

B.S.W. SOCIAL WORK

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

(NAAN MUDHALVAN SCHEME WAS IMPLEMENTED FROM 2nd SEMESTER TO 6th SEMESTER)

Sem.	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours	Maximum Marks		
							Int.	Ext.	Total
I	I	Language Course - I (Tamil \$/OtherLanguages +#)		6	3	3	25	75	100
	II	English Course-I		6	3	3	25	75	100
	III	Core Course – I (CC)	Foundation in Social Work	6	5	3	25	75	100
		Core Course-II (CC)	Social Structure & Social Problems in India	6	5	3	25	75	100
		First Allied Course-I (AC)	Human Growth and Development	4	3	3	25	75	100
	IV	Value Education	Value Education	2	2	3	25	75	100
		Total		30	21				600
II	I	Language Course - II (Tamil \$/OtherLanguages +#)		6	3	3	25	75	100
	II	English Course-II		4	3	3	25	75	100
	III	Core Course – III (CC)	Methods of Social Work	6	5	3	25	75	100
		Core Course- IV (CC)	Social Welfare Administration	6	5	3	25	75	100
		First Allied Course-II (AC)	Life Skills Education	4	3	3	25	75	100
		Add on Course- I ##	Professional English- I	6 *	4	3	25	75	100
	IV	Environmental Studies	Environmental Studies	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Language Proficiency for Employability - EffectiveEnglish	2	2	3	25	75	100
		Total		30 +6 *	27				800

III	I	Language Course - III (Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-III		6	3	3	25	75	100
	III	Core Course – V (CC)	Introduction to Social Work Research	6	5	3	25	75	100
		Core Course-VI (CC)	Field Work Practicum-I	6	5	3	25	75	100
		Second Allied Course-I (AC)	Introduction to Human Resource Management	4	3	3	25	75	100
		Add on Course- II ##	Professional English- II	6 *	4	3	25	75	100
	IV	Non-Major Elective Course - I (NME) Those who choose Tamil in Part -I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part- I must choose either a) Basic Tamil if Tamil language was not studied in school level (or) b) Special Tamil if Tamil language was studied upto 10 th & 12 th std.	Human Rights	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Digital Skills for Employability - Microsoft Digital Skills	--	2	--	25	75	100
Total				30 +6 *	27				800
IV	I	Language Course - IV (Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-IV		6	3	3	25	75	100
	III	Core Course – VII (CC)	Introduction to Medical and Psychiatric Social Work	6	5	3	25	75	100
		Core Course-VIII (CC)	Field Work Practicum-II	6	5	3	25	75	100
		Second Allied Course-II (AC)	Fundamentals of Statistics	4	3	3	25	75	100
	IV	Non Major Elective Course- II (NME) Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part-I must choose either a) Basic Tamil if Tamil language was not studied in school level or b) Special Tamil if Tamil Language was studied upto 10 th & 12 th Std.	Contemporary Social Issues and Problems	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Employability Skills- Employability Skills	–	2	–	25	75	100
	Total			30	23				700

V	III	Core Course-IX (CC)	Theories of Social Work	5	5	3	25	75	100
		Core Course-X (CC)	Youth Welfare	5	5	3	25	75	100
		Core Course-XI (CC)	Family and Child Welfare	5	5	3	25	75	100
		Core Course-XII (CC)	Introduction to Counselling	5	5	3	25	75	100
		Major Based Elective -I (MBE)	1. Disaster Management (or) 2. Social Gerontology	5	5	3	25	75	100
	IV	Skill Based Elective Course-I	NGO Management	3	2	3	25	75	100
		Soft Skills Development	Soft Skills Development	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@@	Marketing and Design Tools- Digital Marketing	-	2	--	25	75	100
Total		30	31				800		
VI	III	Core Course -XIII (CC)	Correctional Social Work	5	5	3	25	75	100
		Core Course –XIV (CC)	Community Development	6	5	3	25	75	100
		Core Course-XV (CC)	Field Work Practicum-III	6	5	3	25	75	100
		Major Based Elective Course-II (MBE)	1. Welfare of Persons with Disability. (or) 2. Social Work in Industry	5	5	3	25	75	100
		Project	Project	4	3		20	80	100
	IV	Skill Based Elective Course -II	Social Entrepreneurship	3	2	3	25	75	100
	V	Gender Studies	Gender Studies	1	1	3	25	75	100
		Extension Activities **	Extension Activities	--	1	--	--	--	--
	VI	Naan Mudhalvan Scheme(NMS) @@@	Career Readiness Programme	--	2	--	25	75	100
Total				30	29				800
Grand Total				180 +12*	158				4500

- \$ For those who studied Tamil upto 10th +2 (Regular Stream)
- + Syllabus for other Languages should be on par with Tamil at degree level
- # Those who studied Tamil upto 10th +2 but opt for other languages in degree level under Part- I should study special Tamil in Part –IV
- ## The Professional English – Four Streams Course is offered in the 2nd and 3rd Semester (only for 2022-2023 Batch) in all UG Courses. It will be taught apart from the Existing hours of teaching/ additional hours of teaching (1 hour /day) as a 4 credit paper as an add on course on par with Major Paper and completion of the paper is must to continue his/her studies further. (As per G.O. No. 76, Higher Education (K2) Department dated: 18.07.2020)
- * The Extra 6 hrs/cycle as per the G.O. 76/2020 will be utilized for the Add on Professional English Course.
- ** Extension Activities shall be outside instruction hours.
- @ NCC Course is one of the Choices in Non-Major Elective Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is not a Compulsory Course for the NCC Cadets.
- @@ Naan Mudhalvan Scheme: As per Naan Mudhalvan Scheme instruction

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES- ARTS

Sl. No.	Part	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	15	75	1500
4.		Allied Courses - I & II	4	12	400
5.		Major Based Elective Courses	2	10	200
6.		Add on Course I & II	2	8	200
7.		Project	1	3	100
8.	IV	Non Major Elective Courses	2	4	200
9.		Skill Based Elective Courses	2	4	200
10.		Soft Skills Development	1	2	100
11.		Value Education	1	2	100
12.		Environmental Science	1	2	100
13.	V	Gender Studies	1	1	100
14.		Extension Activities	1	1	---
15.	VI	Naan Mudhalvan Scheme	5	10	500
	Total		46	158	4500

PROGRAMME OBJECTIVES:

The B.S.W. program describes accomplishments that graduates are expected to attain within a few years after graduation:

- Students can get Employment as social workers in Government and private sectors
- After the completion of the course student may start an NGO or work as an entrepreneur
- Students can become social workers in schools and hospitals
- To introduce the students to advanced academic skills needed in the field of social work.
- To enable students to develop the skills for conducting many community programmes.
- To equip the students with innovative skills to become successful professional people in their organisation.
- To enable the students to understand and analyse social problems and also plan prevention programmes.
- Students can be able to write a project proposal.
- It will personally give them the confidence to face challenges in life and the profession.
- Students may comprehend their knowledge in social work which will promote them for higher education in social work.

PROGRAM OUTCOMES (POS) :

Program Outcomes (POs) On successful completion of the B.S.W. program

- Students can become successful social workers.
- Students will get employment in NGOs.
- Students' writing skills and communication skills will improve.
- Students can improve their professional competency.
- It will prepare them to face civil service examination
- It will facilitate their managerial skill.
- They can become a project coordinator.
- Students develop their research skills.
- Students will improve their fundraising skills.
- Students will gain insight into many social problems so that they may not be affected and also involve in the eradication process.

PROGRAM SPECIFIC OUTCOMES:

After the successful completion of - B.S.W. program, the students are expected to

- It will give them knowledge of the concept of social work.
- They can be able to understand the methods of social work.
- It will comprehend their knowledge of the roles and skills of a social worker.
- It will increase their awareness of legislation which is related to social work.
- Students equip themselves in NGO management.
- Students will be helped to expand their experience in various fields of social work.
- It will give them an awareness of different kinds of organisations in a society which work for marginalized groups.
- Students will be able to organise themselves and conduct programmes.
- Students can analyse a problem and bring an intervention with help of their research knowledge in social work
- This will provide the students' confidence to march forward in the profession for higher studies or further investigation.

First Year

**CORE COURSE-I
FOUNDATION IN SOCIAL WORK
(Theory)**

Semester-I

Code:

Credit:5

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 change.
- To create an understanding about the theoretical framework of the subject.
- To infuse a philosophical foundation and value base of social work profession.

UNIT – I:

Historical context of Origin and Growth: meaning and objectives of social work – related concepts- history of social work in UK, USA, and India-philosophy and principles- values and ethics

UNIT – II:

Social Work as a profession – social work education in India-professional associations- inter relationship among social work methods and fields of social work- field work in social work - voluntary social services and professional social work. Modern Indian social thought- Vivekananda, Aurobindo, Gopal Krishna Gokhale, Gandhi, & Radhakrishnan.

UNIT – III:

Religious Ideologies for Change: Hinduism- (Four Values) Dharma, Artha, Kama, and Moksha; Christianity- Supreme value of man, concepts of love & services; Islam- Equality and service to the poor; Reform movements in India: Hinduism, Buddhism, Jainism Christianity, Islam, and Sikhism; Brahma Samaj, Arya Samaj, Ramakrishna Mission and Theosophical Society – Dalit, labour and Gandhian movements. (Only the basic aspects of the reform movements must be taught).

UNIT – IV:

Approaches: Classical approach, Neo classical approach, humanistic approach, feminist approach, behaviour approach, task-centred, person-centred approach, and radical and eclectic approach; system theory and role theory. (Only the special features of the theory/approaches must be taught).

UNIT – V:

Welfare State: Concept; role of state and voluntary agencies in the field of social welfare. Social Justice, Liberty, Fraternity. Social Security measures for children, youth, women, elderly, minorities and weaker sections.

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

Students are expected to know about the recent trends in social work profession and welfare state.

TEXTBOOK:

Chowdhry, D. (1964). *Introduction to Social Work: History, Concept, Methods, and Fields*. New Delhi: Atma Ram.

REFERENCES:

1. Heimsath, C. H. (2015). Indian nationalism and Hindu social reform. Princeton University Press.
2. Kumar, J. An Introduction to Social Work, New Delhi: Anmol Publication Pvt, Ltd.
3. Mudgal, S.D. (1997) An Introduction to Social Work, Book Enclave, Jaipur,.
4. Muzunden, A.M. (1964). Social Welfare in India, Bombay, Asia Publishing House.
5. Natarajan, S. (1959). A Century of Social Reforms in India. Bombay: Asia Publishing House
6. Prabhu, P. H. (1991). Hindu social organization: A study in socio-psychological and ideological foundations. Popular Prakashan.
7. Radhakrishnan, S. (1927). The Hindu view of life. Bombay: George Allennuna
8. Sarma, D. S. (1973). Hinduism through the Ages (Vol. 37). Bharatiya Vidya Bhavan.
9. Woodroffe, K. (1974). From charity to social work in England and the United States. Routledge & Kegan Paul.

COURSE OUTCOMES:

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

- Identify the basic elements of social work profession
- Understand the socio-religious ideologies, values and ethics of social work profession
- Distinguish between social work and social service
- Understand the approaches in social work
- Know about the welfare of the state

First Year

**CORE COURSE - II
SOCIAL STRUCTURE AND SOCIAL
PROBLEMS IN INDIA
(Theory)**

Semester-I

Code:

Credit:5

OBJECTIVES :

- To familiarise the students with the concept of poverty and dependency.
- To teach the students about the concept of society, community, and social groups.
- To familiarise the students with the concept and functions of culture and related aspects.
- To inform the students about social stratification.
- To highlight the issue of alcoholism, drug addiction and child labour, juvenile delinquency.

UNIT – I:

Society: definition and elements, group, community, associations, organisation and institutions.
Culture: definition and role and function of culture; cultural lag; culture norms; Civilization

UNIT – II:

Social Stratification: concept, determinants, caste, class, and race. social mobility and social inequality; **Family:** structure and functions of family, types, family disorganisation. **Marriage:** meaning and types.

UNIT – III:

Poverty: definition, types, causes, and consequences; **dependency,** definition, causes; care of the dependents; relation between poverty and dependency; **beggary:** definition – causes – types, ways; rehabilitation measures of the government.

UNIT – IV:

Addiction: alcoholism – causes/implications, prevention and prohibition, causes of success & failure of prohibition, drug addiction – meaning, types of drugs – causes of addiction and teenagers – effects – remedial measures and de-addiction.

UNIT – V:

Child labour; definition, causes, and consequences; **juvenile delinquency:** definition – causes – consequences, street children – prevention – reformation of delinquents.

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

Self- Study : Changes and Challenges of Indian Society.

TEXTBOOKS:

1. Vidya Bhusan & Shachdeva (1989) *An Introduction to Sociology*. Allahabad: Kita Mahal Publication.
2. Madan, Gurmukh Ram. *Indian social problems*. Allied Publishers, 1975.

REFERENCES:

1. Bottomore, T. B. (2010). *Sociology (Routledge Revivals): A guide to problems and literature*. Routledge.
2. Kapadia, K. M. (1966). *Marriage and family in India* (pp. 117-217). Bombay: Oxford University Press.
3. Kumar A. (2002.) *Structure of Society*. New Delhi: Anmol Publications.
4. Kumar, S. (1983). *Principles of Sociology*. New Delhi: New Heights publishers and Distributors Publishing Company.
5. Sachchidananda. (1988.). *Social Change in village India*. Ashok Kumar Mittal Concept
6. Singh, K. (2001). *Social control & Social Change*. Lucknow: Prakashan Kendra
7. Athreya, Venkatesh, B., & Chuukkath, S.R. (1996). *Literacy and Empowerment*. New Delhi: College Pub.
8. Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. Regency Publications.

E-BOOKS/E-MATERIALS:

1. <https://www.amazon.in/Social-Problems-India-Sukanta-Sarkar/dp/935128106X>
2. <https://examstime.in/social-problem-in-india-study-materials/>
3. <https://www.slideshare.net/NirupamaRout1/social-problems-in-india-69534340>

COURSE OUT COMES:

- Understand the contemporary social issues and problems of India
- Discuss the causes of social issues and problems
- Analyse the social problems through sociological approaches
- Evaluate the social, economic and political aspects of social issues and problems.

First Year

FIRST ALLIED COURSE - I

Semester- I

HUMAN GROWTH AND DEVELOPMENT

Code:

(Theory)

Credit: 3

COURSE OBJECTIVES:

- To teach the students about the meaning of growth and development, and the various stages.
- To inform the students about the causes and age of puberty.
- To familiarise the students with the developmental tasks of early adulthood.
- To enlighten the students with the developmental tasks of middle age.
- To teach the students about the characteristics of old age.
- To become familiar with the developmental stages of life from a psychological perspective

UNIT – I:

MEANING OF GROWTH AND DEVELOPMENT:

Development tasks, Development stages: Conception, Pregnancy & Delivery

Infancy	: Major adjustment of infancy.
Babyhood	: Emotional behaviour in babyhood – Hazards of babyhood.
Early childhood	: Emotional and Social Behaviour.
Late childhood	: Emotional and Social Behaviour.

UNIT – II:

Causes and age of puberty: Body changes at puberty – effects of puberty changes, Adolescence - developmental tasks of adolescence, Emotional, and Social aspects of adolescence.

UNIT – III:

Developmental tasks of early adulthood: Vocational, Marital, Social adjustment – late adulthood - adjustment to parenthood.

UNIT- IV:

Developmental tasks of middle age: Social adjustment – adjustment to physical changes – vocational and marital hazards of middle age.

UNIT – V:

Characteristics of old age: development task of old age, adjustment to retirement adjustment to the loss of a spouse – life hazards of old age.

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

Topics for self-Study (Not for evaluation) Neuro-Linguistic Programming (NLP): Definition, Scope, Application of Neuro-Linguistic programming (NLP) to enhance human behaviour. (<https://www.nlpacademy.co.uk>)

TEXTBOOK:

1. Hurlock, E. B. (2001). *Developmental Psychology*. New Delhi, Tata McGraw-Hill Education.

REFERENCES:

1. Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.
2. English, O. S., & Pearson, G. H. J. (1963). *Emotional problems of living*.
3. Hasan, Q. (1997). *Personality Assessment: A Fresh Psychological Look*. Gyan Publishing House.
4. Thompson, G. G. (1952). *Child psychology*.
5. Wrightsman, L. S. (1994). *Adult Personality Development: Volume 1: Theories and Concepts*. Sage Publications.
6. Kuppasamy B.: *An Introduction to social psychology*; Bombay; Media Promoters and pub. Pvt. Ltd., 1980.
7. Saraswathi T.S, Dutta R: *Development Psychology in India*, Delhi; Sage publications, 1987.

COURSE OUTCOMES: At the end of this course, the students will be able to

- Understand the relevance of studying various stages of human growth and development.
- Explore the developmental stages of life span as a product of social, psychological and biological factors.
- Construct strategies by applying the psychological concepts to enhance human development.
- Develop an understanding on the developmental tasks of middle age.
- Learn about the characteristics of old age

First Year

**CORE COURSE - III
METHODS OF SOCIAL WORK
(Theory)**

Semester-II

Code:

Credit:5

OBJECTIVES:

- To introduce the students to Social Case Work and related aspects.
- To familiarize the students with Social Group Work and related aspects.
- To teach the students about Community Organisation and the role of community organisers.
- To inform the students about the indirect methods of Social Work
- To enlighten the students on social action and social work research as indirect methods of social work.

UNIT - I PRIMARY METHODS OF SOCIAL WORK:

Social Casework – Definition, Objectives, Scope, Principles and Process (Study, Diagnosis and Intervention) - Roles of a Case Worker.

UNIT - II PRIMARY METHODS OF SOCIAL WORK:

Social Group Work – Definition, Objectives and Scope, Types of Groups and Group Process; Group Work Process - Roles of a Group Worker.

UNIT - III PRIMARY METHODS OF SOCIAL WORK:

Community Organization – Definition , Objectives and Scope, Principles and Processes - Roles of a Community Organizer.

UNIT – IV SECONDARY METHODS OF SOCIAL WORK:

Social Welfare Administration: Planning, Organising, Staffing, Decision Making, Coordination, Recording and Budgeting.

UNIT - V SECONDARY METHODS OF SOCIAL WORK :

Social Action and its Importance for Social Work Practice. Social Work Research – Meaning, Aims, Objectives and Scope.

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

Application of Methods of Social Work in Various Settings: Family and Child Welfare Settings, Medical and Psychiatric Settings, Community Settings, Correctional Settings, Schools, Rehabilitation Centres, Industries etc.

TEXTBOOKS:

1. Jacob.K.K (2013). Methods of Social Work, New Royal Book Company. Lucknow.
2. Roy, Sanjoy (2015). Methods and Development of Social Work, Discovery Publication House. New Delhi.

REFERENCES:

1. Balgopal, P.R.Vassal, T.V.(1983). Group on Social Work – An Ecological Perspective. Macmillan Publication Co., New York.
2. Friedlander, W.A.(1964). Concepts and Methods of Social Work.New Delhi, Prentice-Hall.
3. Gangrade, K. D. (1971). Community organization in India. Bombay: Popular Prakashan.
4. Garvin. D. & Charles et. al. (2007).Handbook of Social Work with Groups. Jaipur: Rawat publications.
5. Gore M. S.(1969).Social work Education. Asia Publishing House
6. Guthrie, G. (2010). Basic research methods: An entry to social science research. SAGE Publications India.
7. Konopka, G.(1963). Social Group Work: A Helping Process. Prentice–Hall, Inc. J.J.
8. Kumar.S.(2002). Methods for Community Participation – A Complete Guide forPractitioners.Vistaar Publications. New Delhi
9. Mathew. G.(1992). An Introduction to Social Case Work.Tata Institute of Social Sciences, Mumbai.
10. Misra.P.D. (1994) Social Work Philosophy and Methods. New Delhi: Inter India Publications.
11. Paul Chowdary. (1992.). Social Welfare Administration.Atma ram & sons
12. Ross, M.G: Harper and Row.(1967) Community Organization: Theory, Principles and Practice. Harper and Row, New York.
13. Siddiqui.H.Y. (2008).Group Work – Theories and Practices. Jaipur: Rawat publications.
14. Pedagogy: Lectures, Audios /Videos followed by discussion, PPT, and Student-led seminars.

COURSE OUTCOME:

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

- Recall the process of Social Case Work
- Outline Group Work Process
- Apply community organization process in different community settings
- Utilize Social work methods in different settings
- Explain the process of Social Action and Social Work Research

First Year

CORE COURSE - IV

Semester-II

SOCIAL WELFARE ADMINISTRATION

Code:

(Theory)

Credit:5

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 teach the students about Personnel Administration and Public Relations related concepts.
- To teach the students about voluntary organisations and related concepts.

UNIT- I:

Social Welfare Administration: 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 bye-laws. 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:

Administration in India- CSWB & SSWB and Related departments- Organisational Structure, Functions and Programmes

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

Self Study : Social Welfare Literature and to Study the Legal System of India.

TEXTBOOK:

1. Paul Chowdary. (1992.). *Social Welfare Administration*. Atma ram & sons. New Delhi

REFERENCES:

1. Cox III, R. W., Buck, S., & Morgan, B. (2015). *Public administration in theory and practice*. Routledge.
2. Goel, S. L., & Jain, R. K. (1988). *Social Welfare Administration-Organization and Working. Vol. II, New Delhi, Deep and Deep Publication*.
3. **Skimore R.A**, (1995) *Social Work Administration*, Boston, Allyn&Bocan TreadLondon.
4. **Trecker H.B**, (1971) *Social Work Administration, Principles and Practices*, Atma Ram & Sons, New Delhi,
5. Guthrie, G. (2010). *Basic research methods: An entry to social science research*. SAGE Publications India.
6. Kulkarni, V. M. (1972). *Essays in social administration*. Research [Publications in Social Sciences.
7. Moore, H. F., & Canfield, B. R. (1977). *Public relations: principles, cases, and problems* (Vol. 12, p. 5). RD Irwin.
8. Sachadeva, D.R. (1998). *Social welfare Administration –in India*. New Delhi: KitabMahal.
9. Street, E. (1948). *A handbook for social agency administration*. Harper.
10. Urwick, L. (1943). *Elements of administration*. Young, P. (2000). *Mastering social welfare*. Palgrave Macmillan.

E-MATERIALS:

1. <https://www.amazon.in/Social-Welfare-Administration-Policy-ebook/dp/B08TVM71LT?asin=B08TVM71LT&revisionId=&format=4&depth=1>
2. <https://guides.library.stonybrook.edu/social-welfare>
3. https://books.google.co.in/books/about/SOCIAL_WELFARE_ADMINISTRATION_IN_IN_DIA.html?id=LnRIDwAAQBAJ&redir_esc=y
4. <https://store.pothi.com/book/ebook-suresh-murugan-social-welfare-administration/>

COURSE OUTCOME:

- Understand the basic concept, meaning nature of social welfare administration as a method of Social Work.
- Understand the legal literacy system and strategies of India for the betterment of the community
- Understand registration procedures and various welfare programmes for weaker sections in India.

First Year

**FIRST ALLIED COURSE - II
LIFE SKILLS EDUCATION
(Theory)**

Semester-II

Code:

Credit:3

COURSE OBJECTIVES:

- To create and impart to the students the significance of Self-Awareness and Self-Motivation
- To prepare students to evolve mental models for intra-personal and inter-personal transactions.
- To improve their communication skills to enable them to make an effective presentation in their respective professions.
- To make students reflect and improve their use of body language – posture, gesture, facial expression, tone.
- To inculcate a positive attitude and enable them to take proper decisions in their personal and professional life.

UNIT –I:

Self-Awareness and Self-Motivation, Self-analysis through SWOT and Johari window, Elements of motivation, seven rules of motivation, Techniques and strategies for self-motivation, Motivation checklist and Goal-setting based on the principle of SMART, Self-motivation and life, Importance of self-esteem and enhancement of self-esteem.

UNIT -II:

Communication Skills: Features of an Effective Communication. Verbal and non-verbal communication. Barriers and filters. Listening and active listening. Feedback.

UNIT- III:

Models of Presentation – Impromptu speech – tackling hesitation, shyness and nervousness in speaking – Public speaking, academic and professional presentations – Group discussions – facilitators and impediments.

UNIT – IV:

Inter - personal relations: Feelings; types and steps to deal with complex feelings. Assertiveness and Confidence building. Body language: Role of different parts of the body in communication, Non-verbal behaviour. Conflict: types and resolutions. Emotions, emotional empathy and emotional intelligence.

UNIT –V:

Attitude: Nature, Formation and Change, Decision Making Process, Team Work, Group Discussion, Group Decision, Rational and Irrational decisions. Concept of Achievement, Social Power: Nature and Types, Presentation, Resume Writing, Writing Formal Letters.

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

Students are also Expected to Enrich their Knowledge on the Essential Soft-Skills Like Punctuality, Critical Thinking, Social Skills, Creativity, Adaptability, Friendly Personality.

TEXTBOOK:

1. Rao, Ravkanth and Dinakar. P (2016). Life Skill Education. Neelkamal.New Delhi.

REFERENCES:

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

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

- Aware of his/her self and self-motivation
- Apply models for intra-personal and inter-personal transactions
- Develop effective communication skills
- Prepare and present more models of presentations
- Grow in inter-personal relationship with their team members
- Understand the concept of attitude, its nature, formation and changes in employee in organisations
- Skillful in team work in organisations
- Conduct effective group discussion and group decision in organizations.

Second Year

**CORE COURSE - V
INTRODUCTION TO SOCIAL WORK RESEARCH**

Semester-III

Code:

(Theory)

Credit:5

COURSE OBJECTIVES:

- To introduce the students to research, social work research, and related aspects.
- To familiarize the students with the research design, sampling, and related aspects.
- To teach the students about social surveys and case study
- To help the students to acquire knowledge on data collection, processing, presentation, and related aspects.
- To initiate the students about data analysis and report writing.

UNIT – I RESEARCH:

Concept, Objectives, Characteristics, Ethics, and Qualities of a Good Researcher. Social Work Research: Meaning, Objectives, Importance: Difference Between Social Research & Social Work Research; Steps in Research;

UNIT- II SELECTION OF PROBLEM CRITERIA AND SOURCES:

Surveying the Field; Literature Review: Purpose; Using Library and Internet, Library Ethics: Defining the Problem: Need and Significance of the Problem; Hypothesis: Meaning, Sources, Characteristics, and Types;

UNIT- III RESEARCH DESIGN:

Meaning and Types- Exploratory, Descriptive, Diagnostic, Quasi-Experimental and Single-Subject Research Designs.

UNIT –IV UNIVERSE AND SAMPLING:

Principles, Types and Techniques .Tools/Instruments, Sources of Data: Primary and Secondary Data.

UNIT V DATA COLLECTION:

Types of Data, Data Collection Methods: Questionnaire, Interview Schedule and Observation (Participatory and Non-Participatory) Data Processing; Transcription, Presentation of Data: Tabular and Graphical Presentation. Data Analysis: Interpretation: Meaning, Techniques. Report Writing: Research Abstracts, Footnotes, Referencing/ Bibliography and Research Report Preparation.

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

Guide to Reading Social Science: How to Work through Long Reading Assignments.

(<https://ocw.mit.edu/courses/anthropology/21a-245j-power-interpersonal-organizational-and-global-dimensions-fall-2005/study-materials/guidereading.pdf>)

TEXTBOOKS:

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

Laldas, D. K. (2000). *Practice of social Research*. Rawat Publication Jaipur.

REFERENCES:

1. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston. *Thesis and assignment writing*. J. Wiley and Sons Australasia, 1970.
2. Denzin, N. K. (1973). *The research act: A theoretical introduction to sociological methods*. Transaction publishers.
3. Giddens, A. (1988). *Social theory today*. Stanford University Press.
4. Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*.
5. Nachmias, D., & Nachmias, C. (1976). *Research methods in the social sciences*.
6. Ramachandran, P. (1993). *Survey Research for Social Work: A Primer*. Institute for Community Organization Research.
7. Rubin, A., & Babbie, E. (2016). *Empowerment Series: Research Methods for Social Work*. Cengage Learning.
8. Singleton Jr, R. A., Straits, B. C., & Straits, M. M. (1993). *Approaches to social research*. Oxford University Press.
9. Young, P. V., & Schmid, C. F. (1939). *Scientific social surveys and research*.

COURSE OUTCOMES:

At the end of this course, the students will be able to

- Describe the basic concepts in social work research methods.
- Understand the research design, sampling, and related aspects.
- Conduct a social survey and case study
- Analyze the data and do the interpretations.
- Construct Research hypothesis, Analysis and Report

Second Year

**CORE COURSE – VI
FIELD WORK PRACTICUM- I**

Semester-III

Code:

(Field Work)

Credit:5

OBJECTIVES:

- To facilitate and orient the students to different settings of field work practice.
- To perceive the functioning of voluntary and governmental agencies working for the needy people
- To develop skills in obtaining keen observation and report writing. Nature of field work practice: Students are to be taken for observation visits to different agencies/organizations/settings of social work practice.

THE FOLLOWING SETTINGS ARE SUGGESTED:

1. Organization for rehabilitation of persons with disability.
2. De-addiction and de-toxificationCentres
3. Home for Parentless Children and destitute homes.
4. Approved schools.
5. Sanitarium / Hansenorium.
6. Psychiatric settings.
7. Slum visit & village visit.
8. General hospitals
9. Observation Homes & Protective Homes{ if Permission Granted.
10. Homes for mental retardation / spastic society.
11. Organizations work for the upliftment of worker sections.

GUIDELINES FOR FIELD WORK EVALUATION

Evaluation:

Internal:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in group project work	15

Total	25

EXTERNAL EVALUATION AND VIVA

I. Reporting - 20 marks

II. Viva

1. Theoretical Knowledge -	15 marks
2. Communication and Presentation -	15 marks
3. Individual participation and initiative in group project -	25 marks
Total	75 marks

1. At least 10 visits to the above-mentioned settings are to be made in the IIIrd Semester.
2. Students are to be given classroom orientation regarding the agency/ setting before the field visit.
3. Students are expected to write and submit detailed reports of their observations& remarks for each visit.
4. Analysis and discussion are to be held followed by report submission.

REFERENCES:

1. Singh, R.R. (1985) Field work in Social Work Education
2. Dr.B.T. Lawani, 2002, Social Work Education & Field Instructions, Centre for Social Research and development, Pune.
3. I.S. Subhedar, 2009, Field Work Training in Social Work, Rawat Publications, Jaipur.
4. Glassman, U.E. 2016 Finding your way through field work: A Social Work Students guide. SAGE publications
5. Bogo, M.2018 Social Work Practice: Integrating Concepts,Processes,and skills 2nd Ed New York, Columbia University Press

COURSE OUTCOMES:

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

1. To Identify the fields of social Work and Roles of Social Work.
2. To Understand the various fields of Social Work and its functions.
3. To Know the adequate skills required for Social Workers to work in different fields.
4. To Equip themselves with basic professional skills .
5. To Acquire an idea to practice in any fields of Social Work.

Second Year

**SECOND ALLIED COURSE – I
INTRODUCTION TO HUMAN RESOURCE
MANAGEMENT**

Semester-III

Code:

(Theory)

Credit:3

OBJECTIVES:

- To teach the students about management.
- To enlighten the students on human resource management.
- To inform the students about human resource functions.
- To teach students about wage and salary administration.
- To enlighten the students about industrial social work.

COURSE CONTENTS:

UNIT- I MANAGEMENT:

Concept, Elements, Principles And Functions of Management; Management Thoughts: F.W.Taylor, and Peter Drucker.

UNIT- II HUMAN RESOURCE MANAGEMENT:

Definition, Scope, Evolution, and Functions. Human Resource Policy: Formulation and Implementation; Duties, Responsibilities and Qualities of Human Resource Manager.

UNIT - III HUMAN RESOURCE FUNCTIONS:

Human Resource Planning, Recruitment, Selection, Induction and Placement, Promotion, Transfer, Job Analysis, Training, and Performance Appraisal.

UNIT- IV WAGE AND SALARY ADMINISTRATION:

Job Evaluation: Definition, Objectives; Methods; Wage and Salary Administration: Nature and Purpose, Process of Wage Determination, Wage Structure and Principles; Wage Differentials – Financial and Non-Financial Incentives.

UNIT -V LABOUR PROBLEMS:

Absenteeism Addiction, Indebtedness, Family Distress and Social Work Intervention; Industrial Social Work: Meaning, Scope, and Relevance; Application of Social Work Methods in the Industrial Sector

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

Self Study : Understand the Quantitative Techniques in Human Resource Management.

TEXTBOOK:

1. Mamoria C.B. *Personnel Management*. Himalaya Publishing House., New Delhi. 1985.

REFERENCES:

1. Agarwal, RameshwarDayal, ed. *Dynamics of Personnel Management in India: a Book of Reading*. Tata McGraw-Hill, 1973.
2. Davar, Rustom S. *Personnel management and industrial relations in India*. International Book Distributors, 1976.
3. Flipppo, Edwin B. *Principles of personnel management*. McGraw-Hill, 1976.
4. Fraser, John Munro. *Introduction to personnel management*. Nelson, 1971.
5. Indian Institute of Personnel Management. *Personnel Management in Indi*. Asia Publishing. 1977.

E-BOOKS/E-MATERIALS:

1. https://www.slideshare.net/Nima_saeidi/chapter-1-e-learning-concepts-and-techniques
2. https://www.researchgate.net/publication/325086708_Use_of_E-Resources_in_higher_education_Advantages_and_Concerns
3. <https://www.efrontlearning.com/blog/2015/02/elearning-human-resources-management.html>
4. <https://slideplayer.com/slide/8343077/>
5. <https://bookauthority.org/books/best-personnel-management-ebooks>

COURSE OUTCOMES:

- Demonstrate an understanding of key terms, theories/concepts and practices within the field of HRM.
- Demonstrate competence in development and problem-solving in the area of HR Management.
- Provide innovative solutions to problems in the fields of HRM.

Second Year

**NON MAJOR ELECTIVE COURSE – I
HUMAN RIGHTS
(Theory)**

Semester-III

Code:

Credit:2

OBJECTIVES:

- To make students to perceive the meaning of human rights and related aspects.
- To enlighten students on the universal declaration of human rights.
- To inform and explain students about the Indian constitutional guarantee of human rights.
- To sensitise students about the violation of human rights.
- To impart students about role of voluntary and government organizations ensuring human rights of the people.

COURSE CONTENTS

UNIT-I HUMAN RIGHTS:

Meaning of Human Rights – Kinds of Human Rights – Theories of human Rights – Human Rights in Ancient Thoughts The Concept of Human Rights – The concept of Liberty and Equality – Promotion and Protection of Human Rights By the United nations. History and Development of Human Rights Concepts.

UNIT-II UNIVERSAL DECLARATION OF HUMAN RIGHTS:

The Universal Declaration of Human rights – Preparation – Preamble and Enumeration of Rights in the Declaration – India and the Universal Declaration.

UNIT-III CONSTITUTION:

Indian Constitutional Guarantee of Human Rights – Preamble, Fundamental Rights – Fundamental Duties-Directive Principles of State Policy – Recent Amendments of Indian Constitution.

UNIT-IV VIOLATION:

Violation of Human Rights – Women – Children – Workers – Prisoners –Scheduled Caste and Tribes.

UNIT-V AGENCIES WORK FOR HUMAN RIGHTS:

Human Rights and Voluntary Organization at international, National and State Level – Human Rights Commissions in India – National Human Rights Commission – Its Constitution – Power and Functions – Human Rights Court in Districts.

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

Analyse the functions of Human Rights Commission – State/National

TEXTBOOKS :

1. Rashee, Jain, 2016. Text Book on Human Rights Law and Practice, Universal Law Publishing - An imprint of LexisNexis; Third edition. New Delhi.
2. Agarwal. H.O, 2020. Human Rights. Central Law Publications. Allahabad.

REFERENCES :

1. Richard Juck, 1979 Natural Rights Theroies, Cambridge University.
2. Sieghart, Paul. The international law of human rights. Oxford University Press, 1983.
3. Jermy Waldrom, 1984 Theories of Rights, Oxford University Press, New Delhi
4. Bajwan G.S and D.K. Bajwa Human Rights in India Implementation and Violations New Delhi D.K. Publishers 1996
5. Jones, Peter. & quot; Human rights, group rights, and peoples' rights. & quot; Human Rights Quarterly 21.1 (1999): 80-107.
6. AlfabAlam(ed), 2000 Human Rights in India Raj Publication, New Delhi
7. Vijay Kumar 2003, Human Rights Dimensions and Issues, Anmol Publications, New Delhi
8. Jack Donnelly, 2005, Universal Human Rights in Theory and Practices, Manas Publication, New Delhi
9. Agarwal, HariOm. International Law & Human Rights. Central law publications, 2008.
10. Donnelly, Jack. Universal human rights in theory and practice. Cornell University Press, 2013.

COURSE OUTCOMES:

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

- To perceive the basic concepts of Human Rights
- To explain the Universal Declaration of Human Rights
- To have familiarity with Constitution
- To know about the violations of Human Rights against vulnerable
- To discuss about role of agencies protecting Human Rights

Second Year

**CORE COURSE – VII
INTRODUCTION TO MEDICAL AND
PSYCHIATRIC SOCIAL WORK**

Semester-IV

Code:

(Theory)

Credit:5

COURSE OBJECTIVES:

- To make students understand the meaning of medical social work
- To introduce students to the concept of health and hygiene.
- To make students understand the meaning of community health and related aspects.
- To enlighten students on psychiatric social work.
- To inform students and mental health and mental illness.

COURSE CONTENTS

UNIT- I MEDICAL SOCIAL WORK:

Meaning, Objectives And Skills Of Medical Social Workers; The Role of a Medical Social Worker in Hospitals.

UNIT -II HEALTH AND HYGIENE:

Health, Primary and Public Health-Meaning, Nutrition-Meaning, Balanced Diet, Malnutrition, Deficiency Diseases, Prevention of Malnutrition; Hygiene-Meaning, Types of Hygiene. Food and Environment; Common Health Problems in India

UNIT - III COMMUNITY HEALTH:

Meaning, Vulnerability Assessment, Emergency Planning, Training and Education; Phcs-Meaning, -Functions and Programmes. Chief's Minister's Comprehensive Health Insurance Scheme in Tamil Nadu -Salient Features; 108' Emergency Ambulance Services-Impact; Indicators of Health.

UNIT- IV PSYCHIATRIC SOCIAL WORK:

Meaning and Objectives. Historical Development in India and Abroad; Current Status as a Field of Specialisation.; Case Work, Group Work, and Community Organisation in the Psychiatric Services; Limitations and Difficulties Faced in Psychiatric Social Work Practice

UNIT- V MENTAL HEALTH AND MENTAL ILLNESS:

Mental Health: Meaning, Importance, Community Mental Health- Meaning, Community Mental Health Services; District Mental Health Programmes-Aims, Objectives, Salient Features; Mental Illness: Neurosis and Psychosis: Meaning and Types; Psychiatric Assessment; Case History Taking and Mental Status Examination, Psychosocial Assessment and Treatment. Role Of Psychiatric Social Workers in Hospitals.

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

Students are expected to know about the recent trends in medical and psychiatry settings.

TEXTBOOK:

1. Kraepelin, Emil. Psychiatry: A Textbook for Students and Physicians. General Psychiatry. Ed. Jacques M. Quen. Science History Publications, 1990.

REFERENCES:

2. Brody, eb. "social dimensions of mental-health-world-health-org." (1983): 67-70.
3. Goel, S. L. Public Health Administration. Sterling Publishers Private, 1984. Kumar, Ram. Social and preventive health administration. APH Publishing, 1992.
4. John, Howells G. Modern perspectives in international Child psychiatry, Brunner & Mazel Pub. 1971.
5. Marfatia, Jayant Chhotalal. Psychiatric problems of children. Popular Prakashan, 1963.
6. Nunnally Jr, Jum C. "Popular conceptions of mental health: Their development and change." (1961).
7. Paul, Gordon L., and Robert J. Lentz. Psychosocial treatment of chronic mental patients: Milieu versus social-learning programs. Harvard University Press, 1977
8. Roberts, Nesta. "Mental health and mental illness." Mental health and mental illness. (1967).
9. Singh, Har Gopal. Psychotherapy in India: From Vedic to modern times. No. 3. National Psychological Corporation, 1977.
10. Verma, Ratna. Psychiatric social work in India. SAGE Publications Pvt. Limited, 1992.
11. Bartlett, Harriett Moulton. Social work practice in the health field. Natl Assn of Social Workers Pr, 1961.
12. Cannon, Ida Maud. On the social frontier of medicine: Pioneering in medical social service. Harvard University Press, 1952.
13. Codey & Carol H. Social aspects of illness. W.B. Saunders Com., 1951.
14. Field, Minna. "Patients are people." A Medical Social approach to prolonged illness, (1967).
15. Goldstine, Dora. Expanding horizons in medical social work. University of Chicago Press, 1955.
16. Hamilton, Kenneth W. "Counseling the handicapped in the rehabilitation process." (1950).

COURSE OUTCOMES

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

- Know about medical social work
- Know about health and hygiene
- Know about community health
- Know about mental health
- Know about mental illness

Second Year

**CORE COURSE – VIII
FIELD WORK PRACTICUM-II**

Semester-IV

Code:

Credit:5

INTRODUCTION:

Students will be provided with an opportunity of arranging a seven-day social work camp in a rural/tribal area. A study tour program is to be arranged to help the students to learn and compare the functioning of various agencies/settings of social work practice.

Students to be given proper orientation and pilot study experience prior to the camp. Students are expected to write and submit detailed reports of their activities during their camp and Observation remarks of their visits during the study tour program.

OBJECTIVES:

- To make students understand people and learn their culture
- To facilitate students understanding of Similarities and Differences.
- To allow the students to explore their talents and identify their area of interest.

GUIDELINES FOR FIELD WORK EVALUATION

EVALUATION:

Internal:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in Rural Camp/Study Tour	15

Total	25

EXTERNAL EVALUATION AND VIVA

I. Reporting - 20 marks

II. Viva

1. Theoretical Knowledge	-	15 marks
2. Communication and Presentation	-	15 marks
3. Individual participation and initiative in Rural Camp/Study Tour	-	25 marks

Total		75 marks

REFERENCES:

1. Singh, R.R. (1985) Field work in Social Work Education
2. Dr.B.T. Lawani, 2002, Social Work Education & Field Instructions, Centre for Social Research and development, Pune.
3. I.S. Subhedar, 2009, Field Work Training in Social Work, Rawat Publications, Jaipur.
4. Glassman, U.E. 2016 Finding your way through field work: A Social Work Students guide. SAGE publications
5. Bogo, M.2018 Social Work Practice: Integrating Concepts, Processes and skills 2nd Ed New York, Columbia University Press

COURSE OUTCOMES:

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

- To Know about the life situations of Rural and Tribal Community
- To Experience group living environment during Rural Camp and Study Tour
- To Perceive the Differences and Similarities of agencies functioning for the welfare of needy individuals
- To Identify the area of interest after Rural Camping and Study Tour in order to practice in the field
- To Equip with basic skills needed for Social Work Practice.

FUNDAMENTALS OF STATISTICS**Code:****(Theory)****Credit:3****OBJECTIVES:**

- To introduce the students to statistics and related aspects.
- To teach the students about the measures of dispersion and related aspects.
- To enlighten the students on computing Central Tendencies.
- To inform the students about the computation of Measures of Dispersion.
- To make students learn the construction of Diagrams and Graphs.

UNIT- I

Statistics: Definition, objectives, Functions, classification of data – objectives, types, formation of discrete, continuous, relative, and bivariate frequency distribution.

UNIT- II

Tabulation: Meaning, types, and parts of a table, difference between classification and tabulation; general rules of tabulation.

UNIT – III

Measures of Central tendency: Mean, Median, and Mode.

UNIT - IV

Measures of Dispersion: Range, Inter Quartile Range, Quartile Deviation, Mean Deviation and Standard deviation, Lorenz Curve.

UNIT- V

Diagrammatic and graphic presentation: Types – one dimensional, two dimensional, pictographs, cartogram, techniques of constructing graphs, histogram, frequency polygon, smooth frequency curve, and ogives; Application of statistics in social work.

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

Application of Simple Statistics like Classification and Tabulation of Data, Calculation of Central Tendencies and Measures of Dispersion by Carrying out Mini-Survey/Research

TEXTBOOK:

1. Gupta, S.P. (1992). *Elementary Statistical Methods*. New Delhi: Sultan Chand & Sons.

REFERENCES:

1. Anderson.T.W.,Introduction to Multivariate Statistical Analysis, New York : John Wiley & Son
2. Chou, Y. (1975). *Statistics Analysis*. New York: Reinhart and Winston
3. David , J. (2009). *Statistics:A Very Short Introduction*. New York:Oxford University Press.
4. Gupta, S.C. (1993). *Fundamentals of Applied Statistics*.New Delhi: Sultan Chand & Sons,
5. Gupta, S.C. (2002). *Statistical Methods*. New Delhi: Sultan Chand & Sons.
6. Guthrie, G. (2010). *Basic research methods: An entry to social science research*. SAGE Publications India.
7. Mueller, John H., Schussler Karl F., and Costner, Herbert .L. Statistical Reasoning in Sociology, Boston: Houghton Mifflin, 1970.
8. Nagar. A.L. & Das, R.K. (1993). *Basic Statistics.*, New Delhi: Oxford University Press
9. Salvatore, D. (1982). *Statistics and Econometrics*. New Delhi: McGraw Hill.
10. Speigal, M.R. (1992). *Theory and Problems of Statistics*. London: McGraw Hill Book Co.
11. Stigler & Stephen, M. (2002). *Statistics on the Table: The History of Statistical Concepts and Methods*. Cambridge: Harvard University Press

COURSE OUTCOME:

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

- Define the Statistics.
- Outline parts of Table
- Utilize Measures of Central Tendencies
- Assess measures of Dispersion
- Construct Diagrams and Graphs for given data

Second Year

**NON MAJOR ELECTIVE COURSE – II
CONTEMPORARY SOCIAL ISSUES AND
PROBLEMS**

Semester-IV

Code:

(Theory)

Credit: 2

OBJECTIVES:

- To enable the students to understand the impact of social problems on social life.
- Understand how social problems and their processes interacts with and can maintain, social inequalities in society.
- Identify and assess social problems related to deviance, such as substance abuse and crime.

UNIT- I POVERTY:

Definition Poverty. Factors Responsible for Poverty Measures to Eradicate in India. Women's Issues – Dowry, Separation, Female Infanticide/Foeticide, Sexual Harassment in India.

UNIT- II BEGGARY:

Definition – Causes of Beggary – Types, Ways and Means of Preventing Beggary. Rehabilitation Measures of the Government.

UNIT-III PROSTITUTION:

Definition, Types, Causes – Implications of Prostitution and Rehabilitative Measures. Transgender Issues – Factors Responsible for the Issues – Govt Schemes – Programs for their Development.

UNIT- IV ALCOHOLISM AND DRUG ADDICTION:

Alcoholism – Causes/Implications of Drinking and Prevention, Drug Addiction – Types of Drugs – Causes of Addiction and Teenagers – Effects - Remedial Measures. Role of Drug De-Addiction Centres.

UNIT - V JUVENILE DELINQUENCY:

Definition – Causes – Consequences of Juvenile Delinquency, Vagrancy, Truancy, Street Children – Prevention – Reformation of Delinquents.

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

Self-Study: To understand current issues and practice debates regarding social problems in the community during field work training.

TEXTBOOK:

1.Ahuja, Ram (2021). Social Problem in India. Rawat Publications, 4th Edition. Jaipur.

REFERENCES:

1. Ahuja, Ram (1992) Social Problems in India, Rawat Publications, Jaipur
2. Madan.G.R. (2002) Indian Social Problems – Vol – 1, Seventh edition, Allied Publishing, New Delhi.
3. Shankar Rao C. N (2015) Indian Social Problems – A Sociological Perspective, S. Chand & Company Pvt Ltd.
4. Merton, Robert.K and Nisbet Robert Lemert, Contemporary Social Problems Ny: Hard Course Brace 1965.
5. Lemert, Social Pathology Ny, Hard Couse Brace 1962. (1978 Reprint).
6. Threya, Venkatesh B Sheela Rani Chuukkath. Literacy and Empowerment Sage Publishing, New Delhi, 1996.
7. Williams Kornblum, Joseph Julian, Social Problems, 8th Edition, Prentice Hall Inc., 1975.
8. Sunil, Social Problems in India – Issues & Perspectives, Regency Publications House, New Delhi, 1990.
9. Bharti Sharma, Juvenile Delinquents and their social culture, Uppal Publishing House, New Delhi, 1990.
10. Bhattacharya. S.K. Social Problems in India – Issues and Perspectives, published by Regency Publications, New Delhi.

E-BOOKS/E-MATERIALS:

1. <https://en.wikipedia.org/wiki/Poverty>
2. <https://unesdoc.unesco.org/ark:/48223/pf0000151826>
3. http://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf
4. <https://www.goodreads.com/book/show/8908426-juvenile-delinquency>
5. <https://aa-netherlands.org/big-book-online/>

COURSE OUTCOMES:

- To be able to trace the evolution of a given social problem to understand the historical, economic, cultural and political reasons that an issue has come to be defined as a social problem.
- To critically assess how social problems are presented to the public by the media, including how the various sides of the debate surrounding a social problem and possible solutions are reported in both
- Consider alternative explanations and solutions for contemporary social issues.

THEORIES OF SOCIAL WORK**Code:****(Theory)****Credit: 5****OBJECTIVES:**

- To introduce students to the theory and its importance in Social Work.
- To inform students about the Role theory and its application in Social Work.
- To teach students about the Social Learning theory and its impact on Social Work Practice.
- To enlighten students on the Crisis theory and related aspects.
- .To make the students aware about the Psycho Analytic theory and its implication on Social Work Practice.

COURSE CONTENTS :**UNIT - I**

THEORY: Definition, Functions, Characteristics- Relevance and Importance of Theory in Social Work. Structuralism and Functionalism of Theory.

UNIT - II

ROLE THEORY: definition, Characteristics of Role, Concepts and Constructs of Role Theory- Learning of Roles, Role Set, Role Vigor, Role Ambiguity, Role Conflict, Role Complimentary and Dis-Complementary. Concept of Role in Social Work-Application of Role in Social Work.

UNIT -III

SOCIAL LEARNING THEORY: General Principles- Behaviours Learned Through Modelling, SLT Concepts-Observational Learning, Intrinsic Reinforcement, Modelling Process, SLT Perspectives.

UNIT- IV

CRISIS THEORY: origin - Sociological Studies in Crisis Theory, Social Work and Crisis Theory, Social Work Practice in a Crisis Situation, Treatment in Crisis Theory.

UNIT -V :

PSYCHO ANALYTICAL THEORY :Structure Of Personality- ID, Ego, Superego, Levels of Consciousness-Conscious, Preconscious and Unconscious. Psychosexual Development and its Impact on Personality. Defense Mechanism.

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

Application of theories into Social Work Practice.

TEXTBOOKS:

1. Howe, David. (2009). A Brief Introduction to Social Work Theory. Palgrave Macmillan, U.K.
2. Gray, Mel and Webb, Stephen. (2012). Social Work Theories and Methods Second Edition Sage Publication. New Delhi.

REFERENCES

1. Abraham, M. F. (1982). Modern sociological theory: An introduction. Oxford University Press
- Coleman, J. C. (1969). Abnormal Psychology and Modern Life; DB araporevala Sons & Co. Private Limited, Mumbai in arrangement with Scott, Foresman and Company
2. GOI .(1987). The Encyclopedia of Social India. New Delhi: Ministry of Social Welfare
- Hoffman,L.W. (1993). Hoffman Developmental Psychology Today: McGraw Hillcompanies.
3. Mark,M.M., Donaldson,S.I., & Campbell,B.(2011).Social Psychology and Evaluation,T he Guildford Press.
4. Turner, F. J. (Ed.). (2011). Social work treatment: Interlocking theoretical approaches. Oxford University Press

COURSE OUTCOME:

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

- Describe the concept of theory and its importance in Social Work
- Relate role theory and its application in Social Work.
- Summarize the Impact of Social Learning theory in Social Work Practice
- Analyse crisis theory and related aspects
- Explain Psycho analytic theory and its implication on Social Work Practice

Third Year

**CORE COURSE – X
YOUTH WELFARE
(Theory)**

Semester-V

Code:

Credit: 5

OBJECTIVES:

- To introduce the students to the concept of youth.
- To sensitize the students about the needs and problems of youth.
- To inform the students about youth welfare programmes to a different categories of youth
- To enlighten the students on the youth movements in India.
- To train the students in Youth Work.

UNIT- I YOUTH:

Concept of Youth, Demographic Profile of Youth in India; Youth in Indian Society: a Historical Overview of their Role; Process of Socialization of Indian Youth.

UNIT- II NEEDS AND PROBLEMS OF YOUTH:

Basic Needs of Youth; Problems of Youth in Relation to Family Life; Social Relation, Education, Recreation, Leisure, Recreation, Employment, Sex, Marriage, Political Status, Adjust Mental Problem of the Youth.

UNIT - III YOUTH WELFARE:

Definition and Scope of Youth Welfare: Philosophy and Evolution of Youth Welfare Programmes in India; Services for Student Youth: Education, Physical Education, Sports, Recreation; Vocational Guidance, Youth Services, Bharath Scouts and Guides, National Services Scheme, Community and Social Service Scheme, National Cadet Corps, Youth Festivals and Youth Camp; Student Counselling; Need, Services, for Non-Student Youth; Non-Formal Education for School Drop Outs; Nehru Yuvak Kendra, Vishwayuva Kendra.

UNIT -IV YOUTH IN INDIA:

Role in Nation-Building; Youth and Yoga, Need for Youth Policy in India. Youth Involvement and Commitment: Development of the State and Nation and Seva Activities of Youth in India During COVID and Other Disaster. Youth Unrest

UNIT -V YOUTH WORK:

Concept, Objectives, Approaches to Youth Work in Tribal, Rural and Urban Areas: Training Programmes for Youth Work.

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

Students can make a survey of the emerging needs and problems of youth in contemporary society and draft a plan of action to combat the problems of youth in India.

TEXTBOOK:

1. Udaya Mahadevan, Rozario, Gireesan, and Rambabu.(2015). Youth Development: Emerging Perspectives, Shipra Publications, New Delhi.

REFERENCES:

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

COURSE OUTCOME:

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

- Define the concept of youth
- Illustrate needs and problems of Youth.
- Evaluate the programs and services for Youth
- List youth activities in India
- Explain Youth Work

Third Year

**CORE COURSE – XI
FAMILY AND CHILD WELFARE
(Theory)**

Semester-V

Code:

Credit: 5

OBJECTIVES:

- To familiarize the students with the philosophy of family and child welfare.
- To inform the students about the problems of children.
- To enlighten the students on family planning.
- To teach the students about the various family and child welfare services.
- To inform the students about the role of voluntary agencies in family and child welfare services

UNIT - I FAMILY :

Meaning and Philosophy of Family; Importance of Family; Changing Patterns of Family in Indian Context; Single Parent Family: Definition, Types, Issues and Challenges; Child-Parent Relationship: Issues and Remedies.

UNIT - II CHILD WELFARE :

Definition of Child; Concept and Meaning of Child Welfare, National Child Welfare Policy in India; Children in Difficult Circumstances: Child Labours, Street Children, Trafficked Children, Child-Beggars, Abused Children, Children Living With HIV/AIDS; Problems of Girl Children.

UNIT - III FAMILY WELFARE PLANNING :

Family Welfare Planning Family Welfare Programmes; Methods of Family Planning: Artificial and Natural Family Planning Methods; Role of Social Worker in Promoting Family Welfare Programmes.

UNIT - IV FAMILY AND CHILD WELFARE:

Family and Child Welfare Services; Legislative Provisions for Children in India (Salient Features): Pre-Conception and Pre-Natal Diagnostic Techniques Act; Programmes and Policies for Child Welfare: Sarvasikshaabhiyan, Integrated Child Development Scheme, Integrated Child Protection Scheme, Central Adoption Resource Authority, National Commission for Protection of Child Rights; Role of Central and State Government in Family and Child Welfare.

UNIT – V ROLE OF VOLUNTARY AGENCIES:

Role of Voluntary Agencies in Family and Child Welfare Services Institutional Services: Residential Homes for Children, Shelter Homes, Aftercare Homes, Homes for Special Children, Sos Villages; Non-Institutional Services: Sponsorship, Day/Night Care Centres, Foster Care, Adoption.; National and International Organisations Working for Children.

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

Students are expected to take a survey of the government and non-government services received by the families by collecting information from their peers/local areas etc and prepare a report.

TEXTBOOK:

1. Ajit K. Singh.(2011). Family and Child Welfare . New Delhi :Centrum Press.

REFERENCES :

1. Beedell, C. (1972). Residential life with children.Taylor & Francis.
2. Daridson, F., &Gornicki, B. (1964). Care of Children in day centers. Geneva: W.H.O. Publications.
3. Deranandan, &Thomas, M.M. (1959).Changing Pattern of Family in India.Bangalore press.
4. Devi, L (1988).Encyclopaedia of Child and Family Welfare. New Delhi: Institute for Sustainable Development, Lucknow and Anmol publication.
5. Ferguson.H. (2011).Child Protection Practice.London:Palgrave Macmillan.
6. Gokkale, S.D. &Lohani N.K. (1979).Child in India. Bombay: Lomaria Publication.
7. Heredia, R.C. (1995). The Family in changing World. New Delhi: Indian Social Institute.
8. Khanna, G. &Varghesu, M.A. (1978).Indian women today. Delhi: Vikas Publications.
9. Khasgiwala, A. (1993). Family Dynamics: Social Work Perspective. Bangaluru, Anmol Publications.
10. Shireman, J. F. (2015). Critical Issues in Child Welfare.Columbia: University Press.
11. Rao, D.B. (1997). Care the Child. New Delhi: Discovery Publishing House.

WEB RESOURCES:

1. <http://ecoursesonline.iasri.res.in/course/view.php?id=198> Child protection | UNICEF India.
2. <https://www.unicef.org/india/what-we-do/child-protection> MSWE-002 - eGyanKosh
3. <http://www.egyankosh.ac.in/bitstream/123456789/52017/1/Block-4.pdf>

COURSE OUTCOME :

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

- Define the concepts of Family and child welfare.
- Explain the concepts of child welfare and the problems of children
- Apply Family Welfare Planning methods
- Survey Family and Child Welfare services by Government & Non-government organizations
- Recommend Institutional and Non Institutional services, national and international organisations working for children.

Third Year

**CORE COURSE – XII
INTRODUCTION TO COUNSELLING
(Theory)**

Semester-V

Code:

Credit: 5

COURSE OBJECTIVES:

- To develop a basic understanding of counselling as a tool for help
- To acquire knowledge of various approaches in counselling.
- To develop skills of application to real-life situations
- To develop the ability to recognize and synthesize attitudes, and values that enhance investment of self in the counsellor's role.

COURSE CONTENTS

UNIT - I COUNSELLING:

Concept, Goals, Purpose, Objectives, Basic Principles; Counselling as Profession, Professional Standards and Ethics.

UNIT - II COUNSELLING RELATIONSHIP:

Acceptance, Warmth, Responsiveness, Faith, Therapeutic Relationship, Empathy, Unconditional Positive Regard, Congruence, Types of Counselling- Individual Counselling and Group Counselling.

UNIT- III APPROACHES TO COUNSELLING:

Directive Counselling, Non-Directive Counselling and Eclectic Counselling; Counselling Skills; Interviewing: Listening and Interpersonal Skills, Communication, Communication Barriers, Overcoming Communication Barriers.

UNIT - IV QUALITIES AND SKILLS OF COUSELLOR:

Qualities and skills of an effective counsellor, counselling and vocational guidance

UNIT - V COUNSELLING IN DIFFERENT SETTINGS:

Family Counselling, Marital and Premarital Counselling, Counselling in Schools, Colleges and Industries, Grief Counselling.

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

Students are expected to know the recent trends in counselling especially in the post pandemic era.

TEXTBOOK:

1. Patri, V.R. (2005): *Counselling Psychology*. New Delhi: Authors Press.

REFERENCES :

1. Asch. M., Principles of Guidance and Counselling, Sarup& Sons, New Delhi, 2000
2. Bark, B.C. and Mukhopadhyay: Guidance and Counselling: A Manual, New Sterling publishers Pvt. Ltd, New Delhi, 1989
3. Bhatnagar, Asha and Gupta, Nirmala, Guidance and Counselling: A Theoretical perspectives Vol. I, Vikas, , New Delhi, 1999.
4. Charles, Trauk, B, Carkhuff R. Robert, Towards Effective Counselling, Aldine Pub. Co., Chicago, 2967
5. Nayak, A.K, Guidance and Counselling, APA Publishing Corporation, New Delhi, 2000
6. Shrivastava, K.K., Principles of Guidance and Counselling, Kanishka Pub., New Delhi, 2000

COURSE OUTCOMES :

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

- Understand the goals, concept, purpose of counselling
- Follow the professional ethics for counselling
- Understand the relationship in counselling process
- Describe the characteristic of a counsellor
- Develop the qualities and skills needed for counselling
- Skillful in vocational and career guidance
- Provide family counselling, marital and premarital counselling, counselling in schools, colleges and industries and grief counselling

Third Year

MAJOR BASED ELECTIVE COURSE –I

Semester-V

1. DISASTER MANAGEMENT

Code:

(Theory)

Credit: 5

COURSE OBJECTIVES:

- To introduce the students to the concept of disasters and related aspects.
- To teach the students about Natural, Manmade Disasters and responses.
- To enlighten the students on disaster management cycle.
- To teach the students about the role of the government and various agencies in disaster Management.
- To enlighten the students on Relief and rehabilitation phases of disasters.

UNIT - I DISASTER:

Meaning& Concept, Related Terms, Risk, Hazard, and Vulnerability. Models of Disaster-Crunch Model and Release Model.

UNIT – II CLASSIFICATION & TYPES OF DISASTER:

Natural Disasters Man-Made Disasters. Meteorological: Storm, Cyclone. Topological: Avalanche, Earthquake. Manmade Disasters-Industrial, Nuclear, Biological, Wars Effects of Disaster: Physical, Social, Economic, Psychological.

UNIT -III DISASTER MANAGEMENT:

Meaning, Disaster management Cycle - Pre-Disaster: Prevention, Preparation, Education& Awareness, Preparedness. Impact Phase-Search & Rescue; Post-Disaster: Relief, Rehabilitation and Restoration.

UNIT- IV INSTITUTIONAL FRAMEWORK FOR DISASTER MANAGEMENT-

National Disaster Management Act 2005, National Institute of Disaster Management, National Disaster Management Authority (NDMA),

UNIT -V ROLE OF SOCIAL WORKERS AND VOLUNTARY AGENCIES.

Role of Social Work Professionals at Different Levels: Resources Mobilization, Psychosocial Care, Working With other Professionals, Working with Government and Voluntary Organizations. Voluntary Agencies Working on Disaster Management.

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

Disaster Risk Management

TEXTBOOKS:

1. Murthy D.B.N. (2004), Disaster Management, Deep and Deep Publication PVT.Ltd. New Delhi DISASTER MANAGEMENT by Nitesh Kumar
2. Singh K.K., Singh AK (2010) Natural and Man Made Disasters: Vulnerability, Preparedness and Mitigation
3. MAN-MADE DISASTERS Paperback – Import, 7 April 1997 by Barry A. Turner (Author), Nick Pidgeon (Author), Diane Vaughn

REFERENCES:

1. Sekar, K., Sayani, P., Jayakumar, C., Girimaji, S., & Kishore, K.V.K. (2005). *Tsunami – Psycho social care for individuals and families*. Bangalore: NIMHANS.
2. Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, G.P., Kumar, K.K., Murthy, S.R. (2002) *Riots: Psychosocial care for Individuals*. Bangalore: Books for Change
3. Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, G.P., Kumar, K.K., Murthy, S.R. (2002). *Riots: Psychosocial care for children surviving the riots*. Books for Change, Bangalore.
4. Desai, N.G., Gupta, D.K., Joshi, P.C., Singh, R.A., Singh, T.B., Lal, M. & Kumar, A. (2002) *Mental health aspects of the earthquake in Gujarat*. New Delhi: Indian Council of Medical Research.

WEB RESOURCES:

1. <https://drmonline.net/drmlibrary/pdfs/systemsapproach.pdf>
2. <https://www.adb.org/sites/default/files/publication/27890/disaster-management-handbook.pdf>
3. NIDM Online Courses Portal <http://nidm.gov.in/online.asp>

COURSE OUTCOMES:

At the end of this course, the students will be able to

- Understand the basic concepts in Disaster management.
- Analyze the need and importance of Relief and rehabilitation Phases.
- Construct strategies for response to the victims of the disasters.
- Understand the Natural, Manmade Disasters and its response.
- Apply the disaster management cycle in the case of emergencies.

2. SOCIAL GERONTOLOGY**Code:****(Theory)****Credit: 5****OBJECTIVES:**

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

UNIT -I AGEING

Definition, types, Demographic profile of the ageing population in rural and urban area. Perspective on the population of ageing in India

UNIT -II PROBLEMS OF THE AGED

Health, family, social relation and employment problems; Retirement as a social and economic event. Changing status of the aged in Indian society.

UNIT - III GERONTOLOGY

Meaning and Definition; Dimensions of ageing: Physiological Aspects of Ageing, Psychological dimensions of ageing, Social and cultural dimensions of Aging; Perspectives on Aging

UNIT -IV GERIATRIC SERVICE

Meaning and Definition; Geriatric services in India; Social Welfare Services for the Aged; Old Age Social Security measures in India and other countries; Rehabilitation and community linkage programme;

UNIT- V : AGENCIES FOR AGED WELFARE

National and International Agencies for Aged Welfare; Family Social Work with the Aged

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

Presentation and conduction of case studies among older persons

TEXTBOOK:

1. Christina R. Victor (1994), Old Age in Modern Society: A textbook of social gerontology, Springer.

2. Mettilda Buvaneswari.G.(2010).Social Gerontology- A Training manual, Agasthiar Noolagam.

REFERENCES:

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

COURSE OUTCOME

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

- Define the Aging
- Outline the problems of Aged.
- Identify the Dimensions of Aging
- List for the services meant the older persons
- Explain the functions of National and International organizations working for older persons

Third Year

**SKILL BASED ELECTIVE COURSE –I
NGO MANAGEMENT
(Theory)**

Semester-V

Code:

Credit: 2

COURSE OBJECTIVES:

The main objectives of this course are to:

- Acquire basic knowledge about NGOs and their functions
- Develop an understanding of the project planning, formulation and implementation.
- Gaining knowledge about fundraising techniques and project proposal writing

UNIT-I NON-GOVERNMENT ORGANISATION :

Definition, Meaning, Objectives, Principles, Historical Development of Ngos In India. Need for Ngos—Types of Non-Government Organisations, Role of NGOs in Developing a Country.

UNIT- II REGISTRATION AND ESTABLISHMENT OF NGOS:

Registration and Establishment of NGOs: Societies Act, Trust Act, Company's Act (Sec. 25), Bylaws Preparation and Legal Status of NGO. Monitoring Mechanism adopted by Governments – FCR Act. Administration, Policy Making: Membership Classification, Aims and Objectives of the Executive Committee, Office Bearers and Governing Counsel, and Rights, Power and Duties.

UNIT-III PROJECT IDENTIFICATION:

Feasibility/Base Line studies –Project Formulation –Planning and Policy making –Strategic Formation –Preparation of project proposals –Project implementation.

UNIT-IV BUDGETING:

Meaning, Steps, essential items in Budget –Resource Mobilisation –Central and State Government Assistance and Other Assistance –**Fund Raising**: Meaning, techniques –Income Generation Programmes (IGP), –Financial Management –Financial Collaboration between Funding Organization and Non-Profit Organisations.

UNIT V PROJECT EVALUATION AND MONITORING :

Aims, Objectives, Purposes –Creating management Information system –**Project appraisal**: Meaning and techniques –Logical Frame Analysis (LFA) Participatory Rural Appraisal (PRA).

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

During the field visit to an NGO, students can learn the functioning and activities of NGOs, further the roles and responsibilities of every staff involved in work.

TEXTBOOKS :

1. Kumar.A. Social Change through NGO's, Anmol Publishers.2003.
2. Sankaran and Rodrigues: Handbook for the Management of Voluntary Organizations, Alpha Publications, Madras, 1983.
3. Kandasamy .M. Governance and Financial Management in Non-profit organisation, NewDelhi.

REFERENCE BOOKS :

1. Lanffer, A: Understanding Your Social Agency, Sage Publications, London, 1977.
2. Mukherjee, Participatory Rural Appraisal, New Delhi.
3. Robin Lall, The Dynamics of NGO'S New Delhi,Dorminant Publishers Sakararan

E-BOOK :

1. <https://managementhelp.org/projectmanagement/>
2. https://en.wikipedia.org/wiki/Project_management#:~:text=Project%20management%20is%20the%20process,goals%20within%20the%20given%20constraints

COURSE OUTCOME :

- Students get acquainted with an advanced level of knowledge in NGO Management
- Students to meet various challenges in the field of Voluntary organisations
- The course facilitates the students to enhance their employability skills and enables them to take up challenging job assignments.
- Students will be able to find out the real cause of the problem and plan interventions
- Will nurture the Social Work Professionals to become effective Social workers and contribute to the welfare of society with commitment and integrity.

Third Year

**CORE COURSE –XIII
CORRECTIONAL SOCIAL WORK
(Theory)**

Semester-VI

Code:

Credit: 5

COURSE OBJECTIVES :

- To inform the students about correctional social work and related aspects.
- To enlighten the students about penology, corrections, and related concepts.
- To teach the students about social defense in India.
- To enlighten the students on the concept of victimology and related aspects.
- To make the students understand various correctional techniques.

UNIT- I CORRECTIONAL ADMINISTRATION;

Introduction to Correctional Administration. History of Correctional Administration in India: Concept, Objectives and Functions of Correctional Administration. Institutional Protection for Children and Young Offenders -Observation Home,

UNIT- II PENOLOGY AND CORRECTIONS:

Police – Judiciary– Parole – Halfway Homes – Open Air Prisons and Welfare Measures Meant for Prisons – Prisoners’ Rights Un Minimum Standard Rules for Prisons.

UNIT -III SOCIAL DEFENSE IN INDIA:

Juvenile Delinquency: Institutional & Non – Institutional Programmes for Delinquency – Juvenile Guidance Bureau – Boys Club – Boot Camps and Other Programmes Meant for Delinquents.District Shelter for Boys And Girls and Their Functions.

UNIT- IV VICTIMOLOGY:

Concept – Philosophy – Victimology in India.

UNIT -V PREVENTIVE AND CURATIVE MEASURES:

Public Interest Litigation : Meaning, Concept, Process and Problems. Right to Information Act-Provisions and Implementation. Role of Social Worker: Social Work Intervention, Need, Methods.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):
Human Rights in the context of crime and punishment :**

Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation, Social Work measures with the Police, the Judiciary and the prison staff – Job stress, burn out and other issues.

TEXTBOOKS:

1. Ahuja, Ram (2006), *Criminology*: New Delhi, Rawat Publications
2. Panakal J.J., & Gokhale, S.D. (1989). *Crime and Corrections in India*. Bombay: Tata Institute of Social Sciences.
3. Tappan, P. W. (1960). *Crime, justice and correction* (Vol. 1221). New York: McGraw-Hill

REFERENCES:

1. Ansari, M.A. (1996). *Social Justice and Crime in India*. Jaipur: Sunlime Publications.
2. Atri, P.K. (1998). *Dimensions of Crime in India*. New Delhi: Anmol Publications Pvt.Ltd.
3. Brieland, D., Costin, L. B., & Atherton, C. R. (1975). *Contemporary social work: An introduction to social work and social welfare*. Tata McGraw-Hill Education.
4. Chakrabarthy, N.K. (1999). *Juvenile Justice*. New Delhi. Deep & Deep Publications, Pvt.Lt.
5. Chery, V, & James (1978). *Introduction to criminology*.
6. Sharma, R.K. (1998). *Criminology and Penology*. Delhi: Atlantic Publicshers and Distributors.
7. Sutherland, E. H., Cressey, D. R., & Luckenbill, D. F. (1992). *Principles of criminology*. Rowman & Littlefield.
8. Tappan, P. W. (1951). *Contemporary Corrections*. New York: Hill Book Ltd., Inc.
9. Vass, A.A. (1998). *Social Work Competencies – Core Knowledge Values and Skills*. New Delhi: Sage Publications.
10. Wadia, A. R. (1968). *Historical and Philosophical Background of Social Work*. Tata Institute.

COURSE OUTCOMES :

At the end of this course, the students will be able to.....

- Understand the basic concepts of Penology and victimology.
- Remember the basic concepts in correctional social work.
- Know the Institutional protection for children, young offenders and Social defense in India.
- Construct strategies on preventive and curative measures for the offenders.
- Understand the various correctional techniques.

Third Year

**CORE COURSE –XIV
COMMUNITY DEVELOPMENT**

Semester-VI

Code:

(Theory)

Credit: 5

Objectives:

- To teach the students about the concept of community development and related aspects.
- To enlighten the students on the role of nucleus groups in rural development.
- To impart knowledge about the governmental and voluntary efforts towards rural community development.
- To inform the students about rural/tribal/urban communities.
- To teach the students about the urban community development programme.

COURSE CONTENTS

UNIT –I COMMUNITY DEVELOPMENT:

Community Development: definition, History, Objectives, Principles, and Process; Rural Urban Contrast. Rural Extension: Meaning, Objectives, Principles, Approaches, Methods and Limitations; Role Of Community Development Worker.

UNIT –II NUCLEUS GROUP AND RURAL DEVELOPMENT:

Nucleus Group and Rural Development: meaning of Nucleus Group; Formation of Nucleus Group; Characteristics of Nucleus Group Members; The Power Structure; Social Education: Meaning, Scope, Objectives, and Problems and Methods; Adult Education: Meaning and Adult Literacy Methods.

UNIT – III COMMUNITY PARTICIPATION:

Community Participation: Meaning, Elements, Principles and Obstacles in Community Participation. Role of Government & Voluntary Agencies in Rural Development; Rural Development Programmes.

UNIT – IV URBAN DEVELOPMENT:

Urban Development: meaning, Characteristics, Rural-Urban Linkages, City - Meaning, Classification, Urbanisation& Urbanism: Meaning And Characteristics; Slums – Definition, Characteristics. Role of State Government & NGO's in Urban Development.

UNIT- V TRIBAL COMMUNITY:

Tribes: Definition, Characteristics of the Tribal Community; Nomadic, Semi-Nomadic, and De- Notified Tribes; Nehru's Panchasheel Principles of Tribes.

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

Self-Study :Community based Natural Resource Management in Rural/Tribal Areas, Youth and Community Development.

TEXTBOOKS:

1. Dahama, O. P. (1966). *Extension and rural welfare*. Ram Prasad.
2. Jain, S. C. (1967). *Community Development and Panchayati Raj in India*. Bombay, Allied Publishers.

REFERENCES:

1. Dayal, R. (1960). Community development programme in India. *Community development programme in India*.
2. Douglas, E. (1959). *A guide to community Development*, Ministry of Community Development.
3. Jain, S. C. (1985). Rural development institutions & strategies.
4. Mukerji, B. (1961). Community development in India. *Community development in India*.
5. Sethuramalingam.V. (2007). *Urban Housing: Policies. Programmes and Interventions*. Trichirappalli : S.S. Pub.

E-BOOKS / E-MATERIALS:

1. <https://examstime.in/introduction-to-social-work-study-materials/>
2. http://oasis.col.org/bitstream/handle/11599/2737/2016_Swaraj_CD001-M2-Community-Development.pdf?sequence=3&isAllowed=y

COURSE OUTCOME:

- Understand the value-based community development
- Understand the competencies required of community development workers
- Understand the role of reflection and learning in community development practice

Code:

Credit: 5

INTRODUCTION:

The aim of this fieldwork is to enhance the students' understanding of current social problems through group projects. Each group must have a minimum of three and a maximum of five members. Each group must select any topic concerned with any burning current social issues/problems in consultation with the field work supervisor.

OBJECTIVES:

- To deepen the students' knowledge on social problems.
- To familiarize with the causes and consequences of social problems and social issues
- To sensitise students on current social problems and issues.
- To develop skills in analysis and interpretation of social problems.

GUIDELINES FOR FIELD WORK EVALUATION**EVALUATION:**

INTERNAL:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in group project work	15
Total	25

EXTERNAL EVALUATION AND VIVA

I. REPORTING - 20 marks

II. VIVA

1. Theoretical Knowledge	-	10 marks
2. Communication and Presentation	-	10 marks
3. Individual participation and initiative in group project	-	25 marks

Total		75 marks

REFERENCES:

1. Singh, R.R. (1985) Field work in Social Work Education
2. Dr.B.T. Lawani, 2002, Social Work Education & Field Instructions, Centre for Social Research and development, Pune.
3. I.S. Subhedar, 2009, Field Work Training in Social Work, Rawat Publications, Jaipur.
4. Glassman, U.E. 2016 Finding your way through field work: A Social Work Students guide. SAGE publications
5. Bogo, M.2018 Social Work Practice: Integrating Concepts, Processes and skills 2nd Ed New York, Columbia University Press

COURSE OUTCOMES:

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

- To understand varies social issues in and around their places.
- To analyze the causes of varies issues and social problems.
- To learn about the consequences of social issues and social problems.
- To evaluate the programs of government to combat with social issues and social problems.
- To have familiarity with the roles of social worker

Third Year

MAJOR BASED ELECTIVE COURSE –II

Semester-VI

1. WELFARE OF PERSONS WITH DISABILITY

Code:

Theory

Credit: 5

OBJECTIVES:

- To introduce the students to the concept of disability and impairment.
- To inform the students about the causes of disabilities.
- To enlighten the students about the Persons with Disability Act
- To inform the students about the various schemes and provisions being offered to the disabled by the government.
- To introduce the students to the approaches in rehabilitation.

UNIT-I DISABILITY:

Concept of Disability, Impairment and Rehabilitation; Types of Disabilities- Visually Challenged, Hearing Impaired, Mentally Challenged, Orthopedically Affected Including Spastic Children and Leprosy Cured; Psycho-Social Problems of the Disabled: Social Work Intervention With the Disabled

UNIT-II CAUSES OF DISABILITIES:

Poverty, Poor Access to Health, Illness, Dangerous Work Condition, Malnutrition, Vitamin Deficiencies, Genetic Disorder, Congenital Deformities, Accidents, Etc.

UNIT- III LEGISLATION ON DISABILITY

Persons with Disability Act 1995 And 2016- Emphasis Must Be Only on the Salient Features of the Act.

UNIT –IV GOVERNMENT SCHEMES ON DISABILITY:

Government Scheme for Disabled Offered By the State Commissioner for the Disabled-(A) Special Education (B) Training Programme (C) Employment of Persons With Disability (D) Self-Employment for Disabled and (E) Supplying of Aids and Appliances: Grant- In Aid to NGO's Vocational Training and Welfare of Persons With Disabilities in Tamil Nadu Functions of Department for the Welfare of the Disabled, District Disabled Rehabilitation Office, Early Intervention Centre.

UNIT-V APPROACHES IN REHABILITATION:

Community-Based Approach and Outreach Programmes By NGO's for The Disabled, Role of Family in the Treatment, Training and Rehabilitation of the Disabled. Levels of Rehabilitation-Preventive, Promotion, Tertiary.Roles of Social Worker for the Welfare of Disabled.

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

Networking with Organisation (DDRO) to learn the practical difficulties of disabled

TEXTBOOKS:

1. Ministry of Social Justice and Empowerment (2018), Compendium of Schemes for the Welfare of Persons with Disability, DIVYANGJAN.

REFERENCES:

1. Cannon, I. M. (1952). On the social frontier of medicine: Pioneering in medical social service. Harvard University Press.
2. English, O. S., & Pearson, G. H. J. (1963). Emotional problems of living.
3. Field, M. (1967). Patients are people. A Medical Social approach to prolonged illness.
4. Goldenson, Robert M. 1978. Disability and Rehabilitation Handbook, McGraw Hill Inc.
5. Fulder, A.R & Best, A.B & Bax, M.C.O. 1993. The Management of Visual Impairment in Childhood. London: Mac Keith Press.
6. Karna, G 2001 Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
7. Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
8. Albrecht, Gary L. Encyclopedia of Disability (4 Volumes), Sage, Oaks. 2006
9. Shakespeare, T 2006 Disability Rights and Wrongs, London: Routledge
10. Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York: Palgrave MacMillan

COURSE OUTCOMES:

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

- To have familiarity with basic concepts of disability
- To summarize the types of Disability
- To understand the causes and consequences of disability.
- To understand more on programmes for the disabled.
- To analyze the roles of Social Worker for the Welfare of Disabled.

2. SOCIAL WORK IN INDUSTRY**Code:****Theory****Credit: 5****COURSE OBJECTIVES :**

- To define industrial social work;
- To trace the historical evolution of social work in Industry in the west as well as in India;
- To understand social responsibility of Industries;
- To define the scope of social work practice in industries;
- To analyse the extent to which social work methods are applicable and suitable to the needs of the industry;
- To delineate the place of a professional social worker in an industrial setting;
- To state the problems and future prospects of social work in the industry.
- To familiarise students with concepts and legislations related to labour welfare, industrial relations and social security in India.

COURSE CONTENTS**UNIT- I MANAGEMENT:**

Meaning, Functions (Planning, Organising, Staffing, Directing, Co-Ordination, Reporting, and Budgeting (POSDCORB)) - Theories - Contingency Theory; Systems Theory, and Theory X and Theory; Globalisation, Liberalisation, Privatisation and Globalisation; Areas of Management.

UNIT- II HUMAN RESOURCE MANAGEMENT:

Meaning, Objectives, and History; Human Resource Policies; The Importance of the Human Factor and Challenges in Industry; Role of Human Resource Manager; Human Resource Accounting and Audit; Role on Industries in CSR: Computer Applications in Human Resource Management.

UNIT --III INDUSTRIAL RELATIONS:

Meaning, Objectives History; Settlement Machinery: Conciliation, Arbitration, and Adjudication; Collective Bargaining: Meaning and Types; Strike, Lockout, Layoff, and Closure-Meaning and Types; Discipline & Grievances ILO – History, Objectives, and Function.

UNIT- IV WAGE AND SALARY ADMINISTRATION:

Meaning, Principles, Job Evaluation- Meaning, Objectives, and Methods; Minimum Fare and Living Wages

UNIT- V INDUSTRIAL SOCIAL WORK:

Meaning, Objectives, History, Principles, Skills of Industrial Social Workers, and Application of Social Work Methods; Qualities and Ethics of Professional Social Workers in the Industrial Setting; Counselling in Industries.

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

Students are expected to know about the recent trends in the practice of social work in industries.

TEXTBOOK:

1. Nalini. R (2011), Social Work and the Workplace, Concept Publications.
2. Debotosh Sinha (2007), Aspects Of Industry And Occupational Social Work, Abhijeet Publications.

REFERENCES:

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

COURSE OUTCOMES

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

- Know about basics management
- Know about basics of human resource management
- Know about basics of Industrial relations
- Know about wage and salary administration

Code:

Credit: 3

OBJECTIVES:

The overall objectives of the Mini project work are to make the students/trainees to

1. Identify the pertinent research Problems.
2. Collect, refer to the earlier reviews and find out the research gaps.
3. Generate aim and objectives for the research problems.
4. Learn the art of writing the research methodology chapter.
5. Convert the collected verbal data into numerical for the purpose of simple table analysis and interpretation.
6. Summarize the major findings, suggestions, and conclusion and Compile the research report with references and annexes.

Social Work trainees/ researchers are required to undertake a Mini Project on any social issue/social problem of concern. Scientific research process is mandatory.

Chapterization for the Mini project comprises of an Introduction, Review of Literature, Research Methodology, Analysis & Interpretation, Findings and Suggestions

Social Work trainees/researchers should prepare and submit dissertation under the guidance of a faculty. As a researcher, students must engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate tool of data collection, collecting the data, processing, analyzing and interpreting the data and preparing the research report. The length of the research report may be between 40-50 pages and not exceeding 60 pages .

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

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

ASSESSMENT/EVALUATION/VIVA VOCE:

1. PROJECT REPORT EVALUATION (Both Internal & External)

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report. - 45 marks

III. Individual initiative - 15 marks

2. Viva-Voce / Internal& External - 20 marks

TOTAL - 100 marks

PASSING MINIMUM:

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

COURSE OUTCOMES:

After successful completion of this course, the Social work trainees/ researchers will be able to:

- Enhance the knowledge and aptitude for doing social work research.(Empirical Study)
- To have deep knowledge of the causes and consequences of any social issues/problems.
- To equip with research skills to analyse social problems.
- To interpret social problems and policies for further development.
- To Publish articles in books and journal.

Third Year

SKILL BASED ELECTIVE COURSE –II

Semester-VI

SOCIAL ENTREPRENEURSHIP

Code:

Theory

Credit: 2

COURSE OBJECTIVES:

- To provide knowledge about Social Entrepreneurship
- To help students to develop “a Social entrepreneurial imagination”.
- To highlight the practice of Social Entrepreneurship in India.

UNIT-I ENTREPRENEUR AND ENTREPRENEURSHIP:

Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs – Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur. Types of Entrepreneurship – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship .

UNIT-II SOCIAL ENTREPRENEUR, SOCIAL ENTREPRENEURSHIP:

Meaning, Definition: Social Entrepreneur, Social Entrepreneurship, Characteristics of Social Entrepreneur - Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable.

UNIT-III SKILLS OF SOCIAL ENTREPRENEURSHIP:

Skills of Social Entrepreneur - Entrepreneurial, Innovative, Transformatory, Leadership, Story Telling, People, Visionary Opportunities, Alliance Building, Questions and Doubts, Accountability, Missing Skills, Succession, Scale.

UNIT-IV SOCIAL ENTREPRENEURSHIP IN PRACTICE :

Bangladesh Rural Advancement Committee (BRAC), The Grameen Bank (GB), The Self Employment Women’s Association (SEWA), Aravind Eye Hospital, Barefoot college.

UNIT-V ETHICAL ENTREPRENEURSHIP & CHALLENGES IN SOCIAL ENTREPRENEURSHIP:

Ethical Entrepreneurship: Meaning. Empirical Ethics, Eternal Ethics. Entrepreneur and Customer, Entrepreneur and Employee, Entrepreneur and Government. Challenges in Social Entrepreneurship

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

Students should develop an ability to Generate Opportunities for Profit or Reward. Should also know the Entrepreneurship Development in India. Scope of Entrepreneur Development.

TEXTBOOK:

1. Madhukar Shukla (2020), Social Entrepreneurship in India, SAGE Publications.
2. Johanna Mair, Jeffrey Robinson and Kai Hockerts (2006), Social Entrepreneurship, Palgrave Macmillan.
3. Kalpana Sampath (2012), Keys to Social Entrepreneurship, Insight Publishers.

REFERENCES

1. Bornstein, David (2004) How to Change the World: Social Entrepreneurs and the Power of New Ideas New York, NY: Oxford University Press.
2. Robert A. Philips, ns Margret Bonefiel, Ritesh Sharma Social Entrepreneurship The Next Big Business Opportunity 2011 Global Vision Publishing House, New Delhi.
3. S.S.Khanka Entrepreneurship In India - Perspective And Practice 2009 Akansha Publishing House, New Delhi.
4. Jill Kickul And Thomas S.Lyons Understanding Social Entrepreneurship The Relentless Pursuit Of Mission In An Ever Changing World 2012 Routledge Publications, New York.
5. Martin, Roger and Osberg, Sally (2007) “Social Entrepreneurship: The Case for Definition”, Stanford Social Innovation Review. 2008
6. Vasanth Desai Entrepreneurial Development 2008 Himalaya Publishing House.

WEB RESOURCES

1. Dees, J. Gregory (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University
http://www.caseatduke.org/documents/dees_sedef.pdf

COURSE OUTCOME :

- Students get acquainted with the knowledge of Social Entrepreneurship.
- Students may know the ways and means of being a social entrepreneur
- The course facilitates the students to enhance their employability skills.
- Students will be able to know the actual examples of existing social entrepreneurs.
