

# **PROGRAMME PROJECT REPORT**

**(As per the guidelines of the UGC-DEB – 2017)**



## **MASTER OF SOCIAL WORK (MSW)**

**Credit Based System (CBS)**

**(With effective from June 2018 -2019 onwards)**

**DIRECTORATE OF DISTANCE EDUCATION**

**ALAGAPPA UNIVERSITY,**

**KARAIKUDI - 630003.**

**ALAGAPPA UNIVERSITY, KARAIKUDI – 630003.**

**DIRECTORATE OF DISTANCE EDUCATION**

**Degree of Master of Arts in Social Work**

**Credit Based System (CBS)**

**(With effective from June 2018 – 2019 onwards)**

**a. Programme's Mission & Objectives:**

To afford a High Quality Post Graduate Degree MSW – Master of Social Work through Distance Learning mode to the graduate-aspirant in order to nurture learners in the emerging Indian society among the young minds. The pupil who wishes to understand basic concepts of Social Work and Social Work methods of the Social Work Profession, and also gain the knowledge about the Social Work Profession is the need of the hour to work with society and planning for social development for positive social change.

The objectives of the programme include;

- To give an expanded knowledge about Social Work Profession.
- To teach about Primary and Secondary Social Work methods.
- To study about various techniques used in the field of Social Work profession.
- To understand about Sociological concepts used for Social Work Practice.
- To understand about the knowledge of Working with communities.
- To know about Social Welfare Administration and its programmes.
- To study about Rural and Urban Community Development.
- To enlighten the students about Research Methodology.
- To provide knowledge on Mental Health
- To study about Corporate Social Responsibility.
- To understand about Counseling and guidance.

## **b. Relevance of the Programme with Alagappa University's Mission and Goals:**

In order to align with the mission and goals of Alagappa University the Master of Social Work Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

## **c. Nature of Prospective Target Group of Learners:**

This is Master of Social Work programme through Distance Learning mode is developed by keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in the subject Sociology. Also, the target group of learners includes various level employees of hospitals, secondary –level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

## **d. Appropriateness of programme to be conducted in Distance learning mode to acquire specific skills and competence:**

Master of Social Work programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about Foundations of sociology, Sociological theories. ii) Social Demography, Science, Technology and Society. iii) Sociology of Change and Development. Sociology of Indian Society, Dynamics of NGO Management, Social Problems – Perspectives and Interventions. iv) Sociology of Ageing, Gender and Society, Human Resource Development, Rural and Urban Sociology, Ecology and Society, sociology, sociology of Industry and Medical Sociology. The programme is developed to give detailed exposure theoretically and free-

hands experience on practical parts of the study in order to impart skills of Sociological concepts to the learners.

**e. Instructional Design:**

**e. 1. Curriculum Design:**

Sl. No	Course Code	Title of the Course	CIA Max	ESE Max.	TOT Max	C Max.
<b>FIRST YEAR</b>						
<b>I Semester</b>						
1.	<b>34911</b>	Social Work Profession	25	75	100	4
2.	<b>34912</b>	Social Science for Social Works	25	75	100	4
3.	<b>34913</b>	Psychology of Social Works	25	75	100	4
4.	<b>34914</b>	Social Case Work	25	75	100	4
5.	<b>34915</b>	Field Work Practicum - 1	25	75	100	4
		<b>Total</b>	<b>125</b>	<b>375</b>	<b>500</b>	<b>20</b>
<b>II Semester</b>						
6.	<b>34921</b>	Social Group Work	25	75	100	4
7.	<b>34922</b>	Community Organization and Social Action	25	75	100	4
8.	<b>34923</b>	Social Work Research and Statistics	25	75	100	4
9.	<b>34924</b>	Social Welfare Administration and Legislations	25	75	100	4
10	<b>34925</b>	Field Work Practicum - II	25	75	100	4
		<b>Total</b>	<b>125</b>	<b>375</b>	<b>500</b>	<b>20</b>
<b>SECOND YEAR</b>						
<b>III Semester</b>						
11.	<b>34931</b>	Counseling : Theory and Practice	25	75	100	4
12.	<b>34932</b>	Human Resource Management	25	75	100	4
13.	<b>34933</b>	<b>Specialization – 1*</b>	25	75	100	4
14.	<b>34934</b>	<b>Specialization – II*</b>	25	75	100	4
15.	<b>34935</b>	Field Work Practicum - III	25	75	100	4
		<b>Total</b>	<b>125</b>	<b>375</b>	<b>500</b>	<b>20</b>
<b>IV Semester</b>						
16.	<b>34941</b>	Disaster Management	25	75	100	4
17.	<b>34942</b>	Corporate Social Responsibility	25	75	100	4
18.	<b>34943</b>	<b>Specialization – III*</b>	25	75	100	4
19.	<b>34944</b>	Field Work Practicum - IV	25	75	100	4
20.	<b>34945</b>	Research Project Report	25	75	100	4
		<b>Total</b>	<b>125</b>	<b>375</b>	<b>500</b>	<b>20</b>
		<b>Grand Total</b>	<b>500</b>	<b>1500</b>	<b>2000</b>	<b>80</b>

**\*Group A: COMMUNITY DEVELOPMENT (CD)**

<b>specialization paper</b>	<b>course code</b>	<b>Course title</b>
specialization paper I	34933A	Rural Community Development
specialization paper II	34934A	Tribal Community Development
specialization Paper III	34943A	Urban Community Development

**Group B: MEDICAL AND PSYCHIATRIC SOCIAL WORK (M&P)**

<b>specialization paper</b>	<b>course code</b>	<b>Course title</b>
specialization paper I	34933B	Community Health
specialization paper II	34934B	Medical Social Work
specialization Paper III	34943B	Psychiatric Social Work

**Group C: HUMAN RESOURCE MANAGEMENT (HRM)**

<b>specialization paper</b>	<b>course code</b>	<b>Course title</b>
specialization paper I	34933C	Human Resource Development
specialization paper II	34934C	Labor Welfare and Industrial Relations
specialization Paper III	34943C	Organizational Behavior

**Group D: FAMILY AND CHILD WELFARE**

<b>specialization paper</b>	<b>course code</b>	<b>Course title</b>
specialization paper I	34933 D	Women and Child Welfare
specialization paper II	34934 D	Welfare of the Youth and Aged
specialization Paper III	34943 D	Demography and Family Welfare

**Course Code Legend:**

<b>3</b>	<b>4</b>	<b>9</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
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**349-** M.S.W. Master of Social Work

**X** -Semester No

**Y & Z**- Course number in the semester

**CIA:** Continuous Internal Assessment, **ESE:** End Semester Examination, **TOT:** Total, **C:** Credit Points, **Max.:** Maximum

No. of Credits per Course (Theory) -4

No. of Credits per Course (Practical) - 4

Total No. of Credits per Semester- 20

Total No. of Credits per Programme- 20 X 5 = 100

*e. 2. Detailed Syllabi:*

**SOCIAL WORK PROFESSION**

**FIRST SEMESTER**

<b>Course Code</b>	<b>Title of the Course</b>
<b>34911</b>	<b>Social Work Profession</b>

**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.

**Outcomes of the course:**

- This course aims at introducing the learners to the critical enquiry of the history and ideologies concerning Social Work
- To help the learners to understand fundamental objectives of social work profession, its values, and ethics as linked to contemporary ideology for social change

**Contents:**

**BLOCK I: Concept and Definition of Social Work, Historical Development of Social Work  
Unit I**

Social Work: Concept, Definition, Objectives, Principles and Philosophy.

## **Unit II**

Key Concepts of Social Work: Social Service, Social welfare, Social Security, Social Defense, Social Justice, Social Legislation, Social Development, and Social Reform.

## **Unit III**

Historical development of Social Work in United Kingdom, United States of America - Emergence of Functions and Scope of Social Work in India -

### **BLOCK II: Social Work as a Profession, Methods**

## **Unit IV**

Social Work as a Profession: Traits, Values, Ethics, Objectives, Goals, Nature, Scope, Philosophy, Principles and Functions.

## **Unit V**

Social Work Education: as a Profession, Professional Values – Training; Skills, Tools and Techniques - Professional Social Work and Voluntary Social Work.

## **Unit VI**

Methods of Social Work: Social Case work – Social Group Work – Community Organization – Social Work Research – Social Welfare Administration – Social Action.

### **BLOCK III: Reform Movement in India and Theories and Approaches of Social Work**

## **Unit VII**

Social Reform movements in India- Concepts, Definitions, Importance - Impacts and Role of Theosophical society, Bakhti movements, Dalit movements, Naxalbari movements and D.K. Movement. Major Contribution of Social Reformers: Buddha, Gurunanak, Iyyankali, Jothiba Phule, Swami Vivekananda, Raja Ram Mohan Roy, Gandhi, Dr. B.R.Ambedkar and E.V. Ramaswamy.



## **Unit VIII**

Theories & Approaches: Role Theory, Problem Solving Theory, Gestalt Theory, Systems Theory, Ecological Theory, Communication Theory and Existential Approach.

## **Unit IX**

Radical and Marxist perspectives of Social Work, Feminist Approach; Relevance and Scope of eclectic/integrated approach to social work practice

### **BLOCK IV: Models and Trends of Social Work Profession in India**

## **Unit X**

Models of Social Work: Relief model, Welfare model, Clinical model, Systems model, Radical model, Remedial model, Preventive model and Developmental model

## **Unit XI**

Social Work Profession: Trends in Social Work Profession in India - Development of Social Work Education in India. Integrated perspectives of International Social Work – Global Perspective, Human Rights Perspective, Ecological Perspective, and Social Development Perspective.

### **BLOCK V: Field Work Training, Fields of Social Work and Social Work Association**

## **Unit XII**

Field Work Training: Importance of Field Work and Supervision for Trained Social Workers - Problems faced by the Social Work Trainees in field work agencies - Need for Social Science knowledge for Professional Social Workers.

## **Unit XIII**

Fields of Social Work: Family and Child Welfare, Women Welfare, Youth Welfare, School Social Work - Community Development (Rural, Urban & Tribal), Dalit Welfare, - Medical and Psychiatric Social Work, Correctional Social Work Geriatric Social Work, Persons with Disabilities, Industrial Social Work and Human Resource Management.

## Unit XIV

Professional Associations in Social Work: Needs and Importance - National and International Professional Organizations: NASW, IASW, IFSW, ASSWI, ISPSW, NAPSWI, And PSWA - Problems faced by social work professionals in India.

### References:

- **Albrecht, Gary L.** Encyclopedia of Disability (4 Volumes), Sage, Oaks. 2006
- **Banks, Sara (1995)** Ethics and Values in Social Work: Practical Social Work Series, Macmillan, London.
- **Bhushan, Vidya & Sachdeva, D.R.** An Introduction to sociology, Kitalmahal, Allahabad. 1995
- **Chowdhry, Dharam Paul.** *Introduction to Social Work: History, Concept, Methods, and Fields.* Atma Ram, 1964.
- **Congress, E.P.** Social Work Values and Ethics, Nelson-Hall, Chicago, 1998
- **Desai, M.** Curriculum Development on History of Ideologies for Social Change and Social Work, TISS, Mumbai. 2000
- **Fink A.E.** The fields of social work, Henry Hold, New York. 1974.
- **Fried Lander, A.W.** Introduction to social work, Prentice Hall, New Jersey, 1974
- **Gangrade, K.D.** Dimensions of Social Work in India, Marwah, New Delhi, 1976
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- **Jacob, K. K.** *Social Work Education in India:(retrospect and Prospect).* Himanshu Publications, 1994.

- **Kinduha, S.K.** Social work in India, Sarvodaya Sahitya Samaj, Rajasthan, 1965
- **Payne, Malcom.** Modern Social Work Theory: a critical introduction, Macmillan, Hound mills, 1991.
- **Singh, R.R.** Field Work in social work education (Ed), Concept pub., New Delhi.1985.
- **Srinivas, Mysore Narasimhachar.** "Caste in modern India and other essays."*Caste in modern India and other essays*.1962.

## SOCIAL SCIENCE FOR SOCIAL WORKS

### FIRST SEMESTER

Course Code	Title of the Course
34912	SOCIAL SCIENCE FOR SOCIAL WORKS

**Objectives:** To facilitate the students to learn the various aspects of Society, Socialization, Family, Social stratification and Social Problems

**Learning Outcome:** On successful completion of the course the students should enrich their knowledge about

- (i) The elements of Society,
- (ii) Socialization and Social groups.
- (iii) Marriage and Family System,
- (iv) Social stratification and Social Change, and
- (v) Social Problems with special reference to India.

#### **Contents:**

#### **BLOCK I: Introduction of Social Thought and Sociological Theory**

#### **UNIT I**

Introduction of Social Thought and Sociological Theory- Central Problems of Sociological Theory

#### **UNIT II**

Levels of Theorization in Sociology - Empirical Generalization - Middle Range Theories - Grand Theories - Theoretical Perspectives.

## **BLOCK II: Origin and Development of Functionalism**

### **UNIT III**

Origin and Development Functionalism.

### **UNIT IV**

Analytical Functionalism: Talcott Parsons: Structure of Social Action

### **UNIT V**

Social System - Functional Pre-requisites - Pattern Variables.

### **UNIT VI**

Empirical Functionalism: Robert K. Merton: Theory of Social Structure

### **UNIT VII**

Manifest and Latent Functions. Reference Group - Relative Deprivation

### **UNIT VIII**

Manifest and Latent Functions. Reference Group - Relative Deprivation

## **BLOCK III: Conflict and Dialectical Theory and Habermas Theory**

### **UNIT IX**

Conflict Theory: Marxism and Conflict Tradition - Simmel's Conflict Theory

### **UNIT X**

Dialectical Conflict Theory of Dahrendorf- Conflict Functionalism: Social Functions of Conflict - Louis A. Coser.

### **UNIT XI**

Habermas -Theory of Communicative Action-Public sphere -Life world L.Althusser - Structural Marxism -Epistemological break-Structural Causality-Structure of dominance

## **BLOCK IV: Symbolic Interactionism, Phenomenology and Ethnomethodology**

### **UNIT XII**

Symbolic Interactionism: Historical Background - C.H. Cooley - George H. Mead - Herbert Blumer.

### **UNIT XIII**

Phenomenology and Ethnomethodology - A. Schutz, Peter Berger, Gluckmann and H. Garfinkel. Exchange Theory- Peter. M.Blau - Process of Exchange- Values, Norms- Social

## **BLOCK V: Exchange of Power**

### **UNIT XIV**

Exchange-Power - Study of Small Groups. George Homans: Elements of Behavior - The External System - Internal System -. Theory of Structuration., M. Facoult`s Postmodernism- Derrida , Poststructurlism and Post – Post Marxist Theories.

### **References:**

- **Abraham, F.** - Sociological Theory. New Delhi: Oxford University Press, 1982.
- **Adams, B.N. & Sydie, R.A.** - Contemporary Sociological Theory, New Delhi: Pine Forge Press, 2002.
- **Belmont:** Wadsworth Publishing Co., 1995.
- **Best, S.** – A beginner`s guide to Social Theory . London: Sage Publications, 2003.
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- **Turner, R.** – Ethnomethodology. Harmondsworth: Penguin, 1974.
- **Cohen, P.S.** - Modern Social Theory. London: Heimemann, 1968.

- **Coser, L.A.** - Masters of Sociological Thought (2nd Ed). New York: Harcourt Brace Govanovich, 1977.
- **Coser, L.A. & Rosemberg, B.** – Sociological Theory: A Book of Readings, Fourth Edition. New York: Macmillan Publishing. 1970.
- **Craib, I.** - Classical Social Theory. New York: Oxford, 1997.
- **Garfinkel, H.** – Studies in Ethnomethodology. Englewood Cliffs: Prentice- Hall, 1967.
- **Giddens, A.** - A Contemporary Critique of Historical Materialism. London: The Macmillan Press Ltd, 1981.
- **Giddens, A.** – Central Problems in Social Theory Action, Structure and Contradiction in Social Analysis. London: The Macmillan Press Ltd, 1979.
- **Haralambos & Holborn** - Sociology Themes and Perspectives, Fifth Edition. London:Collins, 2000.
- **Haralambos, M. & Heald, R.** – Sociology Themes and Perspectives. New York: Oxford University Press, 2005.
- **Martindale, D.** – The Nature & Types of Sociological Theory. New Delhi: Rawat Publications, 2001.
- **Merton, R.K.** - Social Theory and Social Structure, New York: Free Press, 1968.
- **Parsons, T.** - Sociological Theory and Modern Society. New York: Free Press, 1967.
- **Ritzer, G.** - Sociological Theory, (3Edition). New York: McGraw-Hill, 1992.

- **Schutz, A.** – The Phenomenology of social World. London: Heinemann, 1972.
- **Blumer, H.** – Symbolic Interactionism: Perspectives and Methods. New Jersey: Prentice-Hall, 1969.
- **Timasheff, N.S.** - Sociological Theory Its Nature and Growth. New York: Random House, 1967.
- **Turner, J.H., Beeghly, L., & Powers, C.H.** – The emergence of Sociological Theory.



# PSYCHOLOGY FOR SOCIAL WORKS

## FIRST SEMESTER

Course Code	Title of the Course
34913	PSYCHOLOGY OF SOCIAL WORKS

### Objectives:

- Develop an overall understanding of the principles of growth, their relevance, and application to behaviour at various phases in life.
- To understand the role of hereditary and environmental influences in growth and development.
- To understand interactional nature of growth and behaviour at various stages in life: infancy, childhood, adolescence, youth, adulthood, and old age.
- To develop sensitivity towards needs, developmental tasks, and health status along with the need for developmental programmes for the same.
- To apply the information on growth, development and health in social work practice in general and individuals, groups, and communities in particular.

### Outcome of the course

- This course aims to introduce learners to the development of the individual across the life span with an ecological perspective.
- It also provides an them with an understanding human development and behaviour besides theoretical inputs.

## **Contents:**

### **BLOCK I: Psychology: Definition, Concepts Recent Trends, Evolution of Human Life**

#### **Unit I**

Psychology: definition, nature and scope – Concept of human behavior – Normality and Abnormality - application in various fields - introduction to schools of psychology: Structuralism, Functionalism, and Gestalt

#### **Unit II**

Recent trends: 1. Biological, 2. Psychodynamics, 3. Cognitive, 4. Behavioral, 5. Humanistic

#### **Unit III**

Evolution of human life: Conception – Stages of Prenatal development a) Period of Ovum b) Period of embryo c) Period of Fetus –Birth and its types - Pre and Post natal care.

### **BLOCK II: Human Growth and Development Concept and Stages, Learning**

#### **Unit IV**

Human growth and development: Concept, meaning, nature and importance – developmental task, hazardous, physical, social, emotional, and cognitive development - Physical and Psychological aspects of various stages - Stages of development: pregnancy and child birth - infancy – babyhood – childhood – puberty - adolescent – adulthood – middle age – old age.

#### **Unit V**

Learning: Concept, nature, definition – types of learning: Cognitive, Sensory, Motion and Verbal learning - Theories: a) Trial and error, b) Classical conditioning, c) Operant conditioning, d) Insightful – Transfer of learning - Aproches of Pavlov and Skinner - remembering and forgetting

### **BLOCK III: Motivation, Adjustment and Perception**

#### **Unit VI**

Motivation: concept, meaning, definition, - motives for survival – Human needs and motivation - types and characteristics of motives - Interaction of motivation – social motives – theories of motivation: a) Instinct, b) Drive reduction, c) Arousal, d) Incentive, e) Cognitive, f) Maslow's Hierarchy - conscious and unconscious motivation.

#### **Unit VII**

Adjustment: concepts of adjustment and maladjustment - stress; frustration; conflict - nature and types - Coping mechanisms: nature and types - mental health and community mental health.

#### **Unit VIII**

Perception: Concept, Definition, characteristics and Nature, Types – perceptual processes - errors in perception - perception space, depth perception, motion perception, auditory, and visual attention – perception illusion – subliminal perception and extra sensory perception - factors influencing perception.

### **BLOCK IV: Attitude, Intelligence and Stress**

#### **Unit IX**

Attitude: concept and nature of attitudes, stereotypes, and prejudices – components of attitude and their consistency - formation of attitudes – process of attitude change in individuals and groups – collective / crowd behavior, adjustment.

#### **Unit X**

Intelligence: Definition - Theories of intelligence: a) Unitary, b) Multi-factor, c) Two factor, d) Group factor, e) Hierarchical – Types of intelligence - Measurement of intelligence – Classification of I.Q – Mentally retarded.

## **Unit XI**

Stress: Meaning, Causes and Effects - Conflict: Meaning, Types, Coping drives, Factors influencing stress - Stress reduction strategies - Defense mechanism - A brief idea on major psychiatric illness - Mental Illness / Health: Concept and Definition, Types - Significance of mental health - Mental retardation.

### **BLOCK V: Personality, Social Psychology and Application of Psychology for Social Works**

## **Unit XII**

Personality: definition, structure, nature, characteristics and theories of personality - Trait and type of theories – A brief overview of psychodynamic and humanistic theories - important concepts of the contributions of Freud, Jung, Adler, Maslow, and Ericson - factors influencing personality development – influence of heredity and environment – emotions – development of emotions – individual and group emotions - socialization process.

## **Unit XIII**

Social Psychology and its applications: Collective behavior - nature and reasons for collective behavior - manifestations of collective behavior.

## **Unit XIV**

Application of Psychology for Social Workers - Role of Social Workers in promoting Mental Health – importance and Demands for psychiatric social workers.

### **References:**

- **Hurlock, E.B.:** Developmental Psychology, A Life Span Approach (Tata McGraw-Hill, New Delhi, 2006)
- **Morgan, C.T.:** Introduction to Psychology 7th Edition (Tata McGraw-Hill, New Delhi, 1993)
- **Hall, C.S. and Lindzey, G.:** Theories of Personality (Wiley New York, 1978)
- **Page, J.D.:** Abnormal Psychology (Tata McGraw-Hill, New Delhi, 1991)

- **Jayaswal, S.R.:** Guidance and Counseling : an Elective Approach(Lucknow,1968)
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- **Murray H.A.** (1938) Exploration in personality. N.Y. Oxford University Press
- **Robinson,A.J.**(1972)The 1972 annual handbook for group facilitators. San Diego, CA:Pfeiffer& Company
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- **Page, James, D. 1982.** Abnormal Psychology, Tata McGraw Hill Co. Ltd., New Delhi
- **Linda L. David Off** 1980 Introduction to Psychology, McGraw Hill Inc. USA.

## **SOCIAL CASE WORK**

### **FIRST SEMESTER**

<b>Course Code</b>	<b>Title of the Course</b>
<b>34914</b>	<b>SOCIAL CASE WORK</b>

#### **Objectives:**

- To understand case work as method of Social Work and to understand values and principles of working with individuals and families.
- To develop the ability to critically analyse problems of individuals and families and factors affecting them.
- To enhance the understanding of the basic concepts, tools, and techniques in working with individuals and families in problem solving and in developmental work.
- Develop appropriate skills and attitudes to work with individuals and families.
- Develop the ability to reflect on „self“ as person and grow as a professional social worker

#### **Outcome of the Course**

- This course aims to develop simple to complex skills of working with individuals and families in various situations (like crisis, preventive, and developmental) and settings.

## **Contents:**

### **BLOCK I: Social Case Work: Definition and Concept, Nature and Scope**

#### **Unit I**

Social Case Work: Concepts, Definition, meaning, Objectives, Purpose, Importance, Nature and Scope - Historical development – components of social case work: person, problem, place, and process - values and principles of case work practice.

#### **Unit II**

Socio-cultural factors affecting the case work practice in India - Skills of Social Case Worker - Impact of Social, Cultural factors on individual and families - relationship with other methods of social work - skills in social case work practice

### **BLOCK II: Case Work Process and Evaluation Tools and Techniques of Social Case Work**

#### **Unit III**

Case work process: Intake: meaning, steps, referral- types, and stages. Study: Meaning, tools used/procedure followed in the study process: interviewing: types, purpose, skills, techniques, and principles of interviewing; home visits & reaching out, collateral contacts & relationship. Assessment: Social Diagnosis: meaning, types, and models. Treatment/Intervention: meaning, objectives, goals and goals setting & treatment planning, principles, models, types, and techniques (supportive/environmental manipulation, reflective/ practical help or material help & direct treatment/ counseling).

#### **Unit IV**

Evaluation: meaning, purpose/objectives, types, methods/techniques/instruments, difference between appraisal, monitoring, and evaluation; Termination: meaning, reaction to termination, decision to terminate, and planning for termination. Follow-up- meaning, purpose, and types.

## **Unit V**

Tools of techniques of social case work: interview, observation, home visits and collateral contacts – social case work intervention: direct and indirect multi-dimensional intervention

### **BLOCK III: Case Worker – Client Relationship and Case Work and Communication**

## **Unit VI**

Case Worker-Client Relationship: meaning, purpose, needs, significance, and elements, components - characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure - principles of client-worker relationship; obstacles in client worker relationship.

## **Unit VII**

Case Work and Communication: meaning, purpose, importance, principles, elements in communication process - types, importance of listening, observing and feedback, communication barriers and ways to overcome them - importance of interpersonal communication in case work.

### **BLOCK IV: Approaches and Theories to Practice, Recording and Application of Social Case Work**

## **Unit VIII**

Approaches and theories to Practice: psychosocial approach, functional approach, diagnostic approach, problem solving model, crisis intervention; behavior modification, functional and development of an eclectic model for practice. Family therapy and counseling in the Indian context: similarities and differences.

## **Unit IX**

Recording in Case Work: meaning, sources and types - process record- person oriented and problem oriented records and its components - summative record, etc - principles of recording – needs and importance of recording - uses and maintenance of record.



## **Unit X**

Application of Social Case Work in different settings and Clientele groups: medical and psychiatric settings- mentally retarded shelter homes - mental rehabilitation center - de-addiction and detoxification centers - mental health and community based rehabilitation - role of social workers in hospital settings

### **BLOCK V: Social Case Work with Various Settings and Role of Social Case Work and Research in Social Case Work**

## **Unit XI**

Social case work with Family and child welfare settings: family, child guidance clinic, schools, geriatric care of aged and the terminally ill – foster home

## **Unit XII**

Case work practice in community settings: self-help groups, schools, industries and correctional institutions

## **Unit XIII**

Role of case worker in various settings: enabler, facilitator, guide, resource mobilize - use of professional self - conflict and dilemmas in working with individuals and family - Problems and limitations of social case worker in different settings.

## **Unit XIV**

Practice and Research in Social Case Work - Use of Single case evaluation and Ethnography as Research methods in Social Case Work.

### **References:**

- **Hollis, Florence.** *Casework: A psychological therapy.* New York: Random House, 1964.
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- **Roberts, Robert W., and Robert H. Nee,** eds. *Theories of social casework.* Chicago: University of Chicago Press, 1970.
- **Russell, Mary.** *Clinical social work: Research and practice.* Vol. 14. SAGE Publications, Incorporated, 1990.
- **Smalley, Ruth Elizabeth.** *Theory for social work practice.* New York: Columbia University Press, 1967.
- **Sundel, Martin, and Sandra Stone Sundel.** *Behavior modification in the human services: A systematic introduction to concepts and applications.* New York: Wiley, 1975.
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- **Timms, Noel.** *Recording in social work.* Taylor & Francis, 1972.
- **Timms, Noel.** *Social casework: Principles and practice.* London, Routledge, 1964.
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## FIELD WORK PRACTICUM - 1

### FIRST SEMESTER

Course Code	Title of the Course
34915	FIELD WORK PRACTICUM - I

**Specific Objectives:** On successful completion of the course the students should enrich their knowledge regarding the

- Understanding the concepts related to working with Communities and processes involved in it.
- To familiarize the emerging trends and experiments in Community Organization
- To introduce various aspects of Social Action as an effective method of Social Work.

**Learning Outcome:** To facilitate the students to learn about different dimensions of Community Organization and Social Action and its importance in Social Work.

Social work practice is designed to provide a variety of opportunities to develop and enhance professional practice skills through, orientation, observation visits, rural/tribal camps, etc.

**Orientation:** A detailed instruction about field work, objectives importance of field work. Orientation provides information regarding: (1) the importance and place of the practice in the social work education and (2) the purpose, functions, and ethics in professional practice

**Observation Visits:**

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 critically evaluate the initiative of voluntary and government programmes, and to develop an appreciation of social work intervention in these programmes.

A minimum of 5 visits to different social agencies with at least two settings pertaining to each field of specialisation.

Suggested field:

*Health Setting:* Hospitals, de addiction centres, community health extension projects, district mental health programmer /projects, etc

*Educational Setting:* Formal schools, non formal / adult education centres, etc.

*Community Services:* Community projects, self help groups, successful youth clubs and mahalir mantrams, environment groups, skill development centres, etc.

Services for special groups: like differently abled, destitute, elderly- both institutional and non institutional

*Criminal Justice system:* observation homes, jails, etc.

*Civic Administration Centres-:* municipal, panchayat union, panchayat etc.

a) **Services learning Project** : on social issues / problems – Minimum of 10 days to be allotted for this purpose. A minimum of two programmes should organised by the group. One programme must be rural based. Suggested themes such as anti – dowry campaign, HIV/AIDS awareness, gender sensitisation, alcoholism, and drug awareness, etc. could be considered.

## **NORMS FOR SOCIAL WORK PRATICUM**

### **I Semester Field Work:**

Field work orientation and agency visits- a minimum of 10 visits to different social agencies with at least two settings pertaining to each field of specialisation. – 10 marks.

**Evaluation : Total Marks – 100**

**Internal Evaluation - 25 marks**

**A. Filed Orientation visits (10marks)**

(i) Observational Skills	-	5 marks
(ii) Reporting	-	5 marks
(iii) Attendance for field work	-	5marks
Total		15 marks

**Self Learning Project (10 marks)**

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

**External Evaluation – (75 marks)**

External examiner to be appointed by the University as is for project. One examiner may be appointed for every 15 students

Break up of marks is as follows:

- |                                   |   |          |
|-----------------------------------|---|----------|
| 1. Theoretical Knowledge          | – | 15 marks |
| 2. Practical Skills               | - | 15 marks |
| 3. Mobilizing resources           | - | 15 marks |
| 4. Communication and Presentation | – | 15 marks |
| 5. Reporting                      | - | 15 marks |

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75 marks

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## **SOCIAL GROUP WORK**

### **SECOND SEMESTER**

<b>Course Code</b>	<b>Title of the Course</b>
<b>34921</b>	<b>SOCIAL GROUP WORK</b>

#### **Objectives:**

- Appreciate the importance of groups in the life of an individual and develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
- To gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics, and models.
- To develop knowledge of the principles, skills, and techniques to be used by the social worker in group.
- To develop a beginning awareness of the various programme media and skills of programme planning.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

#### **Outcome of the course**

- This course aims at developing the understanding of group work as a method, developing skills for intervention and gaining knowledge of the scope of this method in various settings

#### **Contents**

### **BLOCK I: Social Group Work: Concept and Definition, Phases of Group Information**

#### **Unit I**

Social group: concept, definition, meaning, objectives, purpose, characteristics, nature and scope - types of groups-social group and social group work group - functions of a group.

## **Unit II**

Phases of group formation: forming, storming, norming, performing, adjourning, mourning/grieving - basic human needs met by groups at different stages of group development - group goals.

### **BLOCK II: Group Process and Introduction to Social Group Work**

## **Unit III**

Group process: bond, acceptance, isolation and rejection - sub-group formation - newcomers in the group, expectation, withdrawal, behavior contagion, conflict and control - classification of group process: basic, structural, locomotive, and molar - Group dynamics: meaning, definition, functions, and basic assumptions of group dynamics.

## **Unit IV**

Social group work: concepts, definition, assumptions, purpose, goals, principles, and values of group work - historical development of group work - group work as a method of social work – group work relation to other methods of social work.

### **BLOCK III: Group Work Process, Assessment, Intervention, Supervision**

## **Unit V**

Group work process: Intake and study - selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of home visits, and collateral contacts.

## **Unit VI**

Assessment: preparing for group work, first meetings – interviewing - ground rules for group work meetings - group roles and responsibilities - group meetings,

## **Unit VII**

Intervention/treatment: problem identification - making them work - dealing with difficulties within the group - group presentations - group work evaluation- meaning and its place in group work - Evaluation: steps in group work evaluation - criteria for good



group work - checklist for group work evaluation- Termination - reaction to termination - Follow up.

### **Unit VIII**

Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques - conditions for good supervision.

## **BLOCK IV: Leadership in Group, Models and Approaches and Group Work Recording**

### **Unit IX**

Leadership in group: concepts, definition, characteristics, functions, qualities of leader - types and theories of leadership - training for leadership - sociometry and sociogram - Group work for team building: meaning, purpose, situational leadership in team building

### **Unit X**

Models and approaches: social goal model, remedial and reciprocal model - group therapy -group psychotherapy - therapeutic - social treatment - development group - task-oriented group, etc.

### **Unit XI**

Group work recording: meaning, purpose, types - principles of group work recording - scope, problems, and limitations of group work practice in Indian settings - role of group worker in various settings.

## **BLOCK V: Programme Planning, Programme Laboratory Group Work Settings and Practice**

### **Unit XII**

Programme planning: meaning and definition of programme - principles and process of programme planning - place of agency in programme planning.

### **Unit XIII**

Programme laboratory- values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role

play, brain storming, camping- planning and conducting camps - stages of group development - use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation

#### **Unit XIV**

Group work settings and practice: application of group work method in different settings; community settings - medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged - family and child welfare settings - the aged homes, schools, correctional institutions, and industries - skills of a group worker.

#### **References:**

- **Alissi, Albert S.** "Social group work: Commitments and perspectives." *Perspectives on social group work practice* (1980): 5-35.
- **Conyne, R. K.** (1999). *Failures in group work: How we can learn from our mistakes*. Chronicle Books.
- **Corey, Gerald.** *Theory and practice of counseling and psychotherapy*. Nelson Education, 2015.
- **Douglas, Tom.** *Group processes in social work: a theoretical synthesis*. John Wiley & Sons, 1979.
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- **Glassman, Urania.** *Group Work: A Humanistic and Skills Building Approach: A Humanistic and Skills Building Approach*. Vol. 13. SAGE Publications, 2008.
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- **Lifton, Walter M.** *Working with Groups*. Wiley, 1966.

# COMMUNITY ORGANISATION AND SOCIAL ACTION

## SECOND SEMESTER

Course Code	Title of the Course
34922	COMMUNITY ORGANISATION AND SOCIAL ACTION

### Introduction:

Community organization as method of social work practice is seen as a means to facilitate communities towards self-directed change. It takes as its basis, the inequalities in society manifested through processes of marginalization, discrimination or disempowerment of groups, which have resulted in the loss control over resources, be they tangible or intangible. The strategies of CO practice being addressed as part of the course covers a range of different ideologies, from those people initiated and those that are initiated by the elite. CO is seen as a means as well as an end, where collective process sustains the community's capacity to bring about change.

### Objectives:

- To understand the different aspects of a community, its functions, and problems
- To understand the critical elements of community organization 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 organization & social action and to develop the basic skills to apply for those in the community.

### Contents:

#### **BLOCK I: Community, Community Dynamics and Community Leadership: Concept and Definition**

##### **Unit I**

Community: concept, definition, meaning, types, and characteristics - community power - structure - minority groups.

## **Unit II**

Community dynamics: integrative and disintegrative processes in the community.

## **Unit III**

Leadership: definitions, characteristics, types and qualities - leadership in different types of communities - theories of leadership – symbols, rituals, apathy, prejudice and individual predisposition - community power structure and political organizations in the community - factions and sub-groups - minority groups.

### **BLOCK II: Community Organisation, Community Participation and Models of Community Organisation**

## **Unit IV**

Community Organization: concept, definition, objectives, philosophy, approaches, principles and skills - community organization as method of social work - community welfare councils and community chests - **models** of community organization

## **Unit V**

Community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation.

## **Unit VI**

Methods of community organization: Planning, education, communication, community participation, collective decision making, involvement of groups and organizations, resource mobilization, community action, legislative and non-legislative promotion, co-ordination - community organization as an approach to community development.

### **BLOCK III: Phases of Community Organisation, Intervention and Application of Community Settings**

## **Unit VII**

Phases of community organization: study, assessment, discussion, organization, action, evaluation, modification, continuation and community study

## **Unit VIII**

Intervention strategies in community settings: awareness building, organizing, activating, people's participation, negotiating, lobbying, and resource mobilization, resolving group conflicts, programme planning and service delivery, developing human resource, and monitoring and evaluation

### **BLOCK IV: Social Action: Definition, Concept and Strategies**

## **Unit IX**

Application of community organization in different settings: rural, urban, tribal - target groups: children, youth, women, aged, Dalits - community organization in emergencies: fire, flood, drought, famine, earthquake, and war - community organization at local, state, and national level.

## **Unit X**

Roles of the Community Organizer: Models of Community Organization as practiced – Local department, Social Planning, Social Action and Community Liason – Methods and skills in Community Organization – Use of Social Work methods in Community Organization.

## **Unit XI**

Social Action: Concept, meaning, definition, objectives, characteristics, principles, methods and techniques - social action as a method of social work - social action and social reform - scope of social action in India - enforcement of social legislation through social action. Approaches: rights based approach - advocacy based approach

## **Unit XII**

Strategies: preparation of carefully worded statement of policies - preparation of carefully analysis of pending legislations - individual consultation with key legislators on the implication of pending measures - persuasion of influential organization to support or

oppose pending legislation - creation of ad hoc citizens committee composed of people of great influence or prestige.

## **BLOCK V: Radical Social Work and Applications of Community Organisation**

### **Unit XIII**

Radical Social Work: meaning, techniques - role of Paulo Freire and Saul Alinsky, Marx, Gandhi, Jayaprakash Narayan, and Vinoba Bhave - community organization as a Parapolitical process and role of social worker in community organization and social action.

### **Unit XIV**

Application of Community Organization in different fields: Health, Correctional, Educational, Rural and Urban, Industrial, Community Welfare Councils and Community Chest - Strategies of community organization: Advocacy, Campaigning, Lobbying and Networking

### **References:**

- **Biklen, Douglas.** *Community organizing: Theory and practice.* Prentice Hall, 1983.
- **Desai, Akshayakumar Ramanlal.** "Peasant struggles in India." 1979.
- **Champerlain, Edna.** Strategies in Social Action: An Essay Review, *Australian Journal of Social Work*, Volume 20, Issue 4, (1967) : 25-27
- **Gittel, Ross, and Avis Vidal.** *Community organizing: Building social capital as a development strategy.* Sage publications, 1998.
- **Government of India.** *Encyclopedia on Social Work.*, Publication division. 1980.
- **Hillman, Arthur.** *Community organization and planning.* Macmillan, 1950.
- **Kramer, Ralph M., and Harry Specht.** *Readings in community organization practice.* Prentice-Hall, 1983.

- **McMillen, Ardee Wayne.** "Community organization for social welfare." (1945)
- **Murphy, Campbell G., and Marion Hathway.** *Community organization practice.* Houghton Mifflin, 1954.
- **Poplin, Dennis E.** "The Concept of Communities." *A Survey of Theories and Methods of Research* (1979): 1-25.
- **Ross, Murray. "G.,** 1955, "Community Organization: Theory and Principles."
- **Siddiqui, H. Y.** *Working with communities: An introduction to community work.* Hira, 1997

# SOCIAL WORK RESEARCH AND STATISTICS

## SECOND SEMESTER

Course Code	Title of the Course
34923	SOCIAL WORK RESEARCH AND STATISTICS

### Objectives:

- Develop an understanding of 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 favorable 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 conceptualize, formulate, and conduct simple research projects

(includes basic research skills such as conceptualization 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 research report, etc.).

### Outcome of the course

- This course will equip learners to utilize and conduct research as service managers to improve services, evaluate and develop new services,
- To develop intervention methods, strategies, techniques, and also to be an active consumer of other research.



## **Contents:**

### **BLOCK I: Introduction to Research and Social Work Research, Scientific Method and Research Approaches**

#### **UNIT I**

Research: concept, objectives, characteristics, ethics, and qualities of good researcher; social research: meaning and objectives; social work research: meaning, scope, importance, limitations in social work research, and difference between social research and social work research;

#### **UNIT II**

Scientific method: meaning, characteristics, and process of scientific inquiry; relationship between theory method & fact; types of research: pure, applied, and action research; participatory and evaluation research;

#### **UNIT III**

Research approaches: qualitative research: meaning, scope, characteristics, strategies, sampling and design, types of qualitative research: ethnography, focus group discussion, life history and content analysis; use, limitations, and obstacles in qualitative research, quantitative research: meaning, type, difference between qualitative and quantitative research.

### **BLOCK II: Selection of the Problem, Theory and Hypothesis**

#### **UNIT IV**

Selection of problem: criteria and sources; surveying the field; literature review and developing the bibliography: purpose; using library and internet, library ethics, abstracting and plagiarism; defining the problem: need and significance of the problem; basic research questions: meaning and importance; research objectives;

## **UNIT V**

Theory: meaning and use; inductive and deductive theory construction; concepts, indicators, and variables: meaning; types of variables; formal and operational definitions; measurement: meaning, levels of measurement; nominal ordinal, interval, and ratio

## **UNIT VI**

Hypothesis: meaning, sources, characteristics, functions and types; assumptions and limitations; attributes of a sound hypothesis; hypothesis testing; level of significance; critical region; Type-I and Type-II errors.

### **BLOCK III: Research Design, Tools and Methods of Research**

## **UNIT VII**

Research design: meaning and types- exploratory, descriptive, diagnostic, experimental, and single subject research designs; universe and sampling: meaning, need, principles, types and techniques, and advantages and disadvantages;

## **UNIT VIII**

Tools/instrument: steps involved in tool construction; validity and reliability: meaning and types; use of scales (developed by WHO/ILO, etc.), scaling procedures (Thurston, likert, bogardus, and semantic differentials): interview guide, code book, pilot study, and pre-test; sources of data: primary and secondary data.

## **UNIT IX**

Methods: quantitative- interview- meaning and types; questioners: meaning and types; participatory and rapid appraisal techniques; qualitative- in-depth interview, observation and types and document review; mixed and multi method & triangulation;

## **BLOCK IV: Data Processing, Report Writing in Research**

### **UNIT X**

Data processing; transcription, data processing; presentation of data: tabular and graphical presentation; data analysis: univariate, bivariate, and multivariate analysis; interpretation: meaning, techniques, and precautions;

### **UNIT XI**

Report writing: content and format; mechanics of writing research reports and precautions; research abstracts; footnotes, referencing, and bibliography: meaning and differences; methods of referencing; preparation of research project proposal; agencies involved in social work research.

## **BLOCK V: Statistics, Dispersion and Computer Applications**

### **UNIT XII**

Statistics- meaning, use, and its limitations in social work research; measures of central tendency: arithmetic mean, median, and mode

### **UNIT XIII**

Dispersion: range, quartile deviation, standard deviation and co-efficient 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;

### **UNIT XIV**

Computer applications: use and application of computer in social work research with special reference to excel, etc.

### **References:**

- **Anderson, et al.** *Thesis and assignment writing*. J. Wiley and Sons Australasia, 1970.
- **Baker, Therese L., and Allen J. Risley.** "Doing social research." (1994).

- **Bryman, Alan, and Bob Burgess**, eds. *Analyzing qualitative data*. Routledge, 2002.
- **Clandinin, D. Jean, et al.** "Collecting and interpreting qualitative materials." *Personal experience methods* (1998): 150-178.
- **Denzin, Norman K.** "The research act: A theoretical introduction to research methods." (1978).
- **Denzin, Norman K., and Yvonna S. Lincoln.** *Handbook of qualitative research*. Sage Publications, Inc, 1994.
- **Giddens, Anthony, and Jonathan Turner.** "H.(1987): Social Theory Today."
- **Goode, William J., and Paul K. Hatt.** "Methods in social research." (1952).
- **Gupta, S. P.** *Elementary Statistical methods* sultan chand & sons. 1992
- **Henri, Theil.** "Statistical decomposition analysis." (1972).
- **Kothari, Chakravanti Rajagopalachari.** *Research methodology: Methods and techniques*. New Age International, 2004.
- **Krippendorff, Klaus.** *Content analysis: An introduction to its methodology*. Sage, 2012.
- **Laldas, D. K.** "Practice of social Research." *Rawat Publication Jaipur* (2000).
- **Morgan, David L.** "Focus groups." *Annual review of sociology* (1996): 129-152.
- **Nachmias, David, and Chava Nachmias.** "Research methods in the social sciences." (1976).
- **Netemeyer, Richard G., William O. Bearden, and Subhash Sharma.** *Scaling procedures: Issues and applications*. Sage Publications, 2003.

## SECOND SEMESTER

Course Code	Title of the Course
34924	<b>SOCIAL WELFARE ADMINISTRATION AND LEGISLATIONS</b>

### Objectives:

- To acquire knowledge of the basic process of registering, managing, and administrating welfare agencies in the context of social work profession.
- To acquire skills to participate in management, administrative process, and programme delivery.
- To develop the ability to see the relationship between policy and programmes and to analyze the process as applied in specific settings and specific programmes.
- To gain knowledge on policy analysis and policy formulations and to study social policies, plans, legislations and programmes so as to be able to interpret, enforce, and challenge them.
- To understand critically the concept and content/indicators of social development

### Outcome of the course

- This course aims at helping the learner to understand management process and developing administrative skills and also to understand the learners to how policy is a link between constitutional principles and legislative actions and to understand the concept of social development.

### Contents:

#### **BLOCK I: Social Welfare Administration: Meaning and Definition; Purpose, Social Welfare Programme and Agency**

#### **UNIT I**

Social Welfare Administration: meaning and definition of social welfare administration and social work administration; purpose, historical development; principles, functions, and areas (policy making, planning, personnel, supervision, office administration,

budgeting, finance, fund raising, accounting, auditing, purchase and stock keeping, record maintenance, co-ordination,

## **UNIT II**

Public relation, monitoring and evaluation, and research, annual report); social welfare administration at national, state, and local levels; CSWB (Central Social Welfare Board), state social welfare board, directorate of social welfare, and handicapped welfare.

## **UNIT III**

Social Welfare Programme and Agencies: evaluation of social welfare in India; voluntary social work, social agencies: meaning, definition, type and models of NGO's; roles of NGO's in national development; governmental schemes on social welfare;

### **BLOCK II: Agency Registration, Social Policy and Programmes**

## **UNIT IV**

Agency registration: methods, advantages, preparation of byelaws, memorandum of association, rules, regulation, and registration procedures.

## **UNIT V**

Registration of societies and trusts: governing board, committees. Executives; qualities, functions, and role.

## **UNIT VI**

Social Policy: definition, need, evolution and constitutional base; sources and instrument of social policy,

## **UNIT VII**

Social policies regarding Other Backward Castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs), and de-notified communities;

## **UNIT VIII**

Social policies and programmes for women, children, aged, and handicapped; development and implementation of programmes for weaker sections.

### **BLOCK III: Social Legislation: Definition and Concept**

## **UNIT IX**

Social Legislation: Definition, its roles as an instrument of social change,

## **UNIT X**

Constitutional basis for social legislation: Fundamental Rights and Directive Principles of state Policy

### **BLOCK IV: Laws Related to Marriage, Divorces**

## **UNIT XI**

Laws Related to Marriage: Hindu, Muslim, Christian, and personal laws relating to marriage

## **UNIT XII**

Laws relating to divorce, minority, and guardianship; adoption, succession, and inheritance

### **BLOCK V: Laws Related to Social Problems and Child Labour**

## **UNIT XIII**

Legislation relating to social problems such as prostitution, juvenile delinquency, women harassment

## **UNIT XIV**

Legislation relating to child labour, untouchability, physical, and mental disabilities.

### **References:**

**Bose, A. B.** "Social Welfare Planning in India." *UN pub, Bangkok* (1970).

**Chaudhary, D.** "Paul Voluntary Social Welfare in India, Sterling Publication (P) Ltd." *New Delhi* (1971).

**Chaudhary, D. Paul.** "Social Welfare Administration." *Atma Ram & Sons, New Delhi* (1979).

**Dubey, Sumati Narain, and Ratna Murdia.** "Administration of policy and programmes for backward classes in India." (1976).

**Dubey, Sumati Narain.** *Administration of social welfare programmes in India.* No. 27. Bombay: Somaiya Publications, 1973.

**Gangrade, Kesharichand Dasharathasa.** *Social legislation in India.* Concept Publishing Company, 1978.

**Jacob, K. K.** *Social policy in India.* Himanshu Publications, 1989.

**Jagadeesan, P.** *Marriage and Social Legislations in Tamil Nadu.* Elatchiappenn Publications, 1990.

**Shanmugavelayutham, K.** "Social Legislation and Social Change." (1998).



## FIELD WORK PRACTICUM

### SECOND SEMESTER

Course Code	Title of the Course
34925	FIELD WORK PRACTICUM - II

**Specific Objectives:** On successful completion of the course the students should enrich their knowledge regarding the

- Understanding the concepts related to working with Communities and processes involved in it.
- To familiarize the emerging trends and experiments in Community Organization
- To introduce various aspects of Social Action as an effective method of Social Work.

**Learning Outcome:**

- To facilitate the students to learn about different dimensions of Community Organization and Social Action and its importance in Social Work.
- Concurrent field work is an ongoing learning practice and an opportunity to develop interventions skills in real life situations.
- Concurrent field work - agency placement in generic setting of practice such as schools/old age homes/counselling centres/rehabilitation settings, etc. to initiate and participate in direct delivery
- The placement will be for a minimum duration of 15 Field Work days for 2 days per week/semester.

- Importance to be given for 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 organize one community based programme.

### **Norms for Evaluation**

#### **Evaluation: Internal - 25 marks**

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

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**25 marks**

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#### **External (75 marks)**

- 1. Theoretical Knowledge - 30 marks
- 2. Practice Skills - 25 marks
- 3. Mobilizing Resources - 10 marks
- 4. Communication and Presentation - 10 marks

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**75 marks**

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### THIRD SEMESTER

Course Code	Title of the Course
34931	COUNSELING: Theory and Practice

#### Objectives:

- To develop a holistic understanding of counseling as a tool for help.
- To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, processes, and techniques.
- To develop skills of application to real life situations.
- To develop the ability to recognize and synthesize attitudes and values that enhances investment of self in the counselor's role.
- To develop the ability to use the tools/scales in various settings.

#### Outcome of the course

- Counseling help is called upon in developmental, preventive, facilitative, and crisis situations throughout the life span during different phase/stages and various life events.
- The courses aim to equip learners with skills of counseling and understanding of various approaches in various settings.

#### Contents:

##### **BLOCK I:INTRODUCTION TO COUNSELLING: EVOLUTION, PHILOSOPHY AND PSYCHOLOGICAL, BASIC PRINCIPLES OF COUNSELLING**

##### **Unit I**

Counseling: Meaning, Definition, Characteristics, Goals, Need and Importance of counseling - Evolution of Counseling: 1. Philosophical foundation: Dignity of Human person. 2. Sociological foundation: Influence of Social System. 3. Psychological foundation: Concept of self, goal directed behavior, learning principles, development

need at different stages - professional counseling – essential elements in counseling – guidance: meaning, objectives and importance.

## **Unit II**

Basic principles of counseling: participation, individualization, confidentiality, communication, acceptance, self confidence, self awareness - other principles governing the counseling relationship.

## **BLOCK II: THEORITICAL FOUNDATIONS AND COUNSELLING PROCESS AND RELATIONSHIP**

### **Unit III**

Theoretical foundations of counseling: Psychoanalytic theory: psychoanalysis and transactional analysis - adlerian theory: Adlerian counseling – Humanistic theories: client centered counseling, existential counseling, gestalt therapy - behavioral theory: behavior therapy – cognitive theory: Rational Emotive Behavioral Therapy (REBT), reality therapy (RT), cognitive behavioral therapy (CBT), and eclectic theories.

### **Unit IV**

Counseling process: Interview and its significance in counseling – use of observation in counseling - understanding of emotions in counseling.

### **Unit V**

Counseling Relationship: Regard, Respect, Authenticity, Empathy and Genuineness - Counseling Process: Initiating Counseling - Attending Skills: Non-Verbal - Interacting with Clients – Termination - Follow-up - Transference and Counter-Transference - Counseling Techniques: Listening, Responding, Goal setting, Exploration, Summarization and Action.

## **BLOCK III: TYPES OF COUNSELLING AND INDIVIDUAL AND FAMILY COUNSELLING**

### **Unit VI**

Types of counseling: individual and group counseling - family counseling - marital counseling - student counseling - industrial counseling.

## **Unit VII**

Individual and Family Counseling - Individual counseling - Stages: Stage 1: Problem Concern, Stage 2: Relationship to Counselor, Stage 3: Motivation, Stage 4: Conceptualizing the Problem, Stage 5: Exploration of resolution strategies, Stage 6: Selection of a strategy, Stage 7: Implementation, Stage 8: Evaluation and Termination - Family Counseling: Pre-marital and marital counseling.

### **BLOCK IV: GROUP COUNSELING, COUNSELING IN GROUPS AND DIFFERENT SETTINGS GROUPS IN COUNSELING AND TECHNIQUES**

## **Unit VIII**

Group Counseling: Definition, Ethical behavior with groups - forming a group - composition of group - frequency and duration of sessions - co-leaders - screening group members - Group Stages: 1. Initial exploration, stage: 2. Transition, resistance and conflicts, stage: 3. Working, Cohesiveness and productivity, stage: 4. Consultation and termination.

## **Unit IX**

Counseling in Groups and Different settings Groups in Counseling: T- Groups, Encounter Groups, Support Groups, Psycho Educational Groups and Psycho Therapy Groups –

## **Unit X**

Techniques of group counseling - strategies and structure – barriers to effective counseling sessions - counseling evaluation – various influences on counseling

### **BLOCK V: COMPONENTS OF EFFECTIVE COUNSELING, STANDARDIZED TESTS IN COUNSELING SETTINGS, SPECIAL SITUATIONS AND COUNSELING AS A PROFESSION**

## **Unit XI**

Components of effective counseling: counselor's skills – qualities of an effective counselor – characteristics of clients – voluntary and non-voluntary client - Role and functions of the counselors in schools, industries, family, hospital and rehabilitation institution.

## **Unit XII**

Standardized tests in counseling settings: Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health

## **Unit XIII**

Counseling in Special Situations: Marriage, Couple and Family Counseling - School Counseling and Guidance - Career Counseling with Adolescents - Industrial Counseling with Employers and Employees - Alcoholic and De-Addiction Counseling - Crisis and Trauma Counseling - Supportive Counseling with PLHIV, TB patients, PWDs - Infertility counseling - Sex counseling - Bereavement Counseling - Counseling against suicidal thoughts - Community Counseling.

## **Unit XIV**

Counseling as a Profession: Counselor as Professional - Ethical standards in Counseling; Research - Relevance of counseling as a Social Work Practice - Role of Professional Social Worker in counseling field - FCC in Counseling Profession - Dos and Don'ts in counseling.

## **References:**

- **Feltham, Colin, ed.** *Controversies in psychotherapy and counselling.* Sage, 1999.
- **Fullmer, Daniel W., and Harold Wright Bernard.** *Counseling: Content and process.* Science Research Associates, 1964.
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# HUMAN RESOURCES MANAGEMENT

## THIRD SEMESTER

Course Code	Title of the Course
34932	HUMAN RESOURCE MANAGEMENT

### **BLOCK I: MANAGEMENT: CONCEPT, ELEMENTS, MANAGEMENT THOUGHTS, INTRODUCTION OF HUMAN RESOURCE MANAGEMENT**

#### **UNIT I**

Management: Concept, elements, principles and functions of management;

#### **UNIT II**

Management thoughts: Henry Fayol, F.W.Taylor, and Peter Drucker.

#### **UNIT III**

Human resource management: Definition, scope, evolution, and functions.

### **BLOCK II: HUMAN RESOURCE POLICY AND HUMAN RESOURCE FUNCTIONS, JOB ANALYSIS, WAGE AND SALARY ADMINISTRATION**

#### **UNIT IV**

Human resource policy: Formulation and implementation; duties, responsibilities, and qualities of human resource manager and challenges for the 21<sup>st</sup> century.

#### **UNIT V**

Human Resource functions: Human resource planning, recruitment, selection, induction and placement, promotion, transfer

#### **UNIT VI**

Job analysis, training, performance appraisal; discipline and disciplinary procedure, personnel records and personnel research; HR audit.

#### **UNIT VII**

Wage and salary administration: job evaluation: definition, objectives; methods, advantages and limitation;



**BLOCK III: THEORIES OF WAGES, HUMAN RESOURCE PLANNING, ESTIMATES OF INTERNAL SUPPLY**

**UNIT VIII**

Theories of wages: concepts of wages, wage differentials – financial and non-financial incentives.

**UNIT IX**

Human Resource Planning: The demand for Human Resources - The Supply of Human Resources -

**UNIT X**

Estimates of Internal supply and Estimates of External supply Implementation of Human Resources Plans

**BLOCK IV: RECRUITMENT OF HUMAN RESOURCES AND HUMAN RESOURCE PLANS**

**UNIT XI**

Recruitment of Human Resources - Constraints on Recruitment: Organizational policies.

**UNIT XII**

Human Resource Plans - Affirmation Action Plans - Recruiter habits - Environmental Conditions - Job Requirements

**BLOCK V: INDUSTRIAL SOCIAL WORK AND LABOUR PROBLEMS AND COUNSELING**

**UNIT XIII**

Industrial social work: meaning, scope, and relevance; application of social work methods in the industrial sector;

**UNIT XIV**

Labor problems and industrial counseling in industries and working with the families of industrial workers: meaning, scope, relevance, advantages and disadvantages.

## References

- **Agarwal, Rameshwar Dayal**, ed. *Dynamics of Personnel Management in India: a Book of Reading*. Tata McGraw-Hill, 1973.
- **Davar, Rustom S.** *Personnel management and industrial relations in India*. International Book Distributors, 1976.
- **Flippo, Edwin B.** *Principles of personnel management*. McGraw-Hill, 1976.
- **Fraser, John Munro.** *Introduction to personnel management*. Nelson, 1971.
- **Indian Institute of Personnel Management.** *Personnel Management in Indi*. Asia Publishing. 1977.
- **Mamoria C.B.** *personnel management*. Himalaya Publishing House. 1985

# RURAL COMMUNITY DEVELOPMENT

## THIRD SEMESTER

Course Code	Title of the Course
34933 A	RURAL COMMUNITY DEVELOPMENT

### Course Objectives:

- To enable students to understand rural realities.
- To develop sensitivity and commitment for 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 of working with rural communities.

### Outcome of the Course

- This course is aimed at enlightening the students on the concepts of Rural Community Development.

### Contents:

#### **BLOCK I: RURAL COMMUNITY: MEANING, DEFINITION, RURAL SOCIAL STRUCTURE AND CONSTRAINTS TO RURAL DEVELOPMENT AND RURAL PROBLEMS**

#### **Unit I**

Rural Community: meaning, definition, characteristics - types of villages - scope of studying the rural community – rural community relation to social work

#### **Unit II**

Rural social structure and constraints to rural development; rural organization and rural development - school, co-operatives, village panchayat, youth club, women's club, self-help groups etc

### **Unit III**

Rural problems: poverty, illiteracy, unemployment, problems related to agriculture (land holding, productivity, marketing), and community health.

### **BLOCK II: COMMUNITY DEVELOPMENT, RURAL EXTENSION, RURAL DEVELOPMENT ADMINISTRATION AND RURAL DEVELOPMENT AGENCIES**

### **Unit IV**

Community Development: meaning, objectives, scope, principles, process, models - methods - earlier experiments in rural developments - Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment - Gandhian constructive programmes - community development during post launching period - national extension services and various phases of community development

### **Unit V**

Rural extension: concept, characteristics, philosophy, objectives, principles, approaches, and methods and limitations - approaches to rural community development: Tagore, Gandhi and C. Subramaniam, etc.

### **Unit VI**

Rural Development Administration: history, structure: central, state, district and block levels and its functions - panchayat raj institutions (PRI): origin and evolution - philosophy, new panchayat raj system- 73<sup>rd</sup> 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 - elections to PRIs - reservation for women, SC/STs - administration of PRIs - taxes and levies - assigned and shared revenues, grants - government of India finance commission, state finance commission, development grants under various schemes - powers of PRIs in implementation of RCD programmes,

## **Unit VII**

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.

### **BLOCK III: SOCIAL DEVELOPMENT, AGRICULTURE AND RURAL DEVELOPMENT AND COMMUNICATION AND RURAL DEVELOPMENT**

## **Unit VIII**

Social Development: definition, approaches and indicators - social development in India: historical and social context of development in India - pre and post independence period and government measures and five years plan in India - development sectors: agriculture, and cooperation, and education and health

## **Unit IX**

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: meaning, principles, objectives, functions, structure, and performance of rural credit and non-credit cooperatives - registration procedures of cooperative societies - Education and rural development: universalisation of primary education: problems; adult education-meaning, history, strategies and programmes – social education, workers education, farmers training and functional literacy and non-formal education - national literacy mission - health and rural development.

## **Unit X**

Communication and Rural Development: meaning, scope, channels and stages of communication - methods communication: interpersonal communication, group communication and mass communication - skills of communication: questioning, reinforcing, listening, reflecting and exploring, theories and models of communication -

transactional analysis and conflict resolution - barriers in communication - communication and its role in rural development - satellite instructional television experiments (site): aims and objectives; use of media in communication - mass media: exhibition, film, press, radio, TV - traditional local folk media: puppet shows, drama, street play, folk songs and folk dances - use of talks, meetings, conferences, camps; campaign; communication through leaflets, pamphlets, bulletins, circulars, posters and notice boards

#### **BLOCK IV: COMMUNITY PARTICIPATION: MEANING, ELEMENTS, AND RURAL DEVELOPMENT PROGRAMMES**

##### **Unit XI**

Community participation: meaning, elements, base, principles and obstacles in community participation - participatory communication – concept, and methods - use of communication for community participation - participatory communication for rural development.

##### **Unit XII**

Rural Development Programmes: Area based Programmes: drought prone area programme (DADP) - hill area development programme (HADP) - tribal area development programme (TADP) - command area development programme (CADP), - wasteland development programme, desert development programme (DDP) - watershed development programme, intensive agriculture area programme (IAAP) - high yield variety programme (green revolution blue white and yellow revolution) - hariyali - MP's area development programme - MLA's area development programme, etc.

#### **BLOCK V: TARGET BASED PROGRAMMES AND WELFARE PROGRAMMES**

##### **Unit XIII**

Target based programmes: IRDP, TRYSEM, NREP, RLEGP, JR, Indira Awaas Yozana, millions wells scheme, Swarna Jayanthi Grama Swarajgar Yojana (SJGSY), employment assurance scheme, new life, etc - employment guaranty legislation – its salient features- mahatma Gandhi national rural employment guarantee scheme.

## Unit XIV

Welfare programmes: minimum needs programme - noon meal scheme - development of women and children in rural areas (DWCRA) - integrated child development scheme (ICDS), Tamil Nadu integrated nutrition programme (TNINP) - antyodaya programme - annapoorana scheme - programme of rural health and total sanitation - five year plans and strategies for rural development - role of social workers, concept of provision of urban infrastructure in rural areas (PURA) - role of voluntary organisation in rural community development, problems and limitations.

**Note:** while setting question paper, emphasis must be given only on the objectives, strategies, target (physical & financial) & achievements of various programmes mentioned in unit –v

### References:

- **Biddle, William W., and Loureide J. Biddle.** "The Community Development Process: The Rediscovery of Local Initiative." (1965).
- **Dahama, O.P., and OP Bhatnagar,** Education "Communication for development." (1991).
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- **Oakley, Peter.** *Projects with people: The practice of participation in rural development*. International Labour Organization, 1991.
- **Pokharapurkar, Raja.** *Rural Development through Community Television Vol.1*. Concept Publishing Company, 1993.
- **Singh, Hoshiar.** *Administration of rural development in India*. Sterling, 1995
- **Singh, Katar.** *Rural development: principles, policies and management*. Sage, 1999
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- **Weil, Marie.** *Community practice: Conceptual models*. Vol.3. No. 3-4. Psychology Press, 1996.



# COMMUNITY HEALTH

## THIRD SEMESTER

Course Code	Title of the Course
34933 B	COMMUNITY HEALTH

### 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 about health education.
- To inform students about health work in the community.

### Outcome of the course

- The purpose of this course is to inform the students about the various aspects concerning community health.

### **BLOCK I: HEALTH AND HYGIENE, SOCIAL AND PREVENTIVE MEDICINE AND NUTRITION AND HEALTH**

#### **UNIT I**

Health and Hygiene: Health, Primary Health Care and Public Health; Concepts and definition, factors influencing health

#### **UNIT II**

Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators – vital health statistics; Community Mental Health and Community Psychiatry.

#### **UNIT III**

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

**BLOCK II: HYGIENE: PERSONAL, FOOD AND ENVIRONMENTAL HYGIENE, DISEASES AND OCCUPATIONAL HEALTH, MAJOR NON-COMMUNICABLE DISEASES AND HEALTH CARE DELIVERY SYSTEM**

**UNIT IV**

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 V**

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.

**UNIT VI**

Major Non-communicable diseases: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. Occupational Health: Occupational Health hazards, Common Occupational diseases

**UNIT VII**

Health care delivery system: Mental Hygiene movements, trends in Community Mental Health, Public health model of mental health prevention and promotion

**BLOCK III: SCHOOL HEALTH, HEALTH CARE DELIVERY SYSTEM AT THE NATIONAL AND STATE LEVELS, PRIMARY HEALTH CENTRE, MODELS OF COMMUNITY HEALTH, USE OF AUDIO- VISUAL AIDS AND MASS MEDIA**

**UNIT VIII**

School Health: Helping teachers identify problems of physical and mental health, making appropriate referrals, involving and motivating teachers and children; Involvement of Voluntary Agencies

**UNIT IX**

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, Factories Act 1949, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003

## **UNIT X**

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.

### **block iv: Health Education: Meaning and importance and Health work in the community**

## **UNIT XI**

Health Education: Meaning and importance, Principles of health education, Techniques and strategies for various community groups, Family Planning: Importance and Techniques

## **UNIT XII**

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, Mobilizing core groups; community participation:

### **BLOCK V: PRINCIPLES AND PRACTICE OF COMMUNITY PARTICIPATION AND SOCIAL WORK INTERVENTION IN RELATION**

## **UNIT XIII**

Principles and practice of Community Participation, Training of multipurpose workers in community health programmes.

## **UNIT XIV**

Social Work Intervention in relation to: Immunization, nutrition, family planning, maternal and child health, environmental issues (hygiene, pollution and sanitation), accident prevention, suicide prevention, alcoholism and drug abuse prevention.

### **References:**

- **Adelson D. & Kalis L.B:** Community psychology and mental health - perspectives and challenges, Chandler Pub., 1970.

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- **Egbert, Seneca:** Manual of Hygiene and sanitation, Lea & Febiger, New York 1926
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- **Park, John Everett.** "Textbook of preventive and social medicine (A treatise on community health)"1970
- **Pati R.L.:** Health Environment and development, Ashish Pub., New Delhi, 1992.

<b>Course Code</b>	<b>Title of the Course</b>
<b>34933 C</b>	<b>HUMAN RESOURCE DEVELOPMENT</b>

**BLOCK I: HUMAN RESOURCE DEVELOPMENT: DEFINITION - ORIGIN, APPROACHES TO HUMAN RESOURCE DEVELOPMENT AND CHALLENGES OF HUMAN RESOURCE DEVELOPMENT**

**UNIT I**

Human Resource Development: Definition - Origin and Development of HRD

**UNIT II**

Approaches to HRD: Human Capital Approach - Social Psychological Approach - The Poverty Alleviation approach - The World Development Context

**UNIT III**

Challenges of Human Resource Development: Employee Obsolescence - Socio technical Changes

**BLOCK II: DEVELOPMENT AND AFFIRMATIVE ACTION, CAREER PLANNING, CAREER EDUCATION AND CAREER DEVELOPMENT**

**UNIT IV**

Development and Affirmative Action and Employee turnover

**UNIT V**

Career Planning: Definition - Career Planning and Employee Needs - Personnel Departments and Career Planning

**UNIT VI**

Career Education, Information on career planning and career counseling.

**UNIT VII**

Career Development: Definition - Individual Career development - Personnel supported career development

**BLOCK III: HUMAN RESOURCE PLANNING, ESTIMATES OF INTERNAL SUPPLY AND ESTIMATES OF EXTERNAL SUPPLY IMPLEMENTATION OF HUMAN RESOURCES PLANS AND RECRUITMENT OF HUMAN RESOURCES**

**UNIT VIII**

Human Resource Planning: The demand for Human Resources - The Supply of Human Resources -

**UNIT IX**

Estimates of Internal supply and Estimates of External supply Implementation of Human Resources Plans

**UNIT X**

Recruitment of Human Resources - Constraints on Recruitment: Organizational policies.

**BLOCK IV: HUMAN RESOURCE PLANS AND CHANNELS OF RECRUITMENT**

**UNIT XI**

Human Resource Plans - Affirmation Action Plans - Recruiter habits - Environmental Conditions - Job Requirements

**UNIT XII**

Channels of Recruitment: Walk-ins and Write-ins - Employee referrals - Advertising

**BLOCK IV: STATE EMPLOYMENT SECURITY AGENCIES, PRIVATE PLACEMENT AGENCIES AND QUALITY OF WORK LIFE**

**UNIT XIII**

State Employment Security agencies - Private Placement Agencies - Professional Search firms - Educational Institutions - Professional Associations, Government funded training programs - Temporary help agencies - Departing employees - Open house

**UNIT XIV**

Quality of Work Life: Definition - QWL through employee involvement

# WOMEN AND CHILD WELFARE

## THIRD SEMESTER

Course Code	Title of the Course
34933 D	WOMEN AND CHILD WELFARE

The main purpose of the paper is to highlight the issue of women and child welfare including the laws that are in place to protect them.

### Objectives course:

1. To inform the students about the demographic profile of women in India.
2. To enlighten the students on women's welfare and development.
3. To teach students about the issues concerning children.
4. To make students aware about the problems of children.

### Contents:

#### **BLOCK I: DEMOGRAPHIC PROFILE OF WOMEN IN INDIA, STATUS OF WOMEN WITH REFERENCE TO HEALTH AND PROBLEMS OF WOMEN**

##### **UNIT I**

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

##### **UNIT II**

Status of women with reference to health, education, employment and political

##### **UNIT III**

Problems of women: gender bias, child marriage, dowry, widowhood, desertion, divorce, destitution, educational backwardness, discrimination in employment

#### **BLOCK II: PROBLEMS OF EMPLOYED WOMEN AND MOTHERS, WOMEN'S WELFARE AND DEVELOPMENT AND GOVERNMENT OF INDIA SCHEMES FOR WOMEN'S DEVELOPMENT**

##### **UNIT IV**

Problems of employed women and mothers; problems of unmarried mothers; delinquency, prostitution, trafficking in women and girls; theories on violence against women

##### **UNIT V**

Women's welfare and Development: historical development of women welfare; indicators of women development; central and state government policy on women

## **UNIT VI**

Government of India schemes for women's development; national commission for women, institutional and non-institutional services for women.

## **BLOCK III: WOMEN AND LAW, WOMEN EMPOWERMENT**

### **UNIT VII**

Women and law: legislations relating to women; legal and constitutional rights, marriage, divorce, and property rights; labour laws for women; family violence, family courts.

### **UNIT VIII**

Women empowerment: meaning, characteristics of an empowered women; role of self help groups in women empowerment; feminism; women's movement abroad and in India, India's five year plans- policies, and strategies and programmes

## **BLOCK IV: CHILD: MEANING, DEMOGRAPHIC PROFILE OF CHILDREN IN INDIA, PROBLEMS OF CHILDREN AND SCHOOL OF SOCIAL WORK**

### **UNIT IX**

Child: meaning, demographic profile of children in India – rural & urban, its place in family and society; status of girl child; concept of socialization; factors influencing socialization; role of family in socialization; parental socialization during childhood and adolescence; role of peers in socialization, role of school in socialization; impact of television on children.

### **UNIT X**

Problems of Children: childhood diseases and immunization; behavior disorders of children; causes, consequences and prevention of child malnutrition, nutritional disorders, neglected children and abused children, child workers, child trafficking, child prostitution, HIV/AIDS affected and infected children; children with disabilities, school dropouts.

### **UNIT XI**

School social work: concept, need, objectives, and functions.

## **BLOCK V: UNITED NATIONS CHARTER OF CHILDREN RIGHTS, PLACE OF INSTITUTIONAL CARE AND CHILD WELFARE PROGRAMMES**

### **UNIT XII**

U.N. charter of children rights; institutional services; constitutional safe guards; five year plans- policies

### **UNIT XIII**

Place of institutional care: scope and limitation, national and international institutions and its role in child welfare; child labour- policies, constitutional and legislative provisions and programmes at national and international level

### **UNIT XIV**



Child welfare programmes: non- institutional care: organization and functions of crèches, day care center, sponsorship programme, foster-care, adoption, recreation services; integrated child development schemes; services for children in need of special care; exceptional children neglected and abused children; child guidance services.

**References:**

Avasthi, Abha, and Anil K. Srivastava. *Modernity, Feminism, and Women Empowerment*. Rawat Publications, 2001.

Chowdhry, Dharam Paul. *Child welfare [and] development*. Atma Ram, 1980.

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## TRIBAL COMMUNITY DEVELOPMENT

### THIRD SEMESTER

Course Code	Title of the Course
34934A	TRIBAL COMMUNITY DEVELOPMENT

#### Course Objectives:

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

#### Outcomes of the Course

- The aim of this course is to enable students to understand the problems of tribal people and also to gain an understanding of project management.

#### Contents:

#### **BLOCK I: TRIBES: DEFINITION, CONCEPT, REGIONAL DISTRIBUTION OF TRIBES AND NEHRU'S PANCHSHEEL PRINCIPLES OF TRIBES AND CULTURAL AND RELIGIOUS ASPECTS**

##### **UNIT I**

Tribes: definition, concept, characteristics of the tribal community; nomadic and de-notified tribes; history of Indian tribes and tribes in Tamil Nadu

##### **UNIT II**

Regional distribution of tribes and Nehru's Panchsheel principles of tribes; social system of tribes: socio economic conditions;

##### **UNIT III**

Cultural and religious aspects; status of women: dress, food, & marriage-polygamy, polyandry, dormitory marriage; status of children; tribal leadership and political participation -local, state, and national levels

**BLOCK II: TRIBAL DEVELOPMENT ADMINISTRATION, CONSTITUTIONAL PROVISIONS FOR THE PROTECTION OF TRIBES AND TRIBAL PROBLEMS AND PROGRAMMES**

**UNIT IV**

Tribal Development Administration: administrative structure at central, state, and district levels; hill development councils; functions of tribal development blocks/agencies

**UNIT V**

Constitutional provisions for the protection of tribes; research and training in tribal development, role of voluntary agencies in tribal development.

**UNIT VI**

Tribal Problems and Programmes: 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

**BLOCK III: TRIBAL RESETTLEMENT AND REHABILITATION, TRIBAL AREA DEVELOPMENT PROGRAMMES AND INTRODUCTION TO PROJECT MANAGEMENT**

**UNIT VII**

Tribal resettlement and rehabilitation and its related problems; tribal movements and tribal revolt, naxalbari movement. tribal development programmes: tribal development policies

**UNIT VIII**

Tribal area development programme; hill area development programmes; tribal sub-plans, forest land cultivation, need and importance of social work practice in tribal areas, application of social work methods in tribal development, problems in implementation of tribal development programmes.

**UNIT IX**

Introduction to project Management: concept, objectives, principles, scope, importance and methodology; micro and macro level planning; project dimensions: identification and formulation;

**BLOCK IV: DETAILED PROJECT REPORT (DPR); PROJECT APPRAISAL, PLANNING AND MANAGEMENT OF PROJECT IMPLEMENTATION AND MANAGEMENT INFORMATION SYSTEM**

**UNIT X**

Detailed project report (DPR); project appraisal: technical, economic and financial

feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).

#### **UNIT XI**

Planning and Management of Project Implementation: activity planning, network analysis, monitoring of development projects

#### **UNIT XII**

Management information system, project evaluation: programme evaluation and review technique (PERT) and critical path method (CPM);

#### **BLOCK V: RESOURCE MOBILIZATION: TECHNIQUES OF FUND RAISING, SPECIAL PROVISIONS RELATED TO INCOME TAX EXEMPTION FOR DEVELOPMENT ORGANIZATIONS**

#### **UNIT XIII**

Resource mobilization: techniques of fund raising; statutory requirements for the formation of society and trust; foreign contribution regulation act;

#### **UNIT XIV**

Special provisions related to income tax exemption for development organizations

#### **References:**

- **Chaudhuri.** *Tribal Development in India*, Inter India Pub. 1981
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## **MEDICAL SOCIAL WORK**

### **THIRD SEMESTER**

<b>Course Code</b>	<b>Title of the Course</b>
<b>34934B</b>	<b>MEDICAL SOCIAL WORK</b>

#### **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 organization.
- To make students aware of Impairment, Disability, and Handicap.
- To highlight the specific needs and problems of patients and their families.

#### **Outcome of the course**

- The aim of this course is to introduce the students to medical social work and to highlight its specific aspects.

#### **Contents:**

**BLOCK I: MEDICAL SOCIAL WORK, MEDICAL SOCIOLOGY AND ITS RELEVANCE TO MEDICAL SOCIAL WORK PRACTICE AND PSYCHOLOGICAL, SOCIAL AND ECONOMIC IMPLICATIONS OF ILLNESS AND DISABILITY**

#### **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

#### **UNIT II**

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 III**

Psychological, social and economic implications of illness and disability: for the patient and his family;

### **BLOCK II: CONCEPTS OF PATIENT AS A PERSON, THE HOSPITAL AS A FORMAL ORGANIZATION AND MEDICAL SOCIAL WORK DEPARTMENT**

#### **UNIT IV**

Concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team.

#### **UNIT V**

The hospital as a formal organization: its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalization for the patient and his family

#### **UNIT VI**

Medical social work department: staffing, organization and functions; extension services; public relations

### **BLOCK III: IMPAIRMENT, DISABILITY AND HANDICAP, PSYCHOSOCIAL PROBLEMS AND IMPLICATIONS FOR EACH SPECIFIC HANDICAP AND ROLE OF THE MEDICAL SOCIAL WORKER IN INTERVENTION**

#### **UNIT VII**

Impairment, Disability and Handicap: causes, types and classification of physical handicaps

#### **UNIT VIII**

Orthopedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap

#### **UNIT IX**

Role of the medical social worker in intervention; physical medicine, physiotherapy and

occupational therapy

**BLOCK IV: OBJECTIVES AND TYPES; REHABILITATION, SPECIFIC NEEDS AND PROBLEMS OF PATIENTS AND THEIR FAMILIES, ROLE OF THE MEDICAL SOCIAL WORKER IN THE FOLLOWING SETTINGS: OUTPATIENT UNIT, INTENSIVE CARE UNIT**

**UNIT X**

Objectives and types; rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilization, and follow-up.

**UNIT XI**

Specific needs and problems of patients and their families: need for assistance

**UNIT XII**

Role of the medical social worker in the following settings: outpatient unit, intensive care unit

**BLOCK V: PEDIATRIC WARD, MATERNITY WARD AND TRAINING OF THE VOLUNTEERS TO WORK WITH THE CHRONICALLY ILL IN THE COMMUNITY**

**UNIT XIII**

pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals

**UNIT XIV**

Training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas

**References:**

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# LABOUR WELFARE AND INDUSTRIAL RELATIONS

## THIRD SEMESTER

Course Code	Title of the Course
34934C	LABOUR WELFARE AND INDUSTRIAL RELATIONS

### Objectives:

- To highlight the issue of labour welfare.
- To inform students about the labour legislations in India.
- To enlighten students about social security legislations.
- To introduce students to the concept of industrial relations.
- To highlight the issue of industrial conflict.

### Outcome of the course

- To familiarize students with the concepts of industrial relations and the current industrial relations scenario in India.

### Contents:

#### **BLOCK I: LABOUR WELFARE: AN INTRODUCTION ON INDIAN CONSTITUTION, CONCEPT, SCOPE, PRINCIPLES, THEORIES, ORIGIN AND GROWTH OF LABOUR WELFARE IN INDIA AND LABOUR PROBLEMS**

#### **UNIT I**

Labour welfare: an introduction on Indian constitution - unorganized labour sector in industry and agriculture - problems faced by unorganized labour sector - constitutional safeguards to unorganized labour - judicial activism (case laws).

#### **UNIT II**

Concept, scope, principles, theories, origin and growth of labour welfare in India; types of welfare

### **UNIT III**

Labour problems: absenteeism addiction, indebtedness, family distress and social work intervention

### **BLOCK II: LABOUR WELFARE PROGRAMMES, LABOUR WELFARE OFFICER: STATUS, ROLE, DUTIES AND FUNCTIONS, LABOUR LEGISLATIONS IN INDIA**

#### **UNIT IV**

labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker's education

#### **UNIT V**

labour welfare officer: status, role, duties and functions; labour welfare agencies in India and international

#### **UNIT VI**

Labour legislations in India: factories act 1948; the plantation labour act 1951; Indian mines act 1952, apprentices act 1961;

### **BLOCK III: LABOUR RELATIONS LEGISLATIONS, EMPLOYMENT LEGISLATIONS AND SOCIAL SECURITY LEGISLATIONS**

#### **UNIT VII**

Labour relations legislations: the trade union act 1926, industrial disputes act 1947; Tamil Nadu shops and establishment act 1947, Tamil Nadu industrial establishment (national and festival holidays) act 1951;

#### **UNIT VIII**

Employment legislations: industrial disputes act 1947, the industrial employment (standing orders) act 1946, employment exchanges (compulsory notification of vacancies) act 1959, employment of children act 1938

## **UNIT IX**

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

## **BLOCK IV: WAGE LEGISLATIONS AND INDUSTRIAL RELATIONS**

### **UNIT X**

Wage legislations: the payment of wages act 1936, the minimum wages act 1948, the payment of bonus act 1965, the equal remuneration act, 1976; the Tamil Nadu payment of subsistence allowance act and case laws.

### **UNIT XI**

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.

## **BLOCK V: ILO – HISTORY, AIMS, OBJECTIVES, INDUSTRIAL CONFLICT AND INDUSTRIAL DEMOCRACY**

### **UNIT XII**

ILO – history, aims, objectives, structure and functions, social security measures, achievements, influence of ILO on Indian industrial relations - labour welfare practices in India. Trade unionism – history, objectives, problems faced, recognition – trade union movement in India – employer federation, collective bargaining : methods, issues, problem and settlement

### **UNIT XIII**

Industrial Conflict: standing orders, industrial disputes, settlement machineries, industrial peace and harmony, industrial conflict types, causes, consequences, grievance, discipline, domestic enquiry – recent trends

## UNIT XIV

Industrial democracy – workers participation: objectives schemes, methods – participation schemes in industries in India - quality circles – quality of work life.

### References:

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# WELFARE OF THE YOUTHS AND THE AGED

## THIRD SEMESTER

Course Code	Title of the Course
34934D	WELFARE OF THE YOUTH AND THE AGED

The purpose of this course is to highlight the issue of welfare of the youth and aged.

### Objectives:

1. To introduce the students to the concept of youth and youth as a special category.
2. To enlighten the students on the youth movement in India.
3. To inform students about youth welfare.
4. To talk teach students about the issues being faced by the aged.
5. To highlight the existing services for the aged.

### Contents

#### **BLOCK I: YOUTH: CONCEPT, DEMOGRAPHIC PROFILE IN RURAL AND URBAN, PROCESS OF SOCIALIZATION OF INDIAN YOUTH AND YOUTH AS SPECIAL CATEGORY**

##### **UNIT I**

**Youth:** concept, demographic profile in rural and urban; youth in Indian society: a historical over view of their role.

##### **UNIT II**

Process of socialization of Indian youth; aspirations of the youth in contemporary Indian society; role of youth in social change and national development.

##### **UNIT III**

**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.

#### **BLOCK II: YOUTH MOVEMENT IN INDIA, YOUTH WORK, YOUTH WELFARE**

##### **UNIT IV**

**Youth Movement in India:** YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India, ideologies of youth movements and its role in nation building; youth unrest; need for youth policy in India.

##### **UNIT V**

**Youth work:** concept, objectives, approaches to youth work in tribal, rural and urban areas: training programmes.

## **UNIT VI**

**Youth Welfare:** definition and scope: philosophy and evolution of youth welfare programmes in India.

### **BLOCK III: SERVICES FOR STUDENT YOUTH, YOUTH FESTIVALS AND YOUTH CAMP, YOUTH WELFARE PROGRAMMES UNDER GOVERNMENT AND VOLUNTARY AGENCIES**

## **UNIT VII**

Services for student youth: education, physical education, sports, recreation; vocational guidance, youth services, bhārath scouts and guides, national services scheme, community and social service scheme, national cadet corps.

## **UNIT VIII**

Youth festivals and youth camp; student counseling; need, services, for non-student youth; non-formal education for school drop outs; Nehru yuvak Kendra, vishwa yuva Kendra

## **UNIT IX**

Youth welfare programmes under government and voluntary agencies; organization by and for youth, -youth policies, strategies and programmes in India's five year plans.

### **BLOCK IV: AGED: DEFINITION, TYPES, DEMOGRAPHIC PROFILES, THEORIES OF AGING, SERVICES FOR THE AGED**

## **UNIT X**

**Aged:** definition, types, demographic profiles; aging population in rural and urban gerontology

## **UNIT XI**

Theories of aging; dimension of aging; changing status of the aged in India society; problems of the aged- health, family, social relation and employment; perspective on the population of aging in India; retirement as a social and economic event; family, social, economic and religious life of retired people.

## **UNIT XII**

**Services for the aged:** geriatric services in India; social work and social services and the aged; family social work with the aged.

### **BLOCK V: SOCIAL WELFARE SERVICES FOR THE AGED, NATIONAL AND INTERNATIONAL AGENCIES FOR AGED WELFARE, POLICIES, STRATEGIES AND PROGRAMMES**

## **UNIT XIII**

Social welfare services for the aged; old age social security measures in India and other countries; physical activity, rehabilitation and community linkage programme; gerontophenotime-an aging reversal agent

## **UNIT XIV**

National and international agencies for aged welfare, policies, strategies and programmes for the

elderly in India's five year plans.

**References:**

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## FIELD WORK PRACTICUM - III

### THIRD SEMESTER

Course Code	Title of the Course
34935	FIELD WORK PRACTICUM - III

#### Objective of the course

To be based on the student's specialization

- Agency placement for a minimum of 12 days.
- Content of Field work to be finalized between the concerned department and the placement agency according to the field of specialization.

#### Guidelines for Community Development Specialization

1. Exposure to DRDA/Panchayat Union and Panchayat administration
2. Orientation to community based surveys/PRA
3. Organize at least two need based community programmes
4. Practice of Social Work methods in Community Settings (Rural/Tribal areas)
5. Knowledge of CD programmes.

#### Guidelines for Medical and Psychiatric Social Work Specialization

1. Practice of Social Case Work with at least five clients
2. Practice of Social Group Work with at least two groups
3. One Community based programme.

#### Guidelines for HRM Specialization

1. Exposure to welfare measures and programmes in industries.
2. Orientation to IR activities/Trade Union
3. Understanding of Organization profile/Organizational Culture
4. Knowledge of labour legislations.

1. Agency placement in generic settings of practice such as schools/old age homes/counselling centres/rehabilitation settings etc.
2. The placement will be for a minimum duration of 12 field work days.
3. Importance to be given for the practice of social work methods. Each student is expected to conduct case work with a minimum of three clients, group work with at least two groups, and organise one institutional/ community based programme (trainees of all specializations).

**Evaluation: Internal : 25 marks**

- |                                        |   |         |
|----------------------------------------|---|---------|
| 1. Case Work Practice                  | : | 5 marks |
| 2. Group Work                          | : | 5 marks |
| 3. Awareness Programme                 | : | 5 marks |
| 4. Reporting                           | : | 5 marks |
| 5. Attendance for field work : 5 marks |   |         |

	Total	25 marks
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**External (75 marks)**

- |                                              |   |          |
|----------------------------------------------|---|----------|
| 1. Theoretical Knowledge                     | - | 30 marks |
| 2. Practice Skills                           | - | 25 marks |
| 3. Mobilizing Resources                      | - | 10 marks |
| 4. Communication and Presentation - 10 marks |   |          |

	Total	- 75 marks
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# DISASTER MANAGEMENT

## FOURTH SEMESTER

Course Code	Title of the Course
34941	DISASTER MANAGEMENT

### Course Objectives:

- To understand ecosystem equilibrium and disequilibrium
- To develop skills to analyze factors contributing disaster
- To develop an understanding of the process disaster of disaster
- To develop skills to participate in disaster management
- To develop an understanding of the social worker's role in the team for disaster management.

### Outcome of the course

- Disaster management is a process of pre disaster prevention, preparedness, education, and preparedness. It is important for Social Workers to learn this as they are involved in providing psychological assistance to survivors.

### Contents:

#### BLOCK I: DISASTER: DEFINITION, DIMENSIONS OF DISASTER, TYPES OF DISASTER

##### UNIT I

Disaster: definition, dimensions of disaster, progress in vulnerability.

##### UNIT II

Types of disaster: Water and climate related: Floods and drainage management, droughts, cyclones, tsunami, tornadoes, hurricane, hailstorms, cloudburst, snow avalanches, heat and cold waves, thunder and lightening

### **UNIT III**

Geological related: Earthquakes, landslides, mudflows, sea erosion, dam bursts and dam failures, mine fires.

### **BLOCK II: CHEMICAL, INDUSTRIAL AND NUCLEAR RELATED, PHASES OF DISASTER, PSYCHOLOGICAL FIRST AID, CRISIS AND EMERGENCY MANAGEMENT**

#### **UNIT IV**

Chemical, industrial and nuclear related: road, rail transportation accidents including waterways – boat capsizes, mine flooding, major building collapse, serial bomb blasts, festival related disasters, electrical disasters, fires, forest fires, mine flooding, oil spills, village fires.; *biological related*: biological disasters, epidemics, cattle and bird epidemics, pest attacks, food poisoning.

#### **UNIT V**

Phases of disaster (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire services, Panchayat Raj institutions.

#### **UNIT VI**

Psychological first aid, health camps, relief center, water and sanitation issues, epidemic breakages in camps, climatic changes and seasonal variations; humanitarian concerns in relief provision; management of relief experts, volunteers, materials, equipment; standard operation procedure to deal with trigger mechanism.

#### **UNIT VII**

Crisis and emergency management: government response system in disasters – central, state, district, taluk disaster management cell; trigger mechanisms – 11, 12, 13 levels of determination of disaster; BIRMS – Basic Initial Response Management Steps

**BLOCK III: COMMUNICATION SYSTEMS DURING DISASTERS, IMPACT : PHYSICAL, SOCIAL, ECONOMIC, AND PSYCHOLOGICAL IMPACT OF DISASTERS AND HOUSING SUPPORT HOUSING AND MATERIALISTIC SUPPORT FOR THE DISASTER SURVIVORS**

**UNIT VIII**

Communication systems during disasters: HAM (help all mankind) radio promotions, police wireless network, SMS, mobile services, satellite communications; warning systems in disasters.

**UNIT IX**

Impact : Physical, social, economic, and psychological impact of disasters. Impact on the individual, family, and community. Compensation: Compensation and legal issues among the disaster survivors. Assessment of damage. Providing compensation. Corruption in compensation.

**UNIT X**

Housing support Housing and materialistic support for the disaster survivors. Town planning after a major disaster. Maintaining minimum standard. Livelihood and community micro planning: Impact of disaster on livelihood and economic activities. Livelihood options for the vulnerable groups Creating self-sustenance among the disaster survivors.

**BLOCK IV: GENDER ISSUES IN DISASTER, SPECIAL NEEDS OF THE CHILDREN, ADOLESCENTS AND THE VULNERABLE GROUPS**

**UNIT XI**

Gender issues in disaster: Special needs of the women, increased vulnerability, problems of the women and care provisions; special issues of the women in human made disaster; role of the women organisations and government; special needs of the men groups and vulnerable men working with PRI for Psychosocial care of the men.

**UNIT XII**

Special needs of the children, adolescents and the vulnerable groups; role of child care personnel for the children affected by disaster. (Teachers/ICDS); empowering caregivers after the disaster; methods of working with children affected by disaster; community care

vs. institutional care after the disaster for the vulnerable/ destitute children; foster caring of the destitute children after the disaster.

## **BLOCK V: PSYCHOLOGICAL IMPACT OF DISASTER IN DIFFERENT PHASE, CAPACITY BUILDING**

### **UNIT XIII**

Psychological impact of disaster in different phase behavioral disorders subsequent to disasters including PTSD; methods of providing psychosocial care to the disaster survivors; principles of psychosocial care; techniques of providing psychosocial care; normalization model; needs of the special groups in disaster and psychosocial care.

### **UNIT XIV**

Capacity building: of governmental, non-governmental, community based organizations, and the local community, spectrum of care, inter sectoral and coordinated care provision between organizations, disaster preparedness, disaster sub-culture, disaster resilience role of social workers in disaster services. Policies and role of government sectors: role of state, central government, UN agencies, international organisations and NGOs, in disaster management services, India disaster management plan, quality assurance in disaster management – sphere, national health policy on disaster management, disaster survivors and human rights

### **References:**

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# CORPORATE SOCIAL RESPONSIBILITY

## FOURTH SEMESTER

Course Code	Title of the Course
34942	CORPORATE SOCIAL RESPONSIBILTYY

### Course objectives

1. To understand the scope and complexity of corporate social responsibility (CSR).
2. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
3. To acquire skills to frame CSR policies and practices appropriate to the Indian workplace

### Outcomes of the course

- The aim of this course is to introduce the students to the concept of corporate social responsibility and its related aspects.

### Contents:

#### **BLOCK I: SOCIAL RESPONSIBILITY, EVOLUTION OF CSR, SUPPLY CHAIN RESPONSIBILITY, STAKEHOLDER ENGAGEMENT, CAUSE AND SOCIAL MARKETING, ENVIRONMENTAL RESPONSIBILITY**

#### **UNIT I**

Social Responsibility: corporate social responsibility – meaning, definition and scope of CSR

#### **UNIT II**

Evolution of CSR – CSR, sustainability, public private partnerships, corporations role in climate change,

#### **UNIT III**

Supply chain responsibility, stakeholder engagement, cause and social marketing, environmental responsibility

**BLOCK II: CSR AS ECONOMIC DEVELOPMENT AND CSR IN CULTURAL CONTEXT, STAKEHOLDERS AND PERSPECTIVES AND DESIGNING A CSR POLICY**

**UNIT IV**

Socially responsible investing, sustainability reporting, transparency and human rights;  
CSR as economic development and CSR in cultural context

**UNIT V**

Stakeholders and Perspectives - interest groups related to CSR – tools of CSR – business benefits of CSR.

**UNIT VI**

Designing a CSR policy – factors influencing CSR policy – managing CSR in an organization – role of hr professionals in CSR

**UNIT VII**

Global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - codes formulated by UN global compact – UNDP, global reporting initiative.

**BLOCK III: IMPLEMENTING CSR, CSR IN THE ECOLOGICAL ENVIRONMENT AND TATA POWER**

**UNIT VIII**

Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community

**UNIT IX**

CSR in the ecological environment – case studies: lifebuoy soaps“ swasthya chetna, it’s e-choupal venture, titan industries limited

**UNIT X**

TATA power; tools for communicating CSR (skill building): social media, films and reports and developing strategic partnerships

## **BLOCK IV: CSR IN INDIA, LEGAL PROVISIONS AND SPECIFICATIONS ON CSR**

### **UNIT XI**

CSR in India: an overview of CSR rules under companies Act, 2013

### **UNIT XII**

Legal provisions and specifications on CSR – TCCI (TATA council for community initiatives).

## **BLOCK V: TATA MODEL ON CSR AND CSR AWARDS IN INDIA**

### **UNIT XIII**

TATA model on CSR – national CSR hub, TISS Mumbai – success and failure with CSR initiatives

### **UNIT XIV**

CSR awards in India – role of social workers in CSR

### **References:**

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- **Tapscott, Don and David Ticoll.** The Naked Corporation: How the Age of Transparency Will Revolutionize Business. Free Press, 2003.

# URBAN COMMUNITY DEVELOPMENT

## FOURTH SEMESTER

Course Code	Title of the Course
34943 A	URBAN COMMUNITY DEVELOPMENT

### Course Objectives:

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

### Outcome of the course

- The aim of this course is to enable students to grasp the various issues concerning urban community development.

### Contents

#### **BLOCK I: URBAN COMMUNITY: MEANING, CHARACTERISTICS, CITY - MEANING, CLASSIFICATION, URBANIZATION & URBANISM**

##### **UNIT I**

Urban Community: meaning, characteristics, rural urban linkages and contrast

##### **UNIT II**

City - meaning, classification, trends in urbanization process

##### **UNIT III**

Urbanization & Urbanism: meaning, theories of urbanization, characteristics of urbanism

#### **BLOCK II: SLUMS – DEFINITION, APPROACHES, URBAN PROBLEMS AND URBAN COMMUNITY DEVELOPMENT**

##### **UNIT IV**

Slums – definition, approaches, theories and classification and culture of slums

## **UNIT V**

Urban problems: housing, drug addiction, juvenile delinquency, prostitution, and pollution.

## **UNIT VI**

Urban Community Development: definition, concept, objectives and historical background

## **BLOCK III: APPROACHES, PRINCIPLES PROCESS AND METHODS OF URBAN COMMUNITY DEVELOPMENT AND URBAN DEVELOPMENT ADMINISTRATION**

### **UNIT VII**

Approaches, principles process and methods of urban community development, welfare extension projects of central social welfare board, urban development planning.

### **UNIT VIII**

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

### **UNIT IX**

Urban Development Administration: national, state and local levels; structure and functions of urban development agencies

## **BLOCK IV: URBAN SERVICES AND URBAN DEFICIENCIES, ROLE OF VOLUNTARY AGENCIES IN URBAN COMMUNITY DEVELOPMENT, URBAN DEVELOPMENT PROGRAMMES**

### **UNIT X**

Urban services and urban deficiencies; metropolitan development authorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); housing board.

### **UNIT XI**

Role of voluntary agencies in urban community development

### **UNIT XII**

Urban Development Programmes: five year plans and urban development; Madras Urban Development Projects (MUDP) I & II

## **BLOCK V: TAMIL NADU URBAN DEVELOPMENT PROJECT, TAMIL NADU SLUM AREA ACT 1971**

### **UNIT XIII**

Tamil Nadu Urban Development project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), etc

### **UNIT XIV**

Tamil Nadu Slum Area (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.

#### **References:**

- **Clinard, Marshall Barron.** Slums and community development: experiments in self-help. Vol. 8. New York: Free Press, 1966.
- **Diddee, Jaymala, and Vimla Rangaswamy.** "Urbanisation: trends perspectives and challenges." (1993).
- **Gill, Rajesh.** Slums as urban villages. Rawat Publications, 1994.
- **Mitra, Arup.** Urbanisation, slums, informal sector employment, and poverty: An exploratory study. BR Publishing Corporation, 1994.
- **Ramachandran, Ranganathan.** "Urbanization and urban systems in India." OUP Catalogue (1992).
- **Thudipara, Jacob Z.** Urban Community Development. Rawat, 2007
- **Vibhooti, Shukla.** "Urban Development and Regional policies in India." Himalaya pub., Bombay (1988).

# PSYCHIATRIC SOCIAL WORK

## FOURTH SEMESTER

Course Code	Title of the Course
34943B	PSYCHIATRIC SOCIAL WORK

### 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.

### Outcome of the course:

- The purpose of this course is to introduce the students to the concept of psychiatric social work and various other issues covered under it.

### Contents:

#### **BLOCK I: PSYCHIATRIC SOCIAL WORK: DEFINITION AND CONCEPT, CURRENT STATUS AS A FIELD OF SPECIALIZATION AND HISTORICAL DEVELOPMENT OF PSYCHIATRY AS A FIELD OF SPECIALISATION**

##### **UNIT I**

Psychiatric Social Work: definition and concept, historical development in India and abroad

##### **UNIT II**

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 III**

Historical development of Psychiatry as a Field of Specialisation: attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times;



**BLOCK II: CONCEPTS OF NORMALITY, ABNORMALITY AND MENTAL HEALTH, PSYCHIATRIC ASSESSMENT AND PSYCHIATRIC ILLNESS**

**UNIT IV**

Concepts of normality, abnormality and mental health; classification of mental illness: diagnostic statistical Manual (DSM) iii-R; international classification of diseases (ICD)

**UNIT V**

Psychiatric assessment: interviewing, case history taking; sources of intake, mental status examination; formulation of psychosocial diagnosis

**UNIT VI**

Psychiatric Illness: neuroses, psychoses, organic and functional, culture bound syndromes, personality disorders, sexual deviations, alcoholism and drug dependence; mental handicap

**BLOCK III: EPILEPSY: DEFINITION, TYPES, SUICIDE: CAUSES, INDICATIONS, PREVENTION AND SCHOLASTIC BACKWARDNESS**

**UNIT VII**

Definition, classification, clinical types and causes, cerebral palsy: clinical types, causes, associated disabilities; epilepsy: definition, types, causes, management; ageing: biological, social and psychological problems

**UNIT VII**

Suicide: causes, indications, prevention; childhood disorders: behaviour disorders; eating, elimination, sleep and speech disorders; childhood psychoses: autism, schizophrenia;

**UNIT VIII**

Scholastic backwardness: symptoms, causes and management; attention deficit disorders

## **BLOCK IV: THERAPEUTIC INTERVENTION IN PSYCHIATRIC ILLNESS, BEHAVIOR THERAPY AND SCOPE OF PSYCHIATRIC SOCIAL WORK PRACTICE**

### **UNIT IX**

Therapeutic Intervention in Psychiatric Illness: psycho education, cognitive therapy, group psychotherapy, family therapy, marital therapy: scope and types;

### **UNIT X**

Behavior therapy: principles and techniques, ECT, chemotherapy, psychosurgery and mega vitamin therapy; occupational therapy (purpose and concept)

### **UNIT XI**

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:

## **BLOCK V: ROLE OF THE SOCIAL WORKER IN REHABILITATION, PRINCIPLES AND MODELS OF PSYCHIATRIC REHABILITATION, CONCEPTS OF THERAPEUTIC COMMUNITY**

### **UNIT XII**

1) Psychiatric OPD'S 2) psychiatric specialty clinics 3) de-addiction centres, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilisation, reintegration of the patient in the family and community

### **UNIT XIII**

Principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work.

### **UNIT XIV**

concepts of : therapeutic community, partial hospitalisation, day care centers, half way homes, sheltered workshop and transitory homes; national mental health programme; district mental health programme

### **References:**

- **Carson, Robert C., et al.,** *Abnormal psychology and modern life* . Scott,

Foresman & Co, 1988.

- **Denzin, Norman K.** *Treating alcoholism: An alcoholics anonymous approach.* Vol. 46. Sage Publications, Inc, 1987.
- **Dickerson, Martha Ufford.** *Social work practice with the mentally retarded.* Free Pr, 1981.
- **Hudson, Barbara L., and Raghu N. Gaiind.** *Current Themes in Psychiatry.* Macmillan, 1978.
- **Hughes, Jennifer, and Jennifer Barraclough.** *An outline of modern psychiatry.* John Wiley & Sons, 1986.
- **John, Howells G.** *Modern perspectives in international Child psychiatry,* Brunner & Mazel Pub.1971.
- **Kraepelin, Emil.** *Psychiatry: A Textbook for Students and Physicians. General Psychiatry.* Ed. Jacques M. Quen. Science History Publications, 1990.
- **Marfatia, Jayant Chhotalal.** *Psychiatric problems of children.* Popular Prakashan, 1963.
- **Nunnally Jr, Jum C.** "Popular conceptions of mental health: Their development and change." (1961).
- **Paul, Gordon L., and Robert J. Lentz.** *Psychosocial treatment of chronic mental patients: Milieu versus social-learning programs.* Harvard University Press, 1977
- **Roberts, Nesta.** "Mental health and mental illness." *Mental health and mental illness.* (1967).
- **Singh, Har Gopal.** *Psychotherapy in India: From Vedic to modern times.* No. 3. National Psychological Corporation, 1977.
- **Verma, Ratna.** *Psychiatric social work in India.* SAGE Publications Pvt. Limited, 1992.

# ORGANISATIONAL BEHAVIOR

## FOURTH SEMESTER

Course Code	Title of the Course
34943C	ORGANISATIONAL BEHAVIOUR

### Objectives:

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

### Outcome of the course

- Organizational behavior focuses on developing an understanding of the individual and group level factors that influence employee attitudes and behavior at work.

### Contents:

#### **BLOCK I: FOCUS AND PURPOSE OF OB: DEFINITION, NEED AND IMPORTANCE, INDIVIDUAL BEHAVIOR, ORGANIZATIONAL BEHAVIOUR MODIFICATION**

##### **UNIT I**

Focus and Purpose of OB: definition, need and importance of organisational behaviour nature and scope – framework – organisational behavior – models;

##### **UNIT II**

Individual behavior: personality – types – factors influencing personality – theories; learning: learning process – learning theories

##### **UNIT III**

Organizational behaviour modification; attitude: characteristics – components

**BLOCK II: FORMATION; PERCEPTION: IMPORTANCE, GROUP BEHAVIOR, LEADERSHIP AND POWER, DYNAMICS OF ORGANIZATIONAL BEHAVIOR**

**UNIT IV**

Formation; perception: importance – factors influencing perception; motivation – importance – types – effects on work behavior

**UNIT V**

Group Behavior: 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

**UNIT VI**

leadership and power – meaning – importance – leadership styles – theories – leaders vs. managers – source of power – power centers – power and politics.

**UNIT VII**

Dynamics of Organizational Behavior: concept of organizational culture and climate – factors affecting organizational climate; job satisfaction – determinants – measurements

**BLOCK III: ORGANIZATIONAL CHANGE, ORGANIZATIONAL DYNAMICS, FIEDLER'S CONTINGENCY MODEL**

**UNIT VIII**

Organizational change – importance – change process – resistance to change – managing change; organizational effectiveness – perspective and application of transactional analysis

**UNIT IX**

Organizational Dynamics: leadership; process, styles, types and theories

**UNIT X**

Fiedler's contingency model, managerial grid, Redding's groups in organization: nature, cohesiveness, performance.

**BLOCK IV: NORMS AND WORK DESIGN FOR GROUP AND GROUP DYNAMICS, HUMAN ENGINEERING - MAN, MACHINE SYSTEM**

**UNIT XI**

Norms and work design for group (power, status, authority) and group dynamics

**UNIT XII**

Human engineering - man, machine system, human factors engineering and its applications structural design, job design and work design, Hawthorne experiments; employee counseling Japanese style of management and its applicability

**BLOCK V: ORGANIZATIONAL DEVELOPMENT: CONCEPT, CHARACTERISTICS, ORGANIZATIONAL CHANGE**

**UNIT XIII**

Organizational Development: concept, characteristics – objectives process/phases, theory and practice, interventions: quality circles;

**UNIT XIV**

Organizational change: process, resistance to change, planning and implementation & theories of change.

**Reference:**

- **Arnold, Hugh J. & Daniel E. Feldman**, *Organisational Behaviour*, McGraw Hill, 1986.
- **Luthans, Fred**, *Organisational Behaviour*, New York, McGraw Hill, 1993
- **Hellriegel, Slocum and Woodman**. *Organizational Behaviour*. Thomas Learning, 2001.
- **Davis, Keith**, *Human Behaviour at work*, New Delhi, McGraw Hill, 1993
- **Lawler, Porter L.M.** *Behaviour in Organisation*, McGraw Hill, New York, 1975.
- **Lewll L.N. and Reitz. H.J.**, *Group effectiveness in organisation*, Scott Foreman, 1981.

- **Ouchi W.G.**, *Theory - How American business can meet the Japanese challenges*, Addison Wesley, 1981.
- **Prasad L.M.**, *Organisational Behaviour*, New Delhi, S.Chand & Co. 1996.
- **Robbins, Stephen P.**, *Organizational behavior: Concepts, controversies, and applications*. New Jersey, Prentice Hall, 1991.
- **Edgar, Schein.**, *Organisational Psychology*, Englewood Cliffs New Jersey, Prentice Hall, 1970.

# DEMOGRAPHY AND FAMILY WELFARE

## FOURTH SEMESTER

Course Code	Title of the Course
34943D	DEMOGRAPHY AND FAMILY WELFARE

This course is to promote understanding of the changing norms of the social system and development opportunities throughout its cycle. It also aims to develop skills in identifying scope for reform and positive awareness for need of healthy family unit.

### Objectives:

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

### Contents

#### **BLOCK I: FAMILY AND MARRIAGE, IDEOLOGY OF FAMILY RIGHTS AND RESPONSIBILITIES AND IMPLICATIONS FOR THE FAMILY AND ITS MEMBERS** **UNIT I**

Family and Marriage: origin and evolution of family and marriage.

#### **UNIT II**

Ideology of family rights and responsibilities: normative family and marriage functions; social change and changes in family and marriage functions.

#### **UNIT III**

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; family assessment: methods and its implications.



**BLOCK II: DEMOGRAPHIC ASPECTS OF THE FAMILY IN INDIA, SOURCES OF DEMOGRAPHIC DATA AND FAMILY PLANNING**

**UNIT IV**

Demographic aspects of the family in India: social inequalities and fertility behavior, trends of population growth; factors affecting population growth; consequences of population explosion.

**UNIT V**

Sources of demographic data, vital statistics: population structures and projection; theories of population.

**UNIT VI**

Family Planning: scope, concept of eligible couple and child protection rate; importance of population control

**BLOCK III: FAMILY WELFARE PLANNING AND FIVE YEARS PLANS, POPULATION POLICY, POPULATION EDUCATION AND SEX EDUCATION AND FAMILY SIZE PREFERENCE AND CONTRACEPTIVE BEHAVIOUR**

**UNIT VII**

Family welfare planning and five years plans; objectives, targets and achievements

**UNIT VIII**

Population policy, population education and sex education; physiology of reproduction: reproductive anatomy and physiology, menarche and menopause, fecundity, fertility, treatment of infertility; adoption.

**UNIT IX**

**Family Size preference and contraceptive behaviour-** methods of contraception: conventional and modern methods- male and female; temporary methods; behavioural methods; mechanical contraceptives

**BLOCK IV: CHEMICAL CONTRACEPTIVE, SEMI-PERMANENT METHODS, PERMANENT METHODS**

**UNIT X**

Chemical contraceptive; semi-permanent methods: abortion and I.U.C.D.

## **UNIT XI**

Permanent methods: vasectomy and tubectomy, advantages and disadvantages, medical termination of pregnancy act.

### **BLOCK V: APPROACHES TO FAMILY WELFARE PLANNING, TRAINING AND RESEARCH IN FAMILY WELFARE PLANNING, SOCIAL WORK TECHNIQUES IN PROMOTING PARENTHOOD**

## **UNIT XII**

**Approaches to family welfare planning:** welfare approach, clinical, extension and educational approach and cafeteria approach

## **UNIT XIII**

Training and research in family welfare planning; mass media of communication; national and international agencies of family welfare planning services.

## **UNIT XIV**

Social work techniques in promoting parenthood

### **References:**

Agarwala, S.N., India's Population Problem, Tata Mc Graw Hill, Bombay.

Chandrasekaran, C.S, Population and Planned Parenthood, George Allen & Unwin, London.

Chandrasekara, C,S., Population and Family Planning, Kitab Mahal, Allahabad.

Danwantry, Rama Rao: population Resource and Environment, W.H Freeman & Co. Sanfrancisco.

Enrlich, Paul, R., Ehrlich, Anne, H.: Planning your family, Mc Millan & Co., New York.

Guffancher, Errest: Family Planning- Why, When & How, New book Co, Bombay.

Usharani, D.Venkatesh Babu & Sudhakara Reddy, M.V, Economic value of children and fertility, discovery Publishing.

## **FIELD WORK PRACTICUM –IV**

### **FOURTH SEMESTER**

<b>Course Code</b>	<b>Title of the Course</b>
<b>34944</b>	<b>FIELD WORK PRACTICUM – IV</b>

#### **Objectives:**

- To be based on the student's specialization
- Agency placement for a minimum of 12 days.
- Content of Field work to be finalized between the concerned department and the placement agency according to the field of specialization.

#### **General Guidelines for Community Development**

1. Exposure to DRDA/Panchayat Union and Panchayat administration
2. Orientation to community based surveys/PRA
3. Organize one need based community programme
4. Practice of Social Work methods in Community Settings (Rural/Urban Slum/Tribal areas)
5. Knowledge of CD programmes.

#### **General Guidelines for Medical and Psychiatric Social Work Students**

1. Practice of Social Case Work with at least five clients
2. Practice of Social Group Work with at least two groups
3. One Community based programme.

#### **General Guidelines for HRM Students**

1. Exposure to welfare measures and programmes in industries.
2. Orientation to IR activities/Trade Union

3. Understanding of Organisation profile/Organisational Culture
4. Knowledge of labour legislations.

**Evaluation (Concurrent Field Work for Semester IV)**

**Internal Evaluation – 15 marks**

1. Practice of Social Work Methods	-	5 marks
2. Contribution to the Agency	-	5 marks
3. Understanding the Agency and its Functional services	-	5 marks
4. Attendance	-	5 marks
5. Reporting	-	5 marks
	Total	25 marks

**External Evaluation – 75 marks**

1. Understanding of the agency and its services	-	30 marks
2. Theoretical Knowledge	-	25 marks
3. Practice Skills	-	10 marks
4. Communication & Presentation	-	10 marks
5. Total		75 marks

**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 organization related to the candidate's specialization.**

**Objectives:**

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

**Evaluation:**

Internal – 40 marks

Agency evolution – 30 marks

Viva –voce by external examiner – 30 marks

(**Note:** Common viva-vice for concurrent field work and Block placement at the end of IV semester with 30 marks)

## RESEARCH PROJECT WORK

### FOURTH SEMESTER

Course Code	Title of the Course
34945	RESEARCH PROJECT REPORT

A learner should prepare and submit 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

Assessment Evaluation Viva Voce

#### 1. PROJECT REPORT EVALUATION (Both Internal and External )

Plan for the Project	-	20 Marks
Execution of the Plan/ Collection of data/ Organization of Material/Hypothesis, Testing etc and Presentation of Report	-	55 marks
Individual Initiative	-	25 marks
Total	-	100 Marks

***e. 3. Duration of the Programme:***

The programme for the degree of Master of Social Work (MSW) shall consist of two academic years divided in to four semesters. Each semester consists of Three Theory Papers and One Practical Paper. Theory course carry 4 credits each and Practical course carry 4 credits. Each semester consist of 20 credits.

***e. 4. Faculty and Support Staff Requirements:***

The programme for the degree of Master of Master of Social Work (MSW) requires the following faculty and supporting staff:

<b>Staff Category</b>	<b>Required</b>
Faculty for Core Paper	3
Faculty for Specialization	2
Clerical Assistant	1

# Faculty may belongs to at least Assistant Professor Level

***e. 5. Instructional Delivery Mechanisms:***

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

***e. 6. Identification of Media:***

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

### ***e. 7. Student Support Services:***

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter and Learning Centres. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

### ***f. Procedure for Admission, curriculum transaction and evaluation:***

#### ***f. 1. Procedure for Admission:***

A candidate who has passed any U.G degree (10 + 2+ 3 system) of any other University accepted by the Syndicate as equivalent there to shall be eligible to appear and qualify for the Master of Social Work of this University after a course of study of two academic years.

#### ***f. 2. Curriculum Transactions:***

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.



For practical courses, the procedure will be issued to the learners. In the concern areas, instruction would be given for the practical activities followed by showing the records and the documents. And finally the students have to do the activities individually. The face to face contact sessions will be conducted in following durations;

<b>Course Type</b>	<b>Face to Face Contact Session per Semester (in Hours)</b>
Theory Courses (4 courses with 4 credits each)	64
Practical Courses (1 course with 4 credits)	120
<b>Total</b>	<b>180</b>

***f. 3. Evaluation:***

The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

***f. 3.1. Question Paper Pattern:***

Answer all questions (one question from each unit with internal choices Time: 3 Hours

Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

***f. 3.2. Distribution of Marks in Continuous Internal Assessments:***

The following procedure shall be followed for awarding internal marks for **theory** courses

<b>Component</b>	<b>Marks</b>
Assignments (5 questions per course)	25
<b>Total</b>	<b>25</b>

The following procedure shall be followed for awarding internal marks for **Practical** courses

<b>Internal –Practical</b>	<b>Marks</b>
Record	25
<b>Total</b>	<b>25</b>

***f. 3.3. Passing Minimum:***

- For internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses.
- For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.
- In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses.

***f. 3.4. Marks and Grades:***

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

<b>Range of Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>	<b>Description</b>
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

$C_i$  = Credits earned for the course  $i$  in any semester

$G_i$  = Grade Point obtained for course  $i$  in any semester.

$n$  refers to the semester in which such courses were credited

**For a semester;**

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a semester

**For the entire programme;**

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme

<b>CGPA</b>	<b>Grad</b>	<b>Classification of Final Result</b>
9.5-10.0 9.0 and above but below 9.5	O+ O	First Class- Exemplary*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	D++ D+ D	First Class with Distinction*
8.5 and above but below 9.0 8.0 and above but below 8.5 7.5 and above but below 8.0	D++ D+ D	First Class with Distinction*
7.0 and above but below 7.5 6.5 and above but below 7.0 6.0 and above but below 6.5	A++ A+ A	First Class

5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

\*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

***f. 3.5. Maximum duration for the completion of the course:***

The maximum duration for completion of Master of Social Work (MSW) programme shall not exceed ten semesters from their fourth semester.

***f. 3.6. Commencement of this Regulation:***

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

***f. 4. Fee Structure:***

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.	Nature of Fees
		First Year	Second Year
1	Admission Processing Fees	300.00	-
2	Tuition Fees	11000.00	11000.00
4	ICT Fees	150.00	150.00
	TOTAL	11450.00	11150.00

The above mentioned fee structure is exclusive of Exam fees.

***g. Requirement of the laboratory support and Library Resources:***

The students who have enrolled themselves in Master of Social Work (MSW) Programme shall attend the face to face contact session for Practical Courses at their

respective Learning Centres.

Directorate of Distance Education, Alagappa University, Karaikudi housing an excellent Library facility with adequate number of copies of books in relevant titles for Master of Social Work (MSW). The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

***h. Cost estimate of the programme and the provisions:***

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with Master of Social Work (MSW) Programme as follows:

<b>Sl. No.</b>	<b>Expenditure Heads</b>	<b>Approx. Amount in Rs.</b>
1	Programme Development (Single Time investment)	<b>10,00,000.00</b>
2	Programme Delivery (Per Year)	<b>20,00,000.00</b>
3	Programme Maintenance (Per Year)	<b>3,00,000.00</b>

**i. Quality assurance mechanism and expected programme outcomes:**

***i. 1. University's Moto:***

‘Excellence in Action’

***i. 2. University's Vision Statement:***

Achieving Excellence in all spheres of Education, with particular emphasis on “PEARL”- Pedagogy, Extension, Administration, Research and Learning.

***i. 2. University's Objectives:***

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

***i. 3. University's Quality Policy:***

Attaining Benchmark Quality in every domain of ‘PEARL’ to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

***i. 4. University's Quality Quote:***

Quality Unleashes Opportunities towards Excellence (QUOTE)

***i.5. Programme's Review Mechanism:***

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of Master of Social Work (MSW) programme of study may reflect the gaining of knowledge and skill in the subject. And all these gaining of knowledge may help the students to get new job opportunities, upgrading in their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline- Social; Work Education achieving in competitive examinations on the subject.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based review feedback from the alumni, students, parents and employers

will be received and analyzed for the further improvement of the quality of the Master of Social Work (MSW).

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Minutes of the Meeting of the Board of Studies in Social Work (for Master of Social Work Programme to be offered through ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 06.09.2017 at 2 P.M.

**Members Present**

1. Prof.K.R. Murugan - Chairperson
2. Prof.V.Sethuramalingam - Member
3. Prof. Thomas Williams - Member
4. Dr.Umesh Samuel - Member
5. Dr.Prince Annadurai - Member
6. Dr.Dr.MA.Velusamy - Member
7. Mr. M. Nisanth - Member

After the deliberation and discussion the Board resolved the following:

The Members of the Board of Studies for Social Work scrutinised and considered the curriculum design and the detailed syllabi of Master of Social Work programme prepared as per the norms by the UGC DEB – 2017, approved the detailed syllabi to be offered by the Directorate of Distance Education of Alagappa University are given in Annexure I.

  
Prof.K.R. Murugan  
Prof.V.Sethuramalingam  
Prof. Thomas Williams  
Dr.A.Umesh Samuel  
Dr.Prince Annadurai  
Dr.MA.Velusamy  
Mr. M. Nisanth