

*Placed at the meeting of  
Academic Council  
held on 26.03.2018*

## **APPENDIX - F**

### **MADURAI KAMARAJ UNIVERSITY**

*(University with Potential for Excellence)*

#### **CHOICE BASED CREDIT SYSTEM**

#### **REVISED SYLLABUS FOR**

#### **B.A. SOCIAL WORK**

**(with effect FROM 2018–2019)**

#### **1. Introduction of the programme:**

Social Work is a professional course learnt to extend professional help to the humanity and the ultimate mission is to uphold social justice. This could be possible by initiating social change, problem solving and strengthening human relationships, empowerment and liberation of people and to augment their well-being. Human rights and social values are fundamental to social work. It bases its methodology on a systematic body of evidence-based knowledge derived from research practice and evaluation.

#### **1a. BSW Curriculum**

In the first and second semester, papers such as Introduction to social work, Introduction to society, Basics of Psychology and Self Development & Life Skills (Non Major Elective) and (in second semester) Case Work & Group Work, Community organization and Social Action, Developmental Psychology and Participatory Rural Appraisal (Non Major Elective) are offered to the students in order to give a basic understanding about the primary methods of social work along with supportive papers.

Social Welfare Administration, Social Legislation, Field Work – Observational are the core papers and Information Technology & Social Media as a Allied paper are offered in IIIrd semester. There are three core papers such as Women and Child Welfare, Community Development, Field Work – Observational and Basics of Communication & Life skills and which are offered in the IV Semester. The thrust of the course in the III and IV semester is to help students to learn the secondary methods of social work and important fields of social work. Concurrent Field work is also initiated in these two semesters to promote field based experience.

In the fifth and sixth semester Social Work Research, Youth Welfare, Welfare of Differently abled, Field Work Industrial Social Work, Social Entrepreneurship, Research Project, Field Work, are core papers offered along with Basics of

Counseling and Welfare of Weaker Sections as allied papers such as General Knowledge and Disaster Management are taught to the students.

The concurrent field work is initiated in these two semesters so that students get a chance to practice social work methods in the field. The Research project at the under graduate level exposes the students to understand and to get familiarize with the basics of research. The allied focuses on promoting employability among the students in the current scenario.

## **2. Eligibility for Admission:**

The candidates who have passed +2 Examinations or its equivalent Examinations recognized by the Government of Tamilnadu will be considered.

### **Order of preference:**

- a) Students of Indian culture in the +2 level.
- b) Students of Arts Subject.
- c) Students of Science subjects.

## **3. Objectives of the programme:**

- The major thrust is to introduce the concept of social work, primary and secondary methods, basics of other social sciences which supports the social work curriculum.
- Field work has been classified into two types such as observation visits and concurrent field work. In the observational field work the students are exposed to different development organizations in order to have a better understanding about its objectives, functioning and interventions.
- In the concurrent field work students are placed in various field settings to provide a opportunities to practice the basic methods of social work and to improve their professional skills.

## **4. Outcome of the Programme:**

- Obtain basic knowledge of Social Work
- Able to practice Professional Social Work
- Improve competency and skills so as to practice in the field
- Gain knowledge and experience in interdisciplinary subjects
- Initiate the professionalism in social work to pursue masters course
- Prepared to undertake professional career with focused goals.

## 5. Core Subject Papers:

01	<b>Introduction to Social Work Profession</b>
02	<b>Introduction to Indian Society</b>
03	<b>Case Work &amp; Group Work</b>
04	<b>Community Organization and Social Action</b>
05	<b>Social Welfare Administration</b>
06	<b>Field Work – Observational - I</b>
07	<b>Women and Child Welfare</b>
08	<b>Field Work – Observational - II</b>
09	<b>Social Work Research</b>
10	<b>Youth Welfare</b>
11	<b>Welfare of Differently abled</b>
12	<b>Field Work - III</b>
13	<b>Industrial Social Work</b>
14	<b>Field Work - IV</b>

## 6. Subject Elective Papers

01	Basics of Psychology
02	Developmental Psychology
03	Social Legislation
04	Community Development
05	Welfare of Weaker Sections
06	Research Project
07	Disaster Management

## 7. Skill Based Elective Papers

01	Information Technology and Social Media
02	Communication & Life skills
03	Basics of Counselling
04	Social Entrepreneurship
05	Local Self Government in Rural & Urban Settings
06	General Knowledge

## 8. Non-Subject Elective Papers

01	Self Development & Life skills
02	Participatory Rural Appraisal

## 9. Unitization

Content of Every paper divided into FIVE units

## 10. Pattern of Examination

Internal and External respectively 25:75

## 11. Scheme for Internal Exam

Two Tests	-10 marks (average of best two tests)
Assignments	-5marks
Seminar/Group discussion/Quiz	-5marks
Peer-Team-Teaching	-5 marks
<b>Grand Total</b>	<b>-25Marks</b>

## 12. External Exam

External Examination –Maximum 75 marks

## 13. Question Paper Pattern

All the Question Papers consists of Three Sections A,B and C

Section A must be Objective Type

Section B should be descriptive type with internal choice

Section C Should be descriptive type with choice

## 14. Scheme for Examination – Theory Papers

Time: 3Hours      Max.Marks:75

**Section A:** (10 x 1=10 marks) Question No.1 to 10 (Multiple choice)

- Two questions from each unit.
- Four Choices in each questions

**Section B:** (5 x 7=35marks)

- ❖ Answer ALL the questions choosing either (a) or (b)
- ❖ Two questions from each unit
- ❖ Answers not exceed two pages

Question No. 11(a) or (b)

12 (a) or (b)

13 (a) or (b)

14 (a) or (b)

15 (a) or (b)

**Section C:**

(3x10=30marks) Answers not exceeding four pages

Answer any three out of five (One question from each Unit) Question No. 16–20

## 14A. Scheme of Examination for Field Work

Internal by Faculty Supervisor      - 50 marks

External viva by Dept. Panel      – 50 marks

#### **14B. Scheme of Examination for Research Project**

Internal by Faculty Supervisor - 50 marks

External Viva by Dept. Panel – 50 marks

#### **15. Passing Minimum**

1. 35% of the aggregate (External +Internal). 2. No separate pass minimum for Internal.

3. 23 marks out of 75 is the pass minimum for the External.

#### **16. Model Question**

Enclosed at the end

#### **17. Teaching Methodology**

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Lecturing               | 2. Class Room Discussion    |
| 3. Audio visual programmes | 4. Power Point Presentation |
| 5. Peer – Team Teaching    | 6. Observation in the field |

#### **18. Text Books**

Enclosed at the end of every Subject Units

#### **19. Reference Books**

Enclosed at the end of every Subject Units

#### **20. Re-totalling and Revaluation Provision**

Students may apply for re-totalling and revaluation after declaration of result within 15 days

#### **21. Transitory provision**

Syllabus revision once in Two Years

Up to April 2021 (Three Years) Transitory Provision From 2021 to 2024

#### **22. Subject and Paper Related Websites**

Enclosed in Separate Page

**B.A. SOCIAL WORK Semester-I**

<b>Part</b>	<b>StudyComponent</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
I	Tamil/ Other Languages	1	3	6
II	English	1	3	6
III	Core Subject	2	8	10
	Allied Subject	1	5	6
IV	Non-Major Elective	1	2	2
	<b>Total</b>	<b>6</b>	<b>21</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>StudyComponent</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
I	Tamil/ Other Languages	1	3	6
II	English	1	3	6
III	Core Subject	2	8	10
	Allied Subject	1	5	6
IV	Non-Major Elective	1	2	2
	<b>Total</b>	<b>6</b>	<b>21</b>	<b>30</b>

**Semester-III**

<b>Part</b>	<b>StudyComponent</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
I	Tamil/ Other Languages	1	3	6
II	English	1	3	6
III	Core Subject	2	8	10
	Allied Subject	1	5	6
IV	Skill based Subject	1	2	2
	<b>Total</b>	<b>6</b>	<b>21</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>StudyComponent</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
I	Tamil/ Other Languages	1	3	6
II	English	1	3	6
III	Core Subject	2	8	10
	Allied Subject	1	5	6
IV	Skill based Subject	1	2	2
	<b>Total</b>	<b>6</b>	<b>21</b>	<b>30</b>

**Semester-V**

<b>Part</b>	<b>Study Component</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
III	Core Subject	4	20	20
	Project / Elective	1	5	6
IV	Environmental Studies	1	2	2
	Skill based Subjects	1	2	2
	<b>Total</b>	<b>7</b>	<b>29</b>	<b>30</b>

**Semester-VI**

<b>Part</b>	<b>Study Component</b>	<b>No.of Course</b>	<b>Credit</b>	<b>Hours</b>
III	Core Subject	2	8	10
	Project / Elective	2	10	12
IV	Value Education	1	2	2
	Skill based Subjects	3	6	6
V	Extension Activities	1	1	0
<b>Total</b>		<b>9</b>	<b>27</b>	<b>30</b>

Sem.	Study Component Part	Course Title	Instruction Hrs/Week	Credit	
I	Part I	01.Tamil	6	3	
	Part II	02.English	6	3	
	Part III		03. <b>Introduction to Social Work Profession (CS-1)</b>	5	4
			04. <b>Introduction to Indian society (CS-2)</b>	5	4
			05. <b>Basics of Psychology (SE-1)</b>	6	5
	Part IV		06. <b>Self Development&amp; Life Skills (NSE-1)</b>	2	2
			<b>30</b>	<b>21</b>	
II	Part I	07.Tamil	6	3	
	Part II	08.English	6	3	
	Part III		09. <b>Case Work &amp; Group Work (CS-3)</b>	5	4
			10. <b>Community Organization and Social Action (CS-4)</b>	5	4
			11. <b>Developmental Psychology (SE-2)</b>	6	5
	Part IV		12. <b>Participatory Rural Appraisal (NSE-2)</b>	2	2
			<b>30</b>	<b>21</b>	
III	Part I	13.Tamil	6	3	
	Part II	14.English	6	3	
	Part III		15. <b>Social Welfare Administration (CS-5)</b>	5	4
			16. <b>Field Work – Observational - I (CS-6)</b>	5	4
			17. <b>Social Legislation (SE-3)</b>	6	5
	Part-IV		18. <b>Information Technology and Social Media -(SBS-1)</b>	2	2
			<b>30</b>	<b>21</b>	



IV	Part I	19.Tamil	6	3
	Part II	20.English	6	3
	Part III	21. <b>Women and Child Welfare</b> (CS-7)	5	4
		22. <b>Field Work – Observational- II</b> (CS-8)	5	4
		23. <b>Community Development</b> (SE-4)	6	5
	Part IV	24. <b>Communication &amp; Life skills</b> -(SBS-2)	2	2
	Part V	Extension Activities		
			<b>30</b>	<b>21</b>
V	Part III	25. <b>Social Work Research</b> (CS-09)	5	5
		26. <b>Youth Welfare</b> (CS-10)	5	5
		27. <b>Welfare of Differently abled</b> (CS-11)	5	5
		28. <b>Field Work - III</b> (CS-12)	5	5
		29. <b>Welfare of Weaker Sections</b> (SE-5)	6	5
		30. <b>Basics of Counseling</b> (SBS-3)	2	2
	Part IV	31.EnvironmentalStudies	2	2
			<b>30</b>	<b>29</b>
VI	Part III	32. <b>Industrial Social Work</b> (CS-13)	5	4
		33. <b>Field Work - IV</b> (CS-14)	5	4
		34. <b>Research Project</b> (SE-6)	6	5
		35. <b>Disaster Management</b> (SE-7)	6	5
	Part IV	36.Value Education	2	2
		37. <b>Social Entrepreneurship</b> (SBS-4)	2	2
		38. <b>General Knowledge</b> (SBS-5)	2	2
			39.Local Self Government in Rural & Urban Settings (SBS-6)	2
			<b>30</b>	<b>29</b>

## **B.A. SOCIAL WORK SEMESTER I**

CS/ Credit-4/ hours -5

### **INTRODUCTION TO SOCIAL WORK PROFESSION**

#### **Objectives:**

To enable the students to understand the concepts, Principles, Values of Social Work

To orient the students on background and models of Social Work

#### **Unit I:**

Social Work: Definition, Objectives, Scope.; Social Service; Social Welfare; Social Reform; Social Security and Social Justice; Emergence of Social Work in India: USA & UK.

#### **Unit II:**

Social Work Profession: Philosophy, Principles, Traits, Values, Ethics and Goals; Models of Social Work: Relief model, Welfare model, Clinical model, Systems model, Radical model, and Developmental model;

#### **Unit III**

Methods of Social Work; Social Case Work , ; Social Group Work, Community Organisation, Social Welfare Administration, Social Welfare Administration, Social Work Research and Social Action

#### **Unit IV:**

Field of Social Work ; Family and Child welfare, Correctional Social Work, Industrial Social Work , School Social Work and Community Organisation,

#### **Unit V:**

National and International Professional Organizations in Social Work: NASW, IASW, IFSW, Problems faced by the Social Work Profession in India; Role of Social Workers in Different Settings

#### **References**

1. Albin Joseph, G and A.Thomas William (2016), Professional Social Work Practice, Authors Press, New Delhi
2. P.D.Misra , Beena Misra (2010) Socvial work Profession in India , New Royal Books &Co
3. Paul Chowdry (1972).D Introduction to Social Work , History, Concepts, Methods and Fields
4. M.S.Core (2011) Social work and Social Work Education , Rawat Publication
5. Sethurama Subbaiah (2016) Emerging trends in Social Work Education in India

CS/ Credit-4/ hours -5

## **INTRODUCTION TO INDIAN SOCIETY**

### **Specific Objectives:**

- To facilitate the students to learn the various aspects of Society, Socialization, Family, Social stratification and Social Problems
- To help them understand the relevance of the knowledge of society for social work practice

### **Unit I**

Society: Concept, Characteristics, Structure and Functions of Society, Society; Community: Concept, Definition, Types and Characteristics of Rural, Urban and Tribal Communities

### **Unit II**

Social Stratification: Caste, Class and Race. Changing pattern of Caste System in India. Social Change; Concept, Definition and Factors leading to Social change.

### **Unit III**

Social Institution; Marriage , Family, Religion - Meaning, Types, Functions and Changing pattern - Culture: Concept; Influence on individuals; Cultural change; Cultural Lag:

### **Unit IV**

Social control: Concept, types and functions. Major Agents of Social control: Kinship, Religion, Law, Education, Traditions and Customs.

### **Unit V**

Social Problems; Concept, Definition, social problems and issues in India; Poverty, Delinquency, Child trafficking, Substance abuse, Prostitution, Unemployment and Beggary

### **REFERENCES**

Shankar Rao (2011) Principles of Sociology, S.Chand, New Delhi.

Mandal(PD), (2011) Sociology of Social Stratification, Centurmpress, New Delhi

Thomas William, A, (2008), Child Trafficking, Kanishka Publihers, New Delhi.

Vidhya Bhushan and.Sachdeva,(1985),An Introduction to Sociology, Allahabad Kitab Mahal,

Kapadia, K.M., (1966) Marriage and Family in India. New Delhi, Oxford University Press

Maclver, R. M. and Page, (1985) Society: An Introductory Analysis. London, MacMillan.

**Allied / Credit5/ hours6**

## **BASIS OF PSYCHOLOGY**

### **Objectives:**

- To help students understand the basic concept of Psychology
- To enable them understand the factors influencing human behaviour.
- To make the students understand the features of various life phases

### **Unit I**

Psychology: Definition, Nature and Scope, Concept of human behaviour, Normality and Abnormality, a brief idea on various Schools of Psychology Importance of Psychology in Social Work practice.

### **Unit II**

Human growth and Development: Concept, Nature and Importance; Physical and Psychological aspects of various stages of Human growth and Development: Infancy, Babyhood, Early and Late childhood, Adolescence, Early and Middle Adulthood and Old age.

### **Unit III**

Personality: Nature and Theories of Personality; A brief overview of Psychodynamic and Humanistic theories; Factors influencing Personality Development- Behaviour: Meaning, Types of behaviour, factors influencing behaviour- Defence Mechanism,

### **Unit IV**

Learning: Concept, Types, Theories of Learning; Motivation: Concept and Nature, Types of motives with special reference to Social Motives , Maslows Theory

### **Unit V**

Attitudes: Concept and Nature, stereotypes and prejudice, Formation of Attitudes and Attitudes change in individuals and groups Emotions - Intelligence - Measurement of intelligence

### **REFERENCES**

- Devid Barlow V.Mark Durand (2008),Thomson, Wadsworth , Abnormal Psychology
- Hurlock, Elizabeth. (1981). Development Psychology –A Life Span Approach. Tata McGraw Hill Ltd. New Delhi
- Coleman, Homes. (1980). Abnormal Psychology and modern life. Tata McGraw Hill Ltd, New Delhi.
- Halle, Larry. A and Ziegler Daniel. (1981). Personality Theories. McGraw Hill Ltd, New Delhi.

Non Major elective/ credit2/ hours 2

## **SELF DEVELOPMENT AND LIFE SKILLS**

### **OBJECTIVES**

1. To help students understand the concept of self and the importance of being aware of it.
2. To enable them understand the ways of knowing oneself.
3. To develop their skills that would help them to achieve their goals.

### **UNIT I**

Self-Meaning and Definition of Self , types - Ideal self, Real Self, Self image, Self esteem.

### **UNIT II**

Self awareness: JOHARI WINDOW, Importance of feedback - constructive and destructive. Disclosure- factors influencing disclosure, Self assessment.

### **UNIT III**

Personality: Meaning And Definition, Concept, types, factors influencing personality.

### **UNIT IV**

Life Skills I- Meaning and Concept of types of life skills, Empathy, Communication, critical thinking, creative thinking

### **UNIT V**

Life skills II- Meaning and Concept of Interpersonal Relationship , Decision Making , Problem Solving, Coping With Stress And Emotion,

### **REFERENCES**

1. Allan, G. (1996), Kinship and Friendship in Modern Britain, Oxford, Oxford University
2. Betty Farber, (2000), My Self, My Family, My Friends: 26 Experts Explore Young Children's Self Esteem, Preschool Publication.
3. Halle, Larry. A and Ziegler Daniel. (1981). Personality Theories. McGraw Hill Ltd, New Delhi
4. Life Skills Manual – Rajiv Gandhi Institute of Youth Development, Govt. of India

## II Semester

**CS/ Credit-4/ hours -5**

### **INTRODUCTION TO CASE WORK AND GROUP WORK**

#### **OBJECTIVES**

1. To help the students understand the components of Social Case Work and Group Work.
2. To help them understand the applications of Case Work & Group Work in different settings.

#### **Unit I**

Social Case Work: Definition, Meaning, Definition, Objectives and History of Social Case work in India and Abroad - Basic components of Social Case Work - Problem, Person, Place, Process and Principles.

#### **Unit II**

Case Work Process – Study (Case recording, Interview, Collateral contacts etc) Diagnosis - Treatment (methods and techniques), Follow – up and termination.

#### **Unit III**

Social Group Work - Definition, Meaning, Definition, Scope, Objectives and history. Principles of Group Work - Group work Processes: Planning phase, Beginning phase, Middle phase, Ending phase.

#### **Unit IV**

Program planning in Social Group work - Meaning, principles, planning stages. Roles of group worker, Skills of Social group worker. Recording in Group work

#### **Unit V**

Application of Social Case Work and Group Work in educational institutions, community, industries and hospitals

#### **REFERENCES**

1. Mathew, Grace,(1993), An Introduction to Social Case Work, Bombay, TISS.
2. Upadhyay,P.K. (2003), Social Case Work, New Delhi.
3. Roberts RW & Nee, RH. (Ed), (1970) Theories of Social Case Work, Chicago, Chicago University.
4. Trecker, HB, (1972), Social Group Work; Principles and Practices, Chicago, Association Press

**CS/ Credit-4/ hours -5**

## **COMMUNITY ORGANIZATION AND SOCIAL ACTION**

### **OBJECTIVES**

- To help students understand community organization as a method of social work.
- To enable them understand the methodology of organizing the community.

### **UNIT I**

Definition of community, Types of communities. Differences between rural , urban and tribal communities. Community Leadership and Power structure in the community.

### **UNIT II**

Community Organisation – Definition, Objectives Assumptions, and Principles, Approaches in community organization – Neighborhood approach, System approach, Structural approach. Jack Rothmans Model- Locality Development, Social Planning and Social Action

### **UNIT III**

Phases /Steps in community organization. Classification of methods /Tools of community organization – Need and importance of conflict resolution methods

### **UNIT IV**

Social Action -Definition, Principles, Strategies of Social Action, Meaning and concept of Advocacy and Lobbying.

### **UNIT V**

Role of community organizer - Application of community organization methods in issues related to Natural Resource Management, Public Health, Child Rights, Food Security, Civil Conflicts and Disaster Management.

### **REFERENCES**

1. Christopher A.J.and Thomas Willam (2010),introduction to Community Organization and Social action , Himalaya publishing
2. Murray.G. Ross, (1955) Community Organization. Theory, Principles and Practice, New York, Harper & Row.
3. Patel AK (2010) Method of Social Work , Crescent Pub. New Delhi
4. Johri , Pradeep Kumar (2005) Social Work for Community Development

**Allied / Credit5/ hours6**

## **DEVELOPMENTAL PSYCHOLOGY**

### **OBJECTIVES**

To understand the evolution basics of psychology across the life span

To facilitate the integration of above knowledge with social work practice

### **UNIT – 1**

Definition, meaning and purpose of Developmental Psychology and its importance in social work practice. Meaning of growth and development. Heredity and environment maturation and learning.

### **UNIT – 2**

Conception, Pregnancy -Meaning and definition – Child growth & Development in each trimester. Delivery -Types, Importance of prenatal development. Developmental tasks in each stage.

### **UNIT – 3**

Infancy- Characteristics of infant, major adjustments of infancy, role of parents. Babyhood: Child rearing practices, Emotional behaviour in babyhood – Hazards of babyhood, prevention and management of accidents.

### **UNIT – 4**

Puberty – Body changes at puberty – Effects of puberty changes in adolescence – development tasks of adolescence, Emotional – Social aspects of adolescence. Early and Late Adulthood: Development tasks of Adulthood – Vocational, Marital, Social adjustment – Late Adulthood – Adjustment of parenthood.

### **Unit – 5**

Middle Age – Development tasks of middle age – Social Adjustments – Adjustment to physical changes – Vocational and Marital hazards of middle age. Old Age- characteristics of old age – Developmental tasks of old age & adjustments. Life hazards of old age.

### **REFERENCE:**

1. English, Oscy (1958), Emotional problems of living, London, George Allen & Alwin.L
2. Hurlock, E.B (1975), Developmental Psychology, New Delhi, Prentice Hall.
3. Thompson, G.G (1981), Child Psychology, New Delhi, Surjeet Publications.
4. Lawrence, S.Wrightsmann 1994, Adult Personality Development, Theories Concepts, New Delhi, Sage Publications.



Non Major elective/ credit2/ hours 2

## **PARTICIPATORY RURAL APPRAISAL**

### **Objectives**

- To help students understand the basic concept of PRA.
- To enable them to understand using PRA for different purposes
- To make the students of understand the Planning and preparing for PRA

### **UNIT I**

Concept, Origin, Meaning and Importance of Participatory Methodologies. Meaning of RRA / PRA / PLA./PLM

### **UNIT II**

Tools of PRA / PLA - Nature and Classification of PRA Tools - Visuals, Matrixes, Observation, Interviews, Focus group discussions, Visions, Stakeholder workshops and meetings.

### **UNIT III**

Planning and preparing for PRA. The team, composition, purpose, community contact, checklist for information collection, materials needed

### **UNIT IV**

Major PRA Tools. Social Mapping, Seasonal Diagram, Wealth Ranking, Venn Diagram Resource Diagram, Problem / opportunity matrix, Problem / Solution Matrix, Pair wise diagram

### **UNIT VI**

Using PRA for different purposes – Planning, Monitoring and Evaluation - PRA with different groups – Children, youth, women etc

### **REFERENCES**

1. Andrea Cornwall & Garrett Pratt, (2003), Pathways to Participation – Reflections on PRA, London Intermediate Technology Publications
2. Robert Chambers, (1997) Participatory Rural Appraisal (PRA) Challenges, Potential and Paradigms, Sussex, Institute of development Studies
3. Neela Mukherjee, (1994), Participatory Rural Appraisal – Methodology & Applications, New Delhi, Concept Publishing Company
4. Naranayasamy, N (2009), Participatory Rural Appraisal ,Sage Publication

### Semester III

CS/ Credit-4/ hours -5

#### TITLE : SOCIAL WELFARE ADMINISTRATION

##### Objectives

- To understand Social Welfare Administration as a method of Social Work
- To develop an understanding of basic concepts of administration in the agency.
- To acquire skills and to develop an understanding of the organization as a system

**Unit I:** Social Welfare Administration.- Concept, Meaning, definition, Need, Scope and Principles - Public Administration.

**Unit II :** Social Welfare Organisations: Types, Registration of Societies and Trusts, Constitution and byelaws. International and National voluntary agencies, Problems of NGOs/ Social Welfare organisations

**Unit III :** Administrative Process in Welfare Institutions- Planning, Organizing, Directing, Staffing, Coordinating, Financial administration- Budgeting, Fund raising, Online Fundraising, Accounting, Auditing and Public relations

**Unit IV:** Welfare programmes for Children, Women, SC/ST, and the differently Abled (Institutional & Non-Institutional)

**Unit V:** Social Welfare Administration in India- CSWB & SSWB and Related Departments- Organisational Structure, Functions and Programmes

##### REFERENCES:

**Goel,** (2004), Administration and Management of NGO, Deep and Deep Pub. New Delhi

**Paul Chowdhry,** (1979) Social Welfare Administration, Atma Ram and Sons, New Delhi

**Dev Rameshwari, Ravi Prakash Ed,** (1998) Social Work and Social Welfare, Administration Methods and Practice, Vol-I, Mangal Deep Publications, Jaipur

**Dev Rameshwari, Ravi Prakash Ed,** (2001) Social Welfare Administration - Methods and Research, Mangal Deep Publications, Jaipur.

**Dhamma, O.P,** (1986) Extension and Rural Welfare, Ram Prasad and Sons, Bhopal

**Government of India,** (1968) Encyclopaedia of Social Work, Vol-1; Planning Commission of India, New Delhi

**Sachedeva D.R,** (1997) Social Welfare Administration, New Delhi, Kitab Mahal.

**Skimore R.A,** (1995) Social Work Administration, Boston, Allyn & Bocan Tread, London

**Trecker H.B,** (1971) Social Work Administration, Principles and Practices, Atma Ram & Sons, New Delhi,

CS/ Credit-4/ hours -5

**Title : FIELD WORK PRACTICUM – Observational I**

**Objectives:**

- To provide students an exposure to the different settings of social work practice
- To understand the functioning of Social Welfare organisations
- To develop skills in observation and report writing.

**Nature of field work practice:** Students to be taken for observation visits to different agencies / Organisations/settings of social work practice in and around their place of study.

**The Total number of visits**

Students are given classroom orientation regarding the agency/ setting prior to the field visit. Students are expected to write and submit detailed reports of their observation & remarks for each visit.

**Field work thrust**

To understand the objectives, programmes, administration, target groups and challenges of social welfare organisations

Analysis and discussion to be held following report submission during the Field Work conference

Guide line for field work evaluation: Marks

**Internal:**

1. Regularity in field work	05
2. Regularity in submitting reports	05
3. Observation & Interest during the visit	20
4. Report Writing	20

**External:**

1. Viva-Voce	50
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**Total** **100**

**Allied / Credit5/ hours6**

**TITLE : SOCIAL LEGISLATION**

**Objectives:**

- To educate the students on various constitutional rights and social legislations.
- To help students to be aware of the salient features of the legislations.
- To understand the impact of Social legislations in removing social evils and problems.

**Unit I:** Social Legislation, need and importance, Indian Constitution: Preamble, Fundamental Rights, Directive Principles and Fundamental Duties

**Unit II:** Personal Laws: Marriage, Divorce and Adoption legislations for Hindus, Muslims and Christians, Special Marriage Act-1954

**Unit III:** Laws relating to Children: Juvenile Justice Act 2006, POSCO Act 2012- Child Labour (Prohibition and Regulation) Act – 1986

**Unit IV:** Laws relating to Women: Dowry Prohibition Act 1961, Immoral Traffic Prevention Act -1986, Medical Termination of Pregnancy Act-1971

**Unit V:** Social Legislations relating to Social Problems- Protection of Civil Rights Act – 1955. Consumer Protection Act – 1986 Mental Health Act – 1987, Public Interest Litigation – Constitutional remedies

**REFERENCES**

**Gangrade K.D,** (2011) Social Legislation in India, Concept Pub. New Delhi.

**Bakshi P.M,** (2011) Constitution of India, Universal Law Publishing Company, New Delhi

**Paras Diwan,** (2012) Family Law, Allahabad Law Agency, Allahabad

**Kulkarni P D,** (1979) Social Policy and Social Development in India, ASSWI, Madras.

**Bare Acts** relating to various social legislations

Non Major elective/ credit2/ hours 2

**TITLE: INFORMATION TECHNOLOGY AND SOCIAL MEDIA**

**Objectives:**

- To know about the application of computers in our day to day lives.
- To learn about MS Office-MS Word, Excel and Power Point.
- To apply the knowledge of computers to social work

**Unit – I :** Introduction: Working with Windows – Working with Office Programs – Title Bar, Status Bar, Menu Bar and Tool Bars – Using the Office Assistant – Using the Help Window – Creating a Shortcut icon – Starting a Program and Opening a Document – Saving and Naming the Document – Using Favourite Folders – Closing, Deleting and Undeleting a Document – Renaming, Copying and Moving a Document – Finding the Document.

**Unit – II :** WORD – Working with Word Documents – Moving, Correcting and Inserting Text – Printing a Document – Editing a Document – Selecting and Copying Text – Formatting – Changing Margins, Line spacing, Text Alignment, Font and Font size – Indenting – Inserting Page Numbers and Breaks – Using Tables and Graphics – Creating Tables – Auto formatting Table Text – Inserting, Moving and Resizing pictures – Spell Checking.

**Unit – III:** EXCEL – Building a Worksheet – Selecting worksheet items – Using Autofill – Adding and Removing rows and columns – Copying and Moving information – Creating and copying formulas – Naming ranges – Using Functions – Improving the appearances of worksheet – Changing Column Width – Formatting Text and Numbers – Printing a chart.

**Unit – IV:** MS POWER POINT: Creating a PowerPoint Presentation – Integrating Office Applications – Merging an Access Table with a Word Letter – Creating an Access Report from an Excel List – Creating Power Point Presentation from a Word outline – Creating a Word Handout from a PowerPoint Presentations – Creating and Printing Binders – Starting Outlook – Outlook Window – Using Menus and Dialog Boxes – Exiting Outlook.

**Unit-V:** Social Media: Types of Social Media, its application in Social Work interventions-creating public opinion, dissemination of information - #Memes Creation for various social issues and creating public opinion on social themes# (Not for question paper setting).

### **References**

**Melton B,** (2014) Microsoft Professional 2013, Prentice Hall India Learning Pub. New Delhi

**Joan Lambert and Kurtis Frye,** (2016) Microsoft Office 2016, Microsoft Press, USA

**Bittu Kumar** (2013), Microsoft Office 2010, V& S Publishers, New Delhi

**Ramesh Bangia** (2015), Learning Microsoft Office 2010, Khanna Publishers, New Delhi

**Shrivatsava S. S,** (2015), MS Office, Laxmi Publications, Chennai

**CS/ Credit-4/ hours -5**

### **Semester IV**

**TITLE :WOMEN AND CHILD WELFARE**

#### **Objectives**

- To understand the status of Indian Women in through the ages
- To Know the problems faced by children in India.
- To learn about the Constitutional provisions and role of voluntary organisation

**Unit 1:** Status of Women- Medieval, Pre Independence and Post Independence era. Women Empowerment-Concept and Meaning

**Unit 2:** Status of Women in Contemporary India: Education, Health, Employment, Political participation, Religion, Violence against Women.

**Unit 3:** Children: Vulnerability of Children, UN convention on the rights of the Child, National Policy for Children.

**Unit 4:** Children in Difficult Circumstances: Child Labour, Street Children, Child Abuse, Juvenile Delinquency (Children in conflict with the Law)-Causes, Problems and solutions.

**Unit 5:** Constitutional provisions to safeguard the Rights of Women and Children, Role of Government and Civil society Organisations in the Protection and Rehabilitation of Women and Children.

**References:**

**Ahlawat, Neerja,** (2008) Violence Against Women: Voices from the field, Violence Impact and Intervention Atlantic Publishers, New Delhi.

**Agnes, Flavia,** (1999) Law and Gender equality – The Politics of Women's Rights in India, Oxford University Press, New Delhi

**Forbes, G,** (1998) Women in Modern India, Cambridge University Press. New Delhi,

**Maria Rajendran, S and A. Thomas William,** (2016) Women Empowerment Measurement, Authors Press, New Delhi

**Sunil,** (1990) Social Problems in India – Issues & Perspectives, Regency Pub., New Delhi

**Stanley, Selwyn,** (2004) Social Problems in India: Perspectives for Intervention, Allied Publishers, New Delhi,

**Thomas William, A,** (2014) Thoughts and Practices of Social Transformation, Authorspress Publishers, New Delhi

**Thomas William, A,** (2014) Contemporary Social Development Paradigm, Authorspress Publishers, New Delhi

**CS/ Credit-4/ hours -5**

**Title: FIELD WORK PRACTICUM – observational II**

**Objectives:**

- To provide students an exposure to the different settings of social work practice
- To understand the functioning of Social Welfare organisations
- To develop skills in observation and report writing.

**Nature of field work practice:** Students to be taken for observation visits to different agencies / Organisations/settings of social work practice in and around their place of study.

### **Field visits**

Students are given classroom orientation regarding the agency/ setting prior to the field visit. Students are expected to write and submit detailed reports of their observation & remarks for each visit.

### **Field work thrust**

To understand the objectives, programmes, administration, target groups and challenges of social welfare organisations

Analysis and discussion to be held following report submission during the Field Work conference

Guide line for field work evaluation: Marks

#### **Internal:**

1. Regularity in field work	05
2. Regularity in submitting reports	05
3. Observation & Interest during the visit	20
4. Report Writing	20

#### **External:**

1. Viva-Voce	50
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**Total** **100**

**Allied / Credit5/ hours6**

**Title : COMMUNITY DEVELOPMENT**

#### **Objectives:**

- To understand the features of Rural Community and the need for community development
- To understand Panchayati Raj system and its implications.
- To know about rural and urban development Programmes.
- To understand urban community and urban development administrative structure.

**UNIT I:** Rural Community: Definition, Meaning, Characteristics of Rural Community. Rural Community Development: Definition, Meaning, Objectives & Scope. Rural Community Development after Independence:

**UNIT II:** Panchayati Raj –Meaning and Scope, Main features of Panchayati Raj legislation (73rdAmendment), Structure and functions of Panchayati Raj system (Two Tier and Three Tier systems)

**UNIT III:** Rural development Programmes:. An Introduction to various contemporary Rural Development Programmes- MGNREGA(Mahatma Gandhi National Rural Employment Guarantee Act), Role of CAPART and NABARD in Rural Development

**UNIT IV:** Urban Community: Meaning, Characteristics of Urban Community, Industrialisation, Urbanisation and Modernisation, Urban Problems – Housing, Pollution, Water Scarcity, Unemployment; Slum – definition, causes, characteristics,. Migration – Concepts, causes, types.

**UNIT V:** Urban Development Administration: Municipal Administration, Corporations, Town Panchayats, Metropolitan Development Authority's(CMDA), Slum Development Board, Housing board

**References:**

**Aruna Sharma and Rajagopal**, (1995) Planning for rural development Administration, Rawat Publications, New Delhi

**Dahama, O.P.** (1982) Extension and rural welfare, Ram Prasad and Sons, Agra

**Das Basanti**, (2007) Governmental programmes of rural Development, Discovery Publications, New Delhi

**Dubey, M.K** (2000) Rural and urban Development, Common wealth, New Delhi

**Bhattacharya B**, (2006) Urban Development in India, Concept Publications, New Delhi

**Diddee, Jayamala**, (1993) Urbanisation – Trends, perspectives and challenges, Rawat Publications, Jaipur

**Phadke,V.S**, (2007) Urbanisation, Development and Environment, Rawat Pub., New Delhi

**Thomas William, A, and A.J. Christopher**, (2011) Rural Development Programmes And Approaches, Rawat Publishers New Delhi ,

Skill based elective/ credit2/ hours 2

**Title of Paper : COMMUNICATION AND LIFE SKILLS (SE)**

**Objectives:**

- To understand the basics of communication and mass media
- To acquire skills to communicate effectively for practising social work
- To understand life skills and personalise it.

**Unit 1:** Communication: Concept, definition and purpose; Need and importance of communication.



**Unit 2:** Communication process: Channels and stages of communication, Types: Intrapersonal, Interpersonal, group communication and mass Communication, Barriers in Communication.

**Unit 3:** Mass communication for social change and social action; Types of mass media, selection of suitable approaches and media for different target groups.

**Unit 4:** Need and importance of Life Skills. Types of Life Skills (WHO), Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective communication, interpersonal relationship, Coping With Stress, Coping with Emotions

**Unit 5:** Leadership, Goal Setting, Positive Attitude, Johari Window, SWOT Analysis, Time Management

### **References:**

**Gamble, T.K. & Gamble, M** (2002) Communication Works, McGraw Hill, New York

**Melkote, Srinivas** (1991) Communication for Development in the Third World, Theory and Practice, Sage Publications, New Delhi

**Owen, Hargie** (2006) The Handbook of Communication Skills, Routledge Publications, London

**Thompson, Neil** (2003) Communication and Language: A Handbook of Theory and Practice, Macmillan Publications, Palgrave

**Morreale, Spitzberg & Barge** (2001) Human Communication: Motivation, Knowledge and Skills, Thomson Learning, Wadsworth.

**Narula, Uma,** (2006) Dynamics of Mass Communication: Models, Perspective, Strategies, Atlantic.

Life Skills training Manual, RGNIYD, Govt. of India

## **SEMESTER V**

**CS/ Credit-4/ hours -5**

### **SOCIAL WORK RESEARCH**

#### **Objectives**

- To inculcate scientific mind through social work research.
- To explain the horizon of knowledge through social work research.

**UNIT 1:** Research meaning, objectives and types. Social work research, steps of social work research –define, strategy, execution and reporting. Research problem – identification, selection, formulation of research problem. Research proposal preparation.

**UNIT 2:** Research design- exploratory, descriptive, diagnostic experimental, hypothesis nature and types, assumptions and its nature. Sampling - meaning, types, errors and

principles. Research tools–questionnaire, interview schedule, interview guide, observation schedule, standardized tools. Survey –meaning types and steps.

**UNIT 3:** Qualitative research –meaning, definition, types, process, and methods –grounded theory, ethnography, participant observation, naturalistic observation, field research. Methods of collection of data – in depth interview, focus group interview and artifacts.

**UNIT 4:** Data analysis and processing of data - editing, coding, code book preparation, code sheet preparation. Classification, tabulation, frequency distribution, diagrammatic and graphic presentations –interpretation of data.

**UNIT 5:** Statistics –meaning, types. Meaning usage and application of measures of central tendency, measures of dispersion. Meaning, usage and application of, correlation, regression, parametric and non parametric tests.

### **Reference**

1. Gupta, S. P. (2009). Statistical Methods. New Delhi. Sultan Chand And Sons.
2. Kothari,C R (2004). Research Methodology –Methods And Techniques. New Delhi. New Age International Private Limited.
3. Kultarsingh, (2007), Quantitative Social Research Methods, Sage Publications India Pvt Ltd. New Delhi.
4. Mark, R. (1994). Research Made Simple. California. Sage Publications.
5. Padgett,D L (1998). Qualitative Methods In Social Work Research. Sage Publications. California.
6. Riessman, C.K. (1994). Qualitative Studies In Social Work Research. Sage Publications. California.
7. Silverman, D (1993). Interpreting Qualitative Data. Sage Publications Ltd. London.

**CS/ Credit-4/ hours -5**

## **YOUTH WELFARE**

### **OBJECTIVES:**

1. To create awareness on youth and contribution to the modern society.
2. To study the various challenges faced by the youth today.

**UNIT 1:** Youth –Definition- Youth as age Category, as transitional stage, as social Construct.

Theories on Adolescence

**UNIT 2:** Indicators of youth wellbeing - Inter personal aspects and Institutional aspects. Indicators drawn from the Millennium Development Goals targeting young people

**UNIT 3:** Nature & definition of Youth Work - Approaches to Youth Work Practice- Relief based, Welfare based, Development based, Policy Development based Youth Work Practice.

**UNIT 4:** Youth Policy- Characteristics and Scope - Policy development framework. Essential features of Draft National Youth Policy India (2012) - Government of India Programmes and Schemes in Youth Work: National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS), National Youth Corps (NYC), Bharat Scouts and Guides Movement, National Programme for Youth & Adolescent Development (NPYAD), Rajiv Gandhi National Institute of Youth Development (RGNIYD).

**UNIT 5:** Programmes in Youth Work: Vishwa Yuva Kendra (VYK), Youth Red Cross (YRC) International Youth Foundation, (IYF), The Commonwealth Youth Programme (CYP) Asia Regional Centre, United Nations Population Fund (UNFPA), Restless Development (RD).

### **References**

1. Harper and Malcolm. 1996. Empowerment Through Enterprise, London: .Intermediate Technology Publications
2. Kenyon, et.al. 1996. Youth Policy 2000: Formulating and Implementing National Youth policies, . London: Commonwealth Secretariat Module -9, CYP. Chandigarh.: Asia Regional Centre.
3. Macwan” gi–Zambia.M1998. Promoting Enterprise and Economic Development. Module 11. CYP. Chandigarh : Asia Regional Centre.
4. Philip and MCMichael 1996. Development and Social Change: London: .A global Perspective. Sage publications.
5. Saraswathi, 1988. Youth in India. New Delhi: .Indian Council of Social Sciences Research.
6. Shannon. Social Policy. Aukland: Oxford University Press.
7. Wyn J and R. White. 1997. Rethinking Youth. London: .Sage Publications limited.

**CS/ Credit-4/ hours -5**

### **WELFARE OF THE DIFFERENTLY ABLED**

#### **Objectives**

**To understand the target group differently abled**

**To learn about the problems and challenges of differently abled**

**To create a care and concern attitude among the students**

#### **UNIT-1**

Concepts of Disability: Impairment, Handicapped and Rehabilitation. Types of disabilities – Psycho Social problems of disabled, Social work intervention

#### **UNIT-2**

Causes of Disabilities: Malnutrition – Vitamin deficiencies. Genetic disorder. Congenital deformities, Accidents etc

### **UNIT- 3**

Persons with Disability Act 1995 – Emphasis on the appointment of state commissioners for disabled in all states.

### **UNIT -4**

Government scheme for disabled offered by state commissioner for Disabled Special education, - Training programme, employment of handicapped, self employment for disabled - Grant in aid to NGOs and voluntary institutions for the treatment: Vocational training and welfare of the handicapped in Tamilnadu

### **UNIT-5**

Approaches in Rehabilitations – community based approach, institutional based approach. Out-reach programmes by NGOs for disabled. Role of family in treatment, training and rehabilitation of the handicapped

### **References**

- Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001) Hand Book of disability Studies, Sage, London
- Grant, (2005) Learning disability: A lifecycle approach to valuing people, Open University Press, London
- Hegarty Seamus & Mithu Alur, (2002) Education and Children with special needs, sage, London Karanth, Pratibha & Joe Rozario, (2003) Learning disability in India, Sage, London
- Moore, (2005) Researching disability issues, Open University Press, London.

### **CS/ Credit-4/ hours -5**

#### **FIELD WORK - III FIELD WORK PRACTICUM**

Field work training has to be undergone in an NGO where scope for social work practice exists.

1. Fieldwork training of 20 sessions ( 8 hours / day ) is essential.
2. A detailed report on Agency's history, Programmes carried out by the agency, Administrative Set up, Focus area of the agency and activities carried out by the student trainee has to be submitted.
3. Group work, case work and community organization programmes shall be practiced and organized by the student trainee.
4. A detailed report should be submitted to the department
5. A certificate from the NGO certifying the student trainee and attendance (Originals) details has to be submitted along with the report.
6. The report should be neatly bonded along with the field work report and certificates and viva exam is conducted and marks awarded.

Allied / Credit5/ hours6

## WELFARE OF WEAKER SECTION

### Objectives

**To promote the concept of weaker section and the need for their welfare**

**To create a care and concern attitude among the students**

### UNIT-I

**Concept of Welfare:** Welfare State -meaning, need, elements. Weaker section: Meaning, importance of welfare of the weaker constitutional provisions for weaker sections

### UNIT-II

**Welfare of children** – Needs and problems of children - Constitutional provisions to safeguard the interest of children –Child welfare programmes Govt. and NGO's

### UNIT-III

**Welfare of women:** Status of women -Problems of Women In modern India-Development and welfare of Women -Empowerment of Women -.

### UNIT- IV

**Scheduled caste:** Status of SC &ST -Problems and Challenges of the SC & ST- Programmes and policies of Government and Non governmental organizations for the welfare measures of S C and ST

### UNIT-V

#### **Youth and Aged:**

**Youth:** Meaning, Definition. Problems faced by youth, demography, National Youth Policy, Nehru Yuva Kendra, Government Programmes for Youth(Rural, Urban),Role of NGO's in the Empowerment of Youth.

**Elderly:** Meaning, Definition. National Policy for Elderly People. Problems faced by Aged, demography, Government schemes and programmes for the Aged.

#### **References:**

Borede P. T (1968) Segregation and Desegregation in India -Socio Legal Study, Bombay: Man kolas.

Bhargava. Vinita. (2005) Adoption in India, New Delhi, Sage Publications

Dabra C. D (1984) Development of Weaker Sections: Sage Publications, New Delhi:

Dubey SN and (1976) Administration of Policy and Programmes Mundra Rama New Delhi.

Hegarty S and Arul, M. (2002) Children with Special Needs – From segregation to Inclusion, New Delhi, Sage Publications.

Thomas William, A, (2014) Contemporary Social Development Paradigm, Authorspress Publishers, New Delhi

## Skill based elective/ credit2/ hours 2

### BASICS OF COUNSELING

#### Objectives:

1. To provide knowledge on the counseling skills
2. To create awareness on the psycho-social problems where counseling is required.

**Unit 1:** Counseling and Guidance –Concept, Need and Scope - Needs and concerns of adolescents related to health, development and career - Counseling in educational settings:

**Unit 2:** Marital and Pre –marital Counseling. De addiction and Substance abuse counseling. HIV& AIDS Counseling - Sexual and reproductive health & Adolescent sexual reproductive rights - Promoting safe sexual behavior and life style among adolescents - Counseling adolescents to cope with stress, anxiety, depression, suicide and other high risk behaviours

**Unit 3:** Career Planning: Factors important for career Choices and Career Planning - Steps in Career Planning - Basic internal and external information required for planning a career - Career Options available.

**Unit 4:** Career Guidance: Employability –Concept. Enhancing employability to gain, retain and excel in employment. Job surfing skills –Career planning, Writing resume and Covering letter, Techniques to face Group Discussion, Preparing for Interviews

**UNIT 5:** Career Development- Steps to implement Career Development Plan - Psychological Assessment in Career Counselling, Corporate Counselling, Career Choices of Adolescents and Parental concerns- emerging issues

#### Reference

1. Agarwal J. C. (1985) Educational Vocational Guidance and Counselling, Doaba House New Delhi.
2. Bernard Harold W. (1969) Principles of Guidance Allied-Publishers Pvt. Ltd. New Delhi.
3. Bernard and Fullmer (1972) The School Counsellor Consultant Boston, Houghton Mifflin Company.
5. Chibber S. K. (1999) Guidance and Counselling Common Wealth Publishers, New Delhi
6. Jaffrey A. Kotler and Elien Kothar, (1993) Teacher as a Counsellor, Sage Publication London.
7. Jones, J. A., (1979) Principles of Guidance, Mc Graw Hill New York.
8. Kemp Gratton (1978) Foundations of Group Counselling Prentice Hall of India Pvt. Ltd. New Delhi.
9. Nanda, S. K. and Sharma S., (1992) Fundamentals of Guidance, Chandigarh.

## SEMESTER – VI

CS/ Credit-4/ hours -5

### INDUSTRIAL SOCIAL WORK

#### Objective:

1. To give a focused Knowledge on Industries
2. To enable the students to get understand in the role of social work in industry
3. To learn about the various issues related to employees and social work intervention

#### UNIT – 1

Industry – Meaning and Definition - Growth and importance of industries in India. Concept of employee – Importance of Employee and employee relationship – MNC's – Role of industry in social and economic development

#### UNIT – 2

Labor Problems in India with specific reference to absenteeism, turnover Indiscipline, Alcoholism and Drug addiction – Approach of social work to individual, family and community

#### UNIT- 3

Industrial Social Work- Meaning and Definition, Objectives, Importance and Role of Industrial social worker – Qualities of Industrial social worker – Promoting Health and safety – Family visit, collateral contact and intervention

#### UNIT – 4

Employee Welfare – Meaning, Need and Importance, Scope, Principles - Welfare Programmes in Indian Industries - Corporate Social Responsibility - definition, meaning, concept, need and importance, CSR activities

#### UNIT -5

Applications of Social Case Work and Group work in Industry – Maintaining Industrial Morale, peace and harmony - Awareness and training programmes on social issues –

#### REFERENCES

1. Padhi P.k. (2012) Labour and Industrial Law, PHI, New Delhi
2. Pylee M.V (2007) Industrial Relation and Personnel Management, Vikas Publishers, New Delhi.
3. Purekar. S. D(2011) Labour Welfare Trade Union and Industries Relations, Himalaya, New Delhi
4. Memoria C B, (2005), Dynamics of Industrial Relations, Mumbai, Himalaya Publications
5. Tyagi, B.P (1996), Labour Economics and Social Welfare, Meerut, JaiPrakashNath.
6. Vasan Desai (2011) Small – Scale Industries and Entrepreneurship, Himalaya, New Delhi

## **FIELD WORK – IV**

**CS/ Credit-4/ hours -5**

### **FIELD WORK PRACTICUM**

Field work training has to be undergone in an NGO where scope for social work practice exists.

Fieldwork training of 20 sessions ( 8 hours / day ) is essential.

A detailed report on Agency's history, Programmes carried out by the agency, Administrative Set up, Focus area of the agency and activities carried out by the student trainee has to be submitted

Group work, case work and community organization programmes shall be practiced and organized by the student trainee. The report should have a minimum of 50 pages.

A certificate from the NGO certifying the student trainee and attendance (Originals) details has to be submitted along with the report.

The report should be neatly bound along with the field work report and certificates. In the department viva examination is conducted and marks will be awarded.

**Allied / Credit5/ hours6**

### **RESEARCH PROJECT**

Students are given broader guidelines for undertaking empirical evidence-based project in the sixth semester, either independently or by forming a small team comprising of three to four students.

In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made.

The dissertation is submitted to the department for evaluation

Evaluation of the Project will be done through valuating the Report by the Faculty research supervisor for 50 marks as internal and the viva-voce examination is conducted by the department for 50 marks as external



**Allied / Credit5/ hours6**

## **DISASTER MANAGEMENT**

### **Objectives:**

- To promote knowledge on the nature ,meaning and types of disaster
- To understand Disaster management techniques
- To prepare students to serve disaster victims during Natural disaster.

**UNIT I** - Disaster – Meaning, Classification – Natural & Manmade - Environmental Issues and Disaster - Impact on individual, family and community – Impact on Social life – Environment – Education – Health – Psycho-social Impact on vulnerable

**UNIT II** Pre-disaster preparedness and precautions, Flood, Cyclone, Earthquake, Tsunami, Sun-Stroke, Drought, Epidemics, Pandemics and Endemics. Role of NGO in Management of preparedness

**UNIT III** Post – Disaster Management - Search, Rescue, Evacuation, First Aid, Sanitation, Food, Medical Care, Relief and Rehabilitation -, Relief Camp Management - Counseling for Trauma - Public Health and disease Management.

**UNIT IV** - Issues in Disaster Management - Education for disaster management, Risk Reduction, Social Vulnerability, Financial Management and Communication

**UNIT V** Role of Social Worker; Government (State and Central), District Administration - Use of Media - National Institute of Disaster Management - Role of National and International Organizations in Disaster Management - # case study of Tsunami, Cyclone in Tamilnadu/India # (Not for question paper setting)

### **References:**

- Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
- Antony, D. John (2008) Trauma and Counseling, Anugraha Publications, Dindigul
- Jayanthi, I and A. Thomas William, (2017) Disaster and Tsunami A Psycho-Social Impact, Kalpaz Publications, New Delhi,
- E.L. Quarantelli, et. al., (1998), What is a Disaster, Routledge, London and New York.
- Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
- Disaster Prevention and Mitigation (1982), United Nations Disaster Relief Coordination, New York.
- Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.
- J.P.Saulina Arnold (2006), Disaster Management, Salesian Institute of Graphicarts, Chennai.

Skill based elective/ credit2/ hours 2

## **SOCIAL ENTREPRENEURSHIP**

### **Objectives:**

1. To provide knowledge & skills of Social Entrepreneurship.
2. To create interest among students to become self-entrepreneurs.
3. To introduce various Professional management techniques

### **UNIT – 1**

Concept , definition, Importance of social Enterprise and social entrepreneurship - Types of social enterprises – Voluntary. NGO, NPO, CBO, CSO. Third sector organizations. Growth of social enterprises in India

### **UNIT – 2**

Professional management for social enterprises – Meaning, Need and its importance – Approaches to professional management. Human Resource Development and capacity building for social enterprises.

### **UNIT – 3**

Corporate and community support. Determining priorities Assessing feasibility specifying goals and objectives. Administration of the project concept, professional management. SWOT analysis - PERT 7 CPM. Logical framework analysis

### **UNIT – 4**

Financial management of the project preparation of Budget. Financial management tools to improve the transparency and efficient utilization of resource

### **UNIT – 5**

Concept, Meaning and Importance of Monitoring and Evaluation. Methods to enforce accountability. Auditing and submitting returns foreign contribution Regulation Act and other relevant procedures. Application of marketing principles in welfare and Development field

### **REFERENCES**

Alex Nicholls, (2006), social Entrepreneurship: New models of Sustainable Social change, Oxford university Press.

Crane A et al., (2008), The Oxford Hand Book on CSR, New York, Oxford University press Inc.

David Bornstein, (2007) How to change the world, Social Entrepreneurs and the power of New Ideas Oxford university Press

Harsh Shrivastava (2000) The business of social responsibility, books for change, Bangalore

Mahmoudi, M, (2005) Global strategic management, Deep & Deep Publications pvt.Ltd, Delhi

Peter Drucker, (1990), Managing the Non-Profit organizations, Practices NAD Principles, Harapercollins.

Skill based elective/ credit2/ hours 2

**Paper: GENERAL KNOWLEDGE**

**Objectives**

**To prepare students for competitive exams**

**To make the students aware of the current affairs**

**To observe the various social phenomena**

**SUGGESTIVE AREAS TO BE COVERED**

**Indian constitution**

**Current affairs**

**Latest who's who**

**Scientific inventions**

**Indian personalities**

**Logical reasoning and numerical ability at TNPSC Group IV level**

**Note:**

Regular practice and model exams to be conducted

**References**

Year books

News papers

General knowledge books

Competitive exam books

Skill based elective/ credit2/ hours 2

### **LOCAL SELF GOVERNMENTS IN RURAL & URBAN SETTINGS**

#### **Objectives:**

To provide basic concepts about panchayat raj institutions

To gain knowledge on Community Development Administration

To provide information on the local self government in urban settings

**UNIT 1:** Democratic Decentralization - Meaning, objectives and importance –Governance - Meaning and Structures. Concept & Evolution of Panchayati Raj - Historical development of the concept, National level committees: Balwantrao Mehta, Ashok Mehta, Singhvi committees.

**UNIT 2:** Evolution of Panchayat Raj Institution till 73<sup>rd</sup> Constitutional amendment - Evolution of Urban Local Government till 74<sup>th</sup> constitution amendment. - The Constitutional 73<sup>rd</sup> & 74<sup>th</sup> Amendment - Community participation in governance - Changing features of Local Government

**UNIT 3:** Three tier system – Functions, Structure and Finances. Gramsabha: Functions and Significance. Committees in village level Panchayati Raj bodies - Mahila Gram Sabha, its role and importance

**UNIT 4:** Urban Governance - History of Urban Local Self Government in India - Types of Urban Local Self Government in India - Municipal Corporation, Municipal Council/Nagar Palika: Structure, powers, finance and functions at each level - Committees and their functions - Ward Committees and citizen participation

**UNIT 5:** Contemporary Issues and Potentials through Local Self Government – Women participation; participation of marginalized groups (SC & ST & minorities); political parties; autonomy and control; factionalism in governance - Challenges in developing partnerships between elected bodies, bureaucracy and civil society - Role of PRIs in rural, urban & tribal development - E Governance

#### **Reference:**

Dubey, M.K. (2000) Rural and Urban Development, Common Wealth New Delhi.

Goel, S.L. and Shalini Rajneesh (2003) Panchayati Raj in India, Deep and Deep Pub. New Delhi

Jayabalan K (2002) Urban Sociology, New Delhi, Atlantic Publishers

Mathur, B.L. (2000) Rural Development and Cooperation, RBSA Publishers. Jaipur,

Palanithurai, (2003), New Panchayat raj in Tamilandu, Concept Publishing, New Delhi

Thomas William, A, and A.J. Christopher, (2011) Rural Development Programmes and Approaches, Rawat Publishers New Delhi ,

Vasant Desai (2005) Rural Development in India – Past, Present and Future a Challenge in the Crisis, Himalaya Publishing House. Mumbai

**B.A. SOCIAL WORK**  
**MODEL QUESTION PAPER**

**INTRODUCTION TO SOCIAL WORK**

**Part – A ( 10 x 1 = 10)**

**Answer all the questions Choose the best answer**

1. Problem solving model was developed by  
a. Robins b. Williams c. Pearlman 1970 d. Maslow
2. Functional model evolved in 1942 was developed by  
a. Mary b. Maslow c. Robinson d. Ray
3. 1982 Mary Richmond wrote a book on  
a. What is What b. What is a case c. What is case work d. What is needed
4. The policy on children was adopted in India in the year a. 1984 b. 1964 c. 1974 d. 1950
5. The term social action was first used in social work by  
a. Ross b. Marx c. Talcott parson d. webber
6. The method of social action was invented by:  
a. Karl marx b. Cooper c. Luther king d. Parson
7. Social work profession in India is based on the pattern of a. UK b. USA c. USSR d. UN
8. Find the odd man out in field work a. skill b. training c. practice d. space
9. Malthus is related with a. poverty b. population c. Crime d. alcohol
10. The Model Of Social Work Practice which is receiving increasing emphasis at present in India is a) Relief model b) Clinical model c) Human rights model d) Sustainable development model

**Part – B ( 5 x 5 = 25)**

**Answer all the questions**

- |  |    |
|--|----|
| 11a Define the concept 'Social Security and explain the key points | OR |
| 11b. Write the meaning of social service and its need for it       |    |
| 12a. List down the advantages of voluntary social work             | OR |
| 12b. Enumerate the need for code of ethics for social workers      |    |
| 13a. Why supervision is important in social work                   | OR |
| 13b. What are the causes for unemployment                          |    |
| 14a. Suggest ways to combat the problem of alcohol                 | OR |
| 14b. Narrate the problems of aged                                  |    |
| 15a. What are aspects covered in industrial social work            | OR |
| 15b. List down the objectives of school social work                |    |

**Part – C ( 3 X 10 =30)**

**Answer all the questions**

16. Sketch the historical development of social work in India
17. Explain the problem solving theory in social work with illustration
18. Elucidate the challenges of professional social workers in India
19. Write an essay on social work and youth welfare
20. Elucidate the role of social work in correctional setting

**SUBJECT RELATED WEBSITES:**

- [http://www.unesco.org/education/mebam/module\\_3.pdf](http://www.unesco.org/education/mebam/module_3.pdf)
- [http://www.sagepub.in/upm-data/38141\\_Chapter1.pdf](http://www.sagepub.in/upm-data/38141_Chapter1.pdf)
- <http://planningcommission.nic.in/plans/mta/mta-9702/mta-ch15.pdf>
- <http://www.russellhouse.co.uk/pdfs/SWMMT2.pdf>
- [http://shodhganga.inflibnet.ac.in/bitstream/10603/23970/9/09\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/23970/9/09_chapter%201.pdf)
- [http://shodhganga.inflibnet.ac.in/bitstream/10603/16128/11/11\\_chapter%204.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/16128/11/11_chapter%204.pdf)
- <https://www.socialworkers.org/practice/standards/childwelfarestandards2012.pdf>
- [http://www.iasswaiets.org/uploads/file/20130506\\_Ethics%20in%20Social%20Work%20Statement,%20IFSW,%20IASSW,%202004.pdf](http://www.iasswaiets.org/uploads/file/20130506_Ethics%20in%20Social%20Work%20Statement,%20IFSW,%20IASSW,%202004.pdf)
- <http://www.imm.dtu.dk/~rvvv/CPPS/4Chapter4groupwork.pdf>
- <http://www.nisd.cass.cn/upload/2012/12/d20121221210609612.pdf>
- <http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf>
- <http://www.ydinstitute.org/resources/publications/GroupWork.pdf>
- <http://quizlet.com/6371464/types-of-groups-and-group-work-flash-cards/>
- <http://www.iapop.com/wp-content/uploads/2011/02/dissertations/dworkin-groupprocesswork.pdf>
- <http://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf>
- <http://www.abahe.co.uk/business-administration/Leadership-and-Team-Building.pdf>
- <http://www.who.int/cancer/modules/Team%20building.pdf>
- <http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf>

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