BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI - 620 024.

MASTER OF SOCIAL WORK
CHOICE-BASED CREDIT SYSTEM –
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Sem.	Name of the Course	Course Title	Teaching Hours	Credits	Maximum Marks		
					CIA	ESE	Total
I	Core Course-I (CC-I)	Introduction to Social Work and Society	6	5	25	75	100
	Core Course-II (CC-II)	Social Case Work and Group Work	6	5	25	75	100
	Core Course-III (CC-III)	Field Work Practice	6	5	40	60	100
	Core Choice Course-I (CCC-I)	1. Development Psychology (or) 2.Psychology for Social Worker	6	4	25	75	100
	Elective Course-I (EC-I)	1. Green Social Work (or) 2.Social Work with Persons with Disability	6	3	25	75	100
	Value Added Course -I (VAC-I)*	Family Life Management	-	2*	25	75	100*
	Total		**30**	**22**			**500**
II	Core Course-IV (CC-IV)	Community Organisation and Social Action	6	5	25	75	100
	Core Course-V (CC-V)	Social Work Research and Social Statistics	6	5	25	75	100
	Core Course-VI (CC-VI)	Concurrent Field Work Practice	5	5	40	60	100
	Core Choice Course-II- (CCC-II)	1. Correctional Social Work (or) 2. Geriatric Social Work	5	4	25	75	100
	Elective Course-II (EC-II)	1. Rehabilitation and Resettlement (or) 2. Sustainable Development	5	3	25	75	100
	Non-Major Elective Course-I (NME-I)	Soft Skills for Professional Competency	3	2	25	75	100
	Total		**30**	**24**			**600**

III	Core Course-VII (CC-VII)	Social Welfare Administration and Social Legislation	6	5	25	75	100
	Core Course-VIII (CC-VIII)	Specialization-I *	6	5	25	75	100
	Core Course –IX (CC-IX)	Concurrent Field Work	5	5	40	60	100
	Core Choices Course-III (CCC-III)	Specialization-II **	5	4	25	75	100
	Elective Course –III (EC-III)	Specialization-III ***	5	3	25	75	100
	Non-Major Elective Course-II (NME-II)	Life Skill Education	3	2	25	75	100
	Total		**30**	**24**			**600**
IV	Core Course –X (CC-X)	Specialization-IV ****	6	5	25	75	100
	Core Course-XI (CC-XI)	Specialization-V *****	6	5	25	75	100
	Entrepreneurship / Industry Based Course (CFP)	Concurrent Field Work Practice	6	5	40	60	100
	Project		12	5	20	80	100
	Value Added Course –II (VAC-II)*	Human Rights	-	2*	25	75	100
	BFP	Block Field Placement (Mandatory for Course Completion, No Marks).		------	-----	-----	-----
	Total		**30**	**20**			**400**
	Grand Total		**120**	**90**			**2100**

LIST OF SPECIALISATION COURSES

    A. Community Development
    B. Family and Child Welfare
    C. Human Resource Management
    D. Medical and Psychiatry

*i)   Students can choose any one among the following courses (Core Course-**VIII**)

Specialisation Papers-I/Course Title	Course Code
Rural Community Development	**CC-VIIIA**
Demography and Family Welfare	**CC-VIIIB**
Human Resource Management	**CC-VIIIC**
Health and Hygiene	**CC-VIIID**

**ii) Students can choose any one among the following Core choice courses (CCC-III)

Specialisation Papers-II/Course Title	Course Code
Tribal Community Development	**CCC-IIIA**
Women Welfare	**CCC-IIIB**
Human Resource Development	**CCC-IIIC**
Mental Health	**CCC-IIID**

***iii)   Students can choose any one among the following Elective courses (EC-III)

Specialisation Papers-III/Course Title	Course Code
Development Communication	**EC-IIIA**
Welfare of the Older Persons	**EC-IIIB**
Organisational Behaviour and Organisational Development	**EC-IIIC**
Community Health	**EC-IIID**

**** iv) Students can choose any one among the following Core courses X(CC-X)

Specialisation Paper-IV/Course Title	Course Code
Urban Community Development	**CC-XA**
Youth Welfare	**CC-XB**
Labour Welfare and Labour Legislations	**CC-XC**
Medical Social Work	**CC-XD**

***** v) Students can choose any one among the following Core courses XI(CC-XI)

Specialisation Paper-V/Course Title	Course Code
Project Management	**CC-XIA**
Child Welfare	**CC-XIB**
Employee Relations and Trade Union	**CC-XIC**
Psychiatric Social Work	**CC-XID**

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	11	55	1100
2.	Core Choice Courses	3	12	300
3.	Elective Courses	3	9	300
4.	Entrepreneurship/Industry-Based Course	1	5	100
5.	Project	1	5	100
6.	Non-Major Elective Courses	2	4	200
7.	**Total**	**21**	**90**	**2100**
8.	Value Added Courses *	2*	4*	200*

* The value added courses credit will not be included in the total CGPA.
These courses are extra-credit courses.
Instruction hours for these courses is 30 hours.

PROGRAMME OBJECTIVES

- To prepare the students of Social Work for Professional Practice, and lifelong professional development through planning and execution of schemes and services, based on the core domain of Social Work.

- To prepare students professionally to address social problems actively, mobilise public opinion against social ills, and challenge social and economic injustices that may exhibit themselves.
- To prepare students to think critically and clearly, act professionally with integrity, and work in teams effectively and humbly.

- To equip students with the latest theories, knowledge, and skills to make them competent professionals in their working environment.

- To prepare the students committed to bringing significant contributions to social welfare/social service organizations\support social welfare/work institutions at local/state/national levels.

PROGRAMME OUTCOMES:

- **Values and Ethics:** Students will be able to understand the concept, apply values, ethical principles, and knowledge of human behaviour, and develop critical thinking to inform and communicate professional judgments and the social environment to guide professional practice, professional competence and accountability, and identify as a professional social worker and conduct oneself accordingly

- **Social Work Knowledge:** Students will be able to draw on knowledge related to social conditions and problems, understanding human beings, social policies and programs, social phenomena, research, the social work profession, and various practice theories to facilitate the process of change and to transform that knowledge into action.

- **Social Work Skills:** Students will be able to use theory and research to enhance practice, communication, listening and assessment skills, basic interviewing skills, provide help, direction and guidance, empowerment, negotiation skills, assessment skills, communication skills, advocacy and leadership, problem-solving skills, critical thinking skills, respect for diversity, intervention skills, organizational skills recording and documentation skills, understanding of human relationships, problem-solving skills in finding solutions for individuals, groups and communities in addition to skills in work with limited resources and tight budgets, and be able to evaluate practice with individuals, families, groups, organisations and communities.

- **Social work practice**: Perform as professional social workers in advanced direct practice with individuals, families, groups, and organisations.

- **Conduct Social work research:** engage in scientific inquiry and evidence-based practice on social issues and problems, identify, formulate, review of research literature, and analyse complex individual, group, organisation and community problems based on research-based knowledge and methods, including design, analysis and interpretation of data, and synthesis of the information to reach substantiated conclusions using social work knowledge, and engage in research-informed practice and practice-informed research

- **Human Rights and Human values:** Enhance an understanding of human rights, human and community well-being, social, economic and environmental justice, and engage in policy practice

PROGRAMME-SPECIFIC OUTCOMES:

Upon successful completion of the **Master of Social Work Program** the students can:

- Identify oneself as a professional social worker and conduct oneself accordingly by applying social work values and ethical principles to guide professional practice and develop a strong foundation of theoretical knowledge of Social Work and generate purposive and progressive ideas through the application of the knowledge, aptitude, and skills in the field of Social Work.

- Analyse causes and consequences of social problems at the individual, family, community and societal levels, and evolve appropriate intervention strategy/schemes for amicable solving and prevention besides formulating, advocating, and assessing the impact of relevant social policies that advance social well-being.

- Understand human behaviour in the social environment and apply it to guide the processes of assessment, intervention, and evaluation of social dynamics and apply the knowledge gained in the process to understand the individual and social environment and provide counselling to individuals, families, groups, etc.

- Perform successfully in the chosen careers that require Social Work knowledge, aptitude and skills and gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups and understand the forms and mechanisms of oppression and discrimination and deal with them appropriately.

- Develop social work skills and use tools of Social Work to solve individual, family, group or community problems and perform tasks in Social Welfare Organisations (Government/Voluntary Agencies, Academic/Research/Clinical/ Industrial Concerns, Correctional Institutions, Communities and the like) by adapting various Intervention Techniques like **Supportive Techniques, Reflective Performance and Direct Influence** and use appropriate verbal and written communication in community/ agency setting with clients, staff and community stakeholders.

- Develop skills to float and administer a voluntary service organization and administer social welfare organisations and perform the tasks of Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) with good social, communication, and interpersonal skills

- Engage in research on psycho-social problems/issues affecting individuals, families, groups, organisations, communities, etc., by adopting scientific research methodology and using research evidence to address the issue at hand, conduct social impact assessment surveys and evaluation of projects and prepare, use and maintain of records as positions held and institutions served.

First Year	CORE COURSE-I	Semester-I

INTRODUCTION TO SOCIAL WORK AND SOCIETY

Code:	(Theory)	Credit: 5

COURSE OBJECTIVES

- To develop an insight into the historical context of origin and development of social work profession.
- To impart social and religious ideologies of India for ensuring change.
- To cultivate an understanding of the theoretical framework of the subject.
- To imbibe an idea about the social structure and social problems.
- To infuse a philosophical foundation and value base of social work profession.

UNIT- I:

Social Work: Concepts- Social Work, Social Service, Social welfare, Social Security, Social Defense, Social Justice, Social Development, and Social Reform and Historical development of Social Work in UK, USA, and India. Socio-religious thoughts of India: Hinduism – four values, Buddhism, Jainism, Sikhism, Christianity- Supreme value of man, concept of love and service, and Christian missions; Islamism: Basic beliefs, values; Islamic religion and cultural system; Social Reform movements in India- its impacts and role of Brahma Samaj, AriyaSamaj, PrarthanaSamaj, Ramakrishna mission, Theosophical society, Bakthi movements, and D.K. Movement.

UNIT- II:

Individual & Society: Meaning and Characteristics of Society, Community, Association, Organization and Social Institutions- Culture and Civilization- Socialization and its agencies-Social Structure and Social Stratification-Caste System and Class System - Social Groups - Social Change- Theories and Factors of Social Change, Westernization and Modernization and Post Modernism - Social Disorganization and Social Deviance- Social Control: Kinds, Values, Norms, Folkways, Mores and Laws - Relevance of Sociology for Social Workers.

UNIT- III:

Social Work as a Profession: Nature and scope, objectives; philosophy and principles, functions, values and ethics. Social work education: as a profession, professional values, training; skills, tools and techniques, professional social work and voluntary social work, professional associations in social work; problems faced by social work professionals in India.

UNIT- IV:

Methods of Social Work: Social case work – social group work – community organisation – social work research – social welfare administration – social action. Fields of social work: family and child welfare, women welfare, youth welfare, community development (rural, urban & tribal), medical and psychiatric social work, correctional social work, Geriatric Social Work, Work place social Work and labour welfare.

UNIT –V:

Theories & Approaches (basic/overview only): Role theory, problem-solving theory, and gestalt theory. systems theory, ecological theory, communication theory, existential approach, Indian perspective of social work, feminist approach; relevance and scope of eclectic/integrated approach to social work practice, role of social worker in remedial, preventive, and developmental models and as an instrument of change and development; modern Indian social thoughts of Ambedkar, EVR Periyar, Swami Vivekananda, DeendayalUpadhyaya, Aurobindo, Tagore, Mahatma Gandhi, and SavitribaiPhule

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Students are expected to read and know the recent trends in social work and its reform movements and the application of social work in new areas.

REFERENCES

1. Albrecht, Gary L. Encyclopedia of Disability (4 Volumes), Sage, Oaks. 2006
1.   Banks, Sara (1995) Ethics and Values in Social Work: Practical Social Work Series,   Macmillan, London.
2.   Bhushan,Vidya&Sachdeva, D.R.An Introduction to sociology, Kitalmahal, Allahabad. 1995
3. Chowdhry, Dharam Paul. Introduction to Social Work: History, Concept, Methods, and   Fields. Atma Ram, 1964.
4.   Congress, E.P. Social Work Values and Ethics, Nelson-Hall, Chicago, 1998
5. Desai,M. Curriculum Development on History of Ideologies for Social Change and Social   Work, TISS,   Mumbai. 2000
6.   Fink A.E. The fields of social work, Henry Hold, New York. 1974.
7.   Fried Lander, A.W. Introduction to social work, Prentice Hall, New Jersey, 1974
8.   Gangrade, K.D. Dimensions of Social Work in India, Marwah, New Delhi, 1976
9.   Hans Nappaul. The study of Indian Society.S.Chand& Co, 1972.
10. Jacob K.K. Social Work Education in India (ed), Himanshupub.New Delhi.1994
11. Jacob, K. K. Social Work Education in India:(retrospect and Prospect). Himanshu   Publications, 1994.
12. Kinduha, S.K. Social work in India, SarvodayaSahityaSamaj, Rajasthan, 1965
13. Payne, Malcom. Modern Social Work Theory: a critical introduction, Macmillan, Hound   mills, 1991.
14. Singh, R.R. Field Work in social work education (Ed), Concept pub., New Delhi.1985.
15. Srinivas, Mysore Narasimhachar. "Caste in modern India and other essays."Caste in modern
     India and other essays.1962.

COURSE OUTCOMES : Upon successful completion of this course, the student should be able to

*   Identify the basic elements of social work profession
*   Define the socio-religious ideologies, values and ethics of social work
*   Distinguish between social work and social service
*   Hold knowledge of sociology for social workers
*   Compare and contrast social work profession

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First Year	CORE COURSE-II	Semester-I

SOCIAL CASE WORK AND GROUP WORK

Code:	(Theory)	Credit: 5

OBJECTIVES:

- To understand case work and group work methods in Social Work and to understand values and principles of working with individuals and groups.
- To develop the ability to critically analyse problems of individuals and families and factors affecting them.
- Develop appropriate skills and attitudes to work with individuals and groups.

UNIT –I:

Case Work: Concepts, objectives/purpose/its importance; nature and scope, historical development; components; values and principles of case work practice; **Case work process**: Intake, Study, Assessment, Diagnosis, Treatment/Intervention techniques (supportive/environmental manipulation, reflective/ practical help or material help & direct treatment/counselling). Evaluation: meaning, purpose/objectives, types, methods/techniques/instruments, Termination: meaning, reaction to termination, decision to terminate, and planning for termination. Follow-up- meaning, purpose, and types.

UNIT-II:.

Case Worker-Client Relationship: meaning, purpose/needs/significance, and elements/components; principles of client-worker relationship; obstacles in client-worker relationship. **Case Work and Communication:** meaning, purpose, importance, principles.
Approaches to Practice: psychosocial, problem-solving, crisis intervention; behaviour modification, functional and development of an eclectic model for practice.

UNIT–III:

Recording in Case Work: meaning, sources and types- principles of recording, use, and maintenance of record. **Application of Social Case Work in different settings**: medical and psychiatric settings- mentally retarded shelter homes; mental rehabilitation centres, de-addiction and detoxification centres, mental health & community-based rehabilitation; **Problems and Limitations and Role** of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.

UNIT –IV:

Social group: definition, characteristics, types of groups-social group and social group work group; and functions of a group; Group process; **Group dynamics**-meaning, definition, functions, and basic assumptions of group dynamics. **Social group work**: concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social

work and its relation to other methods of social work. **b. Group work process:** Intake and study: Assessment-Intervention/treatment- Evaluation;

UNIT –V:

Models and approaches: social goal model, remedial and reciprocal model; group therapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group, etc. b. Group work recording: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Self-Study: Training the Postmodern social case work and social group work.

REFERENCES:

1. Jordan, William. *Client-worker transactions*. Routledge& K. Paul, 1970.
2. Kadushin, Goldie. *The social work interview: A guide for human service professionals*. Columbia University Press, 2012.
3. Mathew, Grace. *An introduction to social casework*. Tata Institute of Social Sciences, 1992.
4. Perlman, Helen Harris. *Social casework: A problem-solving process*. University of Chicago Press, 1957.
5. *Research and practice*. Vol. 14. SAGE Publications, Incorporated, 1990.
6. Tilbury, Derek EF. *Casework in context: a basis for practice*. Elsevier, 2014.
7. Timms, Noel. *Recording in social work*. Taylor & Francis, 1972.
8. Alissi, Albert S. "Social group work: Commitments and perspectives. "*Perspectives on social group work practice* (1980): 5-35.
9. Conyne, R. K. (1999). *Failures in group work: How we can learn from our mistakes*. Chronicle Books.
10. Corey, Gerald. *Theory and practice of counseling and psychotherapy*. Nelson Education, 2015.
11. Douglas, Tom. *Group processes in social work: a theoretical synthesis*. John Wiley & Sons, 1979.
12. Glassman, Urania. *Group Work: A Humanistic and Skills Building Approach: A Humanistic and Skills Building Approach*. Vol. 13. SAGE Publications, 2008.
13. Konopka, Gisela. *Social group work: A helping process*. Prentice-Hall, 1972.
14. Nicolson, Paula, Rowan Bayne, and Jenny Owen. *Applied psychology for social workers*. Palgrave Macmillan, 2006.

E-BOOKS /E-MATERIALS:
1. https://mpbou.edu.in/newslm/pge/msw2p2.pdf
2. https://www.bdu.ac.in/schools/socialsciences/socialwork/docs/studymaterials/Social_Case_Work_Practice_Working_with_Individuals_unit_1.pdf
3. http://www.uop.edu.pk/ocontents/5%20(b)%20Social%20Structure%20of%20the%20Group%20(pg%2028-36).pdf

COURSE OUTCOME:

- To understand the values, Principles and scope of Social Case Work and Social Group Work to develop the capacity to practice them
- To understand and apply the approaches & models of Case Work / Group work practice in different settings
- To develop an understanding of and an ability to adopt a multi-dimensional approach in assessment and interventions

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First Year   CORE COURSE-III   Semester-I
                      FIELDWORK PRACTICE

Code: (FIELDWORK)   Credit: 5

COURSE OBJECTIVES

- To get exposure to different social issues and to different social work settings.
- To get acquainted with the Origin, Administrative structure, functioning, staffing pattern, andorganisation activities.
- To make use of supervision & guidance in understanding social issues.
- To make the social work trainees experience group living and initiate and participate in development work in a village identified by the department and the students.
- To expose the social work trainees to rural/tribal life and living.
- To enable the social work trainees to learn by carrying out development projects after identifying local needs.
- To expose and involves social work trainees in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.
- To help social work trainees to develop capacities and attitudes suitable for group living.
- To inculcate the spirit of working in a team and document the outcome of visits.

INTRODUCTION

Social work practice is designed to provide a variety of opportunities to develop and enhance professional practice skills through three components, namely orientation/ observational visits, rural/tribal camps, and Group Projects in the first semester.

COMPONENT NO.I

OBSERVATION VISITS TO DIFFERENT FIELDS OF SOCIAL WORK.

Orientation/ Observation Visits: A detailed instruction about fieldwork, objectives importance of fieldwork. Orientation provides information regarding (1) the importance and place of the practice in social work education and (2) the purpose, functions, and ethics in professional practice. The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to evaluate the initiative of voluntary and government programmes critically, and to develop an appreciation of social work intervention in these programmes.
No. of visits:10   Duration: 10 Days

PROCESS

The social work trainees, accompanied by a faculty member, shall visit pre-identified agencies in different areas like disability, health, aged, children, women, and slums, rural & urban and industrial communities. The students are expected to observe & enquire about

1. Background and field of work of the agency.
2. Place and role of the agency in society.
3. Aims, objectives and programmes implemented.
4. Types of Beneficiaries / Target groups.
5. Administrative structure, departmentalization, staffing pattern.
6. Funding and resource mobilization.
7. Problems and issues faced by the organization.
8. Conditions and problems of the inmates /beneficiaries,

During their observation visits, and document the same. The learning and outcome of each visit is to be evaluated through a group conference under the supervision of a faculty member.

MANDATORY REQUIREMENTS
1. Social work trainees should submit an observation visit report to the concerned faculty supervisor on the very next day of each visit.
2. Geo-tag photos need to be enclosed.

SKILLS TO BE DEVELOPED BY THE SOCIAL WORK TRAINEES

1. Observation/learning skills;
2. Communication/presentation skills;
3. Interpersonal skills;
4. Documentation skills.

COMPONENT NO.II

RURAL/ TRIBAL CAMP

DURATION: Pre-camp Preparation- 6 field work days + on camp: 7 days.

The actual rural/tribal camp is preceded by two weeks of camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be implemented, and liaising with the local community, various NGO's and Government departments to conduct the rural camp in a particular place.

PROCESS

The entire class shall be divided into various committees: Programme Committee,Cultural Committee, Food Committee, Public Relations Committee, Travel and Accommodation Committee, Finance Committee and Time keeper. All the social work trainees will elect ASocial work trainees' coordinators and members. For overall coordination, two student camp leaders will also be elected.
Faculty members as camp coordinators will guide and facilitate the working of the committees. Thus the whole class will plan and execute the tribal/rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.
The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified.

MANDATORY REQUIREMENTS FOR RURAL CAMP

PILOT VISIT

For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around the local district. The team visiting shall consist of at least two faculty members and one social work trainee- representatives from each committee (10 students). The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out thefeasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose.

PRE-CAMP:

Each committee is expected to present their overall Schedule along with the budget and invitation of the camp planning in the presence of Faculty members and senior students for their comments and suggestions.

POST CAMP:

Each committee is expected to present their Expenditure, Press clippings, and Programme execution reports in the presence of Faculty members and senior students. A consolidated report has to be submitted to the department within the Month

COMPONENT NO.III

GROUP AWARENESS PROJECT

 Group Awareness Project **on** social issues/problems – a minimum of 12 days to be allotted for this purpose. Each group is to be organized with a minimum of two programmes. Each group should comprise three to five students. One programme should be rural-based. Suggested themes such asanti– dowry campaigns, HIV/AIDS Awareness, Gender sensitization, Alcoholism, Drug Awareness, Mental Health, Environment, Waste management, Human rights etc., can be considered.

DURATION:

12 Field Work days.

PROCESS:

1. In this component, the social work trainees will be divided into small groups based on their rural/ tribal camp performance. In turn, the team will be chosen by the faculties through a lottery method.
2. TheSocial work traineeswill be given an opportunity to learn community interaction and presentation skills
3. The Social work trainees thereafter (during the next two weeks of the project field work period) will beput under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor, the project team should design a suitable programme to spread a social message of their choice in the community setting.

4. The social work trainees should prepare the Reports, presentations and Documentation of the projectundertaken.

MANDATORY REQUIREMENTS

1. The title of each group should be reflecting social concern.
2. The Social work trainees are expected to acquire knowledge on the topic chosen.
3. A minimum of two programmes should be conducted (Urban and Rural).
4. The Programmes should have collaborated with local stakeholders.
5. Acknowledgement/Appreciation Letter/Feedback should be collected from the collaborated NGO/Institution/Industry/Local Panchayath Leaders.
6. Consolidated report consisting of Review of Literature, Invitation, Geo Tag photos, Press Clippings and participant list

EVALUATION: TOTAL MARKS – 100

INTERNAL EVALUATION- 40 MARKS

A. FILED ORIENTATION VISITS (10MARKS)

(i) Observational Skills	- 3.5 marks
(ii) Reporting	- 3.5 marks
(iii) Attendance for field work	- 3 marks
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	10 marks

B. RURAL / TRIBAL CAMP (15 MARKS)

(i) Individual Participation	- 5 marks
(ii) Initiative and Leadership	- 5 marks
(iii) Community Involvement	- 5 marks
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	15 marks

C. GROUP AWARENESS PROJECT (15 MARKS)

(i) Organising Ability & Team Work	- 5 marks
(ii) Resource Mobilisation	- 5 marks
(iii) Social Relevance	- 5 marks
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	15 marks

EXTERNAL EVALUATION – (60 MARKS)

External examiner to be appointed by the University as is for a project. One examiner may be appointed for every 15 students.
Break up of marks is as follows:

1. Theoretical Knowledge   - 15 marks
2. Practice Skills   - 15 marks
3. Mobilising Resources   - 10 marks
4. Communication and Presentation - 10 marks
5. Reporting   - 10 marks

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                              60 marks

COURSE OUTCOME

After successfully completing this course, the Social Work trainees will be able to learn, re-learn and enhance Basic skills necessary for social work practice, such as

- Community interaction skills,
- Communication skills,
- Presentation skills,
- Analytical skills,
- Team work,
- Project planning and implementation;
- Leadership, initiative and motivation
- Coordination and cooperation
- Identification and mobilization of resources
- Implementation and evaluation
- Public relations and Liaison; Documentation and presentation.

First Year	CORE CHOICE COURSE-I	Semester-I

1.DEVELOPMENT PSYCHOLOGY

Code:	(Theory)	Credit: 4

COURSE OBJECTIVES

- To teach the students the relevance of psychology and its application in the fields of Development psychology.
- To help them to know the developmental stages of life span as a product of social, psychological and biological factors.
- To enable the students to know the physical, social, emotional, and mental aspects of human development

UNIT – I:

Human Growth and Development: Nature of Development psychology, scope, objectives, uses. Growth: Meaning, Types of Developmental changes, Principles of Human Growth, factors affecting human Growth, Heredity, Environment and Maturation.

UNIT – II:

Prenatal Development and Birth: From conception to birth, Environmental influences on prenatal Development, Stages of psychosocial development, Types of delivery, The physical self. Infancy, Infant Perception and Cognition, Physical, Social, Mental and Emotional Development In Infancy.

UNIT – III:

Babyhood and Childhood: Physical, Motor, Social, Mental and Emotional Development during this stage, Sex Differences and Sex-Role Development, parental variables as factors, personality Development of babyhood and childhood

UNIT – IV:

Puberty and Adolescence: Meaning and Definition, Changes in reproductive organs, Physiological, Social, Mental, Personality and Emotional Development during this stage, Sexual maturity, Impact of general development and attitude.

UNIT-V:

Adulthood, middle age and old age: Development and problems in this stage, Social expectation, major life hazards, Physical, Psychological Emotional, economic and vocational challenges.Empty nest.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) **:**:

Topics for Self-Study (Not for Evaluation):

Each student should study the personality Development of each stage with suitable cases studies from their field work experiences. (https://www.nlpacademy.co.uk)

TEXT BOOKS:

1. S.KMangal(2009) General Psychology, Sterling Publishers PrivateLimited,New Delhi (UnitI,III,IV & V)
2. HurlockE.B.(1981)Developmental Psychology,TataMcGrawHill,NewDelhi.(UnitII)

REFERENCE BOOK:

1. Anastasi.A : Psychological testing, New York: Macmillan Revised Edition 1987.
2. Chaude, S.P: Developmental Psychology, New Delhi, Neelkamal Publications Pvt Ltd, 2003
3. David R. Shaffer: Developmental Psychology-Childhood and Adolescence, Newyork, Brook/Cole Publishing Company, 1996.
4. Davidoff.L.L.:Introduction to Psychology,Auckland;McGrawHillInc;1881
5. CSSR:Asurveyofresearchinpsychologychapter2,developmental psychology, Bombay; PopularPrakashanpp.56-79; 1972.
   Ernest R. Hilgard et al., Introduction to Psychology, New Delhi, Oxford & IBH Publishing Co Pvt, 1975
6. KuppusamyB.:An Introduction to social psychology;Bombay;Media Promoters and pub. Pvt.Ltd.,1980.
7. Morgan,C.T.&King,R.A:Introduction to psychology NewYork
8. Munn,N.A.:Psychology-Thefundamentalsofhumanbehaviour;London;GeorgeG.Harrap&   Co, Ltd.,1961
9. Rayner, Eric: Human Development, London; George Allen and Unwin, 1978
10. Saraswathi T.S, DuttaR : Development Psychology in India, Delhi; Sage publications, 1987.

COURSE   OUTCOME   After   successful   completion   of   this   course, the students will be able to:

- Explore the developmental stages of life span as a product of social, psychological and biological factors
- Construct strategies by applying the psychological concepts, to enhance human development
- Detect the factors influencing personality Development on different stages.

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First Year　　　　　**CORE CHOICE COURSE-I**　　　**Semester-I**
2. PSYCHOLOGY FOR SOCIAL
WORKER
Code:　　　　　　　　　　　　**(Theory)**　　　　　　**Credit: 4**

COURSE OBJECTIVES

- To teach the students the relevance of psychology for social work by Interpreting its basic ideologies from various schools of thought and perspectives.
- To help them to know the basic concepts of psychology.
- To enable the students to understand the cognitive processes needed for problem-solving and creative thinking
- To Explain to the students the basic concepts of Social Psychology
- To help the students analyse social psychology's relevance for social workers.

COURSE CONTENT

UNIT-I:

Introduction to Psychology- Definition and scope of Psychology, Psychology as a science, branches of Psychology and applications, Schools of Psychology, Perspectives of Psychology, Methods to study behaviour, Relevance of Psychology for Social Workers.

UNIT –II:

Basic psychological concepts, components, theories and processes: Memory, Emotions, Learning, Perception, Attitude, and Motivation

UNIT –III:

Personality – Definition, Nature, Concept, Biological and sociological determinants of personality, assessment of personality and humanistic theory of Personality - Roger, Maslow

UNIT- IV:

Cognitive Process- Intelligence: definition, concept of IQ, nature versus nurture controversy, measurement of intelligence. Reasoning: Types of reasoning; problem-solving- steps, strategies, barriers to problem-solving; decision making, creative thinking.

UNIT –V:

Social Psychology – Meaning, Definition, Concept, Nature and Scope of Social Psychology, Crowd and its characteristics, Public Opinion, Propaganda, Leadership, Relevance of Social Psychology for Social Workers.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) ::

Topics for Self-Study (Not for Evaluation): Introduction to Psychological assessment.

http://www.setyoriyanto.com/phocadownload/userupload/Handbook%20of%20Psychological%20Assessment.pdf

Relevance of Psychology for Social Workers

https://egyankosh.ac.in/bitstream/123456789/17142/1/Unit-1.pdf

TEXT BOOKS:

Mangal SK (2017), General Psychology, Sterling publishers (Unit - I, II, III, IV)
NirajAhuja (2011), A Short Textbook of Psychiatry,Jaypee Brothers Medical Publishers
(Unit V)

REFERENCES:
1. Sharma R & Chandra S.S (2003), General Psychology: (Vol. 1 & 2) Atlantic Publishers and Distributors
2. Myers D.G., Social Psychology : David G. Aronson E, Wilson T.D. et. al., Social Psychology: Eliot, Timothy D. & Robin M.Akert
3. Coon, D &Mitterer J. O. (2007).Introduction to Psychology. USA: Wadsworth
4. Baron, R. A. (2004). Psychology (5[th]ed.). New Delhi: Pearson Education
5. Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education
6. Morgan, King, Weisz&Schopler. (1986). Introduction to Psychology (7[th]ed.). Newyork :McGraw Hill companies
7. Weiten, W. (2008). Psychology themes and variations (8[th]ed.). USA:Wadsworth

COURSE OUTCOME   After   successful   completion   of   this
course,the students will be able to:

- Analyze the relevance of psychology for social work by Interpreting its basic ideologies from various schools of thought and perspectives.
- Recognize the basic concepts in psychology.
- Determine the development and manifestation of Personality among individuals.
- Infer the cognitive processes needed for problem-solving and creative thinking
- Explain the basic concepts of Social Psychology
- Analyze the relevance of social psychology for social workers

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| First Year | ELECTIVE COURSE-I | Semester-I |

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First Year   **ELECTIVE COURSE-I**   **Semester-I**

1 . GREEN SOCIAL WORK

Code: **(Theory)**   **Credit: 3**

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COURSE OBJECTIVES

- To help them to know the basic concepts and professionalism in green social work
- To enable the students to understand the forest, water resources and Green social work
- To Explain to the students the basic concepts of food conservation, Population and environment and Green social work
- To teach the students, Legal provisions, Issues of the environment for social workers
- To teach the students about Rehabilitation, disaster management and the Role of Community Organization in Green social work

UNIT-I:

Introduction of green social work**:** Meaning, Definition, Objectives, Importance, Nature, Philosophy, Value and Scope – Green social work concept**:** Green social work and social welfare, Green social work and social services, Green social work and social reform, Green social work and environment protection-**:** Green social work and various schemes, the role of NGO in Green social work, green social work as a profession and need of awareness in green social work in India.

UNIT-II:

Green social work and forest resources**:** Indian forest states and historical background, Green social work forest resources and its use,   misuse of forest resources, misuse of forest resources and its effect on community, misused of forest resources and its future effect – Green social work and water resources: Green social work forest resources and its use, misuse of forest resources water resources, Water conservation, misused of water resources and its effect of community and misused of Water resources and its future effect

UNIT-III:

Green social work and food conservation: Food production and food preservation, Effect of food on the use of food chemical substances, Effect of use of chemical substances on soil fertility, Effect of modern technology on farming and effect of green revolution – Population and environment: Impact of Population and environment, Use of population and natural resources, environment and human health, Importance of environmental education and Age-based genital structure of India - Issues of environment**:** Issues of environmental justice affect everyone, Transdisciplinary Working, Coproduction, Holistic Green Social Work for Empowering Anti-Oppressive Practice, Green Social Work Processes and Intervention in Disasters, Transferable Evidence-based Disaster Risk Reduction Partnership Mode, The Personal Dimensions of the Disaster Transitions and Recovery Cycle and SocialWorkers and Health Workers Providing First Aid.

UNIT-IV:

Role of Community Organization in Green social work**:** Meaning and characteristics of Community Organization, Role of Community Organization in Green social work, Community Organization strategies for green social work and Need for Community Organization in green social work – Green social work and rehabilitation**:** Development projects and displacement, Environmental protection and rehabilitation, Rehabilitation movements and rehabilitation policy and environmental restoration.

UNIT-V:

Legal provisions and Green social work**:** Environment and Indian constitution, Forest Conservation Act, Environment Protection Act, Water Prevention &Control of Pollution Act, Air Prevention & Control of Pollution Act, effect of Green social work and conservation, Wild life Prevention Act, Human rights andEnvironment, Environment movement in India.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

TOPICS FOR SELF-STUDY (NOT FOR EVALUATION):

 Rehabilitation Dependence of wild life on Environment – Green social work and disaster management: Disaster management natural and man-made disasters, Disaster management networking agencies in India and Disaster management and information system.

REFERENCES:

1. Gilbert M. Masters, Introduction to Environmental Engineering and Science, Pearson Education Pvt., Ltd., Second Edition, ISBN 81-297-0277-0, 2004.
2. Cunningham, W.P.Cooper, T.H.Gorhani, Environmental Encyclopedia, Jaico Publ., House, Mumbai, 2001.
3. Wager K.D., Environmental Management, W.B. Saunders Co., Philadelphia, USA, 1998.
4. S. K. Dharmeja, Environmental Engineering and Management, S.K. Kataria
    and Sons, New Delhi, 1999.

COURSE OUTCOME After successful completion of this course, the students will be able to:

*   Analyze the relevance of Green social work for social work practice.
*   Understand the basic concepts and professionalism in green social work.
*   Determine the forest and water resources.
*   Infer the food conservation, Population and environment and Green social work
*   Explain the Legal provisions and Issues of the environment
*   Understand the Rehabilitation, disaster management and Role of Community Organization in Green social work

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2 . SOCIAL WORK WITH PERSONS
WITH DISABILITY
Code: (Theory)   Credit: 3

COURSE OBJECTIVES

- To teach the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To familiarize the students with the various Laws, welfare, and rehabilitation services for the disabled.

UNIT- I:

Introduction to Disability: Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability. Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Different approaches to disability.

UNIT- II:

Classification of Disability**:** Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability: Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, assessment, impact on child's development and adult.
Psycho-social problems of persons with disability**:** magnitude, causes, types, assessment, impact on child's development and adults

UNIT –III:

Problems of Persons with Disability: Health problems including physical, mental, reproductive and sexuality. Psychology of disability, adjusting to one's own disability, self-esteem, resilience and coping mechanism of individual. Role of Social Worker in rehabilitation of Person with Disability and as a vital member of Multidisciplinary rehabilitation team.

UNIT- IV:

Education and Employment for Disabled: Special education and integrated Education: Definition, need and importance. Difference between integrated and inclusive education. Work disability management. Scheme of integrated education for disabled children (IEDC).

UNIT-V:

Rights and Entitlements Of The Disabled**:** Fundamental Rights and constitutional rights of the Disabled, Mental health act 1987, The rehabilitation council of India Act (RCT) 1992, The Personswith Disability Act 1995 (PWD), National Institutes: District Rehabilitation Centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Self-study: Ableism: **E**xamine the social construction of disability from different stakeholder perspectives.

REFERENCES:

1. Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka,Pub,New Delhi,2005
2. Dr. Jose MurickanS.J,Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerela federation of the blind,1995
3. Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration,2004
4. JamesE.Yasseldyke,BobAlgozzine,MarthaThyrlow: Critical Issues in special education, Kanishka Pub, New Delhi.
5. Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
6. Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya, Coimbatore,2000.
7. Text book for BED special education, MPBHOJ University, Bhopal.

E-BOOKS/E-MATERIALS:

https://www.kobo.com/us/en/ebook/social-work-with-disabled-people-1
https://www.wiley.com/en-us/Social+Work+and+Disability-p-9780745670195
https://disabilityaffairs.gov.in/content/
https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf

COURSE OUTCOMES:

*   To understand the conceptual differences between the terms 'impairment', 'disability' 'handicap' and 'challenged' and understand the concept of classification and labelling
*   To analyze the factors that influence the prevalence of disabilities
*   To develop knowledge about the various disabling conditions associated with the challenged. CO4: To understand the social work intervention mechanisms for the challenged
*   To formulate intervention strategies while working with the challenged.

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First Year   **VALUE ADDED COURSE-I**   **Semester-I**
FAMILY LIFE MANAGEMENT

Code: **(Theory)**   **Credit: 2**

COURSE OBJECTIVES

- To introduce the students the Family Dynamics.
- To familiarize the students with the Philosophy, Values, Standards, and Goals of Family.
- To teach the students about decision-making in Family Living
- To train the students in the management of Family Resources.
- To enlighten the students on social action and social work research as indirect methods of social work

UNIT -I:

Family Dynamics Meaning; Family Life in a Changing World; Role of Family; Role of Family members; Role of Women; Family Life Cycle: Stages; The home in an industrial Context; Concept of Management in the Home; Managerial Responsibilities.

UNIT -II:

Philosophy, Values, Standards and Goals Development of a Philosophy; The concept of Value; Values and Attitudes; Development of Family Value Patterns; The concept of Standards; The concept of Goals;Customary beliefs.

UNIT- III:

Decision Making in Family Living, Steps in Decision-Making Process; Kinds of decisions families make; The concept of Family Resources; The management Process.

UNIT- IV:

Management of Family Resources: Time Management; Energy Management; Work Simplification; Theprocess of Family Finance Management: The concept of Income Management; Analysis of Kindsof Income; Guidelines in money income management; Borrowing: the family's use of credit; Conflict Management in Families.

UNIT -V:

The Family's Plans for the Future Institutions Savings, Investments and the Estate: Institutions for Family Savings; Taxation in Family Plans; Planning the Family Estate; Insurance for the Family.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) ::

Students are expected to prepare a profile of the management of a family of their own or relatives with regard to their family dynamics, Philosophy, values, standards and goals, decision- making, management of family resources and saving habits in the family.

REFERENCES:

1. Agarwal, R.D.(2000). Organization and Management, New Delhi :McGraw Hill Company.
2. Ann Smith Rice, Suzanne M. Tucker . (2000).Family Life Management, the University of Michigan: Macmillan
3. Deacon, Ruth E. & Firebaugh, F.M.(1975). Home Management : contexts & Concepts, Boston :Houghton Mifflin Company.
4. Elizabeth B,Goldsmith. (2005). Resource Management for Individuals and Families, Thomson/Wadsworth
5. Goel, S.L.(1987). Modern Management Techniques. New Delhi : Deep Publishers.
6. Goldsmith, Elizabeth, B.(2000). Resource Management for Individuals & Families, IIed. Wadsworth.
7. Gross, I.h. and Crandall, E.w.(1963). Management for Modern Families. Appleton, Centurian Crofts, New York.
8.   Hampton, David R.(1986). Management, II ed., New Delhi : Tata McGraw Hill.
9.   Koontz. H. an O' Donnel C.(1976). Management - A systems and contingency analysis of managerial functions. Mcgraw - Hill Kogakusua Ltd., New Delhi.
10. Nadaf , Imam. (2017). Family Life management: Your Family members are the potential energy of your life, India: Notion Press;
11. Narayan, B., ed. (1987). Leadership & Management Effectiveness, New Delhi :Anmol Publishers.
12. Newman, W.H. Warren, E.K. and McGill, A.R.(1998). The Process of Management strategy, Action,Result, Prentice, Hall of India Pvt. Ltd.
13. Nickell and Dorsey J.M.(1983). Management in Family Living, Wiley Eastern Ltd., New Delhi.
14. Rustomji, M.K.(1983). Art of Management, Delhi, Macmillan India Ltd.
15. Ruth E. Deacon, Francille M. Firebaugh .(2010). Home Management: Context and Concepts the University of Wisconsin – Madison: Houghton Mifflin
16. Steidl and Bratton.(1967). Work in the Home, John Wiley and Sons. New York.
17. Pedagogy: Chalk &talk, e -content, PPT, Group Discussions, Videos, Quiz & Assignments

COURSE OUTCOME

*   On successful completion of the course the students will be able to
*   Recall Family Dynamics
*   Understand Philosophy, Values, Standards and Goals of Family
*   Examine Decision-making in Family
*   Discover Kinds of Family Resources
*   Plan for the future of the Family.

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COMMUNITY ORGANISATION &
SOCIAL ACTION

Code: (Theory)   Credit: 5

COURSE OBJECTIVES:

- To understand the different aspects of a community, its functions, and problems
- To understand the critical elements of community organisation process
- To enhance the critical understanding of models and strategies for CO
- To develop attitudes conducive to participatory activities for a civil society
- To gain knowledge on the various techniques and skills of community organisation& social action and to develop the basic skills to apply for those in the community.

UNIT-I:

Community: meaning, types, and characteristics; community power structure minority groups; Community Dynamics: integrative and disintegrative processes in the community. Leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership. Community power structure and factions and sub-groups; minority groups. Concept of community development - Similarities and differences between Community Organization and community development.

UNIT-II:

Community Organisation: concept, definition, objectives, philosophy, History, approaches, principles and skills; community organisation as a method of social work; community welfare councils and community chests; models of community organisation; community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation. Focus Groups; Analysis of Power Dynamics in Various Community, Mobilization for Participation, Involvement in Problem Solving Process: Community Based Organization Building and Federating for Sustained Problem Solving Action.

UNIT-III:

Methods of community organisation: Planning, education, communication, community participation, collective decision making, involvement of groups and organisations, resource mobilisation, community action, legislative and non-legislative promotion, coordination. Community Organization in different Fields - Health, Education, Correctional, Rural, Urban and Tribal communities, Vulnerable sections, Disaster. Qualities, Roles and Responsibilities of Community Organizer.Community Organisation at Local, State and National levels.

UNIT-IV:

Phases of community organisation: study, assessment, discussion, organisation, action, evaluation, modification, continuation and community study; intervention strategies in community settings: organising, activating, people's participation, negotiating, lobbying, and resource mobilisation,

UNIT-V:

Concept and Evolution of Social Action: concept, objectives and Principles. History and Scope of social action in India. Social work and Social Action. Strategies for Social Action Concept of advocacyas a tool: Strategies for Advocacy - Campaigning, Use of media and public opinion building in advocacy - Coalition and Network building - Approaches: rights-based approach and advocacy-based approach; Radical Social Work: meaning, techniques; Role of Paulo Freire and Saul Alinsky, Role of a social worker in social action.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Conduct a fruitful Community Organisation programme in your own Area on any needy Topic.

REFERENCES:

1. Gangrade, K.D 1971 Community Organization in India, Mumbai : popular Prakashan.
2. InduPrakash 1994 Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi :Rashtra Prahari Prakashan
3. Friedlander, W.A. 1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi :Bentice Hall International Inc
4. Ross, Murray &Lappin, Ben 1967 Community Organization; Theory, Principles, and Practice, New York : Harper & Row
5. Sidduque,H.Y.(1984).Social Work and Social Action, Hira Publications
6. National Centre for Advocacy Studies 2000 Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune : National Centre for Advocacy
7. Guha, A. (2013) .Community Organization and Social Action, Centrum press.
8. Patil, A.R (2013) Community Organisation and Development: An Indian Perspective New Delhi: PHI Learning
9. Joseph, S.(2012). Community Organization in Social Work, Discovery Publishing house.
10. Lee, B.(2011). Pragmatics of Community Organization, Common Act.
11. Parsons, T. (1967). The Structure of Social Action, Free Press

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:
- To gain knowledge on different communities and different lifestyle of communities.
- To have familiarity on community organization as direct method of Social Work.
- To equip with various methods of community organization.
- To gain familiarity in the application of community organization for the welfare of community people.
- To perceive the strategies thoroughly by applying Social Action as a method of Social Work.

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SOCIAL WORK RESEARCH AND
SOCIAL STATISTICS
Code: **(Theory)** **Credit: 5**

COURSE OBJECTIVES:

- Develop an understanding of a scientific approach to human enquiry in comparison to the native or common sense approach in various aspects and its process.
- To understand major research strategies, meaning, scope, and importance of social work research.
- To develop an ability to see the linkage between the practice, research, theory, and their role in enriching one another.
- To develop attitudes favourable to the judicious integration practice, research and theory, and to develop skills for the use of library and documentation services for research.
- To develop the ability to conceptualise, formulate, and conduct simple research projects (includes basic research skills such as conceptualisation of a research strategy and problem, writing a research proposal, developing tools for collecting data, use of sampling strategies, data collection methods, processing, presentation, analysis interpretation, writing a research report, etc.).

UNIT -I TYPES OF RESEARCH:

Social Research: Meaning, definition, objectives, characteristics. Social Work Research: Meaning and definition; Difference between social research and social work research; Scientific method: meaning, characteristics; Types of research: pure, applied, and action research; participatory and evaluation research; Qualitative research: meaning, scope, characteristics, difference between qualitative and quantitative research.

UNIT -II PROBLEM FORMULATION AND HYPOTHESIS TESTING:

Selection of problem: criteria and sources defining the problem; Variables: meaning; types of variables; Operationalization; measurement: meaning, levels of measurement; nominal ordinal, interval, and ratio; Hypothesis: meaning, sources, characteristics, functions and types; attributes of a sound hypothesis; hypothesis testing; Level of significance; Type-I and Type-II errors. Theory and fact; inductive and deductive theory construction.

UNIT- III DESIGN AND SAMPLING:

Research design: meaning and types- exploratory, descriptive, diagnostic, experimental. Universe and sampling: meaning, principles and types of sampling; Advantages and disadvantages; Tools/instruments: Types and steps involved in tool construction; Validity and Reliability: meaning andtypes; Pilot study and Pre-test.

UNIT -IV DATA PROCESSING AND REPORT WRITING:

Sources and Methods of data collection: Primary and Secondary Sources; Methods: Interview- meaning and types; questionnaires; observation: Meaning and definition; types of observation. Data processing;

Editing, Sorting, coding, and transcription. Presentation of data: tabular and graphical presentation; Report writing: content, format and types; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; Plagiarism; ethics and qualities of a good researcher; preparation of research project proposal; agencies involved in social work research.

UNIT -V   SOCIAL STATISTICS:

Meaning, definition, use of Statistics and its limitations in social work research; Measures of central tendency: arithmetic mean, median, and mode; Dispersion: range, quartile deviation, standard deviation, and coefficient of variation; Tests of significance: "t" test, F- test and chi-square test; Correlation: meaning, types, and uses; Karl Pearson's coefficient of correlation and rank correlation; Computer applications: Use and application of computer in social work research.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only):

Preparation of a research proposal on a topic selected by each student following the social work research process. Application of statistical tools and testing of hypothesis to be done depending upon the nature of research work.

REFERENCES:

1. Alan Bryman (2004) Social Research Methods, New Delhi: Oxford University Press.
2. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston.(1970). Thesis and assignment writing, Australasia: J. Wiley and Sons.
3. Baker, Therese L., and Allen J. Risley. (1994)."Doing social research."
4. Bryman, Alan, and Bob Burgess, eds(.2002). Analyzing qualitative data.Routledge,
5. Clandinin, D. Jean, et al. (1998). "Collecting and interpreting qualitative materials."Personal experience methods
6. Denzin, Norman K., and Yvonna S. Lincoln.(1994). Handbook of qualitative research, Sage Publications, Inc
7. Earl Babbie.(1998). Adventures in Social Research using SPSS,New Delhi: Pine forge Press.
8. Giddens, Anthony, and Jonathan Turner.H.(1987): Social Theory Today.
9. Goode, William J., and Paul K. Hatt.(1952).Methods in social research.
10. Gupta S.P .(2005). Statistical Methods, New Delhi: Sultan Chand Publishers.
11. Henri, Theil. (1972). Statistical decomposition analysis.
12. Janet M.Ruane .(2005). Essentials of Research Methods,UK:Blackwell Publishing.
13. Kothari, Chakravanti Rajagopalachari.(2004). Research methodology: Methods and techniques, New Age International.
14. Krippendorff, Klaus. (2012). Content analysis: An introduction to its methodology. Sage,
15. Lakshmi Devi. (1997). Encyclopedia of Social Research,New Delhi :Anmol Publications.
16. Laldas, D. K (2000) Practice of social Research, Jaipur:Rawat Publication.
17. Morgan, David L. (1996).Focus groups. Annual review of sociology
18. Nachmias, David, and ChavaNachmias.(1976).Research methods in the social sciences.
19. Netemeyer, Richard G., William O-. Bearden, and Subhash Sharma.(2003). Scaling procedures: Issues and applications, Sage Publications.
20. Ramachandran, P.(1993). Survey Research for Social Work: A Primer, Institute for Community Organization Research.
21. Rubin, Allen, and Earl Babbie. (2016). Empowerment Series: Research Methods for Social Work,

Cengage Learning.

22. Schutt, Russell K .(2011). Investigating the social world: The process and practice of research, Pine Forge Press.

23. Singleton Jr, Royce A., Bruce C. Straits and Margaret Miller Straits.1993). Approaches to social research, Oxford University Press.

24. Slife, Brent D., and Richard N. Williams .(1995). What's behind the research?: Discovering hidden assumptions in the behavioral sciences, Sage publications.

25. Vijay Rohatgi. (2001). An Introduction to Probability and Statistics, New York :A Wiley – Inter-science Publications, John Wiley &Sons, Inc,.

26. Young, Pauline V (1996) Scientific social surveys and research, No. 307.2 Y6.

27. Pedagogy: Chalk& Talk, , Seminar, PPT Presentation, Group Discussion and Case Study.

COURSE OUTCOME on successful completion of the course the students will be able to:

- Explain the concepts of social research and social work research
- Formulate research problem
- Design Research and Sampling.
- Plan sources and methods of data collection
- Analyse data.

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First Year   **CORE COURSE-VI**   Semester-II
CONCURRENT FIELDWORK PRACTICE
Code: **(FIELDWORK)**   Credit: 5

COURSE OBJECTIVES

- The broad aim of concurrent field work at this stage is to provide opportunities for the students for applying the knowledge and the information gained in the classroom to real situations. It also provides an opportunity to
- Work with communities (Community Organization), groups (Social Group Work), individuals (Social Case Work) / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (Case Work, Group Work and Community Organization).
- Inculcate professional growth and development.

CONCURRENT FIELD WORK (CFW): **It is an ongoing learning practice and an opportunity to develop intervention skills in real-life situations.**

- Concurrent field work - agency placement in the generic practice setting such as schools/old age homes/counselling centres/rehabilitation settings, de-addiction centres, Government departments etc. to initiate and participate in direct delivery of professional support to the clients.
- The placement will be for a minimum duration of **30 Field Work days for 2 days per week/semester.**
- Importance to be given to the practice of Social Work methods. Each student is expected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community-based programme.
- Submission of the field work reports on the following day before the classes commence.

GUIDELINES

01   **Acquiring information about the placement agency**:

Historical Background, Policies, Procedures, Services offered, Activities available, Programmes, Departments, Administrative structure, Roles and Responsibilities of various Professionals, functioning of a multidisciplinary team.

02   Activities of the trainee social worker:

- Intake and referral of the Client.
- To function as a member of a multi-disciplinary team.

Participation in other routine activities of the agency such as attending case conferences, conducting surveys, diagnostic camps, maintenance of records, follow-up activities concerning discharged patients etc.

Participation in outreach activities/extension programme of the placement agency.

03   **Practice of social case work** –

with at least 3 individual clients having psycho-social problems, trainee is required to collect detailed casehistories, formulate a comprehensive psycho-social diagnosis, formulate goals of intervention and attempt to alleviate psycho-social problems of their clients using interceptive techniques such as counselling, environmental modification, facilitating catharsis, egoassessment and ego strengthening, behaviour modification etc. Intervention with the family and peer group using appropriate techniques wherever necessary.

Trainee may carry out discharge planning of patients, conduct home visits and other follow-up activities for their client's plan and implement measures for rehabilitation wherever necessary.

04   **Practice of Social Group Work** –

with at least 2 groups of patients or their significant others, to deal with similar problems experienced by the group members. Group formed may be educative, therapeutic, and recreational or self-help groups depending on the members' needs and the agency's scope. Trainee is required to identify members, formulate a group, facilitate group interaction, promotepositive group dynamics, enable goal formulation, discuss and help group members to plan measures for goal attainment, implement these plans and wind up group work after evaluating the extent of goal attainment by individuals of the group and the group asa whole.

05   Community Organization Programme:

The trainee must organize a community organization programme pertaining to the area of focus of the agency.

06   Reporting

Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

07   Attendance

The trainee should report and work on the timings of the agency regularly, except on the days that is mentioned in the covering letter. However, if the agency requires the trainee's service, they can be called on holiday.

Mandatory Requirements

1.   Case Work :

a)   Casework format to be followed with a minimum of 3 interventions
b)   Minimum of 5 sessions

2.   Group Work :

a)   Group Work report format to be followed
b)   Geo Tagged Photo to be enclosed

3.   Community Organization Programme
a)   Invitation
b)   Geo Tagged Photo to be enclosed
c)   Newspaper Clipping
d)   Participant List with Signatures

Process
- Weekly two days agency visits.
- Faculty - Student individual guidance after the class hours.

Evaluation Pattern

1. Consolidated Report - Content, Clarity, Language, Presentation
2. Agency Evaluation – Regularity, Performance, Skills and Personality Development
3. Viva Voce – Communication, Theory, Practice, Clarity (External & Internal Evaluation)

Norms for Evaluation

Evaluation: Internal   : 40 marks

1. Case Work Practice   - 10 marks
2. Group Work   - 10 marks
3. Community Programme   - 10 marks
4. Reporting   - 5 marks
5.   Attendance for field work - 5 marks

40 marks

External (60 marks)

1. Theoretical Knowledge   - 20 marks

2. Practice Skills	- 20 marks
3. Mobilising Resources	- 10 marks
4. Communication and Presentation	- 10 marks
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	60 marks

COURSE OUTCOME

After successful completion of this course, the students will be able to learn, re-learn and enhanceBasic skills necessary for social work practice such as…

- Understood both the agency and the clients as systems.
- Developed knowledge of administrative procedures,
- Learned programme management and utilizing skills inpractice.
- Developed problem-solving skills.
- Utilized instructions in professional practice.
- Enhanced professional social work trainee.

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<table>
<tr><td>**First Year**</td><td>**CORE CHOICE COURSE-II**</td><td>**Semester-II**</td></tr>
<tr><td></td><td>**1. CORRECTIONAL SOCIAL WORK**</td><td></td></tr>
<tr><td>**Code:**</td><td>**(Theory)**</td><td>**Credit: 4**</td></tr>
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COURSE OBJECTIVES

- To help students to know the basic concepts ofInstitutional protection for children and young offenders
- To enable the students to understand the Institutional systems and functions of correctional administration.
- To explain to the students the basic concepts of knowledge based on the Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, and Juvenile Justice.
- To teach the students the legal-aid schemes, Right to Information Act and Public Interest Litigation Provisions and implementations
- To help the students to acquire the skills of dealing with Institutional Treatment for Released Offenders and Convicts
- To Initiate the students on the Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime

UNIT- I:

Institutional Systems: Introduction to correctional administration. History of Correctional Administration in India: Concept, objectives and functions of Correctional administration. Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act -2002, 2005.Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls and their functions.

UNIT- II:

Correction and Correctional Laws**:** Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act. Legal Aid: Concept of legal aid, history of legal aid, persons needing legal-aid, legal-aid schemes. Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act-Provisions and implementation. Role of Social Worker: Social Work intervention, needs, methods.

UNIT- III :

Institutional Treatment for Released Offenders and Convicts. Prison - Historical development of prison system- Indian Prison Act. Prison administration, prison labour, prison discipline and education, pre-release programmes, and prisoners' welfare board. Open-air prison - Historical development of Open-air prison system, organization and administration.

UNIT- IV:

Non-institutional systems. Probation and Parole**:** Historical development of probation system, principles and procedure. Parole: Historical development of parole - functions and powers of Parole Board, Conditions under the Prison Manual. Indian Penal Code, provisions on Parole. Pre- release preparation of the parolee.

UNIT- V:

Social Work Practice in Correctional Setting: Scope for social work practice in institutional and non-institutional settings. Application of Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Topics for Self-Study (Not for Evaluation):
Human Rights in the context of crime and punishment: Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to Information Actand in the context of Human Rights violation, Social Work measures with the Police, the Judiciaryand the prison staff – Job stress, burn out and other issues.

REFERENCES:
1. Ahuja, Ram(2006), Criminology: New Delhi, Rawat Publications
2. Ahuja, Ram (1996), Youth and Crime, Jaipur, Rawat Publications
3. Bhattacharya, S.K 1985: Social Defence: An Indian Perspective, Delhi, Manas Publications
4. Chadha, K 1983 : Indian Jail: A Contemporary Document, NewDelhi, Vikas Publications.
5. Chang, D.H 1976: Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
6. Gandhi B.M, 2006 : Indian Penal Code- Lucknow, Eastern BookCo
7. Paranjape, N. V1998: Criminology and Penology; Allahabad : Central Law Publications
8. Sarkar, Chandan1987 :JuvenileDelinuency in India – An Etiological Analysis, Delhi, Daya Publishing House.
9. Siddique, A 1983: Criminology, 2nd Edition, Lucknow, Eastren Book Co.

COURSE OUTCOME: After successful completion of this course, the students will be able to:

- Assume the concept, Institutional protection for children and young offenders
- Infer the Institutional systems, functions of correctional administration.
- Apply the knowledge base on the Apply the knowledge base on the Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice.
- Examine the legal-aid schemes, Right to Information Act and Public Interest Litigation Provisions and implementations.
- Acquire the skills of dealing with Institutional Treatment for Released Offenders and Convicts
- Initiate Social Work interventions with under: trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime

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First Year   CORE CHOICE COURSE-II   Semester-II
2. GERIATRIC SOCIAL WORK

Code: (Theory)   Credit: 4

COURSE OBJECTIVES

- Develop an understanding of the scope of Gerontology and Geriatrics.
- To develop an ability to see and explore the factors contributing to the growing problems of Older persons.
- To develop an attitude of becoming responsible for taking care of the elderly by family members.
- To sensitize the students about the debilitating impact of ageing on older persons.
- To inform the students of the policies and welfare programmes meant for the older persons

UNIT- I   GERONTOLOGY AND GERIATRICS:

Concept and Growth: History and Growth of gerontology; Scope and Fields of Gerontology; Geriatric Care: History of Geriatric care in India; Home & Community-Based Care; Fields of Geriatrics; Theories of Aging; Role and Functions of Gerontologist

UNIT -II   FACTORS CONTRIBUTING TO GROWING PROBLEMS OF THE ELDERLY:

Problems of the Elderly in India; Aging and Risk Factors for Diseases and Disabilities; Elder Abuse and Neglect; Elder Abuse – Causes; Factors and Forms of Elder Abuse; Elder Abuse in India; Medications, Substance Abuse and Older Adult

UNIT- III   ROLE OF FAMILY AND CARE GIVERS:

Role and Importance of Family and Care givers in Elder Care; Role and Importance of Younger Generations in the Care of Old Persons; Old Age Homes – Types and Services; Need andImportance of Old Age Homes; Services of Old Age Homes; Quality of Life of the Elderly in Old Age Homes

UNIT- IV   WORKING WITH THE ELDERLY:

Aging and the Body/Body Systems; Effects of aging; Common health problems; Care of the patient and symptoms to report; Aging and the Mind: Mental and personality changes; Temporary changes in mental functioning and causes; Permanent changes in mental functioning and common problems; Caring for clients with memory loss or confusion

UNIT -V   POLICIES AND PROGRAMMES FOR THE ELDERLY IN INDIA:

Legislations for the Elderly in India; Statutory provisions for the elderly; National Policy on Older Persons; United Nations Organization and the Elderly; International Initiatives for Elderly Care; Gerontological social work practice.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Make an analysis of Geriatric care existing in India. Make a survey of Joint families best serving as Geriatric Units in India.

REFERENCES
1. Howard, M. Fillit, Kenneth Rockwood, and Kenned Woodhouse (Ed.).(2010). Brocklehurst's textbook of geriatric medicine and gerontology, Philadelphia: Saunders Elsevier,
2. Kumudini Dandekar.(1996). The Elderly in India, New Delhi: Sage Publications.
3. Sinha, J.N.P.(1989). Problems of Ageing, New Delhi: Classical Publishing Company.
4. Visweswara Rao K.(2007) Ageing in Rural India, AmbalaCantt: The Associated Publishers.
5. Web Resource
6. https://www.sp2.upenn.edu/wp-content/uploads/2018/10/794.pdf
7. https://main.mohfw.gov.in/sites/default/files/Short%20Term%20Training%20Curriculum%
8. 20Handbook_Geriatric%20Care%20As
9. Pedagogy: Chalk& Talk, , Seminar, PPT Presentation, Group Discussion and Case Study.

COURSE OUTCOME

On successful completion of the course the students will be able to
- Define Gerontology and Geriatrics
- Identify the problems of Older Persons
- Examine the functions of Old Age Homes
- Assess the impact of the ageing process.
- Evaluate the Policies and Programmes for the older persons

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1. REHABILITATION AND RESETTLEMENT

Code: **(Theory)**   Credit: 3

COURSE OBJECTIVES

- To enable students to understand the basic concepts of various rehabilitation and resettlement.
- To enable students to develop skills in understanding the displaced people.
- To enable students to develop skills in the application of various rehabilitation and resettlement approaches with individuals
- To enable students to develop appropriate attitudes essential for effective professional intervention in the field of rehabilitation and resettlement.

UNIT-I:

Rehabilitation**:** Basic concepts of rehabilitation and resettlement, National Scenario, Theory of R&R Developed by Michael Cornea, Planning for Resettlement Recovery by using risk and reconstruction model of Michael Cornea.

UNIT-II:

Types of displacement – A case analysis – Irrigation projects, Industrial Projects, Hydro-electric projects, Mining projects, Impact of Displacement on indigenous people.Impact of Resettlement and Rehabilitation Plan: Poverty and Social Impact Assessment for Development Projects: Linear Projects{Roads, Railways etc.} Non-linear projects{Townships, Industrial area development, dams, forests}

UNIT-III:

Resettlement Plan: Plan with context, content, structure, principles and practices Identification of project-affected persons and baseline data collection, process of planning R&R, minimization of displacement, valuation of Assets, Resettlement issues, preparation of community development activities for displaced people.

UNIT-IV:

Rehabilitation Policies: Policies assisting the livelihood cases, livelihood impact assessment and Skill Mapping surveys, Income Restoration Strategies, Training Strategy for Skill up-gradation Rehabilitation and Resettlement Act 2013.National policy on Resettlement and Rehabilitation and State policies on R&R

UNIT-V:

Resettlement And Rehabilitation Planning For resettlement planning, institutional arrangement for R&R – Role of NGOs/CBOs/Self Help Groups and other local, state, National and International organizations in Resettlement And Rehabilitation, monitoring and evaluation of R&R interventions.Case studies in Resettlement and Rehabilitation in Development Sectors

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) ::

Self Study: A basic survey on displaced persons regarding their felt needs, Necessary Roles of Social Worker

REFERENCES:

1. David @ Krueder, (1984). Rehabilitation Psychology - A Comprehensive
2. Textbook, Maryland; An Aspen Publication.
3. George Nelson Wright, (1980). Total Rehabilitation, U.S.A.; Little Brown & Co.
4. Gangopadhyay, T. and Mankodi, K.A., Rehabilitation: The Ecological and Economic Crisis. Fernandes, Walter and Thakria, EnekshiG., Development, Displacement and Rehabilitation.
5. Schdder, T., The Human Ecology and Big Projects: River Basin Development and Resettlement.
6. SakaramaSomayaji and SmrithiTalwar, Development–induced displacement, rehabilitation
7. and resettlement in India, Routledge Contemporary South Asia Series.
8. Narendra Kumar Behera, Displacement, Resettlement and Rehabilitation 1 January 2011
9. John Clarke, Ethiopia's Campaign Against Famine: Resettlement and Rehabilitation
10. Jain, Bala, The Economics and Politics of Resettlement in India:
11. AmlanjyotiGoswami, Land Acquisition, Rehabilitation and Resettlement: Law, Politics and the Elusive Search for Balance

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

*   To have better knowledge on Resettlement and Rehabilitation
*   To involve in development activities for the displaced persons.
*   To understand the necessary approaches regarding Resettlement and Rehabilitation.
*   To perceive basic concepts to minimize the problems associated with resettlement to have better knowledge on planning and participatory approaches.
*   To have better knowledge on Planning and participatory approaches

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First Year   **ELECTIVE COURSE-II**   **Semester-II**
2. SUSTAINABLE DEVELOPMENT

Code: **(Theory)**   **Credit: 3**

COURSE OBJECTIVES

- To understand the concept and context of the sustainable development
- To explain and define basic methods and models of sustainable resources
- To analyse and evaluate the indicators of economic growth
- To compare and contrast different energies and resources
- To define and apply the key developmental growth in sustainable development

UNIT –I:

Sustainable Development: Concepts and definitions - Models of Sustainable Development - present context and Problems.

UNIT- II:

Economic Growth and Equity: Indicators of Economic Growth – GDP, GNP & per- capita income – Economic Growth in relation to Development.

UNIT- II:

Environment and energy: Natural resources - availability and utilization – Environmental conservation: Waste reduction and pollution prevention – Non-conventional Energy sources. Technology and Sustainable Development: Appropriate Technologies - new technologies and technology transfer.

UNIT- IV:

Social Development: Population stabilization - Perception, Attitude and Behavioral changes (paradigm shift) - social and Cultural Development.

UNIT- V:

Development Communication Methods: folk Media (puppet shows, folk Drama, Folk Dances and Folk Songs), Print and Electronic Media. Selecting suitable approaches for different target groups.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only):

RIO 2012 Issues: Current Ideas on Sustainable Development Goals and Indicators; Focus areas for priority attention: Green jobs, youth employment and social inclusion, Energy access, efficiency, sustainability, Food security and sustainable agriculture, Water, Sustainable cities, Management of

the oceans, fisheries and other marine resources, Improved resilience and disaster preparedness.
UN: Sustainable Development Goals Report 2020, Sustainable Development Current Affairs

REFERENCES:
1. Dahama OB &Bhatnagat OP: Education, Communication for Development, Oxford & IBH, New Delhi, 1994.
2. Dhingra C. Ishwar: The Indian Economy - Environment and policy – S. Chand & Sons, New Delhi, 2002.
3. Hanley et al : Environment Economics, Mac Millan India Pvt Ltd., New Delhi, 2004.
4. Kumar Arvind: Environment Management, APH Publishing Corp., New Delhi.
5. MahajanKamlesh: Communication and society, classical publication, New Delhi 1990.
6. Mishan E.J. The costs of economic Growth, pelican RamachandraGuha and Martinez Alier J (2000) Environment A Global History Oxford University Press, Delhi 1976.
7. Narindar Singh: Economics and the crisis of Ecology, Oxford University press, Delhi 1976.
8. Pandey P.N. Environment Management, Vikas publications pvt Ltd, New Delhi 1997.
9. RamachandraGuha and Martinez Alier J., Varieties of Environmentalism, Oxford University press, Delhi 2000.
10. Swaminahan M.S., A. Century of Hope 2000.
11. The world commission of environment and Development, our common future, Oxford University Press, Delhi.
12. VandanaAhiva: STAYING ALIVE: Women ecology and survival at India, kali for women, New Delhi 1988.

COURSE OUTCOMES :

- Upon successful completion of this course, the student should be able to
- Understand the concept and context of the field of sustainable development
- Explain and define basic methods and models of sustainable resources
- Analyse and evaluate the indicators of economic growth
- Compare and contrast different energies and resources in sustainable resources
- Define and apply the key developmental growth in sustainable development
- Explain various methods of development communication with suitable approaches for different target groups.

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SOFT SKILLS FOR PROFESSIONAL COMPETENCY

Code: (Theory)   Credit: 2

COURSE OBJECTIVES

- To equip the students with the skills to effectively communicate in English.
- To train the students in interview skills, group discussions and presentation skills
- To expose the students to other important skills such as computing and programming and tomotivate the students to develop confidence
- To enrich the vocabulary of the students by employing various teaching techniques.
- To enhance employability skills in students.

UNIT-I:

Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development.Self-Discovery: Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue.Positivity and Motivation: Developing Positive Thinking and Attitude; Driving out Negativity; Meaning and Theories of Motivation; Enhancing Motivation Levels.

UNIT-II:

Interpersonal Communication: Interpersonal relations; communication models, process and barriers; team communication; developing interpersonal relationships through effective communication; listening skills; essential formal writing skills; corporate communication styles – assertion, persuasion, negotiation. Public Speaking: Skills, Methods, Strategies and Essential tips for effective public speaking. Group Discussion: Importance, Planning, Elements, Skills assessed; Effectively disagreeing, Initiating, Summarizing and Attaining the Objective. Non-Verbal Communication: Importance and Elements; Body Language. Teamwork and Leadership Skills: Concept of Teams; Building effective teams; Concept of Leadership and honing Leadership skills.

UNIT-III:

Interview Skills: Interviewer and Interviewee – in-depth perspectives. Before, During and After the Interview. Tips for Success. Presentation Skills: Types, Content, Audience Analysis, Essential Tips– Before, During and After, Overcoming Nervousness.Etiquette andManners – Social and Business.Time Management – Concept, Essentials, Tips. Personality Development – Meaning, Nature, Features, Stages, Models; Learning Skills.

UNIT-IV:

Decision-Making and Problem-Solving Skills: Meaning, Types and Models, Group and

EthicalDecision Making, Problems and Dilemmas in application of these skills.

Conflict Management: Conflict - Definition, Nature, Types and Causes; Methods of ConflictResolution.

Stress Management: Stress - Definition, Nature, Types, Symptoms and Causes; Stress AnalysisModels and Impact of Stress; Measurement and Management of Stress

Leadership and Assertiveness Skills: A Good Leader; Leaders and Managers; Leadership Theories; Types of Leaders; Leadership Behaviour; Assertiveness Skills.

UNIT-V:

Emotional Intelligence: Meaning, History, Features, Components, Intrapersonal and Management Excellence; Strategies to enhance Emotional Intelligence, Adaptability; Self Management, optimism Calmness, Analysis, Self-motivation, critical thinking, logical reasoning, observation, Brain storming.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Students are expected to prepare and present a presentation before the class, can be divided into different groups, and choose a topic of interest for group discussion. Students can also choosea topic and write in their own language in order to improve their written communication, valuation can be made among them. Can choose any one leader from India and perform their roles for an hour or a day.

REFERENCES:

1. Managing Soft Skills for Personality Development – edited by B.N.Ghosh, McGraw HillIndia, 2012.
2. English and Soft Skills – S.P.Dhanavel, Orient Blackswan India, 2010.
2. Hargie, Saunders, C&Dickson, D.1 4. Social Skills in Inter Personal Communication
3. Lama, Dalai &Culter, H.C 1 8 . The Art of Happiness: A Handbook for Living. London
4. McCarthy, Pasty& Hatcher, Caroline2002 Presentation Skills: The essential guide for students
5. Thompson, Neil 1 People Skills. London: Macmsillan

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- To Understand the significance and essence of a wide range of soft skills.
- To Learn how to apply soft skills in professional settings.
- To employ soft skills to improve interpersonal relationships
- To enhance employability skills
- To ensure workplace and career success.

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SOCIAL WELFARE ADMINISTRATION
AND SOCIAL LEGISLATIONS

Code: **(Theory)**   **Credit: 5**

COURSE OBJECTIVES

- To understand the functions and areas of social welfare administration from a social work perspective.
- To know the social welfare programmes rendered through social agencies.
- To develop the ability to see the relationship between policy and programmes and to analyse the process applied in specific settings and programmes.
- To gain knowledge on policy analysis and policy formulations and to study social policies, plans, legislations and programmes to be able to interpret, enforce, and challenge them.

UNIT- I:

Social Welfare Administration meaning and definition of social welfare administration andsocial work administration; purpose, historical development; principles, functions, and areas (policy making, planning, personnel, supervision, office administration, budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination, public relation, monitoring and evaluation, and research, annual report); social welfare administration at national, state, and local levels.

UNIT –II:

Social Welfare Programmes and Agencies Evolution of Social Welfare in India; meaning, Definition, Types, and Models of NGOs; Role of NGOs in National Development Agency Registration: Methods, Advantages & Tax Exemptions for NGOs and FCRA. Government Schemes for NGOs.

UNIT –III:

Social Policy**:** Definition, Need, Evolution and Constitutional Base; Sources and instrument of social policy, Policies Regarding other Backward Castes (OBCs) Scheduled Caste (SCs), Scheduled Tribes (STs) and De-Notified Communities. Policies and programmes for Women, Children, Aged and Handicapped, Development and Implementation of Programmes for weaker sections. Planning Machinery at the State & National Levels and Concepts of Five-year Plan.

UNIT- IV:

Social Legislation**:** Definition, its roles as an instrument of social change, the constitutional basis for social legislation: Fundamental Rights and Directive Principles of State Policy.

UNIT- V:

Laws Related to Marriage**:** Hindu, Muslim, Christian, and personal laws relating to marriage; divorce, minority, and guardianship; adoption, succession, and inheritance; legislation relating to social problems such as prostitution, juvenile delinquency, child labour, untouchability, physical, and mental disabilities.

UNIT - VI   CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Self Study: Social welfare literature and to study India's legal system.

REFERENCES:

1. Chaudhary, D. "Paul Voluntary Social Welfare in India, Sterling Publication (P) Ltd." *New Delhi* (1971).
2. Chaudhary, D. Paul."Social Welfare Administration." *Atma Ram & Sons, New Delhi* (1979).
3. Dubey, SumatiNarain, and RatnaMurdia."Administration of policy and programmes for backward classes in India." (1976).
4. Dubey, SumatiNarain. *Administration of social welfare programmes in India*. No. 27. Bombay: Somaiya Publications, 1973.
5. Gangrade, KesharichandDasharathasa. *Social legislation in India*. Concept Publishing Company, 1978.
6. Jacob, K. K. *Social policy in India*.Himanshu Publications, 1989.
7. Jagadeesan, P. *Marriage and Social Legislations in Tamil Nadu*.Elatchiappenn Publications, 1990.
8. Shanmugavelayutham, K. "Social Legislation and Social Change." (1998).

E-B OOKS/E-MATERIALS:

https://pdfcoffee.com/social-welfare-administration-pdf-free.html
https://pdfcoffee.com/social-welfare-administration-pdf-free.htmlhttps://www.researchgate.net/publication/249285542_Social_Policy_for_Social_Work_A_Teaching_Agenda

COURSE OUTCOME:

*   Understandthebasicconcept,meaningnatureofsocialwelfareadministrationasamethod of Social Work
*   Understand the provisions of the Indian constitution for creating effective laws in the various fields, especially for marginalized and vulnerable people
*   Familiarize various laws in India and its provision and procedure
*   Understand the legal literacy system and strategies of India for the betterment of the community
*   Understand social legislation as an instrument for Social Work

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SPECIALISATION -I
A. RURAL COMMUNITY DEVELOPMENT
Code: **(Theory)** **Credit: 5**

COURSE OBJECTIVES:

- To enable students to understand rural realities.
- To develop sensitivity and commitment to working with rural communities.
- To impart knowledge about the governmental and voluntary efforts towards rural community development.
- To equip students with specific skills and techniques for working with rural communities.

UNIT-I:

Rural Community: meaning, characteristics; types of villages; scope of studying the rural community and its relation to social work; rural social structure and constraints to rural development; rural organisation and rural development - school, co-operatives, village panchayat, youth club, women's club, self-help groups etc.

UNIT-II:

Community Development: meaning, Definition, objectives, scope, principles, process, models; methods; earlier experiments in rural developments - Sriniketan experiment, Gurgaonexperiment, Marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment, Gandhian constructive programmes; community development during post launching period: national extension services: concept, characteristics, philosophy, objectives, principles, approaches, and methods and limitations; approaches to rural community development: Tagore, Gandhi and C. Subramaniam, etc.

UNIT-III:

Rural Development Administration: history, structure- central - state, district and block levels and functions, panchayat raj institutions (PRI): origin & evolution; philosophy, new panchayat raj system- 73rd amendment and its salient features, structure of PRIs; powers of Gram Sabha; features of Tamil Nadu Panchayat Act, 1994; constitution of village panchayats, panchayat union and district panchayat; reservation for women SC/STs, Government of India finance commission, state finance commission, development grants under various schemes rural development agencies: Council for Advancement of People's Action and Rural Technology (CAPART), National Institute of rural development (NIRD), National bank for agriculture and rural development (NABARD), Regional rural banks (RRB), district rural development agency (DRDA); statistics related to rural development; training of PRI functionaries, Recent Government Programmes., Asset-based Community Development.

UNIT-IV:

Agriculture and rural development: share of agriculture in the national income, agriculture as a source of livelihood, employment, raw materials, capital for development and manpower; agrarian and land reforms, Green, white and Yellow revolution; cooperatives and rural development. Programmes, National Rural Livelihood Mission (Ajeevika), MKSP, National Rural Health Mission. Contributions of NIRD, SIRD. Rural Banking: RBI, NABARD, RRB, Cooperatives, Agricultural Banks and other financial institutions.

UNIT-IV:GOVERNANCE

Rural Governance: Meaning, Structures, Organization and administration: Panchayat, Block, District, State and Nation. Role and Functions of functionaries. E-Governance in Rural Development. Rural Local Self Government: Democratic Decentralization and Panchayati Raj System. Balwant Rai Mehta Committee Report, Ashok Metha Committee Report, 73rd Amendment of Constitution, Tamil Nadu Panchayat Raj Act, 1995. Panchayat Raj and Community Development.

UNIT-V:

Rural Development Programmes: Area-based Programmes- drought-prone area programme (DADP), hill area development programme (HADP), command area development programme (CADP), wasteland development programme, Desert development programme (DDP), watershed development programme, hariyali , MP's area development programme; MLA's area development programme; etc.; target-based programmes: NREP, RLEGP, SPMRM (RURBAN), SaansadAdarsh Gram Yojana(SAGY), PradhanMantriAwaasYojana-Gramin, millions wells scheme, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Pradhan Mantri Gram Sadak Yojana, employment assurance scheme, new life, etc; employment guaranty legislation – its salient features- *MGNREGA,* welfare programmes: minimum needs programme, Mission Antyodaya2020, Annapoorana scheme, programme of rural health and total sanitation; five-year plans and NITI Aayog strategies for rural development, and role of social workers, concept of provision of urban infrastructure in rural areas (PURA), role of voluntary organisation in rural community development, problems

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Collecting data on the functioning of any government office in your own area.

REFERENCES:

1. Mathur, BasantLal. Rural Development and Co-operation.RBSA, 2000.
2. Singh, Hoshiar. Administration of rural development in India.Sterling, 1995.
3. Singh, Katar. Rural development: principles, policies and management. Sage, 1999.
4. Sundaram, I. Satya. Rural development: A textbook for university and college students. Himalaya Publishing House, 2007.

5. Weil, Marie. Community practice: Conceptual models. Vol. 3. No. 3-4. Psychology Press, 1996.
6. Chambers.R, 1983 Rural Development: Putting the Last First, Harlow, Longman,
7. Desai A.R,1995 Rural Sociology in India, ISAE, Bombay
8. Jain, S.C.,1998 Community development and Panchayat Raj in India, AlliedPublishers Ltd., Chennai-2
9. Jain, S.C.,1998 Rural Development Institute and Strategies, Raws Publications,New Delhi.
10. S. Rengasamy 1999, Introduction to Rural Community Development, Madurai Institute of Social Sciences, Madurai

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:
- To describe the conceptual framework related to Rural Community Development.
- To Deliberate on basic concepts of Rural Community development.
- Classify the needs and significance of Rural community development.
- To analyze the policies of programmes of Rural Community Development.
- To have familiarity with legislative provisions related to rural Community Development.

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Second year   **CORE COURSE-VIII**   **Semester-III**
                                                SPECIALISATION -I
                                  B. DEMOGRAPHY AND FAMILY WELFARE
Code: **(Theory)**   **Credit: 5**

COURSE OBJECTIVES

- Understand the changing norms of the institution of family and variations in them with reference to the family social ecology.
- Understand the dynamics of family interactions and developmental tasks through the family life span.
- Develop positive attitude to support understanding the need of a healthy family unit.
- Understand the demographic aspects of family in India.
- Aware of the concepts Family planning, family size preference and various approaches to family welfare planning.

UNIT- I   FAMILY AND MARRIAGE:

Meaning and Types of family and marriage; family and marriage functions; social change and changes in family and marriage functions; implications for the family and its members; dual earners families, single parent families, female-headed households, childless families; family interactions; family development and family life cycle;

UNIT -II   DEMOGRAPHIC ANALYSIS:

Trends of population growth; factors affecting population growth; Social inequalities and fertility behaviour, consequences of population explosion; sources of demographic data, vital statistics; population structures and projection; theories of population.

UNIT- III   FAMILY PLANNING:

Scope, concept of eligible couple; importance of population control; family welfare planning and five years plans; objectives, targets and achievements, Population Policy, Population Education and Sex Education; Physiology of Reproduction: Reproductive Anatomy and Physiology, Menarche and Menopause, Fecundity, Fertility, treatment of Infertility; Adoption.

UNIT -IV   CONTRACEPTIVE BEHAVIOUR:

Methods of contraception: conventional and modern methods- male and female; temporary methods; behavioural methods; mechanical contraceptives; chemical contraceptives; semi-permanent methods: abortion and I.U.C.D; permanent methods: Vasectomy and Tubectomy, advantages and disadvantages, Medical Termination of Pregnancy Act.

UNIT -V   APPROACHES TO FAMILY WELFARE PLANNING:

Welfare approach, Clinical, Extension and Educational Approach and Cafeteria Approach; training and research in family welfare planning; Mass Media of Communication; National and International agencies of family welfare planning services; Social Work techniques in promoting responsible parenthood.

UNIT VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Students are expected to survey contraceptive behaviour of women during their field work.

REFERENCES:

1. Agarwala, S.N., India's Population Problem, Tata McGraw Hill, Bombay.
2. Chandrasekaran, C.S, Population and Planned Parenthood, George Allen &Unwin, London.
3. Chandrasekara, C,S., Population and Family Planning,KitabMahal, Allahabad.
4. Danwantry, Rama Rao: population Resource and Environment, W.H Freeman & Co. Sanfrancisco.
5. Enrlich, Paul, R.,Ehrlich, Anne, H.: Planning your family, McMillan&Co., New York.
6. Guffancher, Errest: Family Planning- Why, When &How, New book Co, Bombay.
7. Tina Sachdeva .(2019). Population Policy and Family Welfare, Book Enclave.
8. Usharani, D.VenkateshBabu&Sudhakara Reddy, M.V,Economic value of children and fertility, discovery Publishing.
9. Pedagogy: Chalk& Talk, Seminar, PPT Presentation, Group Discussion and Case Study.

COURSE OUTCOME

On successful completion of the course, the students will be able to
- Define Family and Marriage.
- Outline the demographic aspects of Family in India
- Develop Population Education and Sex Education
- Categorize Family Planning Methods
- Judge the Contraceptive Behaviours

C. HUMAN RESOURCE MANAGEMENT

Code: **(Theory)**   **Credit: 5**

COURSE OBJECTIVES

- To teach the students about human resource practices.
- To enlighten the students on human resource management.
- To inform the students about human resource functions and apply the terms and conceptual models to specific and especially new contexts.
- To educate the students on the effective application of HRM processes in an Industry.
- To enlighten the students about industrial social work.

UNIT I:-

Management**:** Concept, elements, principles and functions of management; management thoughts: Henry Fayol, F.W.Taylor, and Peter Drucker.

UNIT- II:

Human resource management: Definition, scope, evolution, and functions. Contemporary HRM thoughts: Guest, Legge and Purcell. Indian HRM thought. HRM critical appraisal: Reservations, relevance and reactions. Current challenges of HRM Human resource policy: Formulation and implementation; duties, responsibilities, and qualities of Human Resource Manager and challenges for the 21st century.

UNIT –III:

Human Resource functions: Human resource planning, recruitment, selection, induction and placement, promotion, transfer, job analysis, training, performance appraisal; discipline and disciplinary procedure, personnel records and personnel research; HR audit.

UNIT- IV:

Wage and salary administration: job evaluation: definition, objectives; methods, advantages and limitation; wage and salary administration: nature and purpose, process of wage determination, wage structure and principles; theories of wages: concepts of wages, wage differentials – financial and non-financial incentives.

UNIT- V:

Industrial social work: meaning, scope, and relevance; application of social work methods in the industrial sector; labour problems and industrial counselling in industries and working with the families of industrial workers: meaning, scope, relevance, advantages and disadvantages.

UNIT VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Self Study: Globalization and competitions of Human Resource Management work force.

REFERENCES

1. Agarwal, RameshwarDayal, ed. *Dynamics of Personnel Management in India: a Book of Reading*. Tata McGraw-Hill, 1973
2. Davar, Rustom S. *Personnel management and industrial relations in India*.International Book Distributors, 1976.
3. Flippo, Edwin B. *Principles of personnel management*. McGraw-Hill, 1976.
4. Fraser, John Munro. *Introduction to personnel management*.Nelson, 1971.
5. Indian Institute of Personnel Management.*Personnel Management in Indi.*Asia Publishing. 1977.
6. Mamoria C.B. *personnel management*.Himalaya Publishing House. 1985
7. Prasad, L.M (2018*), Principles and Practice of Management*
8. Prasad L.M, 2017, *Human resource management*, New Delhi, Sultan Chand and

E-BOOKS/E-MATERIALS:
1. https://www.ciphr.com/features/seven-best-hr-ebooks/
2. https://camosun.libguides.com/hrm/books
3. https://learn.library.ryerson.ca/HRM/books
4. http://www.freebookcentre.net/Business/Human-Resources-And-Personnel-Management.html

COURSE OUTCOME

- Develop an ability to undertake qualitative and quantitative research
- Apply knowledge about qualitative and quantitative research to an independently constructed piece of work
- Identify and apply new ideas, methods and ways of thinking
- Demonstrate competence in communicating and exchanging ideas in a group context
- Be able to advance well-reasoned and factually supported arguments in both written work and oral presentations
- Work effectively with colleagues with diverse skills, experience levels and way of thinking
- Be able to evaluate HRM-related social, cultural, ethical and environmental responsibilities and issues in a global context

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COURSE OBJECTIVES

- To give awareness ofthe basic concept of health and illness.
- To sensitize on communicable and non-communicable diseases.
- To provide knowledge about the various dimensions of illness.
- To sensitize the importance of hygiene and health education.

UNIT – I

Concept of Health: Definition, concept, objectives, nature, need and scope, its relationship to welfare; influencing the health status of individuals; Multiple causations of diseases; Factors involved in the process of disease transmission; Specific and Comprehensive Health Indicators; Vital Health Statistics; Healthy life style.

UNIT - II

Nutrition and Health: Nutrient Groups: Functions, sources and requirements; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases, prevention of Nutrition problems.

UNIT - III

Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions; housing, sanitation, waste disposal and their influence on health.

UNIT - IV

Major Communicable / Non- Communicable Diseases: Symptoms, Etiology, Transmission, Prevention and Treatment of Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Cholera and Typhoid. Immunization schedule for children. Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health Hazards, Common Occupational Diseases.

UNIT - V

Health Education: Meaning and importance, Principles of health education, Techniques and strategies for various community groups, use of Audio-Visual Aids and Mass Media; First Aid: methods of dealing with victims of accidents. Family Planning: Importance and Techniques;

UNIT – VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Students are expected to read WHO Data and Statistics, WER - Weekly Epidemiological Records and current health issues of world and local.

REFERENCES

1. Banerjee G.R.: Social Service Department in hospitals – its organisations and functions, TISS, Bambay, 1950.
2. Goel, S.L. Public Health Administration, Sterling Publishers, New Delhi, 1984.
3. GoldsteineDora : Expanding Horizons in Medical Social work; University of Chicago press, 1955.
4. Kumar R : Social and Preventive health administration, Asia Publishing House, New Delhi – 1992.
5. MinnaField : Patients are people, Columbia University Press, new Yori, 1953
6. Park, J.E. & Park K : Text Book of Preventive and Social Medicine; Jabalpur, M/s. Banashidas 1983.
7. WHO : Social Dimensions of Mental Health, Geneva, WHO, Publications, 1981.
8. Yash Paul Bedi : Hygiene and Public Health.

COURSE OUTCOMES

- Upon successful completion of this course, the student should be able tounderstand the concept of health
- Know the caloric requirements, malnutrition and balanced diet for the prevention of Nutrition problems
- Provide information on health and hygiene
- Understand the cases, mode of transmission and consequences of communicable and non-communicable diseases
- Conduct programmes on health and hygiene
- Educate the people about the principle and importance of health through visual aids and mass media.

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Second Year   **CORE COURSE-X**   **Semester-III**
                CONCURRENT FIELD WORK PRACTICE
Code: (<mark>Fieldwork</mark>)   **Credit: 5**

The course is so designed to facilitate specialization-based field exposure to takers. Fieldwork placements are arranged accordingly in Clinical and Psychiatric Settings, Industries, Corporate, NGOs, and Governmental Projects. The trainees so placed gain hands-on experience and the nuances of social work practicum in these different settings.

COURSE OBJECTIVES:

The main objectives of this course are to:

- Facilitate Social Work Trainees and be exposed to social issues related to their fields of specialization.

- Gain Knowledge of Social Work Practice in Professional Social Welfare Agencies/Beneficiary Organizations

- Develop a practical understanding needs/challenges of people in their fieldwork agencies

- Apply social work methods and techniques in their field of specialization

- Uphold the Ethics and Values of the Social Work Profession in their fields of specialization

A. Standard Operating Procedures (SOPs)

a. **Timing** The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.

b. **Availability:** The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.

c. **Required Number of Days and Hours:** The trainees are expected to fulfil a minimum of 30 days which may be for a duration of 8 to 12 weeks on a concurrent basis where the trainees are expected to report on Tuesdays, Thursdays and Saturdays.

d. **Dress Code:** Only formal dress will be allowed

e. **Attendance:** 100% attendance in field work is compulsory for successful completion and getting pass. A trainee should report and work on the timings of the agency regularly, as

mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee, they can be called on holidays

B. **Reporting and Documentation:** Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C. **Mentoring & Guidance by the Agency Supervisor:** The Agencies would a staff or administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee

D. **Individual Conference with the Faculty Advisor:** The trainee will be provided with a timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provided is about an hour. They are expected to submit written records of work done and the faculty supervisor is expected to enter comments before the conference.

E. **FIELD WORK REPORT**

A fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

a) **Purpose of the visit:** The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

b) **Observation:** The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing on the object/subject of intervention. The scope of inference must be problem-specific.

c) **Content:** All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitutes the content.

d) **Impression:** This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regard to his client/employee /member of the Community and the overall intervention process.

e) **Trainee's role:** The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

f) **Next plan of action:** The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

Evaluation: Internal   : 40 marks

1. Case Work/Case study Practice/ Need Analysis Survey   - 10 marks
2. Group Work/PRA/ SWOC/ Mini Research/   - 10 marks
3. Awareness Programme   - 10 marks
4. Reporting   - 5 marks
5. Attendance   for field work   - 5 marks
                                                          ----
                                                          40 marks
                                                          ----

External (60 marks)

1. Theoretical Knowledge   - 20 marks
2. Practice Skills   - 20 marks
3. Mobilising Resources   - 10 marks
4. Communication and Presentation   - 10 marks
                                     ----
                                     60 marks

COURSE OUTCOME

After successful completion of this course, the Social work trainees will be able to attend the following tasks in an enhanced professional manner:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.
- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.
- Create awareness by educating, advocating, and concentrating on conscientizing the society to utilise available human and materials resources effectively.
- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.
- Help in rural transformation by making rural life more meaningful to the people by helping them to achieve self-reliance.

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Code: **(Theory)**   **Credit: 4**

COURSE OBJECTIVES:

- To enable students to understand the unique nature of tribal culture.
- To develop sensitivity and commitment for working with the tribal community.
- To provide knowledge on the government and voluntary efforts towards tribal development.
- To equip students with specific skills and techniques for working with tribal communities.

UNIT-I:

Tribes: definition, concept, types, characteristics of the tribal community; nomadic and de- notified tribes; history of Indian tribes and tribes in Tamil Nadu; regional distribution of tribes and Nehru's Panchsheel principles of tribes;

UNIT-II:

Social System of Tribes: Socio economic Conditions, Animism, Totemism cultural and religious aspects; status of women: dress, food, & marriage-polygamy, polyandry, dormitory marriage; status of children; language, tribal leadership and political participation -local, state, and national levels.

UNIT-III:

Tribal Development Administration: Administrative stricture at central, state, and district levels; hill development councils; Tribal Co operatives, Functions of tribal development blocks/agencies; constitutional provisions for the protection of tribes; research and training in tribal development, role of voluntary agencies in tribal development, Functions of Ministry of Tribal Affair

UNIT-IV:

Problems of Tribes : child marriage, poverty, ill-health, illiteracy, sexually transmitted diseases and acquired immune deficiency syndrome, exploitation and atrocities on tribes; immigration and its related problems; lack of infrastructure facilities and amenities; tribal resettlement and rehabilitation and its related problems; tribal movements and tribal revolt, problems in the implementation of tribal development programmes, Livelihood issues, eviction, Forest dwellers' rights, Tribal displacement

UNIT-V:

Tribal Development Programmes and Interventions: Major tribal development programmes - Tribal Area Development Programme; Hill Area Development Programmes[HADP]; Tribal Sub-Plans [TSP] Forest Land Cultivation. Recent Programmes in India, Role of voluntary organization in tribal development.Need and importance of Social Work Practice in Tribal Areas,Application of Social Work Methods in Tribal development

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Conducting Case Study on any tribal group to know their felt needs

REFERENCES:

1. Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
2. Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
3. Sing &Vyas (1989) Tribal Development, Himanshu, New Delhi,
4. Chaudhuri. Tribal Development in India, Inter India Pub. 1981
5. Patel, MahendraLal. Planning strategy for tribal development.Vol. 111. Inter-India Case study Publications, 1984.
6. Rajeeva. An Introduction to the Tribal Development in India, International.1988
7. Ramana, Rao DVV. "Tribal Development." (1992).
8. Singh, J. P., and N. N. Vyas. Tribal development: past efforts and new challenges. Himanshu Publications, 1989.
9. Thakur, Devendra, ed. Tribal Life in India: Industrialisation in tribal areas. Vol. 4.Deep & Deep Publications, 1994.
10. L.P.Vidyarthi&BinaykumarRai, 1976, The tribal culture of India, Concept publishing company, New Delhi

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

*   To describe the nature and types of tribal community.
*   To have familiarity with the Social system of tribal community.
*   To evaluate the tribal development administration.
*   To analyze the problems and programmes for the tribal community.
*   To have clarity on development programmes and legislations for the welfare of tribal community.

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SPECIALISATION -II
B. WOMEN WELFARE

Code: **(Theory)**   **Credit: 4**

COURSE OBJECTIVES

- To inform the students about the demographic profile of women in India.
- To Sensitize the students on the problems of women.
- To teach the students the health issues of Women
- To empower the students by learning laws relating to women
- To enlighten the students on women's welfare and development.

UNIT- I   PROFILE OF WOMEN IN INDIA:

Demographic profile of women in India; Changing Role and Status of Women in India; Role differences of women in Joint and Nuclear families; Position of Women in Tribal, Rural and Urban areas; Status of Women with reference to Health, Education, Employment and Political.

UNIT- II   PROBLEMS OF WOMEN:

Gender Bias, Child Marriage, Dowry, Widowhood, Desertion, Divorce, Destitution, Educational Backwardness, Discrimination in employment; Problems of Employed Women and Mothers; Problems of Unmarried Mothers; Delinquency, Prostitution, Trafficking in Women and Girls; Domestic Violence and Trauma; Intimate Partner Violence.

UNIT- III   WOMEN AND HEALTH:

Health as a Gender Issue; Status of Women's health in India; Factors Influencing Women's Health; Maternal Morbidity, Maternal mortality, Infant Mortality, Life Expectancy, Fertility. Access to Health Care Services: Maternal and Child Health Services in India, Food and nutrition,Anaemia, Pre-natal care. International Perspectives On Health: Health as a Critical Area of concern in the Beijing platform for action; Women's health at ICPD, Cairo; WHO, UNICEF, UNESCO, CARE and others; MDGs and women's health.

UNIT -IV   WOMEN EMPOWERMENT :

Women and law: Legislations relating to women; legal and constitutional rights, marriage,divorce, and property rights; labour laws for women; Women Empowerment: meaning, characteristics of empowered women; Life Skills for Women; feminism; women's movement abroad and in India. women's movement abroad and in India.

UNIT-V

Women welfare and Development Historical development of Women Welfare; Indicators of Women Development; Central and state government Policy on Women; Government of India

schemes for women's development; National Commission for Women, Institutional and Non-institutional services for women.

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Presentation of Case Studies of Violence against Women, Women Achievers etc

REFERENCES

1. Avasthi et.al.(2001). Modernity, Feminism, and Women Empowerment, Delhi :Rawat Publications
2. Bansal, D, K .(2006). Gender Justice. New Delhi: Mahaveer and Sons.
3. Dalal, Ajit K and Ray, Subha.(2005). Social Dimensions of Health. Jaipur: Rawat Publications
4. Das Gupta Monica & Krishnan T.N.(1998). Women and Health. Delhi: Oxford.
5. Fernandez. B., Alex. (2014). Social Work for Women and Children. Pacific Books International.
6. Maithrey, Krishnaraj (ed) (1999). Gender, population and development. New Delhi: Oxford
7. Park J Rand Park K. (1983). Text Book of Preventive and Social Medicines.Habalpure: M.S.Banarside
8. Patel, Tulsi (Ed).(2007). Sex selective Abortion in India: Gender, Society and New
9. Reproductive Technologies. New Delhi: Sage
10. Petchesky, Rosalind Pollack. (2003). Gendering Health and Human Rights. London: Jed Book
11. Shukla P.K. (1982). Nutritional Problems of India. New Delhi: Prentice Hall of India.
12. Swaminathan M. (1986). Principles of Nutrition and dietetics. Bangalore: Bangalore printing and publishing.
13. Reddy, P. R., and R. Sumangla. (1998). Women in development. New Delhi: Publishing Corporation.
14. Sebasti L. Raj (1991). Quest for gender justice: a critique of the status of women in India.
15. New Delhi: South Asia Books Shrivastava&Sudharani.(1999). Women in India. New Delhi: Common Wealth Publishers
16. Venkatachalam, P. S., and L. M. Rebello.(1962). "Nutrition for mother and child."Nutrition for mother and child.
17. World Health Organization.(2000). Women of South East Asia: A health profile. New
18. Delhi : WHO, Regional Office for South East Asia
19. Zubaan , Mohan Rao (Ed).(2004). The Unheard Scream: Reproductive Health and
20. Women's Rights in India. New Delhi: Sage

COURSE OUTCOME
On successful completion of the course the students will be able to
*   Show the Demographic profile of Women in India.
*   Understand the problems of Women
*   Identify the status of Women health
*   List the laws pertaining to Women
*   Elaborate the welfare schemes for women's development

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Code: **(Theory)**   **Credit: 4**

COURSE OBJECTIVES

- To teach the students the concept of human resource development
- To educate the students about training and development as a part of human resource development.
- To make students aware of the current trends in human resource development.
- To enlighten students on the concept of leadership.

UNIT- I:

Human Resources Development: HRD- concept, objectives, components, process, and mechanism for HRD, principles in designing HRD system; Human resource planning (HRP): meaning, historical development, importance; subsystems and elements; process; HRD at different levels; Areas of HRD; HR information system, demand and supply of human resources, HR planning in new and ongoing organisations; investment approach to HR planning.

UNIT -II:

Performance Appraisal: meaning, approaches to performance appraisal, methods/techniques of appraisal system, importance, purpose and limitation; potential appraisal: meaning, scope and importance, latest trends in potential appraisal; 360 performance appraisals; management by object; stress management and conflict at work place: meaning, causes and consequences, strategies for reduction of stress; conflict: meaning, types of conflict and management of conflict

UNIT -III:

Training and Development: meaning, need, importance, types: on the job and off the job training, training effectiveness, evaluation of training programme; career planning and performance counselling: meaning and steps involved; career development: steps importance and problems, succession planning; performance counselling: conditions for effective counselling, process involved.

UNIT -IV:

HRD Trends: job rotation, job enlargement, job enrichment. Quality of work-life, total quality management (TQM) human resource information system: meaning and importance; ISO 9000 series, competency management meaning & importance; People capability, maturity, model – meaning and importance.

UNIT- V:

Leadership: concept, leadership and management-difference, styles, skills, teamwork, decision-making and steps; theories of leadership, motivation: concept, motivation skills and theories of motivation: drive theory, incentive theory, opponent-process theory, optimal level theory.

UNIT-VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

Self-study: HRD in the current dynamic business environment, Green HRD in India

REFERENCES:

1. Bhatia, B. S., and G. S. Batra.Human Resource Development.Vol. 6.Deep and Deep Publications, 2001.
2. Chandra, S. "Human Resource policy." A blue print in alternative approaches and Strategies of HRD, TV RAO et. al., Rawat Pub., Jaipur (1988).
3. Chhabra, T. N. "Human Resource Management-Concept and Issues." Delhi: DhanpatRai& Co.(P) Ltd. view of Economic Studies 71 (2001): 514-534.
4. Craich Robert, L. "Training and Development–Hand book." (1987).
5. JeyaGopal, R. Human Resources Development – Connectional analysis and strategies, sterling pub. 1993
6. Joseph, Famularo. "Hand book of Human Resources Administration." (1987).
7. Kandula, Srinivas r. Humar resource management in practice: with 300 models, techniques and tools. Phi Learning Pvt. Ltd., 2003.
8. Mehta, Basant, and Kiran Kothari.Human resource development.Discovery Publishing House, 1999.
9. Memoria, C. B. "Personnel Management, Himalaya Pub." House, Bombay (1984).
10. Monappa, Arun, and S. SaiyadainMirza."Personnel Management, (2000)."Tata Mc.
11. Pattanayak, Biswajeet. "Human Resource Management (2002)."
12. Rao, T. Vekateshwara. "The HRD missionary." (1990).
13. Singh, Bhavdeep, and P. C. Kumar."Current Trends in Human Resource Development." (1995).
14. Thamarajakshi, R. Human Resource Development in Asian Countries: An Integrated Approach. ILO-ARTEP, 1988.

E-BOOKS/E-MATERIALS:

1. https://www.ignouadmission.in/ignou-study-material/
2. https://www.google.com/search?q=e+books+and+e-+materials+for+HUMAN+RESOURCE+DEVELOPMENT&tbm=isch&ved=2ahUKEwjjnJP4rsj
3. AhX4mdgFHX6xCd8Q2-cCegQIABAA&oq=
4. https://www.routledge.com/e-HRM-Digital-Approaches-Directions--Applications/Thite/p/book/9781138043978

COURSE OUTCOMES

- Explain human resources development (HRD) and its theories, the difference between education, training, learning and the concept of the transfer of learning;
- Critique the relationship between organisational development (OD) and HRD contribution to organisational effectiveness;
- Apply and evaluate a learning process starting with training needs analysis to assessment and evaluation process;
- Evaluate the HRD role dealing with contemporary challenges.

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Second Year   **CORE CHOICE COURSE-III**   **Semester-III**
SPECIALISATION- II
D. MENTAL HEALTH

Code: **(Theory)**   **Credit: 4**

COURSE OBJECTIVES:

- To give knowledge about the concept and origin of psychiatry as a special field.
- To orient about the various aspect of psychiatric illness.
- To impart knowledge about the assessment of psychiatric illness.
- To foster the skills to mitigate and manage the illness through intervention.
- Suggested Teaching / Learning Methodology
- Lectures, PPT, Discussion, Small Group Exercises, Brain Storming,
- Assignment, Seminar, Group/Mini Project, Filed / Observation Visits
- Invited guest speakers / practitioner - discussion and interaction

UNIT -I:

Mental Health, Mental Illness and Mental disorders – concept, Attitude and beliefs pertaining to Mental illness in ancient, Medieval and Modern times. Concept of Normality and Abnormality.

UNIT –II:

Symptoms, Etiology, diagnosis, Prognosis and management of a) Neuroses- Anxiety States, Depressive reaction, Obsessive-compulsive reaction, Convulsive disorder, Phobic reaction, Hypochondrias b) Psychosis- Functional, Affective disorders, Organic disorders. Psychiatric assessment; interviewing – Case history taking and mental status examination, psychosocial and multidimensional assessment of mental disorders in psychiatric social work and psychosocial diagnosis.

UNIT –III:

Psychiatric Illness: Symptoms, causes of Neuroses, Psychoses, cultural bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence and suicide. Childhood disorders, scholastic Back wardens – attention deficit disorders – Learning disorders, Specify Mental Health problems among children, adolescents, women, workers, and elderly. Mental disorders: Mental retardation, Definition, classification, clinical types and causes, cerebral palsy: Epilepsy: Definition, types, causes, Management. National Trust Act 1982, National Mental Health India 1987.

UNIT –IV:

Symptoms, Etiology, diagnosis, Prognosis and management of a) Psychosomatic disorder, b) Personality disorder- alcoholism, Substance abuse, anti-social Behaviour, Sexual disorder, deviations, c) Psychiatric problems among children and adolescents d) epilepsy, e) Mental retardation, Mental Health Care system – policies and programmes in India. Critical Review of existing policies and legislations

UNIT –V:

Classification of mental illness and policies, DSM IV, ICD 10, ICF, FIC, National Trust Act 1982, National Mental Health India 1987. Community psychiatry- History, Principles and Practices.Primary, Secondary and Tertiary Prevention.
Mental Health Act-Its implication to Professional Social Work, District Mental Health Programme - History, importance and Applications Role of social workers in specialized mental health institutions, stress and crisis intervention centres

UNIT -VI: CURRENT CONTOURS (For Continuous Internal Assessment Only)

WHO's fact and figure, recent reports and study, Policy Statements, Research reports, related publications – students are expected to prepare their assignment and seminar presentation from this unit

REFERENCES:

1. Coleman, James C: Abnormal Psychology and Modern life. Taraporevala& Sons Bombay.
2. Hughes Jennifer : An outline of modern psychiatry, John Wiley & Sons, 1981.
3. Kaplan Harold et al : Comprehensive Text book of Psychiatry, Williams & Wilkins, Vol I, II & III, 1980
4. Kraeplil, E Wil : a Psychiatry – A Text Book for students and physicians, Vol.2, Amerind pub, 1990.
5. SellarParth WHO. ICIDH, Geuara 2002.
6. Venkatesan S. Children with development disabilities, sage (2004).
7. Abraham F.(2014). Social Work in Mental Health, Sage, New Delhi.
8. Gelder.M, Harrison.P&Cowen .P(2009). Shorter Oxford Textbook of Psychiatry, Oxford University Press, New Delhi.
9. Mental Health and Psychiatric Nursing, AITBS

COURSE OUTCOMES

Upon successful completion of this course, the student should be able to
• Identify and define basic term and concept mental health
• Outline the scientific methods of mental health counselling
• Understand the mental health issues and problems of a psyche
• Aware of various aspect of psychiatric illness
• Skillful in mitigate and manage the illness through intervention

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SPECIALISATION -III
A. DEVELOPMENT COMMUNICATION

Code: **(Theory)**   **Credit: 3**

COURSE OBJECTIVES:

- To acquire theoretical knowledge on development communication and its methods.
- To have skills in various traditional mass communication tools for community development
- To know the advantages and disadvantages of using various mass communication media.
- To know the role of government and voluntary agencies in promoting development through ICT.

UNIT-I:

Development: Concepts and Approaches; Communication: Meaning, Definition, Scope and Purpose; Elements, Principles, Characteristics, Functions, Channels and Stages, Skills and Techniques of Communication; Communication Process; Development Communication: Meaning, Concept and Scope, Paradigms of Development Communication

UNIT-II:

Methods of Communication: Interpersonal Communication, Group Communication and Mass Communication; Types; Mass Communication: Meaning, Development and Scope; Role of Mass Media in Social Development and National Development, Limitations in the use of Mass Media in India, Community Radio and Development

UNIT-III:

Theories and Models of Communication: Communication Theories: Magic Bullet, Needle, Spiral Theories Communication Models: Aristotle's, Lasswel's, Newcomb's, DavidBerlo's and SMCR Model; Transactional Analysis and Conflict Resolution.

UNIT-IV:

 Selection of Suitable Approaches for Different Target Groups; Audio-Visual Aids and ICT: Types and its Uses, reach and access. Folk Media: Puppet Shows, Drama, Street Play, Folk Songs and Folk Dances, Use of Talks, Meetings, Conference, Workshops; Campaign: Communication Through Documentary, Leaflets, Pamphlets, Bulletins, Circulars, Posters and Notice Boards, Role of Field Publicity Office. E-posters, App-Based Communication and OnlineCampaigning through Social Media and Social Networking Sites, Recent Strategic Approaches to Development Communication.

UNIT-V:

Communication Research: Steps and Approaches; Satellite Instructional Television Experiments (SITE): Aims and Objectives; Satellite Communication for National Development; Social Implications of Mass Communication; Barriers to Communication.

UNIT-VI   CURRENT CONTOURS (For continuous internal assessment only)

Prepare a pamphlet to educate people on basic Health Condition

REFERENCES:

1. Mikkelsen,   Birtha, Methods of Development Work and Research. New Delhi: Sage Publications 2002
2. Dale R, Evaluating Development Programmes and Projects, New Delhi: Sage Publications 2004
3. Dahama O.B. &Bhatnagar O.P., Education, Communication for Development, Oxford & IBH, New Delhi, 1994.
4. Dahama O.P., Communication for Education, ICH, New Delhi, 1994.
5. Hartman Paul et.al., The Mass Media and the Village Lige, Sage Pub., New Delhi,1989.
6. Kumar, Kevar J., Mass Communication in India, Jaico Publishing House, 1994.
7. Kuppusamy, Developmental Communication in India, Sterling Publishers Pvt. Ltd.,1976.
8. Mahajan, Kamlesh, Communication and Society, Classical Pub., New Delhi, 1990.
9. Mansing, Gurmeell, Dictionary of Journalism and Mass Communication, Hanam Pub., New Delhi, 1990.
10. Fuglesang, Andereas, Applied Communication in Developing Countries – Ideas and
11. Observations, Dag Hammarskjold Foudstion, Uppasla, 1973.
12. Patnakar, Pandit&Lilian Day, Social Communication and Family Planning, Orient Longman, New Delhi, 1973.
13. Pokharapurkar, Rural Development and Community Television, Concept Pub., New Delhi, 1993.

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

*   To understand the concepts of development and communication.
*   To classify different methods of communication.
*   To evaluate the theories and models of communication.
*   To examine the approaches for the benefit of different target groups.
*   To have deep knowledge on communication research.

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B. WELFARE OF THE OLDER PERSONS

  Code: **(Theory)**   **Credit: 3**

COURSE OBJECTIVES:

- To introduce the students to the concept of Aging.
- To enable the students to be aware of the problems of the aged.
- To make the students learn the dimensions and perspectives of ageing.
- To make the students understand the services available for the aged.
- To help the students to become familiar with the organizations functioning for older persons at the country and global level

UNIT- I   TRENDS IN POPULATION AGING:

Definition, types, Demographic profile of the aging population in rural and urban areas. Trends in Aging Population in India; Factors Contributing to the Aging Process; Aging & Demographic Dividends and Consequences of Population Ageing; Aging population is a Social Problem.

UNIT -II   PROBLEMS OF THE AGED:

Health, family, social relation and employment; Retirement as a social and economic event.Changing status of the aged in Indian society. Mental Health and Older Adults: Depression, Anxiety and Psychotic Disorders; Aging and Widowhood; Active Aging:Challenges Ahead

UNIT - III   GERONTOLOGY:

Dimensions of aging: Physiological Aspects of Ageing, Psychological dimensions of aging, Social and cultural dimensions of Aging; Perspectives on Aging. Theories of Aging.Gerentophenotime- an ageing reversal agent

UNIT- IV   WELFARE SERVICES:

Geriatric services in India; Social Welfare Services for the Aged; Old Age Social Security measures in India and other countries; Rehabilitation and community linkage programme; Old Age Policy in India; programmes by various ministries; Constitutional Safeguards and Legal Issues; Maintenance and Welfare of Parents and Senior Citizens Act, 2007 (Salient features); Strategies and Programmes for the elderly in India's five year plans/NITI Aayog.

UNIT- V   INTERNATIONAL PERSPECTIVE:

National and International Agencies for Aged Welfare:Vridh Care, Help Age India, Dignity Foundation, Agewell Foundation, Dada Dadi Help Foundation, Hel Age International,

International Federation on Aging, Family Social Work with the Aged.

UNIT-VI   CURRENT CONTOURS (For continuous internal assessment only)

Students are expected to visit old age homes functioning in the local area and prepare a profile of the older persons
.
REFERENCES:

1. Bali,A.(Ed).(1999). Understanding Greying People of India, New Delhi: ICSSR, Inter-India Publications
2. Bhatiya, Anoop Kumar.(2008). The Aged in India: Policies and Programmes, Social Welfare, October, New Delhi: Central Social Welfare Board.
3. Bose,A.B.(1988). Policies and Programmes for the Aging in India, in Bose A.B and Gangrade K.D, (Eds) The Aging in India Problems and Potentialities, New Delhi: Shakti Malik Abhinav Publications.
4. Dandekar, K.(1996). The Elderly In India, New Delhi: Sage Publications
5. Gurusamy,S.(2001). Care for the Aged, Social Welfare, October, New Delhi: Central Social Welfare Board.
6. MettildaBuvaneswari.G.(2010).Social Gerontology- A Training manual, AgasthiarNoolagam
7. Muttagi, P. K.(1997). Aging issues and old age care. Classical Publishing Company
8. Nayar P.K.B.(1999). Changing Role of the Family in the Care of the Aged, Understanding Greying People of India, New Delhi: Inter-India Publications
9. Pappalia,D.(1985). Human Developmental Psychology, Tata Mcgraw Hill Publishing Company Ltd

WEB RESOURCE:

1. https://www.sp2.upenn.edu/wp-content/uploads/2018/10/794.pdf
2. https://www.helpage.org/
3. https://ifa.ngo/
4. https://www.giveindia.org/blog/top-5-ngos-helping-senior-citizens-in-india/

COURSE OUTCOME

On successful completion of the course the students will be able to
*   Define the Aging.
*   Outline the problems of Aged
*   Identify the Dimensions of Aging.
*   List the services meant for the older persons
*   Explain the functions of National and International organizations working for older persons.

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Code: **(Theory)**   **Credit: 3**

COURSE OBJECTIVES:

- To know themselves and be able to recognize individual differences in others.
- To understand OB/OD theories that influence individual and group behaviour – perception, attitude formation, motivation, role theory etc.
- To understand how to form effective work teams.
- To understand how to change an individual's attitude and motivation.
- To understand how to build effective team leadership.

UNIT –I   FOCUS AND PURPOSE OF OB :

Definition, need and importance of organizational behaviour nature and scope – framework – organizational behavior – models; **Individual behaviour**: personality – types – factors influencing personality – theories; learning: learning process – learning theories – organizational behaviour modification; attitude: characteristics – components – formation; perception:importance – factors influencing perception; motivation – importance – types – effects on work behavior.

UNIT- II   GROUP BEHAVIOUR:

Organization structure – formation – groups in organizations – influence – group dynamics – emergence of informal leaders and working norms – group decision making techniques – interpersonal relations – communication – control – Hawthorne studies; **leadership and power** – meaning – importance – leadership styles – theories – leaders vs. managers – source of power – power centers – power and politics.

UNIT -III   DYNAMICS OF ORGANIZATIONAL BEHAVIOUR:

Concept of organizational culture and climate – factors affecting organizational climate; job satisfaction – determinants – measurements; organizational change – importance – change process – resistance to change – managing change; organizational effectiveness – perspective and application of transactional analysis.

UNIT- IV   ORGANIZATIONAL DEVELOPMENT:

Concept, characteristics – objectives process/phases, theory and practice, quality circles; organizational change: process, resistance to change, planning and implementation & theories of change.

UNIT- V   ORGANIZATIONAL INTERVENTIONS:

Concept, purpose and importance, Process of OD interventions – types: Behavioral Techniques, Non-Behavioral Techniques & Miscellaneous Techniques; Strategic intervention: integrated strategic change, organizational design, cultural change.

UNIT-VI   CURRENT CONTOURS (For continuous internal assessment only)

Self-Study :Talent management and employee relations &*OD of your field work.*

REFERENCE:

1. Arnold, Hugh J. & Daniel E. Feldman, *Organisational Behaviour*, McGraw Hill, 1986.
2. Luthans, Fred, *Organisational Behaviour*, New York, McGraw Hill, 1993
3. Hellriegal, Slocum and Woodman. *Organizational Behaviour*. Thomas Learning, 2001.
4. Davis, Keith*, Human Behaviour at work*, New Delhi, McGraw Hill, 1993
5. Lawler, Porter L.M. *Behaviour in Organisation,* McGraw Hill, New York, 1975.
6. Lewll L.N. and Reitz. H.J., *Group effectiveness in organisation*, Scott Foreman, 1981.
7. Ouchi W.G.*, Theory - How American business can meet the Japanese challenges*, Addison Wesley, 1981.
8. Prasad L.M.,*Organisational Behaviour*, New Delhi, S.Chand& Co. 1996.
9. Robbins, Stephen P., Organizational *behavior: Concepts, controversies, and applications*. New Jersey, Prentice Hall, 1991.
10. Edgar, Schein.,Organisational Psychology, Englewood Cliffs New Jersey, Prentice Hall,1970.
11. Handbook for Strategic HR: Best Practices in Organization Development from the OD Network (ODNetwork (Editor), John Vogelsang (Editor), Maya Townsend (Editor))
12. Best Practices in Organization Development and Change: Culture, Leadership, Retention, Performance Coaching (Louis Carter, David Giber, Marshall Goldsmith, Richard F. Beckhard, W. Warner Burke, Edward E. Lawler III, Beverly L. Kaye, Jay Alden Conger, John Sullivan)

E-BOOKS/E-MATERIALS:

https://open.lib.umn.edu/organizationalbehavior/
http://www.tmv.edu.in/pdf/Distance_education/BCA%20Books/BCA%20VI%20SEM/BCA-629%20OB.pdf

COURSE OUTCOME:

- To analyze and compare different models used to explain individual behaviour related to motivation and rewards.
- To identify the processes used in developing communication and resolving conflicts.
- To explain group dynamics and demonstrate skills required for working in groups (team building)
- Students will be able to demonstrate how to make better decisions both individually and, in a group,
- Students will be able to determine appropriate leadership styles to use in particular situations.

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Code: **(Theory)**   **Credit: 3**

COURSE OBJECTIVES:

- To inform the students about health and hygiene and related aspects.
- To enlighten the students about diseases and occupational health.
- To teach students about the health care delivery system.
- To make the students aware of health education.
- To inform students about health work in the community.

UNIT –I:

Health and Hygiene: Health, Primary Health Care and Public Health; Concepts and definition, factors influencing health; Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators – vital health statistics; Community Mental Health and Community Psychiatry. Nutrition and Health: Nutrient Groups: Functions, sources and requirement; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases, prevention of Nutrition problems. Hygiene: Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal and their influence on health.

UNIT –II:

Diseases and Occupational Health: Major Communicable diseases: Symptoms, Etiology, Transmission, Prevention and Treatment of : Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Cholera and Typhoid. Immunisation schedule for children, COVID-19. Major Non-communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases.

UNIT –III:

Health care delivery system: Mental Hygiene movements, trends in Community Mental Health, Public health model of mental health prevention and promotion. School Health: Helping teachers identify problems of physical and mental health, making appropriate referrals, involving and motivating teachers and children; Involvement of Voluntary Agencies. Health care delivery system at the National and State levels, primary health centre, models of community health. Salient features of legislations related to health: MTP ACT (Amendment), 2002, Mental Health Act 1987, Mental Health Care Act 2017. Factories Act 1949, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003

UNIT –IV:

Health Education: Meaning and importance, Principles of health education, Techniques and strategies for various community groups, Family Planning: Importance and Techniques; Use of Audio- Visual Aids and Mass Media; First Aid: Concept and methods of dealing with victims of accidents and health education in hospital and rural/slum/ tribal areas.

UNIT –V:

Health work in the community: Major health problems related to women and children; Socio-cultural practices, beliefs and myths influencing community health; Assessing community health needs, Mobilising core groups; community participation: Principles and practice of Community Participation, Training of multi-purpose workers in community health programmes Social Work Intervention in relation to: Immunisation, nutrition, family planning, maternal and child health, environmental issues (hygiene, pollution and sanitation), accident prevention, suicide prevention, COVID 19 Post Pandemic period, alcoholism and drug abuse prevention.

UNIT – VI   CURRENT CONTOURS (**For Continuous Internal Assessment Only**)

Students are expected to know the following areas:- Management of community health services, Assessment and situational analysis of community health, Organization and implementation of community health services, Primary Health Care, Supportive supervision, Referral services, Waste management and Health promotion and education.

REFERENCES:

1. Adelson D. &Kalis L.B. : Community psychology and mental health - perspectives and challenges, chandler Pub., 1970.
2. Barasi, Mary E. : Human nutrition, Edward Arnold, London, 1987.
3. Bartlell, Harriet M. : Social work practice in health field, New York, National Association . of Social Workers., 1961.
4. Brody, eb. "social dimensions of mental-health-world-health-org." (1983): 67-70.
5. Broskowshi A. , Marks E. &Budman S.H. : Linking health and mental health, Sage Pub, London, 1981.
6. Caplam, Gerald : An approach to community mental health, new York, Grune&Stralton, 1961. Egbert, Seneca : Manual of Hygiene and sanitation, Lea &Febiger, New York 1926
7. Goel S.L. : Public health Administration, Sterling, Delhi, 1984.
8. Goel, S. L. Public Health Administration. Sterling Publishers Private, 1984. Kumar, Ram. Social and preventive health administration.APH Publishing, 1992.
9. Leavellhugh Rodman & Clark, Gurney E. : Preventive medicine for the doctor in his community, Mc Grow Hill, 1958.
10. Mahjan B.K. : Health services in India, Jam Nagar, ArunaR.Mahajan, 1969.
11. Naick J.P. ; An alternative system of health care services in India - some proposals, Allied Pub. 1977.
12. •Park J.R & Park K. : Text book of preventive and social medicine, Jabalpur, M/S Banashidass, 2009

13. Park, John Everett. "Textbook of preventive and social medicine.(A treatise on community health.)."1970.
14. Pati R.L. : Health Environment and development, Ashish Pub., New Delhi, 1992
15. Pritam Lily, Ram Telu : Environmental health and Hygiene, Vikhas Pub., New Delhi, 1993.
16. Rao, K.N. : Health services, Public health in Encyclopedia of social work in India, Vol. I. Pub.Division, 1968.
17. Smith Bryan C. : Community health and Epidemiological approach, New York, Macmillan., 1978.
18. Smolensky J. & Hear F.D. : Principles of community health, Second Ed., W.B.Saunders Co., London, 1968.
19. WHO : Social dimensions of mental health, Geneva, WHO Pub., 1981
20. Wagenfeld M.O., Leonkau P.V. &Jusatice V. : Public mental health - perspectives and prospects, Sag Pub., New Delhi, 1981.
21. Yesudian C.A.K. : Primary health care, TISS. Bombay, 1991.
22. ZofiaButrym, HorderJohn : Health - Doctors and Social Workers, Rutledge &Kegean Paul, London, 1993.

COURSE OUTCOMES:

- Students will be abreast with the health and hygiene practices.
- Students will get to know the various diseases and occupational health prevailing in India and abroad by selecting this course.
- Students will come to know the legal aspects of health.
- Students can update themselves with various health education systems.

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COURSE OBJECTIVES

- To create and impart to the students the significance of life skills
- To prepare students to evolve mental models for core life skills and negotiation skills
- To improve their thinking and problem-solving abilities..
- To make students reflect and improve their emotions and cope with stress.
- To inculcate the application of life skills among the students.

Suggested Teaching / Learning Methodology
Lectures, PPT, Discussion,
Assignment, Seminar, Filed Practice
Invited guest speakers/practitioners - discussion and interaction

UNIT -I:

Introduction :Definition and Importance of Life Skills , Livelihood Skills, Survival Skills andLife Skills: Life Skills Education, Life Skills Approach, Life Skills Based Education , Life SkillsTraining - Implementation Models, Generic, Problem Specific and Area Specific Skills.

UNIT- II:

Core Life Skills: Social And Negotiation Skills ☐ Social Skills: Self Awareness and Empathy - Self Awareness: Definition, Importance - Empathy: Definition, Importance ☐ Negotiation Skills:Effective Communication and Interpersonal Relationship - Effective Communication: Definition,Functions, Barriers - Interpersonal Relationship: Definition, Factors Affecting Relationship.

UNIT –III:

Core Life Skills: Thinking ☐ Thinking Skills: Creative, Critical Thinking, Problem Solving &Decision Making - Creative and Critical Thinking: Definition, Stages - Problem-Solving: Definition,Steps in Problem Solving - Decision Making: Definition, Consequences of Decision Making

UNIT- IV:

Coping Skills: Coping with Emotions and Stress - Coping with Emotions: Definition, Types,Coping Strategies - Coping with Stress: Definition, Sources of Stress, Coping Strategies.

UNIT -V:

Application Of Life Skills □ Internalizing Life Skills: Process □ Life Skills Work in Combination: -

Thinking skills, Social skills, and Coping Skills, Life Skills for Personal Effectiveness – GoalSetting: Types, Steps - Time Management - Effective Learning: Study Skills and MemoryTechniques - Preparation for Examinations.
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UNIT - VI   CURRENT CONTOURS (for Continuous Internal Assessment only)

Students are also expected to enrich their knowledge on essential life skills like social skills, negotiation, Critical thinking, and coping skills

REFERENCES:

1.   Atkinson and Hilgard's Introduction to Psychology, 14th Edition, Edward E. Smith, Susan Nolen-
2.   Hoeksema, Barbara Fredrickson, Geoffrey Loftus, ISBN-10:0155050699 © 2003
3.   Edward Russo J. and Paul J. H. Schoemake Winning Decisions, r, Doubleday, agency of Random
4.   House Inc., 2002.
5.   Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
6.   Indrajit Bhattacharya, An Approach to Communication Skills, Delhi: DhanpatRai, 2008.
7.   James G. March, Primer on Decision Making, Simon& Schuster Inc., New York, 1994.
8.   Kenneth G. Mcgee Heads Up : How to Anticipate Business Surprises & Seize Opportunities First, ,
9.   Harvard Business School Press, Boston, Massachusetts, 2004.
10. Mile, D.J (2004).Power of positive thinking. Delhi: Rohan Book Company.
11. Mohan, Krishna and MeeraBannerji, 2001, Developing Communication Skills. Macmillan.
12. Paul C. Nutt, Why Decisions Fail, BerrettKochler Publishers, Inc. San Francisco, 2002.
13. Pravesh Kumar (2005). All about self- Motivation. New Delhi: Goodwill Publishing House
14. Ravi Aggarwal : Communication Today & Tomorrow, Sublime Publications, Jaipur, 2008.
15. Varinder Kumar, Bodh Raj, Manocha, Business Communication Skills, Kalyani Publishers, New Delhi, latest edition.

COURSE OUTCOMES

Upon successful completion of this course, the student should be able to

- Aware of his/her life skill education
- Apply models for core life skills.
- Develop an effective thinking process.
- Make them to develop interpersonal skills.
- Grow in inter-personal relationships with their team members

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A. URBAN COMMUNITY DEVELOPMENT

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- To enable students to understand the unique nature of urban communities.
- To develop sensitivity and communication for working with the urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques for working with urban communities.

UNIT-I   URBAN COMMUNITY:

Meaning, characteristics, rural urban linkages and contrast; city - meaning, classification, trends in urbanisation process., Theories of Urbanisation. Urban -Definition, History,Characteristics and Theories of Urbanisation.Related concepts: Corporation, Municipality, Town, City, Metropolis, Megapolis, Suburbs, Satellite Town, Smart Cities, Hinterland, Agglomeration,and Urbanism. Urban Evolution, Pseudo Urbanisation. The demographic and Land Use pattern in Urbanareas.City-Hinterland relationship. Urban Services and Deficiencies: Solid Waste Management, Water Management, Provisions of Urban Amenities, Urban Natural Resources, Encroachment. Slums-Definition, Approaches, Theories and Classification

UNIT-II   URBAN PROBLEMS IN INDIA:

Population Density, Housing, Drug addiction, Prostitution, Noise, Air and Water Pollution, Environmental issues, Urban Public Health, Urban informal sector, Trafficking and Delinquency. Sub urban issues and problems. Urban Poor, Migration, Eviction, Resettlement and adaptability.

UNIT-III   URBAN COMMUNITY DEVELOPMENT:

Definition, concept, objectives, Scope and Models, historical background; approaches, principles, process and methods of urban community development, welfare extension projects of central social welfare board, urban development planning: legislation related to urban development: urban land ceiling act, town and country planning act, Nagarpalika act and Tamil Nadu slum clearance and improvement act) community planning, and community participation.Trends in Town and Country Planning Emerging patterns of urban social stratification in India,Early Development Interventions: SPARK Mumbai, People project of Action Aid, Oxfam – Urban Project, Unorganized Workers' Federation, National Domestic Workersmovement, National Slum Dwellers Federation

UNIT-IV   URBAN DEVELOPMENT ADMINISTRATION:

National, State and local levels; structure and functions of urban development agencies: urban services and urban deficiencies; metropolitan development authorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); Housing board, Role of voluntary agencies in urban development.
Urban Municipal Administration- structure, composition, functions and current issues. Democratic functioning of Urban local bodies, 74th Constitutional Amendment, Governance and citizen's participation. E-Governance in Urban Development, National Urban Information System (NUIS).

UNIT-V   URBAN DEVELOPMENT PROGRAMMES:

Five-year plans/NITI Aagoy and urban development, Urban development Policy, Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru RozgarYojana (NRY), etc. Tamil Nadu SlumArea (clearance and improvement) Act 1971, and problems in implementation of urban community development programmes; role of development worker – application of social work methods in urban development.
Housing for the urban poor – policy and practice in developing countries. Major National Missions: JNNURM (AMRUT), AtmaNirbhar Bharat, Smart Cities, Swachh Bharat Mission, HRIDAY, DeendayalAntyodayaYojana National Urban Livelihoods Mission, Atal Mission for Rejuvenation and Urban Transformation -AMRUT, Housing for all 2022.Institutions and government departments: CMDA, TNHB, TNSCB, CMWSSB.Commissionaarte for Town and Country Planning. Urban training Institutions: TNIUS, NIUA. Role and Skills of Community Development Worker in Urban Community Development. Mechanisms to address Urban Social concerns: Women helpline, Child helpline.

UNIT-VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Undertake Social Survey in Urban Slum to understand practical difficulties of Urban People

REFERENCES:

1. Mitra, Arup. Urbanisation, slums, informal sector employment, and poverty: An exploratory study. BR Publishing Corporation, 1994.
2. Ramachandran, Ranganathan. "Urbanization and urban systems in India."OUP Catalogue (1992).
2. Thudipara, Jacob Z. Urban Community Development. Rawat, 2007.
3. Vibhooti, Shukla. "Urban Development and Regional policies in India."Himalaya pub., Bombay (1988).
4. Diddee, Jaymala, and VimlaRangaswamy. "Urbanisation: trends perspectives and challenges." (1993).
5. Gerald Breeze, 1996 Urbanization in newly developing countries, Prentice Hall Inc. London,
6. Jacob Z. Thudipara, 1993 Urban Community Development, Rawat Publishers, NewDelhi.

7. JayamalaDiddee&Rangasamy, N, 1993 Urbanisation Trends, Perspectives & Challenges, Rawat Publications, Jaipur
8. SatishSinha, 1995 Slum Eradication & Urban Renewal, Inter- Publications, New Delhi
9. Sharma C.L., 1992 Urban Power Structure; Shiva Publications, Udaipur.

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- To describe the basic aspects of Urban Community Development.
- To have familiarity with institutions related to Urban Communities.
- To Classify the needs & significance of Urban Community Development.
- To Examine the policies & programmes related to Urban Community Development.
- To analyze the administration and governance of Urban Community Development.

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Second Year   **CORE COURSE-X**   **Semester-IV**
                              SPECIALISATION- IV

                              B. YOUTH WELFARE

  Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- To introduce the students to the concept of youth.
- To sensitize the students about youth as a special category.
- To make the students aware of the Marginalized Youth
- To enlighten the students on the youth movement in India.
- To inform the students about youth welfare programmes to different category of youth.

UNIT- I   CONCEPT OF YOUTH:

Defining Youth: Social Construction, Changing conceptions of Youth.   Perspectives   of Youth:
Cultural, Comparative and Biographic. Youth Transition, Identity formation.Theories of
adolescence.Youth Demography.Youth as agents of change. Social Inclusion, Equity and Access

UNIT -II   YOUTH AS SPECIAL CATEGORY:

Basic needs of youth: Problems of youth in relation to family life; social relation, education,
recreation, leisure, recreation, employment, sex, marriage, political status, adjust mental problem
of the youth.

UNIT- III   MARGINALIZED YOUTH CATEGORIES:

Understanding the special needs of marginalized youth categories: Scheduled Caste, Scheduled
Tribes, Rural Youth, Differently abled, LGBT, Minorities, Women, Youth in Conflict with law,
Migrants, Street Youth, Youth living in slums, Youth living with HIV/AIDS, Youth under the
influence of addictions. Youth in conflict situations.

UNIT- IV   YOUTH IN INDIA:

Youth role in Nation building; Youth unrest; need for Youth Policy in India; Youth Work: concept,
objectives, approaches to youth work in tribal, rural and urban areas in India: Youth and Yoga
Practices, training programmes for youth work in India culture.

UNIT -V   YOUTH WELFARE:

Definition and scope: philosophy and evolution of youth welfare programmes in India; services
for student youth: education, physical education, sports, recreation; vocational guidance, youth
services, Bharath Scouts and Guides, National Services Scheme, Community and social service
scheme, National Cadet Corps, Youth festivals and Youth camp; Student Counselling; need,
services, for Non-student youth; non-formal education for school dropouts; Nehru Yuvak

Kendra, Vishwa Yuva Kendra, youth welfare programmes under government and voluntary agencies; Organizations by and for youth, -youth policies, strategies and programmes in India's five-year plans/NITI Aayog.

UNIT- VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Students are expected to conduct a survey of the functioning of organizations functioning for youth in their local areas and prepare a report.

REFERENCES:

1. AmalaJeyarayan A (2014), Empowerment of Marginalized Youth, Abhijeet Publication, New Delhi
2. Bilal Bhatt (2016), Youth in Conflict-Challenges and Prospective, Shipra Publication, New Delhi
3. Chatterjee.C and Sheoran, G (2007), vulnerable group in India. The centre for enquire to Health & allied theories (CEHAT), Mumbai.
4. Debel K. Singha Roy, (2001), Social Development and the empowerment of Marginalized group, perspectives and strategies, Sage Publications, New Delhi.
5. Grusky, David, (2001) Social Stratification: Race, Class, and Gender in Sociological Perspective. Colorado: Westview Press.
6. Gupta, Dipankar (1991), Social Stratification, Oxford University Press, New Delhi.
7. John, VadekedathVarkey. (1974). Youth and National goals.Vol. 1. New Delhi: VishwaYuvak Kendra.
8. Khan, Rafiq, M. Rural Youth.(1975).VishwaYuvak Kendra.
9. Kirpal, Prem.(1976). Youth and established culture.
10. Krishnan, Prabha.(1974). "A Library primer for youth workers."VishwaYuvak Kendra.
11. Kumar, Ram.(1986). Problems, Planning and Development of Youth Health.Deep and Deep.
12. Kuriakose, P. T.(1972). An approach to youth work in India. New Delhi: Young Asia Publications.
13. Mishra, VirDurgadutt.(1993). Youth Culture: A Comparative Study in the Indian Context. South Asia Books,
14. Misra, D. K., C. M. Jain, and S. L. Doshi.(1975). Youth, university, and community. S. Chand.
15. Muttagi, P. K.((1997). "Aging issues and old age care."
16. Nair, P. Sadasivan, MuraliDharVemuri, and Faujdar Ram.(1989). Indian Youth: A Profile. Mittal Publications.
17. Thorat S.K.: Dalits in India –Search for common Destiny, Sage Publication.
18. Thorat, Sukhadeo and Umakant, eds.,.(2004). Caste, Race and Discrimination –Discourses in International Context, Jaipur and New Delhi: Rawat Publications.
19. UdayaMahadevan, Rozario, Gireesan, and Rambabu.(2015). Youth Development: Emerging Perspectives, Shipra Publications, New Delhi.
20. William, Korslm and Joseph, Julian.(1955). Social Problems.Prentice Hall.
21. Pedagogy: Chalk& Talk, Seminar, PPT Presentation, Group Discussion and Case Study.

COURSE OUTCOME:

On successful completion of the course the students will be able to

- Show the Demographic profile of Youth in India.
- Understand the Problems of Youth
- Identify marginalized Youth Categories
- List the Youth Movements
- Elaborate on the youth welfare programmes.

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C. LABOUR WELFARE AND LABOUR LEGISLATION

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- To impart the issue of labour welfare.
- To inform students about the different laws for employment, welfare wage, and salary procedure in an Industry.
- To enlighten students about social security legislation.
- To highlight the issue of industrial conflict.

UNIT -I :

Labour welfare: concept, scope, principles, theories, origin and growth of labour welfare in India; types of welfare; labour problems: absenteeism addiction, indebtedness, family distress and social work intervention; labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker's education labour welfare officer: status, role, duties and functions; Labour Code– meaning, New labour Rule & Changes in New labour codes.

UNIT –II:

Labour legislations in India**:** Factories Act 1948; the Plantation Labour Act 1951; Indian Mines Act 1952, Apprentices Act 1961; Labour Relations legislation: the Trade Union Act 1926, Tamil Nadu Shops and Establishment Act 1947, Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1951.the Occupational Safety, Health & Working Conditions Code, 2020. (Only Salient features)

UNIT- III:

Employment Legislations: Industrial Dispute Act-1947, The Industrial Employment (Standing Orders) Act-1946, The Inter-State Migrant Workmen (Regulation of Employment andConditions of Service) Act-1979, The Contract Labour (Regulation n and Abolition) Act- 1970.The Industrial Relations Code(Only Salient features).

UNIT –IV:

Social Security Legislations: Workmen's Compensation Act 1923, Employees' State Insurance Act 1948; Employee's Provident Fund Act 1952, including the Pension Scheme 1995; the Maternity Benefit Act 1961, Payment of Gratuity Act 1972.The Code on Social Security, 2020(Only Salient features)
.

UNIT- V:

Wage legislations: the Payment of Wages Act, 1936, the Minimum Wages Act 1948, thePayment of Bonus Act 1965, the Equal Remuneration Act, 1976; the Tamil Nadu Payment of Subsistence Allowance Act and case laws. the Code on Wages, 2019(Only Salient features),
.

UNIT- VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Self-Study: Trends of Labour Law Compliance in India,

REFERENCES:

1. Ashdir , Vijay. *Management of Industrial Relations*.Kalyani Publishers, 2003.
2. Bhangoo, Kesar Singh. *Dynamics of industrial relations*.Deep & Deep Publications, 1995.
3. Giri, VarahagiriVenkata. "Labour problems in Indian industry." (1960).
4. I.L.O. *Labour Legislation*.1980
5. Monappa, Arun. "Industrial Relations, Ninth print (1995)."
6. Myers, Charles Andrew, and SubbiahKannappan. *Industrial relations in India*.Asia Publishing House, 1970.
7. Prasad NGK. *Factories Law and Rules applicable to TN State, Vols.I, II, III, IV.*Madras Book Agency. 1978.
8. Saxena, R. C. *Labour Problems and Social Welfare*. Jai PrakashNath, 1963.
9. Srivastava, Suresh C. *Industrial relations and labour laws*.Vikas Publishing House Pvt Ltd, 2007.

E-BOOKS/E-MATERIALS:

https://publish.pothi.com/preview/?sku=ebook2540
https://ebooks.lpude.in/management/mba/term_3/DMGT516_LABOUR_LEGISLATIONS.pdf

COURSE OUTCOMES:

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

*   Students will abreast of various statutory and non-statutory welfare measures prevailing in Indian Industries.
*   Students will be abreast of various labour legislations in India.
*   Students will undoubtedly update on legislation on employment.
*   Students will certainly know the various legislations on social security and wages.

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D. MEDICAL SOCIAL WORK

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- To introduce the students to the concept of medical social work and related aspects.
- To inform the students about the Psychological, Social and economic implications of illness and disability.
- To enlighten the students about hospital as a formal Organisation.
- To make students aware of Impairment, Disability, and Handicap.
- To highlight the specific needs and problems of patients and their families.

UNIT –I:

Medical social work: definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice.

UNIT- II:

Psychological, social and economic implications of illness and disability: for the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary teamwork: need, importance, and principles; role of social worker as a member of the team.

UNIT- III:

The hospital as a formal mobilization: its goals, technology, structure and functions, departments, administrative procedures, implications of mobilization on for the patient and his family; medical social work department: staffing, mobilization and functions; extension services;public relations.

UNIT- IV:

Impairment, Disability and Handicap: causes, types and classification of physical handicaps: orthopedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilization, and follow-up.

UNIT –V:

Specific needs and problems of patients and their families: need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas.

UNIT –VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Students are expected to organize awareness programmes on the health issues affecting the rural urban and tribal people particularly on Dengue fever, Nipah Virus, Birds Blue, TB, HIV/ AIDS, etc.

REFERENCES:

1. Bartlett, Harriett Moulton. Social work practice in the health field.NatlAssn of Social Workers Pr, 1961.
2. Cannon, Ida Maud. On the social frontier of medicine: Pioneering in medical social service. Harvard University Press, 1952.
3. Codey& Carol H.Social aspects of illness.W.B. Sounders Com., 1951.
4. Field, Minna. "Patients are people." A Medical Social approach to prolonged illness, (1967).
5. Goldstine, Dora. Expanding horizons in medical social work. University of Chicago Press, 1955
6. Hamilton, Kenneth W. "Counseling the handicapped in the rehabilitation process." (1950).
7. Hubschman, Lynn. Hospital social work practice.Praeger Publishers, 1983.
8. Pattison, Harry Archibald, ed. The handicapped and their rehabilitation.Thomas, 1957.

COURSE OUTCOMES :

*   Upon successful completion of this course, the student should be able to
*   Understand the concepts of Medical Social Work
*   Awareness of the emerging trends in the field of medical social work
*   Apply medical social work practices in clinical settings
*   Understand the psychosocial factors that affect the health of individuals
*   Classify the different types of disabilities
*   Evaluate policies, legislations and programmes related to health and disabilities

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A. PROJECT MANAGEMENT

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES :

- To understand the concepts and techniques in project management
- To know the content of strategic plan.
- To Learn about risk analysis and risk management.
- To understand the different aspects of participatory community development
- To obtain full-fledged knowledge on Tools and Leadership in Project Management.

UNIT-I:

Project management –An overview of Concepts and Processes, objectives,Operations, understanding Project, Project life cycle, Activities output, outcome,deliverables, performance indicators and evidence.

UNIT-II:

Planning: –Basic steps, strategies and Planning, preparing the pre-planningStage; Mission and vision statement; SWOC analysis, situation assessment, identificationof critical issues; contents of a strategic plan; characteristics of an effective annualoperating plan, implementing strategic plan.Objective-oriented planning: Logical Framework Approach; analysis of the project context;stakeholder analysis, problem analysis, objective analysis, resource planning, riskanalysis and risk management

UNIT-III:

Conceptualizing and Initiating a Project – Setting goals and securing commitment; the project goal, developing goal statements, setting budget goals; time and money. Managing conflicts, creating goal commitment.

UNIT-IV:

Work Breakdown Structure, Scheduling Tools; Gantt Charts; PERT/CPMNetworks; Project Control purpose, processes, periodic control techniques, periodic control techniques, cost control, monitoring, midterm evaluation and end-term evaluation,providing components andindicators for evaluations.Project completion and review; improving project performance, steps for projectcompletion, learning before doing, learning after doing, carrying out reviews

UNIT-V:

Leadership in Project Management: Essential Characteristics of a good project leader, managing teams in projects, training for staff in social welfare projects, training for staff in social welfare projects; essential Characteristics of effective communication; public relations Techniques of Fund Raising, Foreign Contribution Regulation Act, Case Presentations on successful proposal

UNIT-VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Preparing project proposal for funding organization

REFERENCES:

1. SathyaNarayana M, &Lalitha Raman, Management Operations Research, HimalayaPublications, Bombay, 1988
2. Chandra Prasanna, Project Preparation, Appraisal, Budgettingand Implementation,Tata Mcgraw Hills, New Delhi, 1986
3. Casley D.J & Wury D.A., Monitoring and Evaluation of Agriculture and RuralDevelopment Projects, John Hopkins, Baltimore, 1982
4. Wayne , Mondy R. Holmes Robert E. & Edwin Flippo, Management Concept andPractices, Second Edition, Allyn and Bacon Inc., Boston, 1983
5. Ghattas and Sandra L McKee. (2008) Practical Project Management. New Delhi,Pearson Education.
6. Mishra S.N., Rural Development Planning – Design and Method, Satvaan Pub., NewDelhi, 1984.
7. Gray CF et al. (2000) Project Management: The Managerial Process. Boston, McGrawHill.
8. Stoner James A.F. & Charles Wankel, Management Third Ed., Prentice Hall, NewDelhi, 1988.
9. Taha Hamby A., Operation Research – An Introduction Third Ed. McMillion, New York,1982.
10. JeromeWiesf D. & Ferdinand Levy K., Management Guide to PERT / CPM, PrenticeHall, New Delhi, 1988.

COURSE OUTCOMES:
upon successful completion of this course the students would be able:

- To understand about projects.
- To explain project planning.
- To familiarize with project management tools.
- To have clarity on project evaluation and completion.
- To have deep knowledge on good project.

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B. CHILD WELFARE

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES :

- To inform the students about the demographic profile of Children in India.
- To enlighten the students the Rights of Children.
- To teach students about the issues concerning children.
- To make students aware about the problems of children.
- To enable the students to aware of International initiatives for Child Welfare.

UNIT -I   CHILDREN IN DIFFICULT CIRCUMSTANCES:

Meaning, demographic profile of children in India. Socialisation; Vulnerability of children-poverty, child labour, trafficked children, street children, Abused children, children with disability, children in institutions or homes, Neglected Children, Children of Disorganised family system; Children of commercial sex workers, children affected by HIV/AIDS, victims of calamities, victims of domestic violence - need for legislative intervention

UNIT -II   CHILD RIGHTS:

Meaning, scope, origin and development of child rights in India.   Constitutional Rights, National Policy on Child Labour. Comprehending child's right to life, survival and development.
- Basic concepts of human rights- dignity, liberty, equality, justice, ethics and morals, meaning and significance of human rights.

UNIT- III   NATIONAL MECHANISMS AND CHILD RELATED POLICIES:

The National Policy for Children, 2013, National Policy for Children, 1974, National Policy On Education, 1986, National Policy on Child Labour, 1987, National Nutrition Policy, National Health Policy, 2002. National commission for Protection of Child Rights (NCPCR) Child Line.

UNIT -IV   CHILD AND LAW:

Right of Children to Free and Compulsory Education Act, 2009. Young Person's (Harmful Publication) Act, 1956. Commission for Protection of Child   Rights Act, 2005, Prohibition of child marriage Act,2006, The Prenatal Diagnostic   Techniques   (Regulation   and Prevention of Misuse) Act,1994.Legal protection to children in various occupations-Factories Act1948, Mines Act, Children(Pledging of Labour Act)1933, Child Labour (Prohibition and Regulation)Rules,1988. Employment of Children Act,1938; Shops and CommercialEstablishment Acts. Juvenile Justice(Care and Protection of Children) Act,2000, POCSO Act, 2012.

UNIT -V   INTERNATIONAL PERSPECTIVE:

Millennium development goals in relevance to children, United Nation's Convention on the Rights of Child 1989..International mechanisms for the welfare of children-SAARC, AHRC, ASEAN, European Union and Child Rights.UNICEF-Evolution, Objectives, Programmes, Achievements in India. ILO- In the context of Children.

UNIT-VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Visit Child Welfare agencies in local areas and prepare a report on the functioning of the child welfare agencies and the kind of services availed by children.

REFERENCES:

1. Bajpai, Asha.(2006). Child Rights in India: Law, Policy, and Practice. India. New Delhi:
2. Basu, Durga Das. (1994). Human Rights in Constitutional law. New Delhi: Prentice Hall
3. Baxi, Upendra.(2002). Future of Human Rights. New Delhi: Bueren
4. Bhatia, Vinita.(2011). Social Laws & Child Rights. New Delhi: Alfa
5. Chowdhry, Dharam Paul.(1980). Child welfare [and] development. New Delhi: Atma Ram
6. Cocker Christine.(2011). Advanced Social Work with Children and Families. New Delhi: Learning Matters.
7. Devi, Laxmi.(1998). Child and family welfare.Egully. Com
8. Gathia, Joseph Anthony.(1999). Child prostitution in India. New Delhi: Concept Publishing Company
9. Gupta D.N. and Singh. (2001). Human Rights and Freedom of Conscience: Some suggestions for its Development and Application. New Delhi: Chandrachur.
10. Misra, Rabi Narayan.(2003). Child Labour in Hazardous Sectors. New Delhi: Discovery Publishing House.
11. Peter, S.E.(1994). Human Rights: Perspective and Challenges. New Delhi: Lancers Books. Sarada, D., Rajini. N.(2009). Child Rights and Young Lives: Theoretical Issues & Empirical Studies. NewDelhi: Discovery India.
12. Shrivastave, Rekha.(2009). International Encyclopaedia of Women Rights and Children
13. Rights. New Delhi: Anmol Publications.
14. Tandon, R.K. &Sudarshan, K.N.(1998). Directory& Handbook on Children.New Delhi Ashish.
15. Theis, Joachim. (2004). Promoting Rights-Based Approaches, Experiences and Ideas
16. from Asia and the Pacific. Sweden: Save The Children., volume 2. New Delhi: Anmol publications.
17. Wal.S.(1999). International Encyclopaedia of Child Development Priorities for 21Century. New Delhi: Sarup and SonsPedagogy: Chalk&Talk, Seminar, PPT Presentation, Group Discussion and Case Study.

COURSE OUTCOME:

on successful completion of the course the students will be able to
- Understand the problems of Children
- Outline the Rights of Children
- Summarize the Policies pertaining to children
- Apply laws on children.
- Evaluate international perspectives of child rights and child protection.

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C. EMPLOYEE RELATIONS AND TRADE UNION

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- To teach the students on global as well as local perspective on industrial relations
- To understand the practices of industrial relations at all level.
- To know the need for enhancing appropriate skills to be acquired in promoting healthy industrial relations

UNIT –I:

Industrial Relations Definition, Meaning of Industrial Relations, Characteristics of a Good Industrial Relations System-Changing Profile of Industrial Workers–Labour in Constitution– Administration of Labour Department, Theories of IR, IR in Multi-National Companies.

UNIT- II:

ILO – History, Aims, Objectives, Structure and Functions, Social Security Measures, Achievements, Influence of ILO on Indian Industrial Relations –Industrial Relations and Labour Practices in India.

UNIT- III :

Trade Unionism – History, Objectives, Problems Faced, Recognition – Trade Union Movement in India – Employer Federation, Collective Bargaining: Methods, Issues, Problem and Settlement.

UNIT –IV:

Industrial Conflict: Industrial Conflict: Types, Causes, Consequences, Standing Orders, Industrial Disputes, Settlement Machineries, Industrial Peace and Harmony, Grievance, Discipline, Domestic Enquiry–Recent Trends. Workers Participation in Management.

UNIT –V:

Social Aspects in Industries: Social Responsibility of Industrial Organization, Evolution, Philosophy, Principles of CSR Developmental Projects- Goals and Implementation. Critical Analysis of CSR Approach. Roles of Social Workers/HR Professionals in Helping Industry to   Discharge its Social Obligations, EthicalAspectsinCSRProjects,Social Auditing.

UNIT-VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Self-Study: Legal aspects of Employee relations and understanding the local Trade Unionism

REFERENCES:

- Srivastava,'Industrial Relations and LabourLaws'(2nd)VikasPublishingHousePvt.Ltd.,2002.
- VijayAshdir,"Management of Industrial Relations"(2nd)KalyaniPublishers,2003.
- ArunMonappa,'INDUSTRIALRELATIONS',S.ChandCo.,1989.
- KesarsinghBhangoo,Dynamics of Industrial Relations,DeepPublications,2004.
- SharmaA.M.,'IndustrialRelations'andConceptual,LegalFrameWork',HimalayaPublishing House, Bombay,1989.

E-BOOKS/E-MATERIALS:

1. https://bookauthority.org/books/best-industrial-relations-books
2. https://www.academia.edu/29213079/Industrial_Relations_Book
3. https://slideplayer.com/slide/9764633/

COURSE OUTCOME:

- To familiarize with the role of management and unions in the promotions of industrial relations.
- Examine the labour relation issues and its management.
- To acquire skills in handling employer-employee relations.

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D. PSYCHIATRIC SOCIAL WORK

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES :

- To introduce the students to the concept of psychiatric social work.
- To highlight the historical development of psychiatric social work.
- To make students aware about psychiatric illnesses.
- To throw light on therapeutic intervention in psychiatric illness.
- To inform students about the scope of psychiatric social work practice.

Suggested Teaching / Learning Methodology
Lectures, PPT, Discussion, Small Group Exercises, Brain Storming, Mini Survey
Assignment, Seminar, Group/Mini Project, Filed / Observation Visits
Invited guest speakers / practitioner - discussion and interaction

UNIT –I:

Psychiatric Social Work: definition and concept, historical development in India and abroad; current status as a field of specialization.; case work, group work, and community organisation in the psychiatric services; limitations and difficulties faced in psychiatric social work practice; psychiatric epidemiologist in India.

UNIT- II:

Historical development of Psychiatry as a Field of Specialisation: attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times; concepts of normality, abnormality and mental health; classification of mental illness: Diagnostic Statistical Manual-V(DSM): International classification of diseases (ICD); psychiatric assessment: interviewing, case history taking; sources of intake, mental status examination; formulation of psychosocial diagnosis.

UNIT –III:

Psychiatric Illness: neuroses, psychoses, organic and functional, culture-bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence; mental handicap: definition, classification, clinical types and causes, Cerebral palsy: clinical types, causes, associated disabilities; epilepsy: definition, types, causes, management; ageing: biological, social and psychological problems; suicide: causes, indications, prevention; childhood disorders: behaviour disorders; eating, elimination, sleep and speech disorders; childhood psychoses: autism, schizophrenia; scholastic backwardness: symptoms, causes and management; attention deficit disorders
.

UNIT –IV:

Therapeutic Intervention in Psychiatric Illness: psycho education, cognitive therapy, group psychotherapy, family therapy, marital therapy: scope and types; behaviour therapy: principles and techniques, ECT, chemotherapy, psychosurgery and mega vitamin therapy; occupational therapy (purpose and concept).

UNIT –V:

Scope of Psychiatric Social Work practice: roles and functions of a psychiatric social worker with regards to the problems of patients and their families in:
Psychiatric OPD'S 2) psychiatric speciality clinics 3) de-addiction centres, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilization, reintegration of the patient in the family and community; principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work. concepts of : therapeutic community, partial hospitalization, daycare centers, halfway homes, sheltered workshop and transitory homes; national mental health programme; district mental health programme.

UNIT-VI   CURRENT CONTOURS (For Continuous Internal Assessment Only):

Students are expected to organize awareness programmes on the mental health issues affecting the rural urban and tribal people particularly on mental illness. Special attention may be given to school / student's mental health issues, suicide prevention, etc

REFERENCES:

1. Carson, Robert C., James N. Butcher, and James C. Coleman. Abnormal psychology and modern life . Scott, Foresman& Co, 1988.
2. Denzin, Norman K. Treating alcoholism: An alcoholics anonymous approach. Vol. 46. Sage Publications, Inc, 1987.
3. Dickerson, Martha Ufford. Social work practice with the mentally retarded. Free Pr, 1981. Hudson, Barbara L., and Raghu N. Gaind.Current Themes in Psychiatry.Macmillan, 1978.
4. Hughes, Jennifer, and Jennifer Barraclough. An outline of modern psychiatry.John Wiley & Sons, 1986.
5. John, Howells G. Modern perspectives in international Child psychiatry, Brunner & Mazel Pub.1971.
6. Kraepelin, Emil. Psychiatry: A Textbook for Students and Physicians. General Psychiatry. Ed. Jacques M. Quen.Science History Publications, 1990.
7. Marfatia, JayantChhotalal. Psychiatric problems of children.Popular Prakashan, 1963.
8. NunnallyJr, Jum C. "Popular conceptions of mental health: Their development and change." (1961).
9. Paul, Gordon L., and Robert J. Lentz. Psychosocial treatment of chronic mental patients: Milieu versus social-learning programs. Harvard University Press, 1977
10. Roberts, Nesta. "Mental health and mental illness."Mental health and mental illness. (1967).
11. Singh, HarGopal. Psychotherapy in India: From Vedic to modern times. No. 3.National Psychological Corporation, 1977.

12. Verma, Ratna. Psychiatric social work in India. SAGE Publications Pvt. Limited, 1992.
13. Walrond-Skinner, Sue, ed. Developments in family therapy: Theories and applications since 1948. Routledge, 1981.
14. Wolberg, Lewis Robert. Handbook of short-term psychotherapy.Thieme-Stratton, 1980.

COURSE OUTCOMES :

upon successful completion of this course, the student should be able to

- Describe the evolution of psychiatric social work in India and abroad
- Know the recent developments in the field of Psychiatric social work
- Acquire knowledge and indigenous practice of mental health
- Identify symptoms, causes of various mental disorder
- Apply therapeutic intervention for Psychiatric illness
- Know about the role of psychiatric social worker in rehabilitation of mentally ill people
- Apply social work methods and techniques in psychiatric settings

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Second Year   **ENTREPRENEURSHIP /**   **semester-IV**

INDUSTRY BASED COURSE

CONCURRENT FIELDWORK PRACTICE

Code: **(Theory)**   **Credit:5**

COURSE OBJECTIVES:

- The main objectives of this course are to:
- Facilitate Social Work Trainees and be exposed on social issues related to their fields of specialization.
- Gain Knowledge on Social Work Practice in Professional Social Welfare Agencies/Beneficiary Organizations.
- Develop a practical understanding needs/challenges of people in their fieldwork agencies
- Apply social work methods and techniques in their field of specialization
- Uphold the Ethics and Values of the Social Work Profession in their fields of specialization

A. STANDARD OPERATING PROCEDURES (SOPS)

a. **Timing** The Social Work Trainees are expected to strictly adhere to the official working hours of the Agency and be punctual. They should report to the agency on-time.

b. **Availability:** The trainee should report and work on the timings of the agency regularly, except on the days that are mentioned in the covering letter and be available throughout the agency's official working hours. However, if the agency requires the service of the trainee they can be called on holiday too.

c. **Required Number of Days and Hours:** The trainees are expected to fulfill a minimum of 30 days which may be for a duration of 8 to 12 weeks on concurrent basis where the trainees are expected to report on Tuesdays, Thursdays and Saturdays.

d. **Dress Code :** Only formal dress will be allowed

e. **Attendance:** 100% attendance in field work is compulsory for successful completion and getting pass. Trainee should report and work on the timings of the agency regularly, as mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee they can be called on holidays

B. **Reporting and Documentation:** Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency.

C. **Mentoring & Guidance by the Agency Supervisor:** The Agencies would a staff or an administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee

D. **Individual Conference with the Faculty Advisor:** The trainee will be provided with timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provide is about an hour. They are expected to submit written record of work done and the faculty supervisor is expected to enter comments prior to the conference.

E. **FIELD WORK REPORT**

Fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

F) **Purpose of the visit**: The social work trainee is expected to state his / her mission, intention or aim of visiting the agency.

g) **Observation:** The student social work trainee is expected to give an account of all that is around him in the agency that has a direct or indirect bearing with the object/subject of intervention. The scope of inference must be problem-specific.

h) **Content:** All that transpired between the student and his client/ employee/ member of the Community in the course of the intervention, constitutes the content.

i) **Impression:** This is a subjective expression of the student trainee's goal assessment. The student trainee is at liberty to state his feelings, cognitive judgment, and general expectations with regards to his client/employee /member of the Community and the overall intervention process.

j) **Trainee's role:** The trainee is expected to describe all the skills, methods/techniques he or she adopted in the intervention process.

k) **Next plan of action:** The student trainee is expected to state what will become his next line of action or better still, what he/she intends to do in the next fieldwork schedule.

Evaluation (Concurrent Field Work for Semester IV)

Evaluation: Internal   : 40 marks

1. Case Work/Case study Practice/ Need Analysis Survey   - 10 marks
2. Group Work/PRA/ SWOC/ Mini Research/   - 10 marks
3. Awareness Programme/ Contribution to the Agency   - 10 marks
4. Understanding the Agency and its
   Functional services   - 5 marks
5.   Reporting /Attendance for field work   - 5 marks
                                                          ----
                                                           40 marks
                                                          ----
External (60 marks)

1. Understanding of the agency   - 20 marks
and its services
2. Theoretical Knowledge/ Practice Skills   - 20 marks
3. Mobilising Resources/ Attendance for field work   - 10 marks
4. Communication and Presentation   - 10 marks

COURSE OUTCOME

After successful completion of thiscourse, theSocial work traineeswillbeable to attend the the following tasks in an enhanced professional manner:

- Increase the coping capacity of all clients by effectively utilizing the problem-solving model.
- Participate fully in contribution to the modification/formulation of various social policies or influencing most social policies from its formative stage.
- Create awareness by educating, advocating, and concentrating on conscientizing the society to effectively utilise available human and materials resources.
- Harmonizing human relationships in their physical and social environments through rehabilitation, reconciliation, and re-integration, where and when necessary.
- Help in rural transformation by making rural life more meaningful to the people through helping them to achieve self-reliance.

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Second Year	PROJECT	Semester-IV
Code:		Credit:5

COURSE OBJECTIVES:

The overall objectives of the research project work is to make the trainees to

- Identify the pertinent research Problems.
- Collect, refer the earlier reviews and Find out the research gabs.
- Generate and infer hypothesis for the research problems.
- Learn the art of writing the research methodology chapter.
- Convert the collected verbal data into numerical for the purpose of statistical analysis and interpretation.
- Test the hypothesis and summarize the major findings, suggestion and conclusion.
- Compile the research report

Social Work trainees are required to undertake a social work research on any social issue of concern. Scientific research process is mandatory. Either inductive or deductive research studies could be pursued.

Chapterization for the research project comprises an Introduction, Literature Review, Research Methodology, Results and Discussion. Social work research, otherwise termed as evidence based research, emphasises implications for social work interventions.

Social Work trainees should prepare and submit a dissertation under the guidance of a faculty. The learner is to engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate research strategy and developing instruments of data collection, collecting the data, processing, analysing and interpreting the data and preparing the research report. The length of the research report may be between 60-75 pages and not exceeding 100 pages

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT /EVALUATION /VIVA-VOCE:

1. PROJECT REPORT EVALUATION (Both Internal & External):

I.	Plan of the Project	- 20 marks
II.	Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report.	- 45 marks
III.	Individual initiative	- 15 marks

2. VIVA-VOCE / INTERNAL& EXTERNAL   - 20 marks

TOTAL   **- 100 marks**

PASSING MINIMUM:

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)

        A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

        A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

COURSE OUTCOME

After successful completion of thiscourse, theSocial work researcherswillbeable to perform the following tasks in an enhanced professional manner:

- Increase in the knowledge on doing social work research.
- Suggest solutions to the identified problems among the targeted despondence.
- Support the Non-governmental Organizations/ Governmental departments in undertaking various social policies or influencing most social policies based researches.
- Publish articles in the books and journals.
- Help in rural transformation by making rural life more meaningful to the people through helping them to achieve self-reliance and happy.

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Second Year   **VALUE ADDED COURSES**   **Semester-IV**

HUMAN RIGHTS

Code: **(Theory)**   **Credit:2**

COURSE OBJECTIVES:

- To sensitize students about the basic concepts of human rights.
- To know about the functional aspects of human rights.
- To sensitize about the issues of human rights.
- To give knowledge about the application of human rights in the field of social work.

UNIT – I:

Human Rights - Meaning, Concept, Classification of rights: Moral rights, Legal rights, Civil rights, political rights and Human rights issues

UNIT – II:

Human rights concern- The UN Declaration of Human rights, Fundamental Rights and Duties under the Indian Constitution, Directive Principles of State Policy.

UNIT- III:

Rights of Vulnerable groups: Children rights, Women, aged, victims of caste and communal conflicts, human rights for indigenous people, Rights of people living with disabilities, rights of HIV/AIDS infected persons. Housing rights and rights of prisoners
.
UNIT -IV :

Human rights commission in India: Administrative structure, functions, power, inquiry procedure and steps, investigations. State commissions and human rights courts.

UNIT – V:

Illustrate cases on violation of Human rights. Public interest Litigation (PIL), Legal aid, Protection of Human Rights Act 1993

UNIT -VI   CURRENT CONTOURS (For Continuous Internal Assessment Only)

Students are expected to document and critically analyses the day-to-day human rights issues appeared in daily newspapers and present it in class room seminars.

REFERENCES:

1. Tafan,B. (2003) Social Work and Human Rights: New Delhi: Rawat
2. Hobhouse L.T. (1922) Elements of Social Justice, London: Allen and Unwin
3. Jagannadhan.V(1978)Administration and Social Change, New Delhi. Uppal
4. Malhotra.M (ed) (1992) Anthropology Development, Mittal Publications, New Delhi
5. ParamahamsaV.P.K(1984) Rural Transformation Readings, Hydrabad
6. Richard B. Brandt (Ed) (1962)Social Justice, Prentice HallInc, N J 1962
7. Varma(1980)Reservation, India Law and The Constitution, Allahabad: Chugh

COURSE OUTCOMES

Upon successful completion of this course, the student should be able to

- Understand the basic concepts of human rights
- Know the fundamental rights and UN Declaration of Human rights
- Know the vulnerable groups
- Know public interest Litigation (PIL), Legal aid and Protection of Human rights Act
- Educate the disabled people about their rights
- Analyse the human rights issues

Second Year   **Block Field Placement**   **Semester-IV**

Code: **(Theory)**   **Credit:**

BLOCK FIELD PLACEMENT:

The block field work training is a mandatory requirement of a Master's degree in Social Work. After the fourth semester examinations, the students shall undergo a minimum of one month on the job training in an agency with respect to the field of specialisation of the students, with the approval of the department.

INTRODUCTION:

This time is to be designed for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role.

The internship must be for a minimum of one month in an organisation related to the candidate's specialisation.

OBJECTIVES:

a. Develop enhanced practice skills and integrate learning.
b. Develop a greater understanding of real situations through involvement in the day-to-day work.
c. Develop an appreciation of others' efforts and develop sensitivity to gaps in the programme.
d. Enhance awareness of self in the role of a professional social worker.

Note: It is mandatory for course completion. Each student is required to submit the report to the respective department through their fieldwork supervisor (No Marks)

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