



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024

Bachelor of Social Work (BSW) Programme under CBCS

(Applicable to the candidates admitted from the academic year 2016-2017 onwards)

Semester	Part	Course Structure	Course Code	Course title	Ins Hrs/Week	Credits	Exam Hrs.	Marks			
								CIA	UE	Total	
I	I	Language Course-I	LC I	Tamil*/ Other Languages+ #	6	3	3	25	75	100	
	II	English Lang. Course-I	ELC II	English Language	6	3	3	25	75	100	
	III		Core Course-I	CC I	Foundation in Social Work	6	5	3	25	75	100
			Core Course-II	CC II	Indian Social Problems	6	5	3	25	75	100
			Allied Course-I	AC I	Structure of Indian Society	4	3	3	25	75	100
	IV	Value Education	VE	Value Education	2	2	3	25	75	100	
			Total			30	21				600
II	I	Language Course -II	LC II	Tamil*/ Other Languages + #	6	3	3	25	75	100	
	II	English Lang. Course-II	ELC II	English Language	6	3	3	25	75	100	
	III		Core Course-III	CC III	Direct Methods of Social Work	6	5	3	25	75	100
			Core Course-IV	CC IV	Human Growth and Development	6	5	3	25	75	100
			Allied Course-II	AC II	Social Welfare Administration	4	3	3	25	75	100
	IV	Environmental Studies		Environmental Studies	2	2	3	25	75	100	
			Total			30	21				600
III	I	Language Course-III	LC III	Tamil*/ Other Languages + #	6	3	3	25	75	100	
	II	English Lang. Course-III	ELC III	English Language	6	3	3	25	75	100	
	III		Core Course-V	CC V	Introduction to Social Work Research	6	5	3	25	75	100
			Core Course-VI	CC VI	Field Work Practicum	6	5	3	40	60	100
			Allied Course-III	AC III	Introduction to Labour Welfare and Labour Legislations	4	3	3	25	75	100
	IV	Non Major Elective I - for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10th +2 but opt for other languages in degree programme	NME I	Human Rights	2	2	3	25	75	100	
			Total			30	21				600

IV	I	Language Course-IV	LC IV	Tamil*/ Other Languages + #	6	3	3	25	75	100
	II	English Lang. Course-IV	ELC IV	English Language	6	3	3	25	75	100
	III	Core Course-VII	CC VII	Introduction to Medical and Psychiatric Social Work	5	5	3	25	75	100
		Core Course-VIII	CC VIII	Field Work Practicum	5	5	3	40	60	100
		Allied Course-IV	AC IV	Fundamentals of Statistics	4	3	3	25	75	100
	IV	Non Major Elective - II - for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10th +2 but opt for other languages in degree programme	NME II	Contemporary Social Issues and Problems	2	2	3	25	75	100
		V	Skill Based Elective I	SBE I		2	2	3	25	75
		Total		30	23				700	
V	III	Core Course- IX	CC IX	Theories of Social Work	5	5	3	25	75	100
		Core Course- X	CC X	Social Legislations	5	5	3	25	75	100
		Core Course-XI	CC XI	Family and Child Welfare	5	5	3	25	75	100
		Core Course-XII	CC XII	Introduction to Counselling	5	5	3	25	75	100
		Major Based Elective-I	MBE I	Disaster Management	4	3	3	25	75	100
	IV	Skill Based Elective-II	SBE II		2	2	3	25	75	100
		Skill Based Elective- III	SBE III		2	2	3	25	75	100
		Soft Skill Development		Soft Skill Development	2	2	3	25	75	100
			Total		30	29				800
VI	III	Core Course- XIII	CC XIII	Correctional Social Work	6	5	3	25	75	100
		Core Course- XIV	CC XIV	Community Development	6	5	3	25	75	100
		Core Course-X V	CC XV	Field Work Practicum	6	5	3	40	60	100
		Major Based Elective-II	MBE II	Welfare of persons with disability	5	4	3	25	75	100
		Major Based Elective- III	MBE III	Social Work in Industry	6	4	3	25	75	100
	IV			Gender Studies	1	1	3	25	75	100
				Extensions Activities		1				
		Total		30	25				600	
		Grand Total		180	140				3900	

Language Part-I	4
English Part-II	4
Core Paper	15
Allied Paper	4
Non-Major Elective	2
Skill Based Elective	3
Major Based Elective	3
Environmental Studies	1
Value Education	1
Soft Skill Development	1
Gender Studies	1
Extension Activities	1

- * For those who have studied Tamil up to 10th +2 (Regular Stream)
- + Syllabus for other Languages should be on par with Tamil at degree level
- # Those who have studied Tamil up to 10th +2 but opt for other languages in the degree level under Part I should study special Tamil in Part IV.
- ** Extension Activities shall be outside instruction hours
- *** Non Major Elective I &II- for those who have studied Tamil under Part I
 - a. Basic Tamil I &II for other language students
 - b. Special Tamil I&II for those who have studied Tamil up to 10th +2 but opt for other languages in degree programme.

Evaluation:

S.N	Components	Internal (CIA)		External (UE)		Total	
		Passing Minimum	Maximum	Passing Minimum	Maximum	Passing Minimum	Maximum
1	Theory	10	25	30	75	40	100
2	Field Work	16	40	24	60	40	100

Separate passing minimum is prescribed for Internal and External

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)

Note:

Skilled Based Elective Course

List already communicated

Extension Activities

Existing practice will be continued

Environmental Studies

Existing UGC syllabus will be continued

Value Education

Basic Tamil

Special Tamil

Syllabi will be sent

தமிழ் மொழிப்பாடம் தற்போது வழங்கப்படும் நிலையில் தொடர்ந்து வழங்கப்படுகிறது. 4 தாள்கள் - முதல், இரண்டாம், மூன்றாம், நான்காம் பருவம்.

Course Title: **FOUNDATION IN SOCIAL WORK**

Semester : I

Core Course : I

Core Course : CC I

Part : III

Introduction: The aim of this course is to introduce students to the various aspects of social work such as its historical background and various approaches.

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

Unit 1: Historical context of Origin and Growth: meaning and objectives of social work – related concepts- history of social work in UK, USA, and India-philosophy and principles-values and ethics

Unit 2: Social work as profession – social work education in India-professional associations- inter relationship among social work methods and fields of social work- field work in social work -voluntary social services and professional social work. **Modern Indian social thought-** Vivekananda, Aurobindo, Gopal Krishna Gokhale, Gandhi, & Radhakrishna

Unit 3: Religious Ideologies for Change: Hinduism- (Four Values) Dharma, Artha, Kama, and Moksha; **Christianity-** Supreme value of man, concepts of love & services; **Islam-** Equality and service to the poor; Reform movements in India : Hinduism, Buddhism, Jainism Christianity, Islam, and Sikhism; Brahma Samaj, Arya Samaj, Ramakrishna Mission and Theosophical Society - Dalit and labour and Gandhian movements. **(Only the basic aspects of the reform movements must be taught).**

Unit 4: Approaches: Classical approach, Neo classical approach, humanistic approach, feministic approach, behaviour approach, task centered, and person centered approach, and radical and eclectic approach; system theory and role theory. **(Only the special features of the theory/approaches must be taught).**

Unit 5: Welfare State: Concept; role of state and voluntary agencies in the field of social welfare;

Text books:

Friedlander, W. A., & Apte, R. Z. (1968). Introduction to social welfare (p. 389). Englewood, NJ: Prentice-Hall.

Rameshwari Devi & Ravi Prakash.(1998). Social work and Social Welfare Administration (Method and Practice). Jaipur : Mangal Deep Publication.

References:

Heimsath, C. H. (2015). Indian nationalism and Hindu social reform. Princeton University Press.

Kumar, J. An Introduction to Social Work, NewDelhi: Anmol Publication Pvt, Ltd.

Mudgal ,S.D. (1997) An Introduction to Social Work, Book Enclave, Jaipur,.

Muzunden, A.M. (1964). Social Welfare in India, Bombay, Asia Publishing House.

Natarajan, S. (1959). A Century of Social Reforms in India. Bombay: Asia Publishing House

Prabhu, P. H. (1991). Hindu social organization: A study in socio-psychological and ideological foundations. Popular Prakashan.

Radhakrishnan, S. (1927). The Hindu view of life. Bombay: George Allennuna

Sarma, D. S. (1973). Hinduism through the Ages (Vol. 37). Bharatiya Vidya Bhavan.

Woodroofe, K. (1974). From charity to social work in England and the United States. Routledge & Kegan Paul.

Course Title: **INDIAN SOCIAL PROBLEMS**

Semester : I

Core Course : II

Course code : CC II

Part : III

Introduction: The aim of this course is to inform the students about the social problems in the Indian context.

Course objectives:

1. To familiarise the students with the concept of poverty and dependency.
2. To inform the students about beggary and the role of the government in preventing it.
3. To highlight the issue of alcoholism and drug addiction.
4. To teach students about the issue of juvenile delinquency.

Unit 1:

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

Unit 2:

Untouchability: definition, causes, and consequences; forms of untouchability, measures to prevent untouchability; intercaste marriages- issues and problems; problems of minorities and the marginalised.

Unit 3:

Public issues in India: nutritional deficiencies and preventive health, and communicable diseases.

Prostitution: definition, types, causes – implications and rehabilitative measures.

Unit 4:

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

Unit – 5

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

Text book:

Madan, Gurmukh Ram. *Indian social problems*. Allied publishers, 1975.

References:

Athreya, Venkatesh, B., & Chuukkath, S.R. (1996). *Literacy and Empowerment*. New Delhi: College Pub.

Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. Regency Publications.

Kornblum, W., & Julian, J. (1975). *Social Problems* (8th Ed) Prentice Hall Inc.,

Lemert, E. M. (1951). *Social pathology; A systematic approach to the theory of sociopathic behavior*.

Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt Sage Publishing.

Sharma, B. (1990). *Juvenile Delinquents and their social culture*. Uppal Publishing House.

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

Sunil (1990). *Social Problems in India – Issues & Perspectives*. New Delhi: Regency Publications House.

Course Title: **STRUCTURE OF INDIAN SOCIETY**

Semester : I

Allied Course: I

Course code : AC I

Part : III

Introduction: The purpose of this course is to enlighten the students on the structure of Indian society.

Course objectives:

1. To teach the students about the concept of society, community, and social groups.
2. To familiarise the students with the concept and functions of culture and related aspects.
3. To inform the students about social stratification.
4. To teach the students about family and related aspects.
5. To highlight the concept of social control and social change.

Unit 1:

Society: definition and elements, group, community, associations, organisation and institutions. social work its relationship with social sciences.

Unit 2:

Culture: definition and role and function of culture; cultural lag; culture norms; Civilisation Socialisation and its agencies; role and status

Unit 3:

Social Stratification: concept, determinants, caste, class, and race. social mobility and social inequality

Unit 4:

Family: structure and functions of family, types, influences of other agents of socialisation, changes in Indian family and its consequences on the individual and society; family disorganisation. Marriage: meaning and types.

Unit 5:

Social change: definition, process, theories, agents of social change, factors of social change, westernisation; westernisation, and modernisation- social disorganisation and social deviance

Social control: kinds of social control, values, norms, folkways, mores and laws.

Text books:

Vidya Bhusan & Shachdeva (1989) *An Introduction to Sociology*. Allahabad: Kita Mahal Publicaton.

References:

Bottomore, T. B. (2010). *Sociology (Routledge Revivals): A guide to problems and literature*. Routledge.

Kapadia, K. M. (1966). *Marriage and family in India* (pp. 117-217). Bombay: Oxford University Press.

Kumar A. (2002.) *Structure of Society*. New Delhi: Anmol Publications.

Kumar, S. (1983). *Principles of Sociology*. New Delhi: New Heights publishers and Distributors. Publishing Company.

Sachchidananda. (1988.). *Social Change in village India*. Ashok Kumar Mittal Concept

Singh, K. (2001). *Social control & Social Change*. Lucknow: Prakashan Kendra

Srinivas, M. N. (1957). Caste in modern India. *The Journal of Asian Studies*, 529-548.

Tumin, M. M. (1967). *Social stratification* (Vol. 5). Englewood Cliffs, NJ: Prentice-Hall.

Course Title: **DIRECT METHODS OF SOCIAL WORK**

Semester : II

Core Course : III

Course code : CC III

Part : III

Introduction: The purpose of this course is to inform students about the direct methods of social work.

Course Objectives:

1. To introduce the students to Social Case Work and related aspects.
2. To familiarise the students with Social Group Work and related aspects.
3. To teach the students about Community Organisation and the role of community organisers.
4. To inform the students about the various settings in which Social Case Work can be practiced.
5. To enlighten the students about the various settings in which Social Group Work can be practiced.

Unit 1:

Social Case Work: definition, objectives, principles and basic concepts, intake, study, diagnosis and treatment, evaluation, termination, and follow up.

Unit 2:

Social Group Work: definition, objectives, principles; types of groups, group processes: group work processes.

Unit 3:

Community organisation: definition of community organisation, principles, process and resource mobilisation, and role of community organisers.

Unit 4:

Social case work practice: in medical/psychiatric/ industrial/school and community settings, and role of a case worker.

Unit 5:

Social group work practice in medical/psychiatric/industrial/school settings, and role of a group worker.

Text books:

Gangrade, K. D. (1971). *Community organization in India*. Bombay: Popular Prakashan.

Misra.P.D. (1994) *Social Work Philosophy and Methods*. New Delhi: Inter India Publications.

Siddiqui. H.Y. (2008). *Group Work – Theories and Practices*. Jaipur: Rewat publications.

References:

Garvin. D., & Charles et. al. (2007). *Handbook of Social Work with Groups*. Jaipur: Rewat publications.

Gore, M. S. (1965). *Social work and social work education*. Bombay; New York: Asia Publishing House.

Konopka, G. (1972). *Social group work: A helping process*. Prentice-Hall.

Kumar, J.L. (2002). *Social Work and Community Development*. New Delhi: Anmol Publications Pvt. Ltd.

Course Title: **HUMAN GROWTH AND DEVELOPMENT**

Semester : II

Core Course : IV

Course code : CC IV

Part : III

Introduction: The aim of this course is to teach students about the various stages of human growth and development.

Course objectives:

1. To teach the students about the meaning of growth and development, the various stages, and other aspects.
2. To inform the students about the causes and age of puberty.
3. To familiarise the students with the developmental tasks of early adulthood.
4. To enlighten the students with the developmental tasks of middle age.
5. To teach the students about the characteristics of old age.

Unit 1

Meaning of Growth and Development: development tasks, development stages:
conception

pregnancy & delivery

Infancy : Major adjustment of infancy.

Babyhood : Emotional behaviour in babyhood – Hazards of babyhood.

Early childhood : Emotional and Social Behaviour.

Late childhood : Emotional and Social Behaviour.

Unit 2

Causes and age of puberty: body changes at puberty – effects of puberty changes, adolescence – developmental tasks of adolescence, emotional, and social aspects of adolescence.

Unit 3

Developmental tasks of early adulthood: vocational, marital, social adjustment – late adulthood – adjustment to parenthood.

Unit 4

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

Unit 5

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

Text book:

Hurlock, E. B. (2001). *Developmental psychology*. Tata McGraw-Hill Education.

References:

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Harcourt Brace Jovanovich College Publishers.

English, O. S., & Pearson, G. H. J. (1963). *Emotional problems of living*.

Hasan, Q. (1997). *Personality Assessment: A Fresh Psychological Look*. Gyan Publishing House.

Thompson, G. G. (1952). *Child psychology*.

Wrightsman, L. S. (1994). *Adult Personality Development: Volume 1: Theories and Concepts*. Sage Publications.

Course Title: **SOCIAL WELFARE ADMINISTRATION**

Semester : II

Allied Course: II

Course code : AC II

Part : III

Introduction: The purpose of this course is to introduce to students to social welfare administration and related aspects.

Course objectives:

1. To introduce the students to the concept of administration and Social Work Administration.
2. To inform the students about the basic administrative processes.
3. To teach the students about Personnel Administration and related concepts.
4. To enlighten the students about Public Relations and related concepts.
5. To teach the students about voluntary organisations and related concepts.

Unit 1: Social Welfare Administration: Concept, importance, definition, goals, types of administration, and definition and nature of social welfare administration.

Unit 2: Process of social welfare administration: planning, organising, staffing, decision making, coordination, recording and budgeting, and communication.

Unit 3: Selection and induction: staff selection, induction, training, orientation, placement, service conditions, discipline, staff morale, and supervision and evaluation.

Unit 4: Public relations: meaning, need for public relations, principles, use of different media, and fund raising.

Unit 5: Registration procedure; role of voluntary organisation in social welfare; functioning of boards and committees.

Text book:

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

References:

Cox III, R. W., Buck, S., & Morgan, B. (2015). *Public administration in theory and practice*. Routledge.

Goel, S. L., & Jain, R. K. (1988). *Social Welfare Administration-Organization and Working. Vol. II, New Delhi, Deep and Deep Publication.*

Guthrie, G. (2010). *Basic research methods: An entry to social science research*. SAGE Publications India.

Kulkarni, V. M. (1972). *Essays in social administration*. Research [Publications in Social Sciences.

Moore, H. F., & Canfield, B. R. (1977). *Public relations: principles, cases, and problems* (Vol. 12, p. 5). RD Irwin.

Sachadeva, D.R. (1998). *Social welfare Administration –in India*. New Delhi: Kitab Mahal.

Street, E. (1948). *A handbook for social agency administration*. Harper.

Urwick, L. (1943). *Elements of administration*.

Young, P. (2000). *Mastering social welfare*. Palgrave Macmillan.

Course Title : **INTRODUCTION TO SOCIAL WORK RESEARCH**
Semester : III
Core Course : V
Course code : CC V
Part : III

Introduction: The purpose this paper is to introduce the students to basic social work research.

Course objectives:

1. To introduce the students to research, social work research, and related aspects.
2. To familiarise the students with the research design, sampling, and related aspects.
3. To teach the students about social survey and case study
4. To inform the students about data collection, processing, presentation, and related aspects.
5. To teach the students about data analysis and report writing.

Unit 1

Research: concept, objectives, characteristics, ethics, and qualities of good researcher.
Social work research: meaning, objectives, importance: difference between social research & social work research; steps in research;

Unit 2

Selection of problem: criteria and sources; surveying the field; **Literature review:** purpose; using library and internet, library ethics: **Defining the problem:** need and significance of the problem; **Hypothesis:** meaning, sources, characteristics, and types;

Unit 3

Research design: meaning and types- exploratory, descriptive, diagnostic, quasi experimental and single subject research designs;

Unit 4

Universe and sampling: meaning, principles, types and techniques. **Tools/instrument:** steps involved in tool construction; **Sources of data:** primary and secondary data.

Unit 5

Data collection: types of data, data collection methods: questionnaire, interview schedule and observation (participatory and non participatory); data processing; transcription, presentation of data: tabular and graphical presentation. **Data Analysis:** univariate, bivariate and multivariate analysis; interpretation: meaning, techniques. **Report writing:** content and format; research abstracts, footnotes, referencing: meaning methods of referencing; bibliography: meaning; difference between referencing and bibliography; research report preparation

Text book:

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

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

References:

Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston. *Thesis and assignment writing*. J. Wiley and Sons Australasia, 1970.

Denzin, N. K. (1973). *The research act: A theoretical introduction to sociological methods*. Transaction publishers.

Giddens, A. (1988). *Social theory today*. Stanford University Press.

Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*.

Nachmias, D., & Nachmias, C. (1976). *Research methods in the social sciences*.

Ramachandran, P. (1993). *Survey Research for Social Work: A Primer*. Institute for Community Organization Research.

Rubin, A., & Babbie, E. (2016). *Empowerment Series: Research Methods for Social Work*. Cengage Learning.

Singleton Jr, R. A., Straits, B. C., & Straits, M. M. (1993). *Approaches to social research*. Oxford University Press.

Young, P. V., & Schmid, C. F. (1939). *Scientific social surveys and research*.

Course Title : **FIELD WORK PRACTICUM**

Semester : III

Core Course : VI

Course code : CC VI

Part : III

Course objectives:

1. To orient the students to different settings of field work practice.
2. To understand the functioning of voluntary and governmental agency in these settings.
3. To develop skills in observation and report writing.

Nature of field work practice:

Students are to be taken for observation visits to different agencies / organisations/settings of social work practice. Current social problems can be studied by students in groups and presented in seminars.

The following settings are suggested:

1. Organisation for rehabilitation of persons with disability.
2. De-addiction and de-toxification.
3. Orphanages and destitute homes.
4. Approved schools.
5. Sanatorium / Hansonorium.
6. Psychiatric settings.
7. Slum visit & village visit.
8. General hospitals.
9. Homes for mental retardation / spastic society.
10. Organisations work for upliftment of worker sections.

At least 10 visits to the above mentioned settings to be made in the IIIrd semester. Students to be given classroom orientation regarding the agency/ setting prior to the field visit. Students are expected to write and submit detailed reports of their observation & remarks for each visit. Analysis and discussion to be held following report submission.

Evaluation

Internal:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Observation during the visit	30
Total	40

External evaluation and viva

I. Reporting	- 20 marks
II. Viva	
1. Theoretical Knowledge	- 25 marks
2. Communication and Presentation	- 15 marks

Total	60 marks

References:

Singh, R.R. (1985) *Field work in Social Work Education*

Course Title : **INTRODUCTION TO LABOUR WELFARE AND LABOUR LEGISLATIONS**

Semester : III

Allied Course: III

Course code : AC III

Part : III

Introduction: The goal of this course is to introduce students to labour welfare and labour legislations.

Objectives:

1. To introduce the students to the concept of labour welfare.
2. To teach students some important labour relations legislations.
3. To inform students about employment legislations.
4. To throw light on legislations concerning social security.
5. To enlighten students on wage legislations.

Unit – I

Labour welfare: concept, objectives, principles, history, scope, and types; theories of labour welfare; labour problems: absenteeism, addiction, indebtedness, family distress; types of welfare services; labour welfare agencies in India; labour welfare officer: duties and functions.

Unit – II

Labour relations legislations: Factories act 1948. The Plantation Labour Act 1951, Indian Mines Act 1952, Apprentices act 1961, The Trade Union Act 1926 and Trade Union Movements in India; Tamil Nadu Shops and Establishment Act 1947, Tamil Nadu Industrial Establishment (national and festival holidays) Act 1951.

Unit – III

Employment legislations: Industrial Disputes Act 1947; The Industrial Employment (Standing Orders) Act 1946, Employment Exchanges (Compulsory Notification of Vacancies) Act 1959, Employment Of Children Act 1938.

Unit – IV

Social security legislations: Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Employees Provident Funds and Miscellaneous Provisions Act, 1952 including the pension scheme 1995; the Maternity Benefit Act 1961, Payment of Gratuity Act 1972, Employees Compensation Act 1952 - Contract Labour (Regulation & Abolition) Act, 1970.

Unit – V

Wage legislations: The Payment of Wages Act 1936, The Minimum Wages Act 1948, The Payment of Bonus Act 1965, The Equal Remuneration Act, 1976

Note: Only the salient features of the legislations must be taught.

Text books:

Potdar, B.R. & Girish Patwardhan, *Encyclopedia of Labour & Industrial Laws, Volume I&II*. Wadhwa & Company, Indore, 2006.

Punekar,S.D., Deodhar, S.B., & Sankaran, S. *Labour Welfare Trade Unionism and Industrial Relations* Himalaya Publishing House,Bombay,1992.

References:

Ashdir , Vijay. *Management of Industrial Relations*. Kalyani Publishers, 2003.

Bhangoo, Kesar Singh. *Dynamics of industrial relations*. Deep & Deep Publications, 1995.

Giri, Varahagiri Venkata. "Labour problems in Indian industry." (1960).

I.L.O. *Labour Legislation*.1980

Monappa, Arun. "Industrial Relations, Ninth print (1995)."

Myers, Charles Andrew, and Subbiah Kannappan. *Industrial relations in India*. Asia Publishing House, 1970.

Prasad NGK. *Factories Law and Rules applicable to TN State, Vols. I, II, III, IV*. Madras Book Agency. 1978.

Saxena, R. C. *Labour Problems and Social Welfare*. Jai Prakash Nath, 1963.

Srivastava, Suresh C. *Industrial relations and labour laws*. Vikas Publishing House Pvt Ltd, 2007.

Course Title: - HUMAN RIGHTS

Non Major Elective Course I (for other than Social Work students)

Semester No : III

Course Code : NME-I

Part : IV

Introduction: This course will introduce students to the concept of human rights and all other related aspects.

Course Objectives:

1. To make students understand the meaning of human rights and related aspects.
2. To enlighten students on the universal declaration of human rights.
3. To inform students about the Indian constitutional guarantee of human rights.
4. To make students aware about the violation of human rights.
5. To teach students about voluntary organisations working at the international, national, and state level.

Unit – I

Meaning of Human Rights – Kinds of human rights – Theories of human rights – The concept of human rights – The concept of liberty and equality – Promotion and protection of human rights by the United Nations. History and Development of Human rights concepts.

Unit – II

The universal declaration of human rights – preparation – preamble and enumeration of rights in the declaration – India and the universal declaration.

Unit – III

Indian constitutional guarantee of human rights – preamble, fundamental rights – Directive principles of state policy – Recent amendments of Indian constitution.

Unit – IV

Violation of human rights – women – children – workers – prisoners – Scheduled Caste and Tribes.

Unit – V

Human rights and voluntary organisation at International, National and State level – Human rights commissions in India – National human rights commission – Its constitution – power and functions – Human rights court in districts.

Text book:

Donnelly, Jack. *Universal human rights in theory and practice*. Cornell University Press, 2013.

References:

Agarwal, Hari Om. *International Law & Human Rights*. Central law publications, 2008.

Sieghart, Paul. *The international law of human rights*. Oxford University Press, 1983.

Jones, Peter. "Human rights, group rights, and peoples' rights." *Human Rights Quarterly* 21.1 (1999): 80-107.

Course Title: INTRODUCTION TO MEDICAL AND PSYCHIATRIC SOCIAL WORK

Semester No : IV
Allied Course : VII
Course Code : CCVII
Part : III

Introduction: The purpose of this paper is to introduce students to medical and psychiatric social work.

Objectives:

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

Unit I- Medical Social Work: meaning, objectives and skills of medical social workers; the role of a medical social worker in hospitals.

Unit II-Health and Hygiene: health, primary and public health-meaning, nutrition-meaning, balanced diet, malnutrition, deficiency diseases, prevention of malnutrition; hygiene-meaning, types of hygiene. food and environment; common health problems in India

Unit III-Community Health: community health: meaning, vulnerability assessment, emergency planning, training and education; PHC's- meaning, -functions and programmes. Chief's Minister's comprehensive health insurance scheme in Tamil Nadu -salient features; 108' emergency ambulance services-impact; indicators of health.

Unit IV- Psychiatric Social Work: psychiatric social work- meaning and objectives.

Unit V- Mental Health and Mental Illness: mental health: meaning, importance, community mental health- meaning, community mental health services; district mental health programmes- aims, objectives, salient features; mental illness: neurosis and psychosis: meaning and types; psychiatric assessment; case history taking and mental status examination, psychosocial assessment and treatment. role of psychiatric social workers in hospitals.

Text book:

Park, John Everett. "Textbook of preventive and social medicine.(A treatise on community health.)." (1970)

References:

Brody, eb. "social dimensions of mental-health-world-health-org." (1983): 67-70.

Goel, S. L. *Public Health Administration*. Sterling Publishers Private, 1984.Kumar, Ram. *Social and preventive health administration*. APH Publishing, 1992.

Course Title: FIELD WORK PRACTICUM

Semester : IV

Course code : CCVIII

Part : III

Introduction:

Students will be given an opportunity of arranging a seven day social work camp in rural/tribal area.

Study tour programme is to be arranged to help the students to learn and compare the functioning of various agencies/settings of social work practice.

Students to be given proper orientation and pilot study experience prior to the camp.

Students are expected to write and submit detailed reports of their activities during their camp and observation, remarks of their visits during study tour programme.

Course Objectives:

1. To make students understand people and learn their culture.
2. To allow the students to explore their talents.

GUIDELINES FOR FIELD WORK EVALUATION

Evaluation:

Internal:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in camp activities	30
Total	40

External evaluation and viva

I. Reporting	- 20 marks
II. Viva	
1. Theoretical Knowledge	- 10 marks
2. Communication and Presentation	- 10marks
3. Individual participation and initiative-	20 marks

Total	60 marks

Course Title : **FUNDAMENTALS OF STATISTICS**
Semester : IV
Allied Course : IV
Course code : AC IV
Part : III

Introduction: The purpose of this paper is to introduce students to the fundamentals of statistics.

Course objectives:

1. To introduce the students to statistics and related aspects.
2. To teach the students about the measures of dispersion and related aspects.
3. To enlighten the students on correlation and related aspects.
4. To inform the students about the concept of index numbers and its uses.
5. To make students understand time series and related aspects.

Unit-1:

Statistics: definition, objectives, uses in social work, classification of data – meaning, objectives, types, formation of discrete, continuous, relative, and bivariate frequency distribution.

Unit 2:

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

Unit-3:

Measures of Central tendency: mean, median, and mode.

Unit-4:

Measures of Dispersion: range, inter quartile range, quartile deviation, Mean deviation and Standard deviation, Lorenz curve.

Unit – 5:

Diagrammatic and graphic presentation: types – one dimensional, two dimensional, pictographs, cartogram, techniques of constructing graphs, histogram, frequency polygon, smooth frequency curve, and ogives.

Text book:

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

References:

Anderson.T.W.,Introduction to Multivariate Statistical Analysis, New York : John Wiley & Sons

Chou, Y. (1975). *Statistics Analysis*. New York: Reinhart and Winston

David , J. (2009). *Statistics: A Very Short Introduction*. New York: Oxford University Press.

Gupta, S.C. (1993). *Fundamentals of Applied Statistics*. New Delhi: Sultan Chand & Sons,

Gupta, S.C. (2002). *Statistical Methods*. New Delhi: Sultan Chand & Sons.

Guthrie, G. (2010). *Basic research methods: An entry to social science research*. SAGE Publications India.

Mueller, John H., Schussler Karl F., and Costner, Herbert .L. *Statistical Reasoning in Sociology*, Boston: Houghton Mifflin, 1970.

Nagar. A.L. & Das, R.K. (1993). *Basic Statistics.*, New Delhi: Oxford University Press.

Salvatore, D. (1982). *Statistics and Econometrics*. New Delhi: McGraw Hill.

Speigal, M.R. (1992). *Theory and Problems of Statistics*. London: McGraw Hill Book Co.

Stigler & Stephen, M. (2002). *Statistics on the Table: The History of Statistical Concepts and Methods*. Cambridge: Harvard University Press

Course Title : **CONTEMPORARY SOCIAL ISSUES AND PROBLEMS**

Non Major Elective Course II (for other than Social Work students)

Semester : IV

Course code : NME-II

Part : IV

Introduction: The aim of this course is to inform the students about the social problems in the Indian context.

Course objectives:

1. To familiarise students with the concept of poverty and dependency.
2. To inform students about beggary and the role of the government in preventing it.
3. To highlight the issue of alcoholism and drug addiction.
4. To teach students about the issue of juvenile delinquency.

Unit – I

Poverty: definition, types, causes, and consequences; dependency, definition, causes; care of the dependants; relation between poverty and dependency; new economic policies and its consequences

Unit – II

Untouchability: definition, causes, and consequences; forms of untouchability, measures to prevent untouchability; intercaste marriages- issues and problems; problems of minorities and the marginalised.

Unit 3:

Prostitution: definition, types, causes - implications and rehabilitative measures. **Beggary:** Definition - Causes - types and rehabilitation measures.

Unit 4:

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

Unit – 5

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

Text book:

Madan, Gurmukh Ram. *Indian social problems*. Allied publishers, 1975.

References:

Athreya, Venkatesh, B., & Chuukkath, S.R. (1996). *Literacy and Empowerment*. New Delhi: College Pub.

Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. Regency Publications.

Kornblum, W., & Julian, J. (1975). *Social Problems* (8th Ed) Prentice Hall Inc.,

Lemert, E. M. (1951). *Social pathology; A systematic approach to the theory of sociopathic behavior*.

Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt Sage Publishing.

Sharma, B. (1990). *Juvenile Delinquents and their social culture*. Uppal Publishing House.

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

Sunil (1990). *Social Problems in India – Issues & Perspectives*. New Delhi: Regency Publications House.

Course Title : **THEORIES OF SOCIAL WORK**

Semester : V

Core Course- : IX

Course code : CC IX

Part : III

Introduction: The purpose of this course is to inform students about the various theories of social work.

Course Objectives:

1. To introduce students to theory and its importance in Social Work.
2. To inform students about the role theory and its application in Social Work.
3. To teach students about the Gestalt theory and its impact on Social Work Practice.
4. To enlighten students on the crisis theory and related aspects.
5. To make the students aware about the psycho analytic theory and its implication on Social Work Practice.

Unit 1:

Theory: definition, functions, characteristics – relevance and importance of theory in social work.

Unit 2:

Role theory: concept of role in social work – role conflict – application of role theory in social work.

Unit 3:

Gestalt theory: origin - its impact on social work practice – treatment methods and techniques.

Unit 4:

Crisis theory: origin -sociological studies in crisis theory- social work & crisis theory – social work practice in crisis situation –treatment in crisis theory.

Unit 5:

Psycho-analytic theory and Social work practice.

Text book:

Abraham, M. F. (1982). *Modern sociological theory: An introduction*. Oxford University Press.

References:

Coleman, J. C. (1969). *Abnormal Psychology and Modern Life*; DB Taraporevala Sons & Co. *Private Limited, Mumbai in arrangement with Scott, Foresman and Company*.

Turner, F. J. (Ed.). (2011). *Social work treatment: Interlocking theoretical approaches*. Oxford University Press.

GOI (1987) *The Encyclopedia of Social Work in India*. New Delhi: Ministry of Social Welfare.

Course Title: **SOCIAL LEGISLATIONS**

Semester : V

Core Course : X

Course code : CCX

Part : III

Introduction: The aim of this course is to enlighten students about important social legislations.

Course objectives:

1. To teach students about the concept of legalisation and related aspects.
2. To inform students about the Hindu and Muslim laws governing marriage and related aspects.
3. To familiarise students with the laws related to the welfare of women.
4. To enlighten students about child related legislations.
5. To introduce students to various laws set up to tackle social problems.

Unit 1:

The concept of legislation, need and importance to legislation, legislation as a process, and social welfare and social change – directive principles of state policy.

Unit 2:

The Hindu, Muslim, and Christian laws governing marriage, divorce, adoption, minority and guardianship, maintenance, succession, and inheritance.

Unit 3:

Dowry Prohibition Act – 1961
Domestic Violence Act-2005
Suppression of Immoral Traffic Act – 1977.
Medical Termination of Pregnancy Act – 1971.

Unit 4:

Juvenile Justice Act – 1986
Child Marriage Restraint Act – 1929.
Child Labour (Prohibition and Regulation) Act – 1986.
Protection of Children from Sexual Offences Act (POCSO)- 2012

Unit 5:

Protection of civil Rights Act – 1976.
The scheduled castes and the scheduled tribes (prevention of atrocities) amendment Act, 2015
Maintenance of Parents and Senior Citizens Act- 2007
Consumer protection Act – 1986.
Mental Health Act – 1987.
Section 135 of Companies Act, 2013 (Corporate Social Responsibility only)

Text books:

GOI (1956). *Social legislation*. Govt.of India Publications.

Shanmugavelayudam. (2000). *Social Legislation and Social Change*. Chennai: Vazla Valamadai Publications.

References:

Agarwala, R. K. (1981). *Hindu law*. R. N. Dwivedi (Ed.). Central Law Agency.

Devasia, V.V., & Devasia, L. (1998). *Woman Social Justice and Human Rights*. Delhi: APH Publishing Corporation.

Diwan, P., & Diwan, P. (1994). *Children & Legal Protection*. New Delhi: Deep & Deep Publication.

Elatchiappear, J (1999). *Marriage and Social Legislations in Tamil Nadu*. New Delhi: Deep & Deep Publication.

Indian Council for Child Welfare. (1998). *Child and Law*. Tamil Nadu.

Iyer (1998). V.R.K. *Human Rights – A Judges Miscellany*. Delhi: B.R. Publishing Corporation.

Kohki, A.S., & Sharma, S.R. (1997). *Equal Opportunity Human Rights and Social Welfare*. New Delhi: Anmol Publications Pvt. Ltd.

Sen, A.P.H.S. (1998). *Human Rights in Developing Society*. New Delhi: Publishing Corporation.

Vyas, R.N. – *The Soul of Indian Constitution (A Critical evaluation)* print well Publications, Jaipur.

Course Title : **FAMILY AND CHILD WELFARE**

Semester : V

Core Course- : XI

Course code : CC XI

Part : III

Introduction: The purpose of this paper is to enable students to understand the various aspects related to family and child welfare.

Course objectives:

1. To familiarise the students with the philosophy of family and child welfare along with the National Child Welfare Policy in India.
2. To inform the students about the problems of children.
3. To enlighten the students on family planning.
4. To teach the students about the various family and child welfare services.
5. To inform the students about the role of voluntary agencies in family and child welfare services.

Unit 1:

Family: meaning, philosophy, and child welfare- National child welfare policy in India

Unit 2:

Problems of children: child abuse, child labour, street children- female infanticide, girl children.

Unit 3:

Family welfare planning: programme and methods of family planning.

Unit 4:

Family and child welfare services: role of government- central and state.

Unit 5:

Role of voluntary agencies in family and child welfare services: Institutional and Non-Intuitiional services, national and international organisations working for children.

Text book:

Devi, L (1988). *Encyclopaedia of Child and Family Welfare*. New Delhi: Institute for Sustainable Development, Lucknow and Anmol publication.

References:

Beedell, C. (1972). *Residential life with children*. Taylor & Francis.

Daridson, F., & Gornicki, B. (1964). *Care of Children in day centers*. Geneva: W.H.O. Publications.

Deranandan, & Thomas, M.M. (1959). *Changing Pattern of Family in India*. Bangalore press.

Gokkale, S.D. & Lohani N.K. (1979). *Child in India*. Bombay: Lomaria Publication.

Heredia, R.C. (1995). *The Family in changing World*. New Delhi: Indian Social Institute.

Khanna, G. & Varghesu, M.A. (1978). *Indian women today*, Delhi: Vikas Publications.

Khasgiwala, A. (1993). *Family Dynamics: Social Work Perspective*. Anmol Publications.

Rao, D.B. (1997). *Care the Child*. New Delhi : Discovery Publishing House.

Course Title : **INTRODUCTION TO COUNSELLING**

Semester : V

Course code : CC XII

Part : III

Introduction: The purpose of this paper is to introduce students to the concept of counselling and related aspects

Course objectives:

1. To introduce the students to the concept of counselling
2. To develop a holistic understanding of counselling as a tool for help
3. To acquire knowledge of methods and process and techniques
4. To develop skills of application to real life situations
5. To develop ability to practice counselling in various settings /

Unit 1

Introduction to Counselling: Definition, objectives, principles, skills and importance of counselling & professional ethics in counselling; counselling as a helping profession.

Unit 2

Theories of Counselling: Client-Centred or Person-Centred Theory (affective), Rational-Emotive Theory (cognitive) and Behavioural Counselling.

Unit 3

Methods and Techniques of Counselling: Method - Directive, Non-Directive and eclectic counselling. Interview in Counselling: meaning, types and procedures. Counselling Techniques: Increasing desired behavior, decreasing undesired behavior and changing cognitive patterns.

Unit 4

Counselling Process/ Steps: Relationship building, Problem assessment, Goal Setting, Intervention, Evaluation and Follow-up.

Unit 5

Counselling in Various Settings: Community counselling, mental health, disaster affected and correctional setting; industrial counselling, marriage counselling, family counselling. Counselling practice with the special groups: children, adolescent, youth, women, alcoholic and drug addicts, aged, HIV/ AIDS infected and suicidal.

Text books:

Gipson, Robert L and Marianne H Mitchell, (1990) Introduction to Counselling and guidance, third edition, Mac Millan

John Antony, D. *Types of Counselling*. Anugraha Publications, Nagercoil, 1996.

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

References:

Asch. M., (2000) Principles of Guidance and counselling, Sarup & Sons, New Delhi

Jones Richard Nelson, (1998) Principles of counselling and Helping skills, Chassell Plc, London,.

Murdin, Lesley and Meg Emington, (2005) Setting Out: The Importance of the Beginning in Psycho therapy and counselling, Rutledge, London

Narayana Roa, S., (1991) Counselling and guidance, second edition, Tata McGraw-Hill, New Delhi.

Nelson, Richard, (1999) Introduction to counselling skills, Sage, London

Nicolson, Paula, Rowan Bayne, (1990) Applied Psychology for Social workers, Practical Social Work Series, Jo Campling (ed) Macmillan, London

Pauline Boss, (2002) Family Stress Management: A Contextual Approach, Sage, London.

Payne, Malcolm, (1991) Modern Social Work Theory: A Critical Introduction, Mac Millan, London

Stimson, Quentin, (2003) Clinical Counselling in Voluntary and Community Settings, 2003 Rutledge, London

Sundel, Martin & Sandra S. Sundel, (1999) Behaviour Change in the human Services: An Introduction to principles and Applications, Sage London

Course Title : **DISASTER MANAGEMENT**

Semester : V

Major Based Elective – I

Part : III

Introduction: The aim of this course is to enable students to understand the concept of disaster management and related aspects.

Course objectives:

1. To introduce the students to the concept of disasters and related aspects.
2. To teach the students about disaster response and related aspects.
3. To enlighten the students on disasters based on India's experiences.
4. To teach the students about the role of the government and various agencies in disaster management.
5. To enlighten the students on tsunami and related aspects.

Unit-I: Definition, hazards, vulnerability and disaster cycle; key agents in disaster management- dimensions of disaster management

Unit-II:

Response to disasters-survey, assessment, importance & scope /basics of planning, sources of information- nature of crisis information, communication, and co-ordination of information and management- disaster planning- early warning systems, managing human awareness, vulnerability analysis.

Unit-III:

Nature disaster- floods/drought/cyclone/earthquake disaster – communal violence/ ethnic conflicts/ refugees; other disaster- epidemic/fire/industrial disaster/ road accidents/ air accidents/railway accidents.

Unit-IV:

Indian disaster management- role of central state governments-role of NGO's in disaster management- role of media in disaster management-role of education in training and management.

Unit-V:

Tsunami-reality/ facts/ responses; role of local/ state/ national international/ NGO's & role of social workers.

Text book:

Sekar, K., Sayani, P., Jayakumar, C., Girimaji, S., & Kishore, K.V.K. (2005). *Tsunami – Psychosocial care for individuals and families*. Bangalore: NIMHANS

References:

Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, G.P, Kumar, K.K., Murthy, S.R. (2002) *Riots: Psychosocial care for Individuals*. Bangalore: Books for Change

Dave, A.S., Sekar, K., Bhadra, S., Rajashekar, G.P, Kumar, K.K., Murthy, S.R. (2002). *Riots: Psychosocial care for children surviving the riots*. Books for Change, Bangalore.

Desai, N.G., Gupta, D.K., Joshi, P.C., Singh, R.A., Singh, T.B., Lal, M. & Kumar, A. (2002) *Mental health aspects of the earthquake in Gujarat*. New Delhi: Indian Council of Medical Research.

Grace, H, Sekar, K., Subhasis, B., & Bharat, S. (2005). *Tsunami – Psychosocial care for women*. Bangalore: NIMHANS.

Course Title: **CORRECTIONAL SOCIAL WORK**

Semester : VI

Core Course- XIII

Course Code: CC XIII

Part : III

Introduction: The aim of this course is to enlighten students on correctional social work and related aspects.

Course Objectives:

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

Unit 1:

Legislative: police – judiciary and correctional system – origin and development of correctional social work in India.

Unit 2:

Penology and corrections: probation – parole – half way homes – open air prisons and welfare measures meant for prisons – prisoners rights UN minimum standard rules for prisons.

Unit 3:

Social defense in India: juvenile delinquency: institutional & non – institutional programmes for delinquency – juvenile guidance bureau – boys club – boot camps and other programmes meant for delinquents.

Unit 4:

Victimology: concept – philosophy – victimology in India.

Unit 5:

Preventive and curative measures: role of social worker in correctional administration; social theory – psycho analysis and other therapeutic methods of corrections.

Text books:

Panakal J.J., & Gokhale, S.D. (1989). *Crime and Corrections in India*. Bombay: Tata Institute of Social Sciences.

Tappan, P. W. (1960). *Crime, justice and correction* (Vol. 1221). New York: McGraw-Hill

References:

Ansari, M.A. (1996). *Social Justice and Crime in India*. Jaipur: Sunlime Publications.

Atri, P.K. (1998). *Dimensions of Crime in India*. New Delhi: Anmol Publications Pvt.Ltd.

Brieland, D., Costin, L. B., & Atherton, C. R. (1975). *Contemporary social work: An introduction to social work and social welfare*. Tata McGraw-Hill Education.

Chakrabarthy, N.K. (1999). *Juvenile Justice*. New Delhi. Deep & Deep Publications, Pvt.Lt.

Chery, V, & James (1978). *Introduction to criminology*.

Sharma, R.K. (1998). *Criminology and Penelogy*. Delhi: Atlantic Publicshers and Distributors.

Sutherland, E. H., Cressey, D. R., & Luckenbill, D. F. (1992). *Principles of criminology*. Rowman & Littlefield.

Tappan, P. W. (1951). *Contemporary Corrections*. New York: Hill Book Ltd., Inc.

Vass, A.A. (1998). *Social Work Competencies – Core Knowledge Values and Skills*. New Delhi: Sage Publications.

Wadia, A. R. (1968). *Historical and Philosophical Background of Social Work*. *Tata Institute*.

Course Title : **COMMUNITY DEVELOPMENT**
Semester : VI
Core Course : XIV
Course code : CC XIV
Part : III

Introduction: The purpose of this course is to introduce students to the concept of community development and related aspects.

Course objectives:

1. To introduce the students to the concept of community development and related aspects.
2. To enlighten the students on the role of nucleus groups in rural development.
3. To teach the students about the process of community development and the role of community development workers.
4. To inform the students about rural community development.
5. To teach the students about the urban community development programme.

Unit 1: Community development: definition, history, objectives, principles, and process; Rural urban contrast. Rural extension: meaning, objectives, principles, approaches, methods and limitations; role of community development worker.

Unit 2: Nucleus group and rural development: meaning of nucleus group; formation of nucleus group; characteristics of nucleus group members; the power structure; social education: meaning, scope, objectives, and problems and methods; adult education: meaning and adult literacy methods.

Unit 3: Community participation: meaning, elements, principles and obstacles in community participation. Role of government & voluntary agencies in rural development; rural development programmes.

Unit 4: Urban Development: meaning, characteristics, rural urban linkages, city - meaning, classification, urbanisation & urbanism: meaning and characteristics; slums – definition, characteristics. Role of state government & NGO's in urban development.

Unit 5: Tribes: definition, characteristics of the tribal community; nomadic, semi-nomadic, and denotified tribes; Nehru's Panchsheel principles of tribes.

Text books:

Dahama, O. P. (1966). *Extension and rural welfare*. Ram Prasad.

Jain, S. C. (1967). *Community Development and Panchayati Raj in India*. Bombay, Allied Publishers [1967

References:

Dayal, R. (1960). *Community development programme in India. Community development programme in India.*

Douglas, E. (1959). *A guide to community Development*, Ministry of Community Development.

Jain, S. C. (1985). *Rural development institutions & strategies.*

Mukerji, B. (1961). *Community development in India. Community development in India.*

Sethuramalingam. V. (2007). *Urban Housing: Policies. Programmes and Interventions.*
Trichirappalli : S.S. Pub.

Course Title : **FIELD WORK PRACTICUM**
Semester : VI
Part : III
Core Course : XV
Course Code : CC XV

Introduction: The aim of this field work is enhance the students' understanding of current social problems through group projects. Each group must have a minimum of three and a maximum of five members. Each group must take up a current social issue/problem in consultation with the field work supervisor.

Objectives of the course:

- 1 To deepen the students' knowledge of social problems.
- 2 To sensitise students on current social problems and issues.
3. To develop skills in analysis and interpretation of social problems.

GUIDELINES FOR FIELD WORK EVALUATION

Evaluation:

Internal:	Marks
1. Attendance in field work	5
2. Regularity in submitting reports	5
3. Participation in group project work	30
Total	40

External evaluation and viva

I. Reporting	- 20 marks
II. Viva	
1. Theoretical Knowledge	-10 marks
2. Communication and Presentation	-10marks
3. Individual participation and initiative in group project	-20 marks
Total	60 marks

Course Title : **WELFARE OF PERSONS WITH DISABILITY**

Semester : VI

Major Based Elective-II

Course Code :

Part : III

Introduction: The aim of this course is to enlighten students on the welfare of persons with disability.

Course objectives:

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

Unit 1:

Disability: concept of disability, impairment, handicapped, and rehabilitation; types of disabilities- visually handicapped, hearing handicapped, mentally handicapped, orthopaedically handicapped including spastic children and leprosy cured; psycho-social problems of the disabled: social work intervention with the disabled

Unit 2:

Causes of disabilities- malnutrition, vitamin deficiencies, genetic disorder, congenital deformities, accidents, etc.

Unit 3:

Persons with Disability Act 1995- **Emphasis must be only on the salient features of the Act.**

Unit 4:

Government scheme for disabled offered by the state commissioner for the disabled-(a) special education (b) training programme (c) employment of persons with disability (d) self employment for disabled and (e) supplying of aids and appliances: grant- in aid to NGO's vocational training and welfare of persons with disabilities in Tamil Nadu.

Unit 5:

Approaches in rehabilitation- community based approach and outreach programmes by NGO's for the disabled, role of family in the treatment, training and rehabilitation of the handicapped.

Textbook:

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

English, O. S., & Pearson, G. H. J. (1963). *Emotional problems of living*.

References:

Cannon, I. M. (1952). *On the social frontier of medicine: Pioneering in medical social service*.
Harvard University Press.

Field, M. (1967). *Patients are people. A Medical Social approach to prolonged illness*

Course Title: **SOCIAL WORK IN INDUSTRY**

Semester: VI

Part: III

Major Based Elective-III

Introduction: The aim of this paper is to introduce students to social work in industry and the various aspects related to it.

Course Objectives:

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

Unit 1 Management: Meaning, functions (Planning, Organising, Staffing, Directing, Co-ordination, Reporting, and Budgeting (POSDCORB)) - **Theories** - contingency theory; systems theory, and theory x and theory y; globalisation, liberalisation, privatisation, and anti globalisation; areas of management.

Unit 2 Human Resource Management: Meaning, objectives, and history; human resource policies; the importance of the human factor and challenges in industry; role of human resource manager; human resource accounting and audit; role on Industries in CSR: computer applications in human resource management.

Unit 3 Industrial Relations: Meaning, objectives history; settlement machinery: conciliation, arbitration, and adjudication; collective bargaining: meaning and types; strike, lockout, layoff, and closure-meaning and types; discipline & grievances ILO – history, objectives, and function.

Unit 4 Wage and salary administration: Meaning, principles, job evaluation- meaning, objectives, and methods; minimum fare and living wages

Unit 5 Industrial Social Work: Meaning, objectives, history, principles, skills of industrial social workers, and application of social work methods; qualities and ethics of professional social workers in the industrial setting; counselling in industries.

Text book:

Rudrabasavaraj, M.N. *Dynamic Personnel Administration-Management of Human Resources*. Himalaya Publishing House, 1991.

References:

Ashdir , Vijay. *Management of Industrial Relations*. Kalyani Publishers, 2003.

Bhangoo, Kesar Singh. *Dynamics of industrial relations*. Deep & Deep Publications, 1995.

Giri, Varahagiri Venkata. "Labour problems in Indian industry." (1960).

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