BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024
Master of Social Work (MSW) Programme under CBCS
(Applicable to the candidates admitted from the academic year 2016-2017 onwards)

Semester	Course details	Course Code	Course title	Inst. Hrs/ Week	Credits	Exam Hrs.	CIA	UE	Total
I	Core Course-I	CC-I	Introduction to Social Work and Society	6	4	3	25	75	100
	Core Course-II	CC-II	Social Case Work	6	4	3	25	75	100
	Core Course-III	CC-III	Social Group Work	6	4	3	25	75	100
	Core Course-IV	CC-IV	Field Work Practice	6	4	3	40	60	100
	Elective Course I	EC-I	Counselling: Theory and Practice	6	4	3	25	75	100
			Total	**30**	**20**				**500**
II	Core Course-V	CC-V	Community Organisation and Social Action	6	5	3	25	75	100
	Core Course-VI	CC-VI	Social Work Research and Social Statistics	6	5	3	25	75	100
	Core Course-VII	CC-VII	Human Growth and Personality Development	6	5	3	25	75	100
	Core Course- VIII	CC -VIII	Field Work Practice	6	5	3	40	60	100
	Elective Course -II	EC-II	Human Resource Management	6	4	3	25	75	100
			Total	**30**	**24**				**500**
III	Core Course-IX	CC-IX	Social Welfare Administration, Social Policies, and Social Legislations	6	5	3	25	75	100
	Core Course-X	CC-X	Specialisation – I*	6	5	3	25	75	100
	Core Course-XI	CC-XI	Specialisation – II*	6	5	3	25	75	100
	Core Course-XII	CC-XII	Field Work Practice	6	5	3	40	60	100
	Elective Course-III	EC-III	Corporate Social Responsibility	6	4	3	25	75	100
			Total	**30**	**24**				**500**
IV	Core Course-XIII	CC-XIII	Specialisation – III*	5	5	3	25	75	100
	Core Course-XIV	CC-XIV	Field Work Practice	5	5	3	40	60	100
	Elective Course-IV	EC-IV	Disaster Management	5	4	3	25	75	100
	Elective Course-V	EC-V	Block Placement (Internship)	5	4	3	40	60	100
	Research Project	RPW	Research Project Work	10	4	3	Evaluation 80 Viva 20		100
			Total	**30**	**22**				**500**
			GRAND TOTAL		**90**				**2000**

* SPECIALISATIONS

A. COMMUNITY DEVELOPMENT

Specialisation Paper	Course Number	Course Code	Course Title
Specialisation Paper I	Core Course-X	CC-X a	Rural Community Development
Specialisation Paper II	Core Course-XI	CC-XI a	Tribal Community Development and Project Management
Specialisation Paper III	Core Course-XIII	CC-XIII a	Urban Community Development

B. MEDICAL AND PSYCHIATRIC SOCIAL WORK

Specialisation Paper	Course Number	Course Code	Course Title
Specialisation Paper I	Core Course-X	CC-X b	Community Health
Specialisation Paper II	Core Course-XI	CC-XI b	Medical Social Work
Specialisation Paper III	Core Course-XIII	CC-XIII b	Psychiatric Social work

C. FAMILY AND CHILD WELFARE

Specialisation Paper	Course Number	Course Code	Course Title
Specialisation Paper I	Core Course-X	CC-X c	Women and Child Welfare
Specialisation Paper II	Core Course-XI	CC-XI c	Welfare of the Youth and Aged
Specialisation Paper III	Core Course-XIII	CC-XIII c	Demography and Family Welfare

D. HUMAN RESOURCE MANAGEMENT (HRM)

Specialisation Paper	Course Number	Course Code	Course Title
Specialisation Paper I	Core Course-X	CC-X d	Human Resource Development
Specialisation Paper II	Core Course-XI	CC-XI d	Labour Welfare and Industrial Relations
Specialisation Paper III	Core Course-XIII	CC-XIII d	Organisational Behaviour

12. Work Load: The equating formula for the work load of social work teachers shall be as follows:

One   hour of P.G. lecture   : 1 ½

Field Work (including field supervision)
Correction of field work report and   : 1 ½   hours per week per student
Individual & Group Conferences

Research Thesis/Dissertation (Project Report)   : 2 hours per week per student
Guidance and Supervision

Continuous Internal assessment (including tests,
QP setting, and valuation, assignment   : 2 hours per week per student
correction, seminar supervision, etc,)

Course Title: INTRODUCTION TO SOCIAL WORK AND SOCIETY

Semester No   :   I
Core Course   :   I
Course Code   :   CC-I

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

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

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

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

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

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

V. Concept of Society: Community association, institution, social groups, culture and its elements, social stratification, social processes, social change – social movements and social control; concept of urbanisation, industrialisation, modernisation – social disorganisation – social institutions – family, marriage, religion, economic, educational, and political institutions. Social movements: tribal, women liberation, Telangana, SNDP movement, and Naxalbari movement (salient features like reason, leadership, and its effects on the society)

References:

Albrecht, Gary L. Encyclopedia of Disability (4 Volumes), Sage , Oaks. 2006

Banks, Sara (1995) Ethics and Values in Social Work: Practical Social Work Series, Macmillan, London.

Bhushan,Vidya & Sachdeva, D.R. An Introduction to sociology, Kitalmahal, Allahabad. 1995

Chowdhry, Dharam Paul. *Introduction to Social Work: History, Concept, Methods, and Fields*. Atma Ram, 1964.

Congress, E.P. Social Work Values and Ethics, Nelson-Hall, Chicago, 1998

Desai,M. Curriculum Development on History of Ideologies for Social Change and Social Work, TISS, Mumbai. 2000

Fink A.E. The fields of social work, Henry Hold, New York. 1974.

Fried Lander, A.W. Introduction to social work, Prentice Hall, New Jersey, 1974

Gangrade, K.D. Dimensions of Social Work in India, Marwah, New Delhi, 1976

Hans Nappaul. *The study of Indian Society.* S.Chand & Co, 1972.

Jacob K.K. Social Work Education in India (ed), Himanshu pub .New Delhi.1994

Jacob, K. K. *Social Work Education in India:(retrospect and Prospect)*. Himanshu Publications, 1994.
Kinduha, S.K. Social work in India, Sarvodaya Sahitya Samaj, Rajasthan, 1965

Payne, Malcom. Modern Social Work Theory: a critical introduction, Macmillan, Hound mills, 1991.

Singh, R.R. Field Work in social work education (Ed), Concept pub., New Delhi.1985.

Srinivas, Mysore Narasimhachar. "Caste in modern India and other essays."*Caste in modern India and other essays*.1962.

Stanley, Selwyn. Social Problems-Issues and Interventions, Allied. 20

Course Title: SOCIAL CASE WORK

Semester No   :   I
Core Course   :   II
Course Code   :   CC - II

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

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

I. Case Work: Concepts, objectives/purpose/its importance; nature and scope, historical development; components; values and principles of case work practice; socio-cultural factors affecting the case work practice in India; relationship with other methods of social work, and skills in social case work.

II. Case work process:
Intake: meaning, steps, referral- types, and stages. **Study:** Meaning, tools used/procedure followed in the study process: interviewing: types, purpose, skills, techniques, and principles of interviewing; home visits & reaching out, collateral contacts & relationship. **Assessment:** Social Diagnosis: meaning, types, and models. **Treatment/Intervention:** meaning, objectives, goals and goals setting & treatment planning, principles, models, types, and techniques (supportive/environmental manipulation, reflective/ practical help or material help & direct treatment/ counselling). **Evaluation:** meaning, purpose/objectives, types, methods/techniques/instruments, difference between appraisal, monitoring, and evaluation; **Termination**: meaning, reaction to termination, decision to terminate, and planning for termination. **Follow-up**- meaning, purpose, and types.

III. Case Worker-Client Relationship: meaning, purpose/needs/significance, and elements/components; characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; principles of client-worker relationship; obstacles in client worker relationship. **Case Work and Communication:** meaning, purpose, importance, principles, elements in communication process, types, importance of listening, observing and feedback, communication barriers and ways to overcome them; importance of interpersonal communication in case work.

IV. Approaches to Practice: psychosocial, problem solving, crisis intervention; behaviour modification, functional and development of an eclectic model for practice. **Recording in Case Work**: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording, uses, and maintenance of record.

V. Application of Social Case Work in different settings & Clientele groups: medical and psychiatric settings- mentally retarded shelter homes; mental rehabilitation center, de-addiction

and detoxification centers, mental health & community based rehabilitation, role of social workers in hospital settings, family and child welfare settings: family, child guidance clinic, schools, geriatric care & aged and the terminally ill; case work practice in community settings including self-help groups, industries and correctional institutions; problems and limitations and role of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.

References:
Hollis, Florence. *Casework: A psychological therapy*. New York: Random House, 1964.

Jordan, William. *Client-worker transactions*. Routledge & K. Paul, 1970.
Kadushin, Goldie. *The social work interview: A guide for human service professionals*. Columbia University Press, 2012.

Mathew, Grace. *An introduction to social casework*. Tata Institute of Social Sciences, 1992.

Perlman, Helen Harris. *Social casework: A problem-solving process*. University of Chicago Press, 1957.

Roberts, Robert W., and Robert H. Nee, eds. *Theories of social casework*. Chicago: University of Chicago Press, 1970.

Russell, Mary. *Clinical social work: Research and practice*. Vol. 14. SAGE Publications, Incorporated, 1990.

Smalley, Ruth Elizabeth. *Theory for social work practice*. New York: Columbia University Press, 1967.

Sundel, Martin, and Sandra Stone Sundel. *Behavior modification in the human services: A systematic introduction to concepts and applications*. New York: Wiley, 1975.

Tilbury, Derek EF. *Casework in context: a basis for practice*. Elsevier, 2014.

Timms, Noel. *Recording in social work*. Taylor & Francis, 1972.

Timms, Noel. *Social casework: Principles and practice*. London, Routledge, 1964.

Trevithick, Pamela. "Social work skills." *A practice handbook* (2005).

Course Title: SOCIAL GROUP WORK

Semester No   :   I
Core Course   :   III
Course Code   :   CC - III

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

Objectives:
1. Appreciate the importance of groups in the life of an individual and develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
2. To gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics, and models.
3. To develop knowledge of the principles, skills, and techniques to be used by the social worker in group.
4. To develop a beginning awareness of the various programme media and skills of programme planning.
5. To identify the various situations and settings where the method could be used in the context of social realities of the country.
6.

I. **a. Social group:** definition, characteristics, types of groups-social group and social group work group; and functions of a group. **b. Phases of group formation:** forming, storming, norming, performing, adjourning, mourning/grieving, basic human needs met by groups at different stages of group development and group goals. **c. Group process:** bond, acceptance, isolation, rejection, sub-group formation, and newcomers in the group, expectation, withdrawal, behaviour contagion, conflict and control; classification of group process: basic, structural, locomotive, and molar. **d. Group dynamics**-meaning, definition, functions, and basic assumptions of group dynamics.

II. a. Social group work: concepts-assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social work and its relation to other methods of social work. **b. Group work process:** Intake and study: selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of home visits, and collateral contacts. **c. Assessment**- preparing for group work, first meetings-interviewing, ground rules for group work meetings, group roles and responsibilities, group meetings, **d. Intervention/treatment:** problem identification, making them work, dealing with difficulties within the group, group presentations, group work evaluation-meaning and its place ingroup work. **e. Evaluation:** steps in-group work evaluation and criteria for good group work and checklist for group work evaluation, v. Termination- reaction to termination and vi. Follow up.

III. a. Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques and conditions for good supervision. **b. Leadership in group:** concepts, definition, characteristics, functions, qualities of leader, types and theories of leadership; training for leadership; sociometry and sociogram; **c. Group work for team building**: meaning, purpose, situational leadership in team building

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

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

V. **a. Programme planning**: meaning and definition of programme, principles and process of programme planning and the place of agency in programme planning. **b. Programme laboratory**-values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping-planning and conducting camps; stages of group development and use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation **c. Group work settings and practice**: application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries, and skills of a group worker.

References:

Alissi, Albert S. "Social group work: Commitments and perspectives."*Perspectives on social group work practice* (1980): 5-35.

Conyne, R. K. (1999). *Failures in group work: How we can learn from our mistakes*. Chronicle Books.

Corey, Gerald. *Theory and practice of counseling and psychotherapy*. Nelson Education, 2015.
Douglas, Tom. *Group processes in social work: a theoretical synthesis*. John Wiley & Sons, 1979.

Garvin, Charles D. *Contemporary group work*. Prentice Hall, 1987.

Garvin, Charles D. *Contemporary group work*. Prentice Hall, 1987.

Glassman, Urania. *Group Work: A Humanistic and Skills Building Approach: A Humanistic and Skills Building Approach*. Vol. 13. SAGE Publications, 2008.

Konopka, Gisela. *Social group work: A helping process*. Prentice-Hall, 1972.

Lifton, Walter M. *Working with Groups*. Wiley, 1966.

Nicolson, Paula, Rowan Bayne, and Jenny Owen. *Applied psychology for social workers*. Palgrave Macmillan, 2006.

Siddiqui, H. Y. *Group Work: Theories and Practices*. Rawat Publications, 2008.

Course Title: FIELD WORK PRACTICE

Semester No   :   I
Core Course   :   IV
Course Code   :   CC – IV

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

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

2. Observation Visits:
The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to critically evaluate the initiative of voluntary and government programmes, and to develop an appreciation of social work intervention in these programmes.

A minimum of 10 visits to different social agencies with at least two settings pertaining to each field of specialisation.
Suggested field:
Health Setting: Hospitals, de addiction centres, community health extension projects, district mental health programmer /projects, etc
Educational Setting: Formal schools, non formal / adult education centres, etc.
*Community Services***:** Community projects, self help groups, successful youth clubs and mahalir mantrams, environment groups, skill development centres, etc.
Services for special groups**:** like differently abled, destitute, elderly- both institutional and non institutional
Criminal Justice system: observation homes, jails, etc.
Civic Administration Centres-: municipal, panchayat union, panchayat etc.

3. Rural /Tribal Camps provide opportunities to experience rural life, analyse rural dynamics, and observe the functioning of local self government and voluntary agencies. This experience helps peer participation in planning for activities for own group and for the local people. It helps to carry out, evaluate, and report the experience. It also helps the social trainees in planning, organising, budgeting, mobilising, implementing and evaluating the projects to be implemented during the camps besides expose their histrionic talents. The camps should be for a minimum of seven days organised by the Social Work students on a self supporting basis.

4. **Group awareness project** on social issues / problems – Minimum of 15 days to be allotted for this purpose. A minimum of two programmes should organised by the group. Each group must comprise of 3-5 students. One programme must be rural based. Suggested themes such as anti – dowry campaign, HIV/AIDS awareness, gender sensitisation, alcoholism, and drug awareness, etc. could be considered.

NORMS FOR SOCIAL WORK PRATICUM
I Semester Field Work:

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

2. Rural camp for a minimum of seven days organised by the social work students on a self supporting basis and group awareness project. – 15 marks.

3. Group awareness project on social issues / problems – minimum of 15 days to be allotted for this purpose. Each group to be organise a minimum of two programmes. Each group should comprise of three to five students. One programme should be rural based. Suggested themes such as anti – dowry campaign, HIV/AIDS awareness, gender sensitisation, alcoholism, drug awareness, etc. can be considered – 15 marks.

Evaluation   : Total Marks – 100
Internal Evaluation   - 40 marks

       A. Filed Orientation visits (10marks)
        (i) Observational Skills   - 3.5 marks
       (ii) Reporting   - 3.5 marks
       (iii) Attendance for field work   - 3   marks
                          ----
                      10 marks

       B. Rural / Tribal Camp (15 marks)
       (i) Individual Participation   - 5 marks
       (ii) Initiative and Leadership   - 5 marks
       (iii) Community Involvement   - 5 marks
                          ----
                      15 marks

Group Awareness Project (15 marks)

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

External Evaluation – (60 marks)
External examiner to be appointed by the University as is for project. One examiner may be appointed for every 15 students.
Break up of marks is as follows:
1. Theoretical Knowledge   - 15 marks
2. Practice Skills   - 15 marks
3. Mobilising Resources   - 10 marks
4. Communication and Presentation - 10 marks
5. Reporting   - 10 marks
                          ----
                      60 marks

Course Title: COUNSELLING: THEORY AND PRACTICE

Semester No   :   II
Elective Course :   I
Course Code   :   EC - I

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

Objectives:
1. To develop a holistic understanding of counselling as a tool for help.
2. To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, processes, and techniques.
3. To develop skills of application to real life situations.
4. To develop the ability to recognise and synthesise attitudes and values that enhance investment of self in the counsellor's role.
5. To develop the ability to use the tools/scales in various settings.

I. Introduction to Counselling: Meaning, Definition, Need and importance of counselling and professional counselling.

Basic principles of counselling: participation, individualisation, confidentiality, communication, acceptance, self confidence, self awareness, and other principles governing the counselling relationship.

II. Theories of counselling: Psychoanalytic, adlerian, client centered, behavioural approach, rational emotive, reality, gestalt, transactional analysis, cognitive behavioural therapy, and eclectic theories.

III. Counselling process: Interview and it significance in counselling – use of observation in counselling and understanding of emotions in counselling.

IV. Types of counselling: individual and group counselling, family counselling, marital counselling, student counselling, and industrial counselling.

Techniques of group counselling, strategies and structure – barriers to effective counselling sessions; counselling evaluation.

V. a. Components of effective counselling : counsellor's skills – Role and functions of the counsellours in schools, industries, family, hospital, and rehabilitation institution.
b. Application of test (only for practice not for examination)

The following standardised tests must be practiced in counselling settings:
Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health.

References:

Feltham, Colin, ed. *Controversies in psychotherapy and counselling*. Sage, 1999.

Fullmer, Daniel W., and Harold Wright Bernard. *Counseling: Content and process*. Science Research Associates, 1964.

Geldard, Kathryn, David Geldard, and Rebecca Yin Foo. *Counselling children: A practical introduction*. Sage, 2013.

Harms, Ernest, and Paul Schreiber, eds. *Handbook of counseling techniques*. Pergamon Press, 1963.

Hurlock, Elizabeth Bergner. *Developmental psychology*. Tata McGraw-Hill Education, 2001.

Kennedy, Eugene. "On becoming a counselor: a basic guide for non-professional counselors." (1977).

McLeod, John. *An introduction to counselling*. McGraw-Hill Education (UK), 2013.

Noonan, Ellen. *Counselling young people*. Routledge, 2002.

Shostrom, Everett L., and Lawrence M. Brammer. "The dynamics of the counseling process." (1952).

SEMESTER II

Course Title: COMMUNITY ORGANISATION AND SOCIAL ACTION

Semester No   : II
Core Course   : V
Course Code   : CC-V

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

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

I. Community: meaning, types, and characteristics; community power structure minority groups; **community dynamics**: integrative and disintegrative processes in the community.
leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership, symbols and rituals, apathy and prejudice and individual predisposition; community power structure and political organisations in the community; factions and sub-groups; minority groups.

II. Community Organisation: concept, definition, objectives, philosophy, approaches, principles and skills; community organisation as method of social work; community welfare councils and community chests; **models** of community organisation; **community participation**: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation.

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

IV. Phases of community organisation: study, assessment, discussion, organisation, action, evaluation, modification, continuation and community study; **intervention strategies** in community settings: awareness building, organising, activating, people's participation, negotiating, lobbying, and resource mobilisation, resolving group conflicts, programme planning and service delivery, developing human resource, and monitoring and evaluation; a**pplication of community organisation** in different settings: rural, urban, tribal, and target groups: children, youth, women, aged; community organisation in emergencies like fire, flood, drought, famine, earthquake, and war; community organisation at local, state, and national level.

V. Social Action: Concept, objectives, principles, methods and techniques; social action as a method of social work; social action and social reform; scope of social action in India;

enforcement of social legislation through social action; **Approaches**: rights based approach and advocacy based approach; **Strategies**: preparation of carefully worded statement of policies, preparation of carefully analysis of pending legislations, individual consultation with key legislators on the implication of pending measures , persuasion of influential organisation to support or oppose pending legislation and creation of ad hoc citizens committee composed of people of great influence or prestige**; Radical Social Work**: meaning, techniques; role of Paulo Freire and Saul Alinsky Marx; Gandhi, Jayaprakash Narayan, and Vinoba Bhave; community organisation as a para-political process and role of social worker in community organisation and social action.

References:

Biklen, Douglas. *Community organizing: Theory and practice*. Prentice Hall, 1983.

Desai, Akshayakumar Ramanlal. "Peasant struggles in India." 1979.

Champerlain, Edna. Strategies in Social Action: An Essay Review, *Australian Journal of Social Work*, Volume 20, Issue 4, (1967) : 25-27

Gittell, Ross, and Avis Vidal. *Community organizing: Building social capital as a development strategy*. Sage publications, 1998.

Government of India. *Encyclopedia on Social Work.,* Publication division. 1980.

Hillman, Arthur. *Community organization and planning*. Macmillan, 1950.

Kramer, Ralph M., and Harry Specht. *Readings in community organization practice*. Prentice-Hall, 1983.

McMillen, Ardee Wayne. "Community organization for social welfare." (1945)

Murphy, Campbell G., and Marion Hathway. *Community organization practice*. Houghton Mifflin, 1954.

Poplin, Dennis E. "The Concept of Communities." *A Survey of Theories and Methods of Research* (1979): 1-25.

Ross, Murray. "G., 1955,"Community Organization: Theory and Principles.".".

Siddiqui, H. Y. *Working with communities: An introduction to community work*. Hira, 1997.

Course Title: SOCIAL WORK RESEARCH AND SOCIAL STATISTICS

Semester No   : II
Core Course   : VI
Course Code   : CC-VI

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

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

I. Research, Types and Approaches:
Research: concept, objectives, characteristics, ethics, and qualities of good researcher; **social research**: meaning and objectives; **social work research**: meaning, scope, importance, limitations in social work research, and difference between social research and social work research; **scientific method**: meaning, characteristics, and process of scientific inquiry; relationship between theory method & fact; **types of research**: pure, applied, and action research; participatory and evaluation research; **research approaches**: qualitative research: meaning, scope, characteristics, strategies, sampling and design, types of qualitative research: ethnography, focus group discussion, life history and content analysis; use, limitations, and obstacles in qualitative research, **quantitative research**: meaning, type, difference between qualitative and quantitative research.

II. Problem Formulation:

Selection of problem: criteria and sources; surveying the field; **literature review** and developing the bibliography: purpose; using library and internet, library ethics, abstracting and plagiarism; **defining the problem**: need and significance of the problem; basic research questions: meaning and importance; research objectives; **theory:** meaning and use; inductive and deductive theory construction; **concepts, indicators, and variables:** meaning; types of variables; formal and operational definitions; **measurement:** meaning, levels of measurement ; nominal ordinal, interval, and ratio; **hypothesis**: meaning, sources, characteristics, functions and types; assumptions and limitations; attributes of a sound hypothesis; hypothesis testing; level of significance; critical region; Type-I and Type-II errors.

III. Design and Sampling:

Research design: meaning and types- exploratory, descriptive, diagnostic, experimental, and single subject research designs; **universe and sampling:** meaning, need, principles, types and techniques, and advantages and disadvantages; **tools/instrument:** steps involved in tool construction; validity and reliability: meaning and types; use of scales (developed by WHO/ILO, etc.), scaling procedures (thurston, likert, bogardus, and semantic differentials): interview guide, code book, pilot study, and pre-test; **sources of data**: primary and secondary data.

IV. Methods of data collection:

Methods: quantitative- interview- meaning and types; questioners: meaning and types; participatory and rapid appraisal techniques; **qualitative**- in-depth interview, observation and types and document review; mixed and multi method & triangulation; **data processing**; transcription, data processing; presentation of data: tabular and graphical presentation; **data analysis:** univariate, bivariate, and multivariate analysis; interpretation: meaning, techniques, and precautions; **report writing:** content and format; mechanics of writing research reports and precautions; research abstracts; **footnotes, referencing, and bibliography:** meaning and differences; methods of referencing; **preparation of research project proposal**; agencies involved in social work research.

V. Social Statistics
Statistics- meaning, use, and its limitations in social work research; **measures of central tendency**: arithmetic mean, median, and mode; **dispersion**: range, quartile deviation, standard deviation and co-efficient of variation; **tests of significance**: "t" test, f test and chi-square test; **correlation**: meaning, types, and uses; Karl Pearson's coefficient of correlation and rank correlation; **computer applications**: use and application of computer in social work research with special reference to excel, etc.

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Course Title: HUMAN GROWTH AND PERSONALITY DEVELOPMENT

Semester No   : II
Core Course   : VII
Course Code   : CC-VII

Introduction:

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

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

I. Psychology: definition, scope, application in various fields; introduction to schools of psychology; relevance of psychology for social workers.

II. Human growth and development: meaning, stages of development: pregnancy and child birth - infancy – babyhood-childhood-adolescent – adulthood – middle age – old age.

III. Learning: nature, definition and types; theories of Pavlov and Skinner; remembering and forgetting.

Motivation: concept of instinct: motives for survival – meaning and definition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation.

Adjustment: concepts of adjustment and maladjustment; stress; frustration; conflict: nature and types;

Coping mechanisms: nature and types; mental health, and community mental health.

IV. Perception and attitudes: perception space, depth, auditory, and visual attention; attitude: nature of attitudes, stereotypes, and prejudices, formation of attitudes, and attitude change.

Personality: definition and structure; theories of personality: trait and type theories; important concepts of the contributions of Freud, Jung, Adler, Maslow, and Ericson;

factors influencing personality development: heredity & environment; socialisation process.

V. Social Psychology and its applications: Collective behaviour: nature and reasons for collective behaviour, and manifestations of collective behaviour.

Psychological testing: personality, attitude, and intelligence.

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Course Title: FIELD WORK PRACTICE

Semester No   :   II
Core Course   :   VIII
Course Code   :   CC - VIII

Concurrent field work is an ongoing learning practice and an opportunity to develop interventions skills in real life situations.

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

Norms for Evaluation

Evaluation: Internal   **: 40 marks**

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

External (60 marks)

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

Course Title: HUMAN RESOURCES MANAGEMENT

Semester No   : II
Elective Course   : II
Course Code   : EC II

Introduction: This course is aimed at enlightening the students on the management of human resources and related aspects.

Objectives:
1. To teach the students about management.
2. To enlighten the students on human resource management.
3. To inform the students about human resource functions.
4. To teach students about wage and salary administration.
5. To enlighten the students about industrial social work.

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

II.   **Human resource management:** Definition, scope, evolution, and functions. Human resource policy: Formulation and implementation; duties, responsibilities,   and qualities of human resource manager and challenges for the 21st century.

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

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

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

References
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5. Indian Institute of Personnel Management. *Personnel Management in Indi.* Asia Publishing. 1977.

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Semester III

Course Title: SOCIAL WELFARE ADMINISTRATION, SOCIAL POLICIES, AND SOCIAL LEGISLATIONS

Semester No   :   III
Core Course   :   IX
Course Code   :   CC - IX

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

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

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

II. Social Welfare Programme and Agencies: evaluation of social welfare in India; voluntary social work, social agencies: meaning, definition, type and models of NGO's; roles of NGO's in national development; governmental schemes on social welfare; agency registration: methods, advantages, preparation of byelaws, memorandum of association, rules, regulation, and registration procedures; registration of societies and trusts: governing board, committees. executives; qualities, functions, and role.

III. Social Policy: definition, need, evolution and constitutional base; sources and instrument of social policy, policies regarding Other Backward Castes (OBCs), Scheduled Castes (SCs), Scheduled Tribes (STs), and de-notified communities; policies and programmes for women, children, aged, and handicapped; development and implementation of programmes for weaker sections.

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

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

Note: Emphasis must be given to the Salient features and effects of the various social legislations mentioned in the unit.

References:

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Course Title: RURAL COMMUNITY DEVELOPMENT

Semester No   : III
Specialisation Paper : I a
Core Course   : X
Course Code   : CC- X a

Course Objectives:
1. To enable students to understand rural realities.
2. To develop sensitivity and commitment for working with rural communities.
3. To impart knowledge about the governmental and voluntary efforts towards rural community development.
4. To equip students with specific skills and techniques of working with rural communities.

I. Rural Community: meaning, characteristics; types of villages; scope of studying the rural community and its relation to social work; **rural social structure** and constraints to rural development; **rural organisation and rural development** - school, co-operatives, village panchayat, youth club, women's club, self-help groups etc.; **rural problems**: poverty, illiteracy, unemployment, problems related to agriculture (land holding, productivity, marketing), and community health.

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

II. Rural Development Administration: history, structure- central - state, district and block levels and functions, **panchayat raj institutions** (PRI): origin & evolution; philosophy, new panchayat raj system- 73rd amendment and its salient features, structure of PRIs; powers of Gram Sabha; features of Tamil Nadu Panchayat Act, 1994; constitution of village panchayats, panchayat union and district panchayat; elections to PRIs, reservation for women, SC/STs, administration of PRIs, taxes and levies; assigned and shared revenues, grants: government of India finance commission, state finance commission, development grants under various schemes; powers of PRIs in implementation of RCD programmes, **rural development agencies**: council for advancement of people's action and rural technology (CAPART), national institute of rural development (NIRD), national bank for agriculture and rural development (NABARD), regional rural banks (RRB), district rural development agency (DRDA); statistics related to rural development; training of PRI functionaries.

III. Social Development: definition, approaches and indicators; social development in India: historical and social context of development in India; pre and post independence period and government measures and five years plan in India; development sectors: agriculture, and cooperation, and education and health; **agriculture and rural development**: share of agriculture in the national income, agriculture as a source of livelihood, employment, raw materials, capital for development and manpower; agrarian and land reforms, green white and yellow revolution; **cooperatives and rural development**: meaning, principles, objectives, functions, structure, and performance of rural credit and non-credit cooperatives; registration procedures of cooperative societies; **education and rural development**: universalisation of primary education: problems;

adult education-meaning, history, strategies and programmes – social education, workers education, farmers training and functional literacy and non-formal education; national literacy mission; **health** and rural development.

IV Communication and Rural Development: meaning, scope, channels and stages of communication, methods communication: interpersonal communication, group communication and mass communication; skills of communication: questioning, reinforcing, listening, reflecting and exploring, theories and models of communication; transactional analysis and conflict resolution; barriers in communication; communication and its role in rural development, satellite instructional television experiments (site): aims and objectives; use of media in communication; mass media: exhibition, film, press, radio, TV and traditional local folk media: puppet shows, drama, street play, folk songs and folk dances; use of talks, meetings, conferences, camps; campaign; communication through leaflets, pamphlets, bulletins, circulars, posters and notice boards; **community participation**: meaning, elements, base, principles and obstacles in community participation; participatory communication – concept, and methods, use of communication for community participation; participatory communication for rural development.

V. **Rural Development Programmes**: **Area based Programmes**- drought prone area programme (DADP), hill area development programme (HADP), tribal area development programme (TADP), command area development programme (CADP), wasteland development programme, desert development programme (DDP), watershed development programme, intensive agriculture area programme (IAAP) and high yield variety programme (green revolution blue white and yellow revolution), hariyali , MP's area development programme; MLA's area development programme; etc.; **target based programmes**: IRDP, TRYSEM, NREP, RLEGP, JR, Indira Awaas Yozana, millions wells scheme, Swarna Jayanthi Grama Swarajgar Yojana (SJGSY), employment assurance scheme, new life, etc; employment guaranty legislation – its salient features- mahatma Gandhi national rural employment guarantee scheme. **welfare programmes**: minimum needs programme, noon meal scheme - development of women and children in rural areas (DWCRA) - integrated child development scheme (ICDS), Tamil Nadu integrated nutrition programme (TNINP), antyodaya programme, annapoorana scheme, programme of rural health and total sanitation; five year plans and strategies for rural development, and role of social workers, concept of provision of urban infrastructure in rural areas (PURA), role of voluntary organisation in rural community development, problems and limitations.

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

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Course Title: COMMUNITY HEALTH

Semester No   : III
Specialisation Paper   : I b
Core Course   : X
Course Code   : CC-X b

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

Objectives:
1. To inform the students about health and hygiene and related aspects.
2. To enlighten the students about diseases and occupational health.
3. To teach students about the health care delivery system.
4. To make the students aware about health education.
5. To inform students about health work in the community.

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

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

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

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

V. Health work in the community: Major health problems related to women and children; Socio-cultural practices, beliefs and myths influencing community health; Assessing community health needs, Mobilising core groups; community participation: Principles and practice of Community

Participation, Training of multi purpose workers in community health programmes **Social Work Intervention** in relation to: Immunisation, nutrition, family planning, maternal and child health, environmental issues (hygiene, pollution and sanitation), accident prevention, suicide prevention, alcoholism and drug abuse prevention.

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Course Title: WOMEN AND CHILD WELFARE
Semester No   : III
Specialisation Paper   : I c
Core Course   : X
Course Code   : CC-XI c

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

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

I. Demographic profile of women in India: changing role and status of women in India; role differences of women in joint and nuclear families; position of women in tribal, rural and urban areas; status of women with reference to health, education, employment and political **problems of women**: gender bias, child marriage, dowry, widowhood, desertion, divorce, destitution, educational backwardness, discrimination in employment; problems of employed women and mothers; problems of unmarried mothers; delinquency, prostitution, trafficking in women and girls; theories on violence against women.

II. Women's welfare and Development: historical development of women welfare; indicators of women development; central and state government policy on women; government of India schemes for women's development; national commission for women, institutional and non-institutional services for women; **women and law**: legislations relating to women; legal and constitutional rights, marriage, divorce, and property rights; labour laws for women; family violence, family courts, **women empowerment:** meaning, characteristics of an empowered women; role of self help groups in women empowerment; feminism; women's movement abroad and in India, India's five year plans- policies, and strategies and programmes.

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

IV. Problems of Children: childhood diseases and immunisation; behaviour disorders of children; causes, consequences and prevention of child malnutrition, nutritional disorders, neglected children and abused children, child workers, child trafficking, child prostitution, HIV/AIDS affected and infected children; children with disabilities, school dropouts; school social work: concept, need, objectives, and functions.

V. Child Welfare in India:
U.N. charter of children rights; institutional services; constitutional safe guards; five year plans-policies; place of institutional care: scope and limitation, national and international institutions and its role in child welfare; child labour- policies, constitutional and legislative provisions and programmes at national and international level; **child welfare programmes**: non- institutional

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

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Course Title: HUMAN RESOURCES DEVELOPMENT

Semester No   : II
Specialisation Paper : I d
Core Course   : X
Course Code   : CC – X d

Introduction: The aim of this course is to ensure that the students gain an understanding of human resources development and its related aspects.

Objectives:
1. To introduce the students to the concept of human resource development and related aspects.
2. To teach students about performance appraisal.
3. To inform students about training and development as a part of human resource development.
4. To make students aware about the trends in human resource development.
5. To enlighten students on the concept of leadership.

I. Human Resources Development: HRD- concept , objectives, components, process, and mechanism for HRD, principles in designing HRD system; pre requisites for successful HRD programmes; human resource planning (HRP) : meaning, historical development, importance; subsystems and elements; process; HRD at different levels; areas of HRD; HR information system, demand and supply of human resources, HR planning in new and ongoing organisations; investment approach to HR planning, HR planning process; coordination with corporate and other plans.

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

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

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

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

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Semester No   : III
Specialisation Paper : II a
Core Course   : XI
Course Code   : CC-XI a

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

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

I. Tribes: definition, concept, characteristics of the tribal community; nomadic and de- notified tribes; history of Indian tribes and tribes in Tamil Nadu; regional distribution of tribes and Nehru's Panchsheel principles of tribes; social system of tribes: socio economic conditions; cultural and religious aspects; status of women: dress, food, & marriage-polygamy, polyandry, dormitory marriage; status of children; tribal leadership and political participation -local, state, and national levels.

II. Tribal Development Administration: administrative stricture at central, state, and district levels; hill development councils; functions of tribal development blocks/agencies; constitutional provisions for the protection of tribes; research and training in tribal development, role of voluntary agencies in tribal development.

III. Tribal Problems and Programmes: child marriage, poverty, ill-health, illiteracy, sexually transmitted diseases and acquired immune deficiency syndrome, exploitation and atrocities on tribes; immigration and its related problems; lack of infrastructure facilities and amenities; tribal resettlement and rehabilitation and its related problems; tribal movements and tribal revolt, naxalbari movement. tribal development programmes: tribal development policies, tribal area development programme; hill area development programmes; tribal sub-plans, forest land cultivation, need and importance of social work practice in tribal areas, application of social work methods in tribal development, problems in implementation of tribal development programmes.

IV. Introduction to project Management: concept, objectives, principles, scope, importance and methodology; micro and macro level planning; project dimensions: identification and formulation; detailed project report (DPR); project appraisal: technical, economic and financial feasibility; participatory development (participatory planning and participatory rural appraisal (PRA), participatory management and participatory evaluation).

V: Planning and Management of Project Implementation: activity planning, network analysis, monitoring of development projects: management information system, project evaluation: programme evaluation and review technique (PERT) and critical path method (CPM); resource mobilisation: techniques of fund raising; statutory requirements for the formation of society and trust; foreign contribution regulation act; special provisions related to income tax exemption for development organisations.

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Course Title: MEDICAL SOCIAL WORK

Semester No   : III
Specialisation Paper   - II b
Core Course   : XI
Course Code   : CC-XI b

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

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

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

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

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

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

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

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Course Title: WELFARE OF THE YOUTH AND THE AGED

Semester No   : IV
Specialisation Paper   : III c
Core Course   : XI
Course Code   : CC-XI c

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

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

I. Youth: concept, demographic profile in rural and urban; youth in Indian society: a historical over view of their role; process of socialisation of Indian youth; aspirations of the youth in contemporary Indian society; role of youth in social change and national development; **youth as special category**: basic needs of youth: problems of youth in relation to family life; social relation, education, recreation, leisure, recreation, employment, sex, marriage, political status, adjust mental problem of the youth.

II. Youth Movement in India: YMCA, YWCA, SFI, DYFI and other youth movements of various political parties in India, ideologies of youth movements and its role in nation building; youth unrest; need for youth policy in India; **youth work**: concept, objectives, approaches to youth work in tribal, rural and urban areas: training programmes.

III. Youth Welfare: definition and scope: philosophy and evolution of youth welfare programmes in India; services for student youth: education, physical education, sports, recreation; vocational guidance, youth services, bharath scouts and guides, national services scheme, community and social service scheme, national cadet corps, youth festivals and youth camp; student counselling; need, services, for non-student youth; non-formal education for school drop outs; nehru yuvak kendra, vishwa yuva kendra, youth welfare programmes under government and voluntary agencies; organization by and for youth, -youth policies, strategies and programmes in India's five year plans.

IV. Aged: definition, types, demographic profiles; aging population in rural and urban gerontology; theories of aging; dimension of aging; changing status of the aged in India society; problems of the aged- health, family, social relation and employment; perspective on the population of aging in India; retirement as a social and economic event; family, social, economic and religious life of retired people.

V. Services for the aged: geriatric services in India; social work and social services and the aged; family social work with the aged; social welfare services for the aged; old age social security measures in India and other countries; physical activity, rehabilitation and community linkage programme; gerentophenotime-an aging reversal agent; national and international agencies for aged welfare, policies, strategies and programmes for the elderly in India's five year plans.

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Course Title: LABOUR WELFARE AND INDUSTRIAL RELATIONS

Semester No   : III
Specialisation Paper   : II d
Core Course   : XI
Course Code   : CC-XI d

COURSE OBJECTIVE:

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

Objectives:
1. To highlight the issue of labour welfare.
2. To inform students about the labour legislations in India.
3. To enlighten students about social security legislations.
4. To introduce students to the concept of industrial relations.
5. To highlight the issue of industrial conflict.

I. Labour welfare: an introduction on Indian constitution - unorganised labour sector in industry and agriculture - problems faced by unorganised labour sector - constitutional safeguards to unorganised labour - judicial activism (case laws); concept, scope, principles, theories, origin and growth of labour welfare in India; types of welfare; labour problems: absenteeism addiction, indebtedness, family distress and social work intervention; labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker's education labour welfare officer: status, role, duties and functions; labour welfare agencies in India and international

II. Labour legislations in India: factories act 1948; the plantation labour act 1951; Indian mines act 1952, apprentices act 1961; labour relations legislations : the trade union act 1926, industrial disputes act 1947; Tamil Nadu shops and establishment act 1947, Tamil Nadu industrial establishment (national and festival holidays) act 1951; employment legislations: industrial disputes act 1947, the industrial employment (standing orders) act 1946, employment exchanges (compulsory notification of vacancies) act 1959, employment of children act 1938.

III . Social Security Legislations: workmen's compensation act 1923, employees' state insurance act 1948; employee's provident fund act 1952 including the pension scheme 1995; the maternity benefit act 1961, payment of gratuity act 1972; **wage legislations**: the payment of wages act 1936, the minimum wages act 1948, the payment of bonus act 1965, the equal remuneration act, 1976; the Tamil Nadu payment of subsistence allowance act and case laws.

IV. Industrial Relations: definition, meaning of industrial relations, characteristics of a good industrial relations system - changing profile of industrial workers – labour in constitution – administration of labour department. **ILO** – history, aims, objectives, structure and functions, social security measures, achievements, influence of ILO on Indian industrial relations - labour welfare practices in India; **trade unionism** – history, objectives, problems faced, recognition – trade union movement in India – employer federation, collective bargaining : methods, issues, problem and settlement.

V. Industrial Conflict: standing orders, industrial disputes, settlement machineries, industrial peace and harmony, industrial conflict types, causes, consequences, grievance, discipline, domestic enquiry – recent trends; **industrial democracy – workers participation**: objectives schemes, methods – participation schemes in industries in India - quality circles – quality of work life.

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Course Title: FIELD WORK PRACTICE

Semester No   : III
Core Course   : XII
Course Code   : CC-XII

    a. To be based on the student's specialisation
    b. Agency placement for a minimum of 30 days for two to three days per week/semester
    c. Content of Field work to be finalised between the concerned department and the placement agency according to the field of specialisation.

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

Guidelines for Medical and Psychiatric Social Work Specialisation
1. Practice of Social Case Work with at least five clients
2. Practice of Social Group Work with at least two groups
3. One Community based programme.

Guidelines for F & C Welfare Specialisation
1. Exposure to family and child welfare programmes
2. Practice of social work methods – practice of social case work with at least five clients
3. Practice of social group work with at least two groups
4. One community based programme.

Guidelines for HRM Specialisation
1. Exposure to welfare measures and programmes in industries.
2. Orientation to IR activities/Trade Union
3. Understanding of Organisation profile/Organisational Culture
4. Knowledge of labour legislations.

1. Agency placement in generic settings of practice such as schools/old age homes/counselling centres/rehabilitation settings etc.
2. The placement will be for a minimum duration of 30 field work days for two days per week/semester.
3. Importance to be given for the practice of social work methods. Each student is expected to conduct case work with a minimum of three clients, group work with at least two groups, and organise one institutional/ community based programme (trainees of all specialisations).

Evaluation: Internal   : 40 marks

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

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                                      40 marks
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External (60 marks)

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1. Theoretical Knowledge              - 20 marks
2. Practice Skills                    - 20 marks
3. Mobilising Resources               - 10 marks
4. Communication and Presentation     - 10 marks
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                                      60 marks
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Course Title: CORPORATE SOCIAL RESPONSIBILITY

Semester No   : III
Elective Course   : III
Course Code   : EC-III

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

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

I: Social Responsibility: corporate social responsibility – meaning, definition and scope of CSR – evolution of CSR – CSR, sustainability, public private partnerships, corporations' role in climate change, supply chain responsibility, stakeholder engagement, cause and social marketing, environmental responsibility, socially responsible investing, sustainability reporting, transparency and human rights; CSR as economic development and CSR in cultural context.

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

III: Designing a CSR policy – factors influencing CSR policy – managing CSR in an organisation – role of hr professionals in CSR – global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - codes formulated by UN global compact – UNDP, global reporting initiative.

IV: Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment – case studies: lifebuoy soaps' swasthya chetna, itc's e-choupal venture, titan industries limited, TATA power; tools for communicating CSR (skill building): social media, films and reports and developing strategic partnerships

V: CSR in India: an overview of CSR rules under companies Act, 2013
legal provisions and specifications on CSR – TCCI (TATA council for community initiatives), TATA model on CSR – national CSR hub, TISS Mumbai – success
and failure with CSR initiatives – CSR awards in India – role of social workers in CSR

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Semester IV

Course Title: URBAN COMMUNITY DEVELOPMENT

Semester No   : IV
Specialisation Paper   : III a
Core Course   : XIII
Course Code   : CC-XIII a

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

Course Objectives:

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

I. Urban Community: meaning, characteristics, rural urban linkages and contrast; city - meaning, classification, trends in urbanisation process.

II. Urbanisation & Urbanism: meaning, theories of urbanisation, characteristics of urbanism, slums – definition, approaches, theories and classification and culture of slums; urban problems: housing, drug addiction, juvenile delinquency, prostitution, and pollution.

III. Urban Community Development: definition, concept, objectives and historical background; approaches, principles process and methods of urban community development, welfare extension projects of central social welfare board, urban development planning: legislation related to urban development: urban land ceiling act, town and country planning act, nagarpalika act and Tamil Nadu slum clearance and improvement act) community planning, and community participation.

IV. Urban Development Administration: national, state and local levels; structure and functions of urban development agencies: urban services and urban deficiencies; metropolitan development authorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); housing board, role of voluntary agencies in urban development.

V. Urban Development Programmes: five year plans and urban development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), etc. Tamil Nadu Slum Area (clearance and improvement) Act 1971, and problems in implementation of urban community development programmes; role of development worker – application of social work methods in urban development.

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Course Title: PSYCHIATRIC SOCIAL WORK
Semester No   : IV
Specialisation paper : III b
Core Course   : XIII
Course Code   : CC XIII b

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

Objectives:
1. To introduce the students to the concept of psychiatric social work**.**
2. To highlight the historical development of psychiatric social work.
3. To make students aware about psychiatric illnesses.
4. To throw light on therapeutic intervention in psychiatric illness.
5. To inform students about the scope of psychiatric social work practice.

I. Psychiatric Social Work: definition and concept, 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; psychiatric epidemiologist in India.

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

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

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

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

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Course Title: DEMOGRAPHY AND FAMILY WELFARE

Semester No   : IV
Specialisation Paper : III c
Core Course   : XIII
Course Code   : CC-XIII c

Introduction:

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

Objectives:

1. Understand the changing norms of the institution of family and variations in them with reference to the family social ecology.

2. Understand the dynamics of family interactions and developmental tasks through the family life span.

3. Develop positive attitude to support understanding the need of a healthy family unit.

4. Understand the demographic aspects of family in India. Family planning, family size preference and various approaches to family welfare planning.

I. Family and Marriage: origin and evolution of family and marriage; ideology of family rights and responsibilities,; normative family and marriage functions; social change and changes in family and marriage functions; implications for the family and its members; dual earners families, single parent families, female headed households, childless families; family interactions; family development and family life cycle; family assessment: methods and its implications.

II. Demographic aspects of the family in India; social in equalities and fertility behaviour, trends of population growth; factors affecting population growth; consequences of population explosion; sources of demographic data, vital statistics: population structures and projection; theories of population.

III. **Family Planning**: scope, concept of eligible couple and child protection rate; importance of population control; family welfare planning and five years plans; objectives, targets and achievements, population policy, population education and sex education; physiology of reproduction: reproductive anatomy and physiology, menarche and menopause, fecundity, fertility, treatment of infertility; adoption.

IV. Family Size preference and contraceptive behaviour- methods of contraception: conventional and modern methods- male and female; temporary methods; behavioural methods; mechanical contraceptives; chemical contraceptive; semi-permanent methods: abortion and I.U.C.D; permanent methods: vasectomy and tubectomy, advantages and disadvantages, medical termination of pregnancy act.

V. Approaches to family welfare planning: welfare approach, clinical, extension and educational approach and cafeteria approach; training and research in family welfare planning; mass media of

communication; national and international agencies of family welfare planning services; social work techniques in promoting parenthood.

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Course Title: ORGANISATIONAL BEHAVIOUR

Semester No   : IV
Spceialisation Paper   : III d
Core Course   : XIII
Course Code   : CC XIII d

Introduction:

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

Objectives:

1. To know themselves and be able to recognise individual differences in others.
2. To understand OB theories that influence individual and group behaviour – perception, attitude formation, motivation, role theory etc.
3. To understand how to form effective work teams.
4. To understand how to change individual's attitude and motivation.
5. To understand how to build effective team leadership.

I. Focus and Purpose of OB : definition, need and importance of organisational behaviour nature and scope – framework – organisational behavior – models; **individual behaviour**: personality – types – factors influencing personality – theories; learning: learning process – learning theories – organisational behaviour modification; attitude: characteristics – components – formation; perception: importance – factors influencing perception; motivation – importance – types – effects on work behavior.

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

III. Dynamics of Organisational Behaviour: concept of organisational culture and climate – factors affecting organisational climate; job satisfaction – determinants – measurements; organisational change – importance – change process – resistance to change – managing change; organisational effectiveness – perspective and application of transactional analysis.

IV. Organisational Dynamics: leadership; process, styles, types and theories; Fiedler's contingency model, managerial grid, Redding's groups in organisation: nature, cohesiveness, performance, norms and work design for group (power, status, authority) and group dynamics; human engineering - man, machine system, human factors engineering and its applications: structural design, job design and work design, Hawthorne experiments; employee counselling; Japanese style of management and its applicability.

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

Reference:

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Prasad L.M., *Organisational Behaviour*, New Delhi, S.Chand & Co. 1996.

Robbins, Stephen P., Organizational *behavior: Concepts, controversies, and applications*. New Jersey, Prentice Hall, 1991.

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Course Title: **FIELD WORK PRACTICE**
Semester No   : IV
Core course   : XIV
Course Code   : CC-XIV

Objectives:

  a. To be based on the student's specialisation
  b. Agency placement for a minimum of 30 days for two to three days per week/semester
  c. Content of Field work to be finalised between the concerned department and the placement agency according to the field of specialisation.

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

General Guidelines for Medical and Psychiatric Social Work Students
  1. Practice of Social Case Work with at least five clients
  2. Practice of Social Group Work with at least two groups
  3. One Community based programme.

General Guidelines for F & C Welfare Specialisation
  1. Exposure to family and child welfare programmes
  2. Practice of social work methods – practice of social case work with at least five clients
  3. Practice of social group work with at least two groups
  4. One community based programme.

General Guidelines for HRM Students
  1. Exposure to welfare measures and programmes in industries.
  2. Orientation to IR activities/Trade Union
  3. Understanding of Organisation profile/Organisational Culture
  4. Knowledge of labour legislations.

Evaluation (Concurrent Field Work for Semester IV)

Internal Evaluation – 40 marks

1. Practice of Social Work Methods	- 10 marks
2. Contribution to the Agency	- 10 marks
3. Understanding the Agency and its Functional services	- 10 marks
4. Attendance	- 5 marks
5. Reporting	- 5 marks

                                ----
                                40 marks

External Evaluation – 60 marks

1. Understanding of the agency and its services	- 15 marks
2. Theoretical Knowledge	- 15 marks
3. Practice Skills	- 20 marks
4. Communication & Presentation	- 10 marks

                                ----
                                60 marks

Course Title: DISASTER MANAGEMENT
Semester   : IV
Elective Course   : IV
Course Code   **:** EC-IV

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

Course Objectives:
   a. To understand ecosystem equilibrium and disequilibrium
   b. To develop skills to analyse factors contributing disaster
   c. To develop an understanding of the process disaster of disaster
   d. To develop skills to participate in disaster management
   e. To develop an understanding of the social worker's role in the team for disaster management.

I. Disaster & Types:
a. Disaster: definition, dimensions of disaster, progress in vulnerability.

b. Types of disaster: *Water and climate related:* Floods and drainage management, droughts, cyclones, tsunami, tornadoes, hurricane, hailstorms, cloudburst, snow avalanches, heat and cold waves, thunder and lightening.
Geological related: Earthquakes, landslides, mudflows, sea erosion, dam bursts and dam failures, mine fires.
Chemical, industrial and nuclear related: road, rail transportation accidents including waterways – boat capsize, mine flooding, major building collapse, serial bomb blasts, festival related disasters, electrical disasters, fires, forest fires, mine flooding, oil spills, village fires.; *biological related:* biological disasters, epidemics, cattle and bird epidemics, pest attacks, food poisoning.

II. Phases:
a Phases of disaster (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire services, Panchayat Raj institutions. Psychological first aid, health camps, relief center, water and sanitation issues, epidemic breakages in camps, climatic changes and seasonal variations; humanitarian concerns in relief provision; management of relief experts, volunteers, materials, equipment; standard operation procedure to deal with trigger mechanism.

b. Crisis and emergency management: government response system in disasters – central, state, district, taluk disaster management cell; trigger mechanisms – l1, l2, l3 levels of determination of disaster; BIRMS – Basic Initial Response Management Steps.

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

IV. Impact of disaster:

a. Impact :
Physical, social, economic, and psychological impact of disasters.
 mpact on the individual, family, and community.

b. Compensation:
Compensation and legal issues among the disaster survivors.
Assessment of damage.
Providing compensation.
Corruption in compensation.

c. Housing support.
Housing and materialistic support for the disaster survivors.
Town planning after a major disaster.
Maintaining minimum standard

d. Livelihood and community micro planning:
Impact of disaster on livelihood and economic activities.
Livelihood options for the vulnerable groups
Creating self-sustenance among the disaster survivors.

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

b. Children in disaster:
Special needs of the children, adolescents and the vulnerable groups; role of child care personnel for the children affected by disaster. (Teachers/ICDS); empowering caregivers after the disaster; methods of working with children affected by disaster; community care vs. institutional care after the disaster for the vulnerable/ destitute children; foster caring of the destitute children after the disaster.

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

d. Capacity building:
Capacity building: of governmental, non governmental, community based organizations, and the local community, spectrum of care, inter sectoral and coordinated care provision between organisations, disaster preparedness, disaster sub-culture, disaster resilience role of social workers in disaster services.

b. Policies and role of government sectors: role of state, central government, UN agencies, international organisations and NGOs, in disaster management services, India disaster management plan, quality assurance in disaster management – sphere, national health policy on disaster management, disaster survivors and human rights

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Course Title: **BLOCK PLACEMENT (Internship)**

IV Semester
Elective Course - V
Course Code No: EC-V

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

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

Objectives:

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

Evaluation:
40 marks   - Internal
30 marks   - Agency Evaluation
30 marks   - Viva-Voce by External Examiner

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

Course Title: **RESEARCH PROJECT WORK**
IV Semester
Course Code: RPW

A learner should prepare and submit dissertation, under the guidance of a faculty The learner is to engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate research strategy and developing instruments of data collection, collecting the data, processing, analysing and interpreting the data and preparing the research report.

The length of the research report may be between 60-75 pages and not exceeding 100 pages

Assessment
Evaluation
Viva Voce

1. PROJECT REPORT EVALUATION (Both Internal & External)

    I. Plan of the Project   - 20 marks

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

    III. Individual initiative   - 15 marks

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

TOTAL   **- 100 marks**

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024
Course Structure under CBCS for Master of Social Work (MSW)
(Applicable to the candidates admitted from the academic year 2016 – 2017 onwards)
SEMESTER PATTERN - REGULATIONS for affiliated colleges

1. Name of the course:

Bharathidasan University under choice based credit system (CBCS) is offering a two year MSW (Master of Social Work) degree course (Semester Pattern) in Social Work to be conducted in the University Department of Social Work with provision for a research project in the second year. The term credit is used to describe the quantum of syllabus for various programmes in terms of hours of study. Core and elective courses are a set of compulsory courses required for each programme. The minimum credit requirement for a two-year master's programme is 90

2. Eligibility for Admission:

A person who has passed any degree of this University or an examination of any other University accepted by the Bharathidasan University as equivalent thereto shall be eligible.

3. Selection procedure:

The selection of candidates will be made based on the marks obtained from the qualifying examinations.

4. Duration of the course:

The course for the degree of Master of Social Work shall consist of four semesters, two in the first year and two in the second year.

5. Semester Examination:

For the purpose of these regulations, the academic year shall be divided into two semesters, the first being from 1st July to 31st December and the second from 1st January to 30th June. Candidates who have failed in the University examination of any subject or subjects for the first, second, and third semesters will be permitted, to appear in each failed subject(s) in April/May and November/December.

A candidate should get registered for the first semester examination. He/she shall register for the subsequent semester examinations only after registering for the previous semester examinations.

6. Course features: The programme consists of core courses (CC) and elective courses (EC), distributed among the four semester periods. The courses include concurrent fieldwork practice, block placement, and research thesis work.

7. Field Work:

a) Field Work requirements include:
1. 100 % field work attendance
2. Appropriate code of conduct
3. Fulfilling the workload norms as prescribed by the department
4. Regular and timely submission of field work reports
5. Regular attendance of the field work Conference

b) Field work methodology:
Theory classes and field work are arranged on a concurrent basis. On concurrent field work days, there will be no classroom lectures and on such days students will report to the field work agencies. Field work may commence with orientation visits to selected welfare agencies followed by placement of students in field work agencies. The agencies selected for the field work programme should have a well defined practice training programme, willingness to give facilities

for the training of students, and a policy of maintaining high standards of service through application of the methods of Social Work.

c) Block field work (internship):
The block field work training is a mandatory requirement of a master degree in Social Work. After the fourth semester examinations, the students shall undergo a minimum of one month on the job training in an agency with respect to the field of specialisation of the students, with the approval of the department.

8. Research project work:
Every candidate shall be required to complete a research project on a topic related to his/her field of specialisation. Candidates shall select the topic of the research in consultation with the faculty supervisor. Each candidate shall submit one copy of his/her research project report in the prescribed format by the first week of March during the fourth semester.

9. Evaluation:

S.N	Components	Internal (CIA)		External (UE)		Total	
		Passing Minimum	Maximum	Passing Minimum	Maximum	Passing Minimum	Maximum
1	Theory	10	25	30	75	50	100
2	Practical/ Field Work	16	40	24	60	50	100
3	Research Project Work	**Dissertation** = 80 marks (passing min. 32 marks) **Viva** = 20 marks (passing min. 08 marks)				50	100

Separate passing minimum is prescribed for Internal **(CIA)** and External **(UE)**

The passing minimum for Internal (CIA) shall be 40 % out of 25 marks (i.e.10 marks)
The passing minimum for External (UE) shall be 40 % out of 75 marks (i.e. 30 marks)
The passing minimum for Internal Field Work (CIA) shall be 40 % out of 40 marks (i.e.16 marks)
The passing minimum for External Field Work (UE) shall be 40 % out of 60 marks (i.e. 24 marks)
The passing minimum for Dissertation valuation shall be 40% out of 80 marks (i.e. 32 marks)
The passing minimum for project viva shall be 40% out of 20 marks (i.e. 08 marks)

The total passing minimum of each course in MSW shall be 50% out of a total 100 marks (i.e. 50 marks)

10. SCHEME OF EXAMINATION
Note:

No. of Core Courses	: 14	4 courses x 4 credits	= 16
		10 courses x 5 credits	= 50
No. of Elective Courses	: 5	5 courses x 4 credits	= 20
Project Work	: 1	1 course x 4 credits	= 04
		Total Credits	**= 90**