminar on Fieldwork	20
5.	Attendance	10
<b>Sl. No</b>	<b>Criteria</b>	<b>Split up of criteria</b>
1.	Daily Report	Regularity and Punctuality in submission
		Ability to integrate theory in reporting
		Analytical Skills
		Clarity in presenting ideas
		Language skills
2.	Summary Report	Ability to summarise and present information and conclusions briefly
		Language skills
3.	Evaluation by	Ability to perform the assigned functions

	faculty and Agency supervisors	Ability to work in a team and with different types of people
		The extent to which the learning opportunities are used
4.	Seminar on Fieldwork	Preparation and Presentation
		Use of audio-Visual Aids
		Participation in discussion
5.	Attendance	Criteria for theory courses can be used

Observation visits- First Semester

The report of the observation visits may be taken as one of the assignments of the course

BSW1 B01 Introduction to Social Work.

Rural Camp – Second Semester

The report and the presentation of the rural camp may be considered as one assignment and the seminar of the course

BSW 2 B 02 Fields of Social Work.

## SEMESTER I

### BSW1B01 - INTRODUCTION TO SOCIAL WORK

*Number of Credits: 5*

*Contact Hours per Week: 6*

#### **Objective**

- Understand the history of Social Work Profession in India & abroad
- Understand the basic values and principles of Social Work profession
- Understand the basic concepts relevant to Social Work practice.

#### **Course Outline**

##### **Module I**

**Social Work:** Meaning, Definitions, Scope, Objectives, Basic Assumptions, Functions and Methods

##### **Module II**

**Historical development of Social Work:** Development of Professional Social Work- USA, UK, India, and Kerala. Development of Social Work education, Professional aspects of Social Work

##### **Module III**

**Basic concepts related to Social Work:** Social Service, Social Welfare, Social Reform, Social Justice, Social Health, Social Security, Social Policy, Social Defense, Social Development, Social Legislation and Social Welfare Administration



#### **Module IV**

Basic Philosophy, Core values, and Principles of social work, Code of ethics (NASW), Strength based and Right based approaches to social work

#### **Module V**

Exposure Visits to Social Work Agencies (Six agencies)

#### **Reference**

1. Friedlander W A, (1974) Introduction to Social Welfare, Prentice Hall,
2. Friedlander, Walter (1977) Concepts and Methods of Social Work, New Delhi, Allyn Bacon
3. Gore, MS. (2011) Social Work & Social Work Education, Jaipur, Rawat Publications
4. Wadia, A R. 1968, History & Philosophy of Social Work in India, Bombay, Allied Publishers
5. Bhattacharya, Sanjay. 2003, Social work- An Integrated Approach, Deep and Deep Publications
6. Choudhary, Paul., Introduction to Social Work, New Delhi, Atmaram & Sons
7. Mishra, P D. 1994, Social Work Philosophy & Methods, Inter India Publications
8. Jainendrakumar Jha, Encyclopaedia of Social Work

## **SEMESTER II** **BSW2B02 - FIELDS OF SOCIALWORK**

*Number of Credits: 5*

*Contact Hours per Week: 6*

#### **Objective**

- Create awareness about enlarging scope of Social Work profession
- Familiarize with problems in various fields of Social Work
- Acquire skills for working in different areas of Social Work

#### **Course Outline**

##### **Module I**

Fields of Social work - Family & Child Welfare: Foster Care, Adoption Services, Family Counselling Centres, Child Guidance Clinics, School Social Work: Scholastic Backwardness, Learning Disability and Dropouts. Sex Education, Family life education, Premarital Counseling.

##### **Module II**

Medical & Psychiatric Social Work: Multidisciplinary Approach, Concept of Patient as a Person. Social & Emotional factors involved in disease. Death & Dying. Community Health, Role of medical social worker, Psychiatric settings, Community Mental Health, Role of psychiatric social worker

##### **Module III**

Industrial social work- Problems of industrial workers, Absenteeism, Stress, Occupational Hazards.

Criminology & Correctional administration

#### **Module IV**

Disaster Management- Crisis Intervention. Working with Elderly. Working with Mentally & Physically Challenged

#### **Module V**

Rural & Urban Community Development: Panchayati Raj & Decentralized planning

Rural Camp – Individual report of the camp to be treated as assignments. (Minimum 5 Days)

#### **Reference**

1. Stroup, H.H. (1980) Social Work. An introduction to the field. New York, American Book Co.
2. Fink, A.E. et al. (1968) The field of social work. New York, Holt, Rinehart and Winston
3. Wadia, A R. (1968) History & Philosophy of Social Work in India, Bombay, Allied Publishers
4. Gandhi, Anjali (1990) School Social Work: The Emerging Models of Practice in India, Commonwealth Publishers
5. Mary Venus, C.J, Mental Health in Classrooms
6. Encyclopedia of Social Work
7. Crawford Walker, (2008) Social Work with Older people, Learning Matters

### **SEMESTER III**

#### **BSW3B03 - INTRODUCTION TO SOCIAL CASE WORK**

*Number of Credits: 4*

*Contact Hours per Week: 5*

#### **Objective**

- To understand the basic concepts in Social Case Work
- To acquaint the students with the process of Social casework
- To develop in students the necessary attitude and skills to practice Social case work

#### **Course Outline**

##### **Module I**

Social Case Work- Meaning, Definitions, Scope, Purpose. Case work practice in India. Relation to other methods of social work

##### **Module II**

Social Case Work Relationship. Nature and qualities, Principles of case work relationship. Qualities and Skills of Case worker

### **Module III**

Components of Social Case Work- Person, Problem, Place, Process.

Case work process- Study, Diagnosis, Treatment, Evaluation & Termination

Treatment methods in case work, direct treatment, administration of practical services and environmental manipulation

### **Module IV**

Tools of Case Work- Observation, Listening Interview, and Home Visits. Case work recording-purpose, principles, types

### **Module V**

Counselling in Case Work- Definition, Meaning, Objectives & Goals, Phases in Counselling. Counselling techniques

### **Reference**

1. Aptekar, Herbert (1955) The Dynamics of Casework and Counseling, Houghton Mifflin Co.
2. Biestek, Felix (1968) The Casework Relationship, London: Unwin University Book
3. Upadhyay, R. K. (2003) Social Case Work, Jaipur & New Delhi: Rawat Publications
4. Theory & Practice of Counselling & Psychotherapy: Gerald Corey
5. Mathew Grace (1992) An Introduction to Social Case Work, Bombay: Tata Institute of Social Sciences
6. Perlman, Helen Harris (1964) Social Case Work - A Problem Solving Process, London: University of Chicago Press
7. Fuster, J. M., (2002). Personal Counselling. Mumbai: Better Yourself Books
8. Gladding, S. (2013). Counseling: a comprehensive profession. Boston: Pearson

## **BSW3B04 - INTRODUCTION TO SOCIAL GROUP WORK**

*Number of Credits: 4*

*Contact Hours per Week: 5*

### **Objective**

- To understand the scope of Group Work in social work intervention
- To familiarize with group formation, group work process & evaluation
- Develop skills and attitudes for participatory group work.

### **Course Outline**

#### **Module I**

Social Group: Definition, types of groups, Primary and Secondary groups. In- group and out-group, Task and treatment groups. Reference group.



## **Module II**

Social group work - Historical Development, Objectives of group work. Principles of group work. Group Work Process- Associative and dissociative group process

## **Module III**

Group formation, Stages group development- forming, storming, norming, performing and adjourning (Tuckman), Group dynamics- Communication and interaction patterns, Cohesion, Social integration and influence, Group culture, Group morale-meaning determinants and importance and characteristics of groups with high or low morale.

## **Module IV**

Qualities and Skills of group worker, Role of social worker in group work, group work in Schools, A A groups

## **Module V**

Tools used in Group Work. Methods and techniques used in group work. Referral services, interdisciplinary team work. Recording in group work

## **Reference**

1. Trecker, Harleigh B. (1948) Social Group Work- Principles & Practice, The Woman's Press, New York
2. Konopka, Gisela (1983) Social Group Work- a Helping Process Longman Higher Education
3. Toseland & Rivas (2011) An Introduction to Group Work Practice, Pearson
4. Mishra, P D. 1994, Social Work Philosophy & Methods, Inter India Publications

## **SEMESTER IV**

### **BSW4B05 - INTRODUCTION TO COMMUNITY ORGANISATION AND SOCIAL ACTION**

*Number of Credits: 4*

*Contact Hours per Week: 4*

### **Objective**

- Understand the elements of Community Organisation practice.
- Develop skills and attitudes for participatory community work.

### **Course Outline**

#### **Module I**

##### **Understanding Community**

Concept of community:- Sociological and social work perspective of community Types and Functions of community

## **Module II**

### **Community organization**

Definitions of Community Organization. History of community organisation Values, Principles and objectives of Community organization, Community Development- Definition. Similarities and differences between Community Organisation and Community Development.

## **ModuleIII**

### **Community Organisation Phases and Models**

Phases: Study, analysis, assessment, discussion, organization, action, Evaluation, Modification Models of community organization- Locality Development Model Social Planning Model - Social Action Model, Concepts of community participation, community empowerment

## **ModuleIV**

### **Skills and Roles of Social Workers in working with Communities**

Skills for community organization: Interaction, information gathering and assimilation, observation skills, analytical skills, listening and responding skills, organizing, resource mobilization, conflict resolution, Roles of the Community Organiser

## **Module V**

### **Social Action**

Social Action: Definition, objectives, and Scope of social action, Social action as a method of Social work and Principles, Models of social action, Social Action movements in India

## **Reference**

1. Ross, Murray G (1955) Community Organisation- Theory and Principles, Harper
2. Sengupta, P R (1976) Community Organisation process in India, Lucknow: Kiran Publishers
3. Dunham, Arthur (1969) Community Welfare Organisation Principles and Practice, Crowell
4. Encyclopedia of Social Work in India (vol. I to IV) Govt. of India
5. Bhattacharya, Sanjay (2009). Social Work an Integrated Approach. New Delhi: Deep & Deep Publications Pvt Ltd.
6. Ramagonda Patil, Asha (2013). Community organization and Development An Indian Perspective. New Delhi: PHI Learning Private Limited.

# **BSW5B07 - INTRODUCTION TO SOCIAL WORK ADMINISTRATION**

*Number of Credits: 4*

*Contact Hours per Week: 5*

## **Objective**

- To study Voluntary Agency Administration
- To study legal aspects of Social Work Administration
- To create awareness about the various social welfare programmes implemented by Central & State Governments

## **Course Outline**

### **Module I**

Social Work Administration - Meaning and definition. Administration- Meaning, scope & principles. Organisation, Management, Public Administration. Functions of social work administration

### **Module II**

Administrative process in welfare institutions- Planning, Organizing, Staffing, Directing, Coordinating and Budgeting. Financial administration-, Fund raising, Accounting, Auditing. Public relations & reports, maintenance of files

### **Module III**

Non- governmental organizations. Registration of Societies and Trusts. Constitution and byelaws. Societies Registration Act, Factors motivating voluntary action. National & International voluntary agencies. Problems of voluntary organisations

### **Module IV**

Welfare programmes for Children, Women, Aged, Destitute & differently abled and SCs & STs. (Institutional & Non-Institutional), Social security schemes of Central & State Governments, Kudumbashree

### **Module V**

Social Welfare Administration in India- National level & State level Social Welfare Programmes- Integrated Child Development Services, Central Social Welfare Board  
– structure and Programmes

## **Reference**

1. Choudhary, Paul., Introduction to Social Work, New Delhi, Atmaram & Sons
2. Goel, S. L., (2010), social Welfare Administration: Organisational Infrastructure Deep & Deep Publications, 2010
3. Sirohi, Anand, (2005) Encyclopedia of Social Welfare: Modern Perspectives on Social Work, Dominant



Publishers & Distributors

4. Sachdeva, D.R., (1992), Social Welfare Administration Kitab Mahal
5. Day, Phyllis J & Schiele, Jerome (2012) A new history of Social Welfare Pearson Education

## **BSW5B08 - RURAL AND URBAN COMMUNITY DEVELOPMENT**

*Number of Credits: 4*

*Contact Hours per Week: 5*

### **Course Outline**

#### **Module I**

Community development- Concept, Philosophy & Methods Early experiments in Rural Community Development. Rural Community-meaning & characteristics Problems of rural communities in India

#### **Module II**

Rural Development: Approaches, Rural Development Administration Role of NGOs in Rural Development in India 73rd Constitutional Amendment. Panchayath Raj, Structure and Functions. Decentralised planning

#### **Module III**

Rural development programmes: Swarnjayanti Gram Swarozgar Yojana, Indira Aawas Yojna, Mahatma Gandhi National Rural Employment Guarantee Act-2005, National Social Assistance Programme, Pradhan Manthri Gram Sadak Yojana, Aajeevika. Kudumbashree

#### **Module IV**

Origin & Growth of Cities- Industrialization, Urbanization & Modernization. Characteristics of urban communities. Problems of Urban Communities.

#### **Module V**

Urban Community Development- Concepts & Strategies. Urban development and poverty alleviation programmes - NULM, PMAY, RAY, JNNURM 74th Constitutional Amendment Act – An Overview

### **Reference**

1. Singh, Katar, Rural Development- Principles, Policies and Management, Third Edition. Sage Publications, New Delhi 2009
2. Jain, Reshmi, Communicating Rural Development Strategies and Alternatives. Rawat Publications, New Delhi, 2003.
3. V Sudhaker, New Panchayath Raj System-Local Self-Government in Community Development: Mangal Deep Publications, Jaipur 2002
3. S L Goel & Shalini Rajneesh, Panchayath Raj in India Theory & Practice, Regal Publications, 2009



4. Jacob Z Thudipara Urban Community Development, Rawat Publications New Delhi 2007
5. Bhattacharya, B. Urban Development in India Since Pre-Historic Times, Concept, 2006

## **BSW5B09 - INTRODUCTION TO SOCIAL WORK RESEARCH AND STATISTICS**

*Number of Credits: 4*

*Contact Hours per Week: 6*

### **Objective**

- To develop a scientific approach for systematic procedure in social work research
- To familiarize with various statistical techniques for analyzing data

### **Course Outline**

#### **Module I**

Social Research & Social Work research- scope and need, Scientific methods – Characteristics, Theory, concepts & variables.

#### **Module II**

Research Designs, features and types. Exploratory, Descriptive, Diagnostic, Survey. Quantitative & Qualitative research.

#### **Module III**

Research methodology- Review of Literature, Problem Identification -Problem Formulation-, Objectives, Hypotheses, Definitions of concepts, Pilot study. Sampling- Definition and techniques

#### **Module IV**

Data Collection- Sources of Data. Methods & tools of data collection, Pretest Processing of data- Editing, Coding, Tabulation, Graphical & diagrammatic Representation

#### **Module V**

Importance of Statistics in social work research, Measures of central tendency, Measures of dispersion, Measures of correlation, introduction to SPSS. Research Proposal Formulation- Statement of the problem, Objectives, hypotheses, universe, unit, Sampling design, tool preparation, Data collection, analysis and interpretation, suggestion, conclusion, Bibliography

### **Reference**

1. Alston, Margaret & Bowles, Wendy, 2012, Research for social workers- an introduction to methods, Allen & Unwin
2. Statistical methods S P Gupta. Sultan Chand & Sons (2012)
3. Kothari, C R. & GARG, Gaurav, 2014, Research methodology- methods and techniques.
4. Dooley, David, 1990, Social research methods, Prentice Hall

## **BSW5B10 - GANDHIAN PHILOSOPHY AND SOCIAL WORK**

*Number of Credits: 4*

*Contact Hours per Week: 5*

### **Objective**

- To create insight about the basic concepts of Gandhi & his views on society, development, industrialization, economics & education
- To know the relevance of Gandhian philosophy & application of Gandhian model of development in dealing with social problems

### **Course Outline**

#### **Module 1**

##### **Foundations of Gandhain Thought**

A brief overview about Mahatma Gandhi's life. Foundations of Gandhian Social Thought. Influence of religions and philosophers. The experiences in his life. The basic values – truth, non –violence- eleven vows, seven social evils. Views about Man and society.

#### **Module II**

##### **Gandhian Views on Social Problems**

Elimination of social problems- Untouchability, Caste system, Problems of women, Alcoholism. The concept of trusteeship to eliminate economic inequality. Education-concept of Nai -Talim or Basic education

#### **Module III**

##### **Gandhian Concept of Community Development**

The Concept of development- antyodaya, sarvodaya

Agriculture and industry-Local source of energy and raw materials- Charka a symbol of self-reliance-village industries, means to achieve Development: - Swadeshi, Panchayats, Constructive Programmes

#### **Module IV**

##### **Gandhian Economic Thought**

Ethical basis of economics, purity of means, simplicity of life, co-operation, bread labour- self-reliance- classless society. Gandhiji's views on industrialization- Problems and Prospectus of large scale industries- appropriate technology-Indigenous technology

#### **Module V**

##### **Gandhian views of Education**

The philosophy and social purpose of NaiTalim-value base of an ideal society-Peace, Equality, Human dignity

and democracy, relevance of Yoga and meditation. Characteristics of Gandhian Social Work, Gandhi's relevance in today's world. Film Review – "Gandhi", review of the autobiography of Mahatma Gandhi "My Experiments with Truth", Visit to Rural development Agencies based on Gandhian ideologies (Gandhian Ashrams, Gandhi Smaraka Seva Kendras)

## **Reference**

1. Selected works of Mahatma Gandhi – (Vol. 1–5).
2. Vettickal, Thomas Gandhian Sarvodaya: Realizing a Realistic Utopia
3. Thakur, A.K. and Sinha, M.K. (eds). Economics of Mahatma Gandhi: Challenges and Development. 2009; Deep and Deep Publications, New Delhi, India
4. Mathai, M.P., Mahatma Gandhi's World View, Gandhi Peace Foundation Trust
5. Reading Gandhi (Ed): Sujit Kaur Jolly Concept Publishing New Delhi
6. Gangrade, K. D. (2005) Gandhian Approach to Development and Social Work, Concept Publishing Company, New Delhi.
7. Singh, R.B (2006) Gandhian Approach to Development Planning, Concept Publishing Company. New Delhi.
8. Prabhu R.K and Rao, U.R (1987) The Mind of Mahatma Gandhi: Navajeevan, Ahmedabad
9. Gandhi, M.K. India of my Dreams. 2009. Rajpal and Sons Publications, Delhi, India. (Young India 21/2/1929).
10. Gandhi, M.K. Village Industries. Navajeevan Publishing House, Ahmedabad (Harijan 16/11/1934).

## **SEMESTER VI** **BSW6B11 - PROJECT PLANNING AND MANAGEMENT FOR SOCIAL WORK**

*Number of Credits: 4*

*Contact Hours per Week: 4*

### **Objective**

- To provide basic knowledge in project management
- To help the students to acquire skill in preparation, management, monitoring and evaluation of projects for social work intervention
- To equip the students to write independent project proposals

### **Course Outline**

#### **Module I**

#### **Project and the concept of people's participation**

Project-Definition, features, typology. Need and scope of project planning People's participation in project planning and management



## **Module II**

### **Steps in participatory project planning**

Identifying needs- aspects of situational analysis Determining priorities PRA/PLA methods for need identification and prioritization. Feasibility assessment Formulating Goals and objectives in a project Preparing action plan/activity schedule including action, responsibility, time and cost. Logical Framework Approach (LFA), Critical Path Method (CPM), Project Evaluation and Review Technique (PERT)

## **Module III**

### **Financial management of a project**

Fund raising methods, community resource mobilization, possibilities of grant-in-aid from state/central Governments and LSGs, Funding Agencies – National and International Laws and rules regarding fund raising – 80 G, 12 A, FCRA. Budgeting, Social Cost Benefit analysis, Need and importance of Accounting in a project

## **Module IV**

### **Monitoring and Evaluation of project**

Monitoring-definition, Steps in monitoring, levels of monitoring, Evaluation- definition, difference between monitoring and evaluation, types of evaluation, criteria for evaluation, steps in evaluation process

## **Module V**

### **Project Proposal Writing**

Project title, introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget, monitoring & evaluation plan, output/ outcome/ impact, sustainability of the project and conclusion . workshop on project proposal writing

## **References**

1. Choudhari, S 2001, Project Management, Tata Mc Graw Hill Publishing Company, New Delhi
2. Desai, Vasanth, 1999, Project Management, Himalaya Publishing house, New Delhi
3. Horine, M Gregory (2013), Project Management. Dorling Kindersley Pvt Ltd, Noida
4. Meenai, Zubair, 2008, Participatory community work, Concept Publishing Company, New Delhi
5. Mukherjee, Neela, 1993, Participatory Rural Appraisal, Methodology and Applications, Concept Publishing Company, New Delhi
6. Roy, Sam M (2002), Project Planning and Management: Focusing on Proposal Writing. Health Association for All, Secunderabad
7. Roy, Sam M (2003), Making Development Organizations Perform. Health Association for All, Secunderabad
8. Stephen, T S (1994). Basic Principles of Project Formulation for Voluntary Organisation. Media Press, Bhuvanesar

# **BSW6B12 - LEGAL INFORMATION FOR SOCIAL WORKERS**

*Number of Credits: 4*

*Contact Hours per Week: 4*

## **Objective**

- To provide an overview of social legislation and familiarize students with pertinent legislations
- To educate the students about the existing judicial system & its functioning

## **Course Outline**

### **Module I**

Social Legislation, Social Justice, Social Defense, Social Security. Indian Constitution- Preamble, Fundamental Rights, Directive Principles and Fundamental Duties.

### **Module II**

Indian Judicial system, Courts- Civil Courts, Criminal Courts, Family Courts, Juvenile Courts, Criminal Procedure Code and Indian Penal Code Prisons-, Probation, Parole.

### **Module III**

Human rights- evolution, nature, Human Rights Commission, Women's Commission, Child Rights – National Child Rights Protection Council –role and functions, childline Legal Aid, Lok Adalats, Public Interest Litigation

### **Module IV**

Laws for the protection and care of Women, Children, Differently Abled, SC/ST and senior citizens

### **Module V**

Overview of Social security Legislations- Maternity Benefits Act, ESI Act, Factories Act, Workmen's Compensation Act

## **References**

1. Sharma, Brij Kishore, 2015, Introduction to the Constitution of India, Prentice-Hall of India Pvt. Ltd
2. Chaudhary, Jayant, 2013, Handbook of Human Rights, Dominant Publishers
3. Gangrade K. D., (2011) Social Legislation in India, Concept Publishing Company Pvt. Ltd.
4. Kulkarni P. D., Social Policy & Social Development in India
5. Encyclopedia of Social Work in India

## **BSW6B13 - COMMUNITY HEALTH AND HEALTH CARE SERVICES**

*Number of Credits: 4*

*Contact Hours per Week: 5*

### **Objective**

- To understand the concept of health & its various perspectives
- To familiarize with various health problems & its impact on communities
- To develop skills for planning and implementing community health programmes
- To study role of social workers in community health programmes

### **Course Outline**

#### **Module I**

Concept of Health- Definitions, Dimensions of health, determinants of health. Holistic Health. Community health- definition & scope, Medical Model & Social Model Personal & environmental hygiene. Sanitation National Health Policy

#### **Module II**

Nutrition & Balanced Diet- Constituents of food, Nutritional Deficiency Diseases commonly seen in India Diet for pregnant women & lactating mothers, diet for infants & children Food adulteration, Food Adulteration Act

#### **Module III**

Concept of disease- epidemiology of disease, major health problems. Immunisation Communicable diseases, non-communicable diseases and life style diseases

#### **Module IV**

Health Care Services- Preventive, Promotive, Curative & Rehabilitative aspects. Health care services in India, Components of Primary health care. Health education & communication Community based rehabilitation Role of social worker in community health care services.

#### **Module V**

Public Health Administration. Public Health programmes in India Polio eradication programmes, T.B control programme, AIDS control programmes Problems of public health in India

### **Reference**

1. Park K., 2009, Textbook of Social and Preventive Medicine, Banarsidas Bhanot Publications
2. Sridhar Rao, B. 2005, Principles of Community Medicine, AITBS Publishers
3. Bedi, Yash pal, A handbook of Preventive and Social Medicine, Atma Ram and Sons
4. Elizabeth, K.E., 2010, Nutrition & Child Development, Paras Medical Publishers

## **ELECTIVE I**

### **BSW6B16 - GENDER AND DEVELOPMENT IN SOCIAL WORK**

*Number of Credits: 3*

*Contact Hours per Week: 4*

#### **Objective**

- To understand key concepts, issues in gender and development
- To give awareness about reciprocal relationship between women & men in society
- To create awareness about the magnitude of gender disparities in the present context

#### **Course Outline**

##### **Module I**

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender discrimination, Gender Division of Labour, Gender Needs, gender equality and equity, Gender mainstreaming, Gender training Women Empowerment, Women Studies, Gender and Development (GAD), Women in Development (WID)

##### **Module II**

Status & Role of women- Women & Family, Women & Religion, Women & Education, Women & Economy, Women & Media, Women & Environment, Women & Health, Changing role & status of women in India & Kerala.

##### **Module III**

Gender issues & legislation for women- problems of destitute, widows, unwed mothers, single women, girl children, working women. Domestic violence, dowry death, sexual harassment, female infanticide and foeticide

##### **Module IV**

Women & Kerala society- Kerala model of development- Implications for women in family, education, employment, economy, politics, and environment, Impact of Globalisation on women

##### **Module V**

Programmes for the development of women- Programmes of Central & State Governments. National & State Commission for Women. Role of NGOs in the empowerment of women Role of social work in working with women.

#### **References**

1. Anne Cranny Francis, Vendy Waring, Pan Stavropoulos, Gender Studies, Palgrave Mcmilan
2. Andal N, Women and Indian Society: Options and Constraints, Rawat,2002
3. Maya Majundar, Social Status of Women in India, Wisdom Press,2012
4. Mary E John ed. Women's Studies in India, A Reader, Penguin Books,2008



## **ELECTIVE II**

### **BSW6B17 - SOCIAL MOVEMENTS & SOCIAL DEVELOPMENT**

*Number of Credits: 3*

*Contact Hours per Week: 4*

#### **Objective**

- To develop a meaningful understanding about past & present social movements
- To equip students to examine social realities from different perspectives
- To familiarize with the contemporary discourse on social movements & social development

#### **Course Outline**

##### **Module I**

Social Movements: Concept & Types of movements. Features of social movements Achievements of social movements in India

##### **Module II**

Social movements in India & Kerala: Peasant movement- Tribal movement Dalit movements- Backward class/caste movement

##### **Module III**

Women's movement- Industrial working class movement, Student's movements, Middle class movements, Human Rights & Environmental movements, Social movements in the context of Globalisation

##### **Module IV**

Social Development- meaning. Indicators of Social Development, Social work & Social Development Social policy & Social Development

##### **Module V**

Social Capital & Social Development, Social Movements & Social Development Problems of Social Development in India. Kerala model of Social Development: concept, problem and challenges. Development statistics

#### **Reference**

1. Gore, M.S. Social Development – Challenges faced in an Unequal and Plural Society Siddiqui, H.Y., Social Development in an Indian sub-Continent .
2. Shah, Ghanashyam, 2004 Social Movement in India – A Review of Literature, Sage Publications
3. Oommen, T. K Nation, Civil Society and Social Movements- Essays on Political Sociology:
4. Midgley, J., 2014 Social development: Theory and practice, Thousand Oaks, CA, Sage Publications,
5. Oommen, T. K. 2010 Social Movements I: Issues of Identity, Oxford University Press

## **ELECTIVE III**

### **BSW6B18 - SOCIAL WORK WITH ELDERLY**

*Number of Credits: 3*

*Contact Hours per Week: 4*

#### **Objective**

- To understand the concepts of aging, geriatric care and Social Work
- To understand the problems faced by aged.
- To study the role of Social Work interventions in caring for the Aged

#### **Course Outline**

##### **Module I**

Basic Concepts: Old Age, Aging and Ageism Characteristics of old age, Physical, social, emotional changes  
Personal, social, vocational and marital adjustments Problems and Hazards

##### **Module II**

Problems of aging: Sociological and Psychological perspective Family and elderly Social and vocational rehabilitation, Policy, programmes and services for elderly

##### **Module III**

Geriatric Social Work, Role of social worker in the care of elderly Interdisciplinary team in Geriatric Care

##### **Module IV**

Components of Gerontological Social Work, New patient assessment, Medical and Social Concerns, living situation, education and work history, Family composition, Social supports, substance use, spirituality, activity level and mental health, Family assessment, providing solutions to care giver burden, common problems in psychotherapy with the elderly

##### **Module V**

Components of Gerontological Care Management in Social Work Community Based programmes  
Individual Treatment Methods, Support groups for older adults – qualities of effective groups

#### **Reference**

1. Developmental Psychology – a lifespan Approach: Elizabeth b. Hurlock
2. Aging and Aged: A source Book: Chowdhary Paul D.
3. Practice with Elder : Parsons, Ruth J.

## **OPEN COURSE I**

### **BSW5D01 - COMMUNITY HEALTH & HEALTH EDUCATION**

*Number of Credits: 3*

*Contact Hours per Week: 2*

### **Objective**

- To understand the concept of health & its various perspectives
- To familiarize with various health problems & its impact on communities

### **Course Outline**

#### **Module I**

Concept of Health- Definitions, Dimensions of health, determinants of health. Holistic Health. Community health- definition & scope, Medical Model & Social Model, Personal & environmental hygiene. Sanitation

#### **Module II**

Nutrition & Balanced Diet- Constituents of food, Nutritional Deficiency Diseases. Diet for pregnant women & lactating mothers, diet for infants & children, Food adulteration, Food Adulteration Act

#### **Module III**

Concept of disease- epidemiology of disease, major health problems. Immunisation Communicable diseases, non-communicable diseases and life style diseases

#### **Module IV**

Health Care Services- Preventive, Promotive, Curative & Rehabilitative aspects. Components of Primary health care. Health care services in India. Health education & communication. Community based rehabilitation, Role of students and educational institutions in community health care services.

#### **Module V**

Public Health Administration. National Health Policy. Public Health programmes in India- Polio eradication programmes. T.B control programme. AIDS control programmes, Problems of public health in India

### **Reference**

1. Park K., 2009, Textbook of Social and Preventive Medicine, Banarsidas Bhanot Publications
2. Sridhar Rao, B. 2005, Principles of Community Medicine, AITBS Publishers
3. Bedi, Yash pal, A handbook of Preventive and Social Medicine, Atma Ram and Sons
4. Elizabeth, K.E., 2010, Nutrition & Child Development, Paras Medical Publishers

## **OPEN COURSE II**

### **BSW5D01 – ESSENTIAL LEGAL INFORMATRION**

*Number of Credits: 3*

*Contact Hours per Week: 2*

### **Objective**



- To provide an overview of social legislation and familiarize students with pertinent legislations
- To educate the students about the existing judicial system & its functioning

## **Course Outline**

### **Module I**

Social Legislation, Social Justice, Social Defense, Social Security. Indian Constitution- Preamble, Fundamental Rights, Directive Principles and Fundamental Duties.

### **Module II**

Indian Judicial system, Courts- Civil Courts, Criminal Courts, Family Courts, Juvenile Courts, Criminal Procedure Code and Indian Penal Code Prisons-, Probation, Parole.

### **Module III**

Human rights- evolution, nature, Human Rights Commission, Women's Commission, Child Rights – National Child Rights Protection Council –role and functions, CHILDLINE Legal Aid, Lok Adalats, Public Interest Litigation

### **Module IV**

Laws for the protection and care of Women, Children, Disabled, SC/ST and senior citizens

### **Module V**

Social security Legislations- Maternity Benefits Act, ESI Act, Factories Act, Workmen's Compensation Act

## **Reference**

1. Introduction to the Constitution of India- Brig Kishore Sharma.
2. Handbook of Human Rights- Jayant Chaudhary
3. Family Law- I A Saiyed.
4. Social Legislation in India: Gangrade K D
5. Social Policy & Social Development in India: Kulkarni P D
6. Encyclopedia of Social Work in India

## **OPEN COURSE III BSW5D03 – GENDER AND DEVELOPMENT**

*Number of Credits: 3*

*Contact Hours per Week: 2*

## **Objective**

- To understand key concepts, issues in gender and development
- To give awareness about reciprocal relationship between women & men in society
- To create awareness about the magnitude of gender disparities in the present context

## **Course Outline**

### **Module I**

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender statistics, Gender Bias, Feminism, Women Empowerment, Women Studies. Gender and Development

### **Module II**

Status & Role of women- Women & Family, Women & Religion, Women & Education, Women & Economy, Women & Media, Women & Environment, Women & Health, Changing role & status of women in India & Kerala.

### **Module III**

Gender issues & legislation for women- problems of destitutes, widows, unwed mothers, single women, girl children, working women. Domestic violence, dowry death, sexual exploitation, female infanticide

### **Module IV**

Women & Kerala society- Kerala model of development- Implications for women in family, education, employment, economy, politics, and environment, Impact of Globalisation on women

### **Module V**

Programmes for the development of women- Programmes of Central & State Governments. Legislation to protect the interests of women. National & State Commission for Women.

### **References**

1. Anne Cranny Francis, Vendy, Waring, Pan Stavropoulos, Gender Studies, Palgrave Mc Milan
2. Andal N, Women and Indian Society: Options and Constraints, Rawat, 2002
3. Maya Majundar, Social Status of Women in India, Wisdom Press, 2012
4. Mary E John ed. Women's Studies in India, A Reader, Penguin Books, 2008

## **COMPLEMENTARY COURSE 1** **SGY1(2)C01 – PRINCIPLES OF SOCIOLOGY**

*Number of Credits: 4*

*Contact Hours per Week: 6*

### **Course Outline**

#### **Module I - SOCIOLOGY: AN INTRODUCTION**

- 1.1 What is Sociology? Nature, Scope and relevance
- 1.2 Basic concepts – Society, Social groups, Social institutions, social mobility
- 1.3 Sociology and Common-Sense Knowledge - Sociological Imagination

#### **Module II - INDIVIDUAL AND SOCIETY**

- 2.1 Socialization – types and agencies and relevance
- 2.2 Social control – types, agencies and relevance

## 2.3 Social structure and social stratification

### **Module III - CULTURE AND SOCIETY**

#### 3.1 Sociological Perspectives on culture

#### 3.2 Dominant culture, Sub Culture and popular culture

#### 3.3 Cultural change today: Globalisation, Internet revolution and multi culturalism

### **Module IV - SOCIETY IN INDIA TODAY**

#### 4.1 Ethnocentrism and identities of region, religion, language and caste

#### 4.2 Gender as an issue-control over women by state, religion, family

#### 4.3 Media and hyper-reality

### **Reference**

1. Giddens, Anthony, 2006, *Sociology*, Polity, Ch. 1, 2.
2. Mills, C. Wright (2000/1959): *The Sociological Imagination*, Delhi: Oxford University Press, pp. 3-5, 8-11
3. Beteille, Andre (1996) *Sociology and Common Sense*, Economic and Political Weekly 31(35/37) Special Number (Sep. 1996): 2361-2365
4. Haralambos, Michael and Holborn (2014): *Sociology: Themes and Perspectives*, London: Harper-Collins.
5. M. Francis Abraham (2006) *Contemporary Sociology: An Introduction to Concepts and Theory*, Delhi: Oxford University Press.
6. Berger, Peter, 1963, *Invitation to Sociology*, Doubleday, New York, Ch. 1,2 ,3.
7. Macionis, John J., 2005, *Sociology*, Pearson, Ch. 1, 3
8. Peter Worsley - *Introducing Sociology*

### **Further References**

1. On caste issues: S. Joseph. 2005. Identity card (poem – Malayalam/English) Kottayam: DC Books. (Translation 2010: K. Satchidanandan)
2. On adivasi issues: Sreemith Sekhar (2013) *The Red Data Book: An Appendix* (documentary).

## **SGY3(4)C02 – SOCIOLOGY OF INDIAN SOCIETY**

*Number of Credits: 4*

*Contact Hours per Week: 6*

### **Course Outline**

#### **Module I - INDIAN SOCIETY: A SOCIOLOGICAL PERSPECTIVE**

- 1.1. The structure and composition of Indian society- Cultural and ethnic diversity, diversities in respect of language, caste, religious beliefs and practices and cultural patterns.
- 1.2 Tribes; weaker section, Dalits, Women and Minorities: population profile and related issues.
- 1.3: Caste: Definition, Characteristics and Changes in Indian Caste System



## **Module II - INDIAN SOCIAL SYSTEM**

- 2.1. Family, Kinship and Marriage in India- Definition and functions, Types-Joint and Nuclear families, Monogamy and Polygamy, Primary, Secondary and Tertiary Kinship
- 2.2. Rural and Urban Society in India: Pre and Post Independent Period
- 2.3 Concepts of Social Change in Indian Society- Sanskritisation, Westernisation, Modernization

## **Module III - MAJOR APPROACHES FOR STUDYING INDIAN SOCIETY**

- 3.1 Basic premises of Indological Approach (Louis Dumont)
- 3.2 Structural-functionalism (S.C. Dube) and, Marxian approaches (A. R. Desai)
- 3.3 Subaltern Perspective (B.R. Ambedkar)

## **Module IV - EMERGING SOCIAL ISSUES AND PROBLEMS**

- 4.1 Structural: poverty, inequality of caste and gender, disharmony – religious, ethnic and regional, minorities, backward classes and communities
- 4.2 Familial: dowry, domestic violence, divorce, intra and intergenerational conflict, problems of elderly
- 4.3 Developmental: regional disparities, development induced displacement, ecological degradation and environmental pollution, consumerism, crisis of values

## ***References***

- 1. Ram Ahuja - Indian social System
- 2. S.C. Dube- Indian Society
- 3. A. R. Desai - Rural Sociology in India
- 4. Yogendra Singh – Modernisation of Indian Tradition
- 5. M. N. Srinivas- Social change in India
- 6. M. N. Srinivas - India's Villages
- 7. Mukhi - Indian Social System
- 8. Iravati Karve- Marriage and Family in India
- 9. Pauline. M. Kolenda - Religion, Caste and Family Structure
- 10. Shah.A. B. - Tradition and Modernity in India

## **COMPLEMENTARY COURSE 2** **PSY1C05/PSY2C05 – PSYCHOLOGICAL PROCESSES**

*Number of Credits: 4*

*Number of Contact hours:96*

## **Objective**



- To generate interest in Psychology
- To familiarize the students with the concepts of basic psychological processes
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and memory
- To provide basic knowledge about systems and processes like cognition, intelligence and personality

## **Course Outline**

### **Module 1 - Introduction (10 hours)**

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts major ideas of Descartes, Locke.

Biological origins; Darwin, Genetics.

Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology.

Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation;

Interview methods-structured, semi structured and unstructured interviews; Surveys; case study;

Questionnaires; correlational studies; experimental method.

### **Module 2 - Attention and Perception (12 hours)**

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Perceptual organization; Gestalt principles, figure and ground segregation, phi-phenomenon. Perceptual constancies: size, shape, brightness constancies.

Visual illusions; Theories of colour vision; Theories of auditory perception.

### **Module 3 – Learning (12 hours)**

Concept of learning, Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning.

Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination.

Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Schedules of reinforcement.

Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/Modelling

### **Module 4 – Memory (12 hours)**

Key processes in memory: Encoding, Storage and Retrieval.

Atkinson-Shiffrin Model; sensory memory, short term memory and long-term memory; Levels of processing.

STM; Iconic memory; Working memory, Alan Baddeley's components of working memory; Chunking; Rehearsal-maintenance rehearsal, rote rehearsal, elaborative rehearsal.

LTM; Types of LTM-procedural memory, declarative memory-semantic memory, episodic memory;

Flash-bulb memory, tip of the tongue phenomenon. Measuring memory; Recall, Recognition, Relearning.

Forgetting: Curve of forgetting; Reasons of forgetting-ineffective coding, decay, Interference, retrieval failure, motivated forgetting; Repression.

Strategies for remembering; Rehearsal, Elaboration, Organization (Mnemonics).

### **Module 5 - Cognitive Processes (12 hours)**

Basic units of Thought: Concepts; forming concepts, Types of concepts, prototypes; Images; Language, the structure of Language,

Reasoning; Deductive and inductive thinking.

Problem solving; Types of problems, steps and barriers to effective problem solving, Creative thinking; convergent and divergent thinking; stages of creative thought.

Decision making; Heuristics and judgment-availability heuristics, representativeness heuristics, anchoring heuristics.

### **Module 6 - Motivation and Emotion (10 hours)**

Introduction: Instinct, drive. Primary and secondary motives. Hunger and eating. Learned motives: affiliation, achievement and power motive, Hierarchy of motives. Intrinsic and extrinsic motivation.

Concept of Emotion. Physiological correlates of emotion. Theories of emotion: James-Lange theory, Cannon-Bard theory, Schachter-Singer theory, Appraisal theory, Evolutionary theory, Opponent process theory. Assessment of emotion

### **Module 7 – Intelligence (14 hours)**

Definition, nature and meaning of intelligence, Determinants of intelligence – Role of heredity and environment. Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's – primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory. Evolution of intelligence testing: Stanford-Binet, Wechsler scales. Mental retardation and giftedness.

### **Module 8 – Personality (14 hours)**

Concept of Personality Psychodynamic approaches. Freud's theory: instinct theory, Levels of consciousness, structure of personality, defense mechanisms, psychosexual stages of development, Jung: Structure of personality, Adler: striving for superiority, power motivation. Horney: Basic anxiety, styles, feminist turn in psychoanalysis.

Trait and Type theories: general approach. Allport: traits. Cattell: source and surface traits, Eysenck:

dimensions of personality.

Assessment of Personality, Uses of Personality tests.

### **References**

1. Baron R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
2. Bootzin R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New York: Mc Graw Hill Inc.
3. Commer R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc. Coon, D.& Mitterer J. O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
4. Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
5. Passer M.W. & Smith, R E, (2007). Psychology-the science of mind and behavior (3rd ed.). New Delhi: Tata McGraw Hill
6. Weiten W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

### **Further References**

1. Gerrig, R. J (2013) Psychology and Life (20th Edn) Boston: Pearson
2. Kuppuswamy, B. (1990). Elements of ancient Indian Psychology, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.
3. Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of India.

## **PSY3C06/PSY4C06 – LIFESPAN DEVELOPMENT AND HEALTH PSYCHOLOGY**

*Number of Credits: 4*

*Number of Contact hours: 96*

### **Objective**

- To study human development in Psychological Perspectives
- To create awareness about major Psychological changes along with physical and cognitive development
- To study emotional, social development and adjustments of life span periods.
- To understand the Psychological, behavioral and cultural factors contributing to physical and mental health
- To study the management of different illnesses

### **Course Outline**

### **Module 1 - Introduction and theories to Life Span Development (12 hours)**

Historical foundation of Developmental Psychology. Growth and development- Different Theories of development (Brief): Freud, Behaviorist, social, learning, Vygotsky, Periods of Development, and Erikson's Theory. Developmental tasks of each stages of development.

### **Module 2 - Prenatal Development (12 hours)**

Fertilization- Germinal Period, Embryonic Period, Fetal Period. Effect of long term and short-term use of teratogens. Birth Process: Types, methods- prenatal and perinatal diagnostic tests. Birth Complication and their effects.

### **Module 3 - Physical and Cognitive Development (14 hours)**

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy. Physical development from childhood to adolescence. Physical condition and health issues in early, middle adulthood and late adulthood. Biological theories of ageing.

Language development: Pre-linguistic, Phonological, Semantic, Grammatical and Pragmatic Development. Piaget's theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational, Concrete operational and Formal Operational stage. Cognitive changes in early adulthood- Post formal thought, Schaie's Model of Cognitive Development

### **Module 4 - Emotional and Social Development (14 hours)**

Emotional behavior in infancy to middle adulthood. Temperament: definition, different classifications. Process of socialization from infancy to middle adulthood. Close relationships in adulthood. Adult life changes, marriage and family in adulthood. Facing death and loss: Psychological issues, Pattern of grieving, special losses.

### **Module 5 - Introduction to Health Psychology (12 hours)**

Definition of Health Psychology, mind body relationship, need and significance of health psychology, biopsychosocial model v/s biomedical model.

### **Module 6 - Health Behaviour And Primary Prevention (10 Hours)**

Health behaviours, changing health habits-attitude change, cognitive behavioural approach-health belief model, theory of planned behaviour, trans theoretical model, protection motivation theory, social cognitive theory and attribution theory.

### **Module 7 - Stress and Coping (10 hours)**

Stress, theoretical contributions to stress-fight-flight, selye's general adaptation syndrome, tend – befriend, psychological appraisal & stress, coping, stress management programmes

### **Module 8: Psychosocial Issues and Management of Advancing and Terminal illness (12 hours)**

Emotional responses to chronic illness, psychosocial issues —continued treatment, issue of non-traditional



treatment, stages to adjustment to dying.

### **Reference**

1. Berk, L.E (2003) Child Development (3rd de). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company
5. Taylor E. S. (2006). Health psychology (6TH EDITION), Mc Graw Hill Companies, California

### **Further Reference**

1. Naima khatoon (2012). Health psychology, Dorling Kindersley (INDIA) PVT. LTD.
2. Marks F. D, Murray M, Evans B, & Estacio V. M. (2011) Health Psychology: Theory, Research and Practice (3rd edition) Sage publications INDIA PVT. LTD.

## **BSW PROGRAMME GENERAL GUIDELINES**

### **Ability enhancement courses/audit courses**

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The list of courses in each semester with credits are given below.

Course with Credit		Semester
Environment Studies – 4		1
Disaster Management - 4		2
*Human Rights/Intellectual Property Rights/ Consumer Protection - 4		3
*Gender Studies/Gerontology- 4		4

\* Colleges can opt any one of the courses.

### **Assessment and Evaluation**

The evaluation scheme for each course shall contain two parts

1. Internal assessment
2. External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

### **Internal Assessment**

20% of the total marks in each course is for internal examinations. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. (Guidelines in Annexure I)

### **Components with percentage of marks of Internal Evaluation of Theory Courses**

Components	Percentage of marks
Test Paper	40%
Assignment	20%
Seminar	20%
Class room participation based on attendance	20%.

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and Head of the Department.

The split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation are as follows.

### **Split up of Marks for Test paper**

Range of Marks in Test Paper	Out of 8 (Maximum internal Marks is 20)	Out of 6 (Maximum internal marks is 15)
Less than 35%	1	
35%- 45%	2	2
45% - 55%	3	3
55% - 65%	4	4
65% -85%	5	6
85% -100%	8	6

### **Split up of Marks for Class Room Participation**

Range of CRP	Out of 4 (Maximum internal Marks is 20)	Out of 3 (Maximum internal mark is 15)



50% ≤CRP <75%	1	1
75% ≤CRP <85%	2	2
85 % and above	4	3

### External Evaluation

External evaluation carries 80% of marks. The external question papers may be of uniform pattern with 80/60 marks (The pattern is given in the Annexure III). The courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks and courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks.

### Indirect Grading System

Indirect grading System based on a 10-point scale is used to evaluate the performance of students. Each course is evaluated by assigning marks with a letter grade (O, A+, A, B+, B, C, P, F, I or Ab) to that course by the method of indirect grading. An aggregate of P grade (after external and internal put together) is required in each course for a pass and also for awarding a degree (A minimum of 20% marks in external evaluation is needed for a pass in a course. But no separate pass minimum is needed for internal evaluation).

After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of a semester, a student should pass all courses. However, a student is permitted to move to the next semester irrespective of SGPA obtained.

SGPA of the student in that semester is calculated using the formula

$$\text{SGPA} = \frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total credits in that semester}}$$

The Cumulative Grade Point Average (CGPA) of the student is calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA can be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Total credit points obtained in six semesters}}{\text{Total credits acquired (120)}}$$

SGPA and CGPA shall be rounded off to three decimal places. CGPA determines the broad academic level of the student in a programme and is the index for ranking students (in terms of grade points). An overall letter grade (cumulative grade) for the entire programme shall be awarded to a student depending on her/his CGPA

## Project

As part of the requirements for BSW Programme every student must do a project either individually or as a group, under the supervision of a teacher. Project work is meant for providing an opportunity to approach and study a problem in a systematic and scientific manner. It provides them an opportunity to apply the tools they have studied and learn the art of conducting a study and presenting the report in a structured way. The report of the project, completed in every respect, is to be submitted to the department for valuation by the examiners appointed by the University.

## Guidelines for Project – Annexure II

### Annexure-1

## Method of Indirect Grading

Evaluation (both internal and external) is carried out using Mark system. The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme.

Indirect Grading System in 10 -point scale is as below:

## Ten Point Indirect Grading System

Percentage of Marks (Both Internal & External put together)	Grade	Interpretation	Grade point Average (G)	Range of grade points	Class
95 and above	O	Outstanding	10	9.5 -10	First Class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First Class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 to below 55	C	Average	5	4.5 -5.49	Second Class
35 to below 45	D	Pass	4	3.5 -4.49	Third Class
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

## Example – 1 SGPA Calculation



Semester I	Course Name	Grade Obtained	Grade point (G)	Credit (C)	Credit point (CXG)
Course Code					
xxxxxxx	Xxxxxxx	A	8	4	32
xxxxxxx	Xxxxxxxxxx x	C	5	3	15
xxxxxxx	Xxxxxxxxxx x	A+	9	4	36
xxxxxxx	Xxxxxxxxxx x	B+	7	3	21
xxxxxxx	Xxxxxxxxxx	P	4	3	12
xxxxxxx	Xxxxxxxxxx	C	5	4	20

**SGPA =  $\frac{\text{Sum of the Credit points of all courses in a semester}}{\text{Total Credits in that semester}}$**

$$\text{SGPA} = \frac{32+15+36+21+12+20}{21} = \frac{136}{21}$$

**SGPA = 6.476**

**Percentage of marks of semester I =  $(\text{SGPA}/10) \times 100 = 64.76\%$**

Note: The SGPA is corrected to three decimal points and the percentage of marks shall be approximated to two decimal points.

**Example: 2**

Semester II	Course Name	Grade Obtained	Grade point (G)	Credit (C)	Credit point (CXG)
Course Code					
xxxxxxx	Xxxxxxx	A	8	4	32
xxxxxxx	Xxxxxxxxxx x	C	5	3	15
xxxxxxx	Xxxxxxxxxx x	A+	9	4	36
xxxxxxx	Xxxxxxxxxx x	B+	7	3	21
xxxxxxx*	Xxxxxxxxxx	F	0	3	0
xxxxxxx	Xxxxxxxxxx	C	5	4	20

\*Failed course

Note: In the event a candidate failing to secure 'P' grade in any Course in a semester, consolidation of SGPA and CGPA will be made only after obtaining 'P' grade in the failed Course in the subsequent appearance.

CGPA Calculation

***Total Credit points obtained in six semesters***

$$\text{CGPA} = \frac{\text{Total Credit points obtained in six semesters}}{\text{Total Credits acquired (120)}}$$

Example

$$\text{CGPA} = 136 + 145 + 161 + 148 + 131 + 141 / 120 = 862/120$$

$$\text{CGPA} = 7.183$$

$$\text{Total percentage of marks} = (\text{CGPA}/10) * 100 \quad \text{Total \% of marks} = (7.183/10) * 100 = 71.83$$

***Total Credit points obtained for Core Courses***

$$\text{CGPA of Core Courses} = \frac{\text{Total Credit points obtained for Core Courses}}{\text{Total Credits acquired for Core Courses}}$$

Similarly, CGPA of Complementary courses, Open courses, English Common courses and Additional Language Common courses may be calculated and the respective percentage may be calculated. All these must be recorded in the Final Grade Card

**ANNEXURE II GUIDELINES FOR THE EVALUATION OF PROJECTS**

**1. PROJECT EVALUATION**

- Evaluation of the Project Report shall be done under Mark System.
- The evaluation of the project will be done at two stages:
  - a) Internal Assessment (supervising teachers will assess the project and award internal Marks)
  - b) External evaluation (external examiner appointed by the University)
  - c) Grade for the project will be awarded to candidates, combining the internal and external marks.
- The internal to external components is to be taken in the ratio 1:4. Assessment of different components may be taken as below.

<b>Internal (20% of total)</b>	<b>External (80% of Total)</b>	
<b>Components</b>	<b>Percentage of internal marks</b>	<b>Components</b>
Originality	20	Relevance of the Topic, Statement of Objectives
Methodology	20	Reference/ Bibliography, Presentation, quality of Analysis/ Use of Statistical Tools.
Scheme/ Organisation of Report	30	Findings and recommendations
Viva – Voce	30	Viva – Voce

- External Examiners will be appointed by the University from the list of VI Semester Board of Examiners in

consultation with the Chairperson of the Board.

- The Chairman of the VI semester examination should form and coordinate the evaluation teams and their work.
- Internal Assessment should be completed 2 weeks before the last working day of VI Semester.
- Internal Assessment marks should be published in the Department.
- In the case of Courses with practical examination, project evaluation shall be done along with practical examinations.
- The Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines for the smooth conduct of the evaluation of project.

## **2. PASS CONDITIONS**

- Submission of the Project Report and presence of the student for viva are compulsory for internal evaluation. No marks shall be awarded to a candidate if she/ he fails to submit the Project Report for external evaluation.
- The student should get a minimum P Grade in aggregate of External and Internal.
- There shall be no improvement chance for the Marks obtained in the Project Report.

\* In the extent of student failing to obtain a minimum of Pass Grade, the project work may be re-done and a new Internal mark may be submitted by the Parent Department. External examination may be conducted along with the subsequent batch

### **Annexure-III**

#### **Question paper type 1**

##### **Scheme of Examinations:**

The external QP with 80 marks and internal examination is of 20marks. Duration of each external examination is 2.5 Hrs. The pattern of External Examination is as given below. The students can answer all the questions in Sections A&B. But there shall be Ceiling in each section.

##### **Section A**

Short answer type carries 2 marks each-15 questions	Ceiling -25
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##### **Section B**

Paragraph/Problem type carries 5 marks each-8 questions	Ceiling -35
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##### **Section C**

Essay type carries 10 marks (2 out of 4)	2X10=20
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#### **Question paper type 2**

##### **Scheme of Examinations:**

The external QP with 60 marks and Internal examination is of 15marks. Duration of each external examination is 2 Hrs. The pattern of External Examination is as given below. The students can answer all

the questions in Sections A&B. But there shall be Ceiling in each section.

**Section A**

Short answer type carries 2 marks each-12 questions

Ceiling -20

**Section B**

Paragraph/Problem type carries 5 marks each-7 questions

Ceiling -30

**Section C**

Essay type carries 10 marks (1 out of 2)

1X10=10

**Question Paper format**

**CORE COURSE IN SOCIAL WORK**

**\_\_SEMESTER BSW DEGREE EXAMINATION – (Month & Year)**

**Name & Code of the Course**

**Time: 2.5 Hours**

**Maximum marks: 80**

**Section A**

**Answer all question each question carries 2 marks (Short answer type, not to exceed 50 words each)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**(Ceiling -25 Marks)**

**Section B**

**Answer all questions. Each question carries 5 marks. (Paragraph / Problem type, not to exceed 100 words each)**

- 16.
- 17.
- 18.
- 19.
- 20.



- 21.
- 22.
- 23.

**(Ceiling -35 Marks)**

**Section C**

**Answer any two Questions. Each question carries 10 marks. (Essay type, not to exceed 500 words)**

- 24.
- 25.
- 26.
- 27.

**(2x10=20 marks)**