LOYOLA COLLEGE OF SOCIAL SCIENCES, THIRUVANANTHAPURAM

CRITERIA 1: CURRICULAR ASPECTS

1.1.1. Cross cutting Issues- Professional Ethics, Gender, Values and Environment in the Curriculum

Syllabus M.A. Sociology

Syllabus M. S. W

Syllabus M.A. HRM

Syllabus M. Sc. Counselling Psychology

Syllabus MSW (Disaster Management)

UNIVERSITY OF KERALA

M. A.
SOCIOLOGY SYLLABUS

FOR
AFFILIATED COLLEGES
&
SCHOOL OF DISTANCE EDUCATION

SEMESTER SYSTEM

(2018 ADMISSION ONWARDS)

SYLLABUS FOR MA SOCIOLOGY SEMESTER PATTERN IN AFFILIATED COLLEGES & SCHOOL OF DISTANCE EDUCATION, UNIVERSITY OF KERALA

COURSE STRUCTURE AND MARK DISTRIBUTION

Semester	Paper code	Title of paper	Distribution of hrs per semester	Hours per week L	P	ESA	Maximum marks CA	ESA	Total
I	SO211	Theoretical Foundations in Sociology	126	6		3 hrs	25	75	100
	SO212	Perspectives on Indian Society	108	7		3 hrs	25	75	100
	SO213	Introduction to Social Research Methods	108	6		3 hrs	25	75	100
	SO214A	Introduction to Sociological Imagination	108	6		3 hrs	25	75	100
	SO214B	Development of Sociology as a Discipline	108	6		3 hrs	25	75	100
	SO214 C	Public Sociology	108	6		3 hrs	25	75	100
II	SO221	Theoretical Perspectives in Modern Sociology	126	7		3 hrs	25	75	100
	SO222	Social Policy and Planning	108	6		3 hrs	25	75	100
	SO223	Advanced Social Research Methods	108	6		3 hrs	25	75	100
	SO224A	Sociology of Development	108	6		3 hrs	25	75	100
	SO224B	Sociology of Marginalized Communities	108	6		3 hrs	25	75	100
	SO224C	Sociology of Kerala Society	108	6		3 hrs	25	75	100
III	SO231	Current Debates in Social Theory	126	7		3 hrs	25	75	100
	SO232	Social Statistics	108	6		3 hrs	25	75	100
	SO233A	Social Gerontology	108	6		3 hrs	25	75	100
	SO233B	Sociology of Tourism	108	6		3 hrs	25	75	100
	SO233C	Sociology of Industry	108	6		3 hrs	25	75	100
	SO234A	Ethnicity, Civil Society and Citizenship	108	6		3 hrs	25	75	100
	SO234B	Social Welfare Administration	108	6		3 hrs	25	75	100
	SO234C	Population and Society	108	6		3 hrs	25	75	100
IV	SO241	Urban Planning and Development	126	7		3 hrs	25	75	100
	SO242	Gender and Society	108	6		3 hrs	25	75	100
	SO243A	Rural Planning and Development	108	6		3 hrs	25	75	100
	SO243B	Human Behavior & Personality Development	108	6		3 hrs	25	75	100
	SO243C	Environmental Sociology	108	6		3 hrs	25	75	100
	SO244A	Mass Media and Communication	108	6		3 hrs	25	75	100
	SO244B	Sociology of Health	108	6		3 hrs	25	75	100

	SO 244C	Sociology of Childhood	108	6		3 hrs	25	75	100
	SO245	Dissertation						100(80+20)	
	SO246	Comprehensive Viva voce							100
		Grand total							1800

L- Lecture P -Practical CA continuous Assessment ESA- End Semester Examination

Note: In the semesters 1ˢᵗ & 2ⁿᵈ students should chose one of the optional, in the 3ʳᵈ and 4ᵗʰ semesters they will have to chose one optional each from both the set. In every semester a student should undertake a minimum of four papers.

QUESTION PATTERN FOR M.A SOCIOLOGY (AFFILIATED COLLEGES)

Total mark for each course   for university examination will be 75

Part A (5 x 1 = 5) marks

Part-A consists of five compulsory multiple choice questions. The candidate should write answer all the questions.

Part B (5x2= 10) Marks

Part B consists of eight questions. The question in this part consists of definitions, concept clarification and shall cover all units in the syllabus. The candidate should write answer any five questions in not more than 50 words.

Part-C (6X5= 30) marks

Part C consists of 8 questions. The questions as far as possible should cover all units. The candidate has to write answers to 5 questions in not more than 250 words.

Part-D(15x 2 =30) marks

Part-D should consist of 4 questions. The questions should cover the entire syllabus and there should be only one question from one unit. The question should be prepared in such a manner so that it will be analytical, should insist on illustrations, case studies and more application oriented. The candidate should answer 2 questions in not more than 1200 words.

UNIVERSITY OF KERALA

M.A. Degree in Sociology

Syllabus for Semester System in Affiliated Colleges & School of Distance Education, University of Kerala

(2018 Admission Onwards)

SEMESTER –I

SO211- THEORETICAL FOUNDATIONS IN SOCIOLOGY

SO212- PERSPECTIVES ON INDIAN SOCIETY

SO213- INTRODUCTION TO SOCIAL RESEARCH METHODS

SO214A- INTRODUCTION TO SOCIOLOGICAL IMAGINATION

SO214B- DEVELOPMENT OF SOCIOLOGY AS A DISCIPLINE

SO214C-PUBLIC SOCIOLOGY

Semester : 1

Course Title : <mark>SO211. THEORETICAL FOUNDATIONS IN SOCIOLOGY</mark>

Objectives

- To acquaint the students with the historical background of the emergence of sociological theory.
- To introduce the students to the theoretical insights of classical thinkers with a view to understand, analyze and interpret the contemporary social scenario.
- To help the students to relate theories of the classical thinkers to contemporary societal issues.

Course Description

This course examines the theoretical foundations of sociology as a discipline. It focuses on the key ideas and perspectives developed by "classical" theorists in their analyses of basic features of social life. In particular, the contributions of Karl Marx, Emile Durkheim, Max Weber and George Simmel are discussed against the backdrop of the social and intellectual contexts of their times. The course will introduce some of the major works of these classical thinkers in Sociology and so the course is conceived as text based.

Course Outline

Unit- I. Introduction to Social Theory

The Emergence of Sociological Thought: Socio-political background-Industrialization and Urbanization -Rise of Modernity, Nation State and Disciplinary Society -Social Philosophy to Social Theory

Unit- II. Karl Marx

The Context -Rejection of Hegel - from Idealism to Materialism, Dialectical Materialism -The Materialist Theory of History - Primacy of Production - Means of Production, Relations of Production, Mode of Production and Forces of Production. Marx's Theory of Capitalism - Theory of Value, Surplus Value, Commodity Fetishism, Alienation -Theory of Class and Class Struggle.

Unit -III. Emile Durkheim

The Context-Division of Labour in society and the types of solidarity -The Rules of Sociological Method -Discovery of Social Facts, Normal and Pathological-Suicide as a social fact, Functional Perspective in Social Theory-Elementary forms of religious life: Sacred and the Profane.

Unit- IV. Max Weber

The Context- Primacy of Action and the Theory of Social Action, Typology of Social Action- Ideal Types and Interpretive Sociology-. Protestant Ethic and the Spirit of Capitalism-Theory of Power and Authority - Theory of Bureaucracy- Theory of Social Stratification: Class, Status and Party.

Unit -V. George Simmel

The Context - Society as form and process- Sociology of Forms- Philosophy of Money-Social types-Modernity, the Metropolis and Fashion.

Pedagogy- Reading assignments

Essential Readings

Karl Marx
Economic and Philosophical Manuscripts (1844)
The German Ideology (1845-46)
Communist Manifesto (1848)
Capital Vol. 1 Chapters 1, 10, and 14(1863-67)
Marx, K. and F. Engels. 1969. Selected Works Vol. 1, pp. 398-474

Emile Durkheim
The Division of Labour in Society (1893)
The Rules of Sociological Method (1895)
Suicide (1897)
The Elementary Forms of Religious Life (1912)

Max Weber
Methodological essays (1902)
The Protestant Ethics and the Spirit of Capitalism (1902-04)
Economy and Society (1910-14)
Sociology of Religion (1916)
Gerth H. H. and C. Wright Mills, eds., From Max Weber: Essays in Sociology (Oxford University Press, 1958), 77-128, 180-252.

George Simmel
The Philosophy of Money (1900)
Sociology (1908)

Essays- The Significance of Numbers in Social Life (1908a)
The Stranger (1908b)
The metropolis and mental life (1903)

Recommended Readings

- Abraham, J.C. 1973. Origins and Growth of Sociology.Harmondsworth: Penguin.
- Coser, Lewis. 1996. Masters of Sociological Thought. Jaipur: Rawat Publications.
- Craib, Ian. 1997. Classical Social Theory. New York: Oxford University Press.
- Harrington, Austin. 2005. Modern Social Theory. New York: Oxford University Press.
- Jones, Pip. 2003. Introducing Social Theory. Polity Press: Cambridge
- McIntosh, Ian. 1997. Classical Social Theory. Edinburgh: Edinburgh University Press.
- Morrison, Kenneth. 1995. Marx, Durkheim, Weber: Formations of Modern Social
- Thought. London: Sage Publications.

Semester   : 1

Course Title : <mark>SO212. PERSPECTIVES ON INDIAN SOCIETY</mark>

Objectives

- To develop a clear perception on the nature of Indian Society.
- To understand the various kinds of theoretical perspectives in understanding the Indian society.
- To understand various social institutions and structures of hierarchy in India
- To understand the major sources of tension and conflict in Indian society

Course Description

The course comprises a description of the nature and character of Indian society, with specific reference to the institutions of caste, family, marriage and kinship in India. The course also includes a section on the sociological approaches to the study of Indian society. A section also includes sources of tensions and conflict through secularism, communalism and regionalism

Course Outline

<mark>**Unit-I   Conceptualization of Indian Society**</mark>

<mark>Unity in Diversity - Factors contributing to the unity of India</mark>

<mark>Diversities - Cultural -Religious, Linguistic and Ethnic.</mark>

Unit-II   Theoretical Perspectives

Ideological /Textual- G. S. Ghurye.

Structural-Functional-S.C Dube

Marxian/ Dialectical- A.R. Desai.

Subaltern Perspective- B. R. Ambedkar

UNIT-III   Perspectives on Caste

Louis Dumont

M.N. Srinivas.

Gail Omvedt

Kancha Ilaiah.

UNIT-V Society in Contemporary India: Recent Debates

Nationhood, Secularism, Communalism and Regionalism

Pedagogy- Reading assignments

Essential Readings

- Desai, A.R. (2005). *Rural India in Transition.* Bombay: Popular Prakashan.
- Marriot, M. (1990). *India through Hindu categories*. New Delhi: Sage.
- Mukherjee, D.P. (1958). *Diversities*. Delhi: People's Publishing House.
- Nagla,B K.(2008). *Indian Sociological Thought.* Jaipur:Rawat Publications.
- Patel, T. (2005). *The family in India: structure & Practice*. New Delhi: Sage.
- Uberoi, P. (1993). *Family, kinship and marriage in India*. Delhi: Oxford University Press.

Recommended Readings

- Aloysius, G. (1997). *Nationalism without a Nation.* Delhi: Oxford University Press.
- Anderson, Benedict. (1983). *Imagined Communities; Reflections on the origin and spread of nationalism.*
- Bhargava, Rajeev (ed.) (1998). Secularism and its Critics. Delhi: Oxford University Press.
- DeSouza, P.R., (2000). (Ed).Contemporary India- Transitions. New Delhi: Sage.
- Dhanagare,D.N. (1993). *Themes and Perspectives in Indian Sociology.* Jaipur: Rawat.
- Dube, S.C. (1967). *The Indian Village.* London: Routledge
- Dumont, L. (1970). *Homo Hierarchicus, The Caste System and its Implication.,* New Delhi: Vikas Publishing House.
- Gupta, K.(1990). *The Sociology of Family in India.Delhi*: Rohini Publications.
- Ilaiah, K.(1996). *Why I am not a Hindu.*Calcutta: Samya Publication.
- Kurian, G. (1974). *The family in India: A Regional view.*Canada:Mouton.

- Omvedt ,G.(*1995).Dalit Visions: the Anticaste movement and Indian Cultural Identity.* Orient Longman
- Oommen, T.K.& Mukherjee, P.N.eds.(1986) *Indian Sociology: Reflections and Introspections.* Bombay: Popular Prakashan.
- R. Parkin and L. Stone. (2004) (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell
- Schneider, D.(2004).'What is Kinship All About?', in R. Parkin and L. Stone (eds.) Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 257-274
- Singh Y.(1973). *Modernization of Indian Tradition.* Delhi: Thompson Press.
- Singh, K.S.(1992).*The People of India: An Introduction.Calcutta:* Seagull Books.
- Srinivas, M.N.(1960). India's Villages.Bombay: Asia Publishing House.
- Journal of Indian Sociology
- Journal of Family Studies

Semester   : 1

Course Title   : <mark>SO213- INTRODUCTION TO SOCIAL RESEARCH METHODS</mark>

Objectives:

- This course is at the introductory level
- Enable students to develop a primary idea about the concepts and processes of social research.
- To introduce the basics of major social research techniques.

Course Description

This is only an introductory course on Social Research, attempting to initiate the students to the basic concepts of social research methods. Social research is a very flexible process and it has evolved through a variety of approaches and techniques. The units of this course are arranged in a manner that aims to acquaint the students to those basic ideas, including the definition and types of most commonly referred methods and the most generally found steps in the research process.

Course Outline

<mark>**Unit I – Introduction to Social Research**</mark>
<mark>Social Research: Definition, Nature and Objectives, Paradigms of research: positivist, interpretive and critical.</mark> <mark>Relation between Sociological Theory and Research-Deductive and Inductive.</mark>

Unit II – Classifications of Social Research.

Based on purpose: Exploratory, Descriptive and Explanatory

Based on methodology/strategy: Quantitative and Qualitative, Mixed

Based on outcome/result: Basic, Applied, Action and Participatory.

Unit III – An Overview of the Research Process

Basic steps in research: Statement of the Research Problem ,Review of Literature, Pilot Study , Objectives\ Research Questions, Hypotheses , Concept, Variables, Research Design, Universe and Unit, Sampling-Probability and Non probability Methods, Data Collection, Tools of Data Collection, Pretest, Data Analysis and Interpretation, Reporting the Findings and Conclusions.

Unit IV –Data Collection –Major Methods

Survey – Sample survey and Census, , Document based research (Secondary data research), Case Study ,Ethnography-Visual Ethnography, Experimental Research, Participatory Research and Action (PRA), Content analysis, Life History.

Unit V – Report Writing & Referencing

Steps in Report Writing, Components of a Research Report, Citation styles-In text reference and end notes-APA, Chicago Manual, Reference\Bibliography, A practical orientation to a primary research based article in a journal.

Instruction for Course Instructors and Question Paper Setters:

This paper is taught strictly as an introductory course confining to the conceptual discussions only**.**

Pedagogy: Students will be given exercises in formulating Research problem and writing research proposals.

Essential Readings
- Bryman Alan, Social Research Methods, Third Edition, (2008)Oxford University press, Oxford.
- Keith F Punch, (2003) Survey Research - The Basics; Sage Publications, London.
- Garner Mark, Wagner Claire &Kawulich Barbara (eds) (2009) Teaching Research Methods in Social Sciences, Ashgate Publishing, England.
- Creswell, John, (2009) Research Design. New Delhi, Sage publications.
- Babbie Earl. (2004).The Practice of Social Research, Tenth Edition, Thomson and Wadsworth, U S A
- Contributions to Indian Sociology, Sage Publication, New Delhi

Semester   : 1

Course Title : <mark>SO214A- INTRODUCTION TO SOCIOLOGICAL IMAGINATION</mark>

Objectives

- To help the students to understand the nature and character of sociological perspective.
- To familiarize the students with some of the renowned introductory texts in Sociology.
- To equip students with sociological imagination

Course Description

This course aims to introduce the students to the world of sociological thinking and its different possibilities. The course will help the students to familiarize themselves with some of the best known introductory writings in sociology and thereby develop a disciplinary perspective to pursue sociology in a meaningful manner. The course will be at the introductory level based on texts prescribed as primary readings.

Unit 1.Historical Development of Sociology

Definitions of Sociology (Comte- Positivism, Durkheim- Social Fact, Weber- Action Approach, Simmel- Formalistic approach), Origin and Development French and German Sociology, American Sociology, European Sociology, Sociology in India.

<mark>Unit II Sociological Imagination & Invitation to Sociology</mark>

<mark>C W Mills - Sociological Imagination - The promise and future of Sociology and Intellectual Craftsmanship.</mark> <mark>Peter Berger – Invitation to Sociology - Sociology as a form of Consciousness- Sociology as a Humanistic Discipline.</mark>

Unit III. Thinking Sociologically

Zygmunt Bauman & Tim May – Thinking Sociologically -The distinction and identity of sociology as a Discipline, Sociology and Common Sense, Sociology of Action, Identity and understanding of everyday life, Relevance of thinking sociologically.

Unit IV. Story of Sociology

Gregor McLennan – Story of Sociology, Why Sociology? Sociology as understanding modernity, Legacies of Enlightenment – Science and Morals, Rationalism and Empiricism, Universalism and Relativism

Unit V Public Sociology & Engaged Sociologist

Micheal Buroway – Public Sociology, Burawoy's Classification of Sociology - Professional Sociology, Policy Sociology, Critical Sociology and Public Sociology,

Korgen Kathleen & White M Jonathan – Engaged Sociologist - Movement of Public sociology as attempts to connect sociology classrooms to the community (Book Review).

Student Activity: Reviewing any introductory book on Sociology mentioned above.

Pedagogy- Reading Assignments

Reading List
- Beteille, Andre (2001) Sociology Approach and Method, New Delhi, Oxford University Press (Chapter 1, 13-27)
- Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousant Oaks; California, Sage .
- C Wright Mills (1959) Sociological Imagination, New York, Oxford University Press. Chapter I and Appendix
- Bart, Pauline. & Frankel Linda (1981) The Student Sociologist's Handbook (third Edition) USA, Scott, Foresman and company
- Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.Introduction , part I and Chapter X
- Korgen, Kathleen & White M, Jonathan. (2007)The Engaged Sociologist: Connecting the classroom to the community, London, Pine Forge Press.
- Mclennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic. Chapter I , II and III
- Burawoy, Michael. (2004a.) "Public Sociologies: Contradictions, Dilemmas and Possibilities." Social Forces 82(4) 1603-1618.(ASA speech in 2004)
- Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books. Chapter II & VIII

Semester   : 1

Course Title : SO214B- DEVELOPMENT OF SOCIOLOGY AS A DISCIPLINE

Objectives

- To help the students to understand the nature and character of sociological perspective.
- To familiarize the students with the critical exploration of the social processes, social issues and problems of society sociologically.
- To equip students with sociological imagination

Course Description

This course aims to introduce the students to the world of sociological thinking and its different possibilities. The course will help the students to familiarize themselves with some of the best known introductory writings in sociology and thereby develop a disciplinary perspective to pursue sociology in a meaningful manner. The course will be at the introductory level.

Unit – I Social and intellectual development of Sociology

French Revolution, Industrial Revolution, Sociological Imagination. Difference between Sociological Imagination and other Social Sciences.

Unit- II Sociology in the world context

French context (Auguste Comte and Emile Durkheim), German context (Max Weber), British context (Herbert Spencer)

Unit – III Thinking Sociologically

Zygmunt Bauman & Tim May – Thinking Sociologically -The distinction and identity of sociology as a Discipline, Sociology and Common Sense, Sociology of Action

Unit –IV Emerging areas and specialization in sociology

Professional Sociology, Critical Sociology & Public Sociology.

Unit – V

Student activity- Reviewing an Introductory Book on Sociology/ writing an essay on any of the subjects mentioned above.

Reference

- Ballantine H. Jeanne & Roberts A. Keith (2011) Our Social World, Thousant Oaks; California, Sage .

- Bart, Pauline. & Frankel Linda (1981) The Student Sociologist's Handbook (third Edition) USA, Scott, Foresman and company

- Bauman, Zygmunt& May, Tim (2001) Thinking Sociologically, Malden; U S A, Blackwell Publishing.

- Berger, Peter. (1963) Invitation to Sociology: A Humanistic Perspective. Middlesex, England: Penguin Books.

- Beteille, Andre (2001) Sociology Approach and Method, New Delhi, OxfordUniversity Press (Chapter 1, 13-27)

- Burawoy, Michael. 2004a. "Public Sociologies: Contradictions, Dilemmas and Possibilities." Social Forces 82(4) 1603-1618.

- C Wright Mills (1959) Sociological Imagination, New York, OxfordUniversity Press.

- Korgen, Kathleen & White M, Jonathan. (2007)The Engaged Sociologist: Connecting the classroom to the community, London, Pine Forge Press.

- Mclennan, Gregor (2011) Story of Sociology: A First companion to Social Theory, London, Bloomsbury Academic.

Semester   : 1
Course Title : SO214C-PUBLIC SOCIOLOGY

Objectives

1. To help the students to understand the nature and scope of public sociology
2. To familiarize with the student regarding the dimensions of public Sociology
3. To equip the students to coping and adjusting with the public or community.

Course Description

This is only an introductory course on public sociology, attempting to initiate the students to the basic concepts of public sociology. The unit of this course aims to acquaint the students to understand the different perspectives on public sociology and equip them to react in the form of debates and discussion.

Course Outline
Unit-1 Introduction: Definition, Meaning, Origin, Nature and Development, Scope, and Importance of Public Sociology. Methods of studying Public Sociology - Relevance of studying Public sociology-Challenges/ limitations

Unit-II Major Concepts and Dimensions - Public Intellectualism. Sociological Knowledge. Sociological Intervention, Sociological Insights, Sociological Inquiry- Policy Sociology- Social World- Multiple Public- Sociological Practice- Non–Academic Audience (Audience beyond the academic). **Dimensions of Public Sociology**: Philosophical Dimensions, Historical Dimensions, Theoretical Dimensions and Methodological Dimension.

Unit- III Public Sociology and Development- Political Activism, Social Movement and Civil Society. Public Sociology and Promotion of Civil Society, Use of Sociology to inform Public Policy and Dilemmas and possibilities of Public Sociology in the Digital Era.

Unit- IV Perspectives on Public Sociology- Michael Burawoy: Debates over Public Policy David Riesman: The Lonely Crowd, Robert Bellah: Habits of the Heart, Ben Agger: Public Sociology: From Social Facts to Literary Acts. Sorokins – Integaralism, Jorgen Habermas -Communicative Action, Pierre Bourdieu- Spontaneous Sociology (The Everyday Understandings) and Karl Polanyi- Fictitious Commodities.

Contemporary Contributions- Manuel Castells: The Power of Communication, Nandani Sundar: Insurgency and Counter Insurgency in India, Waldon Bello: Sociology between Truth and Power, Karl Von Holdt: Transforming the South African State.

Unit- V Public Debates and Issues - Public discussion of sociological issues: Reducing Social Inequality-Enhancing Public Safety-Helping the Family and Educational Institutions -Improving the Nation's Health-Improving the Global Society- Emancipating Marginalized Groups (Gender Discrimination, Sexual Assault, Environmental Degradation, Market Fundamentalism, and State and Non-state Violence).

References
- Lawrence T. Nichols (2007) Public Sociology - The Contemporary Debate, Transaction Publishers. London, New Brunswick.

- Philp Nyden. Etal, (2012), Public Sociology: Research, Action and Change, Sage Publications. Los Angeles.

- Gans, H. (1989). "Sociology in America: The Discipline and the Public." American Sociological Review 54(1):1-16

- Burawoy, M. (2005). "For public sociology." American Sociological Review 70(1): 4-28.

- Burawoy, M. (2005). "2004 American Sociological Association Presidential Address: For Public Sociology." British Journal of Sociology 56(2): 259-294.

- Agger, Ben (2001, 2007). Public Sociology: From Social Facts to Literary Acts. Lanham, MD: Rowman & Littlefield Publishers.

- Nichols, L. T. (2007). Public sociology: The Contemporary Debate. New Brunswick, N.J.; London, Transaction Publishers.

- Jeffries, V. (2009). Handbook of public sociology. Lanham, Md., Rowman & Littlefield Publishers.

SEMESTER II

- **SO221-THEORETICAL PERSPECTIVES IN MODERN SOCIOLOGY**
- **SO222-SOCIAL POLICY AND PLANNING**
- **SO223- ADVANCED SOCIAL RESEARCH METHODS**
- **SO224A- SOCIOLOGY OF DEVELOPMENT**
- **SO224B- SOCIOLOGY OF MARGINALIZED COMMUNITIES**
- **SO224C-SOCIOLOGY OF KERALA SOCIETY**

Semester : 2

Course Title : <mark>**SO221-THEORETICAL PERSPECTIVES IN MODERN SOCIOLOGY**</mark>

Objectives

- To introduce the students to the major theoretical traditions that continues to concern the practice of contemporary sociology.

- To initiate the students to interpret the relevance and significance of theoretical traditions in analyzing contemporary social reality.

Course Description

The course will introduce the students to the major theoretical approaches in Sociology. It will focus on the theoretical and conceptual constructs which could be used in understanding and analyzing the objective structures of social reality. The students will also be introduced to the way in which they could engage in sociological imagination using these theoretical frameworks with a critical mind. The course will expose the students to some primary works of the major thinkers discussed here.

Course Outline

Unit I. Neo Marxist Perspectives

Introduction to Neo Marxism and Frankfurt School

George Lukacs- History of Class Consciousness, Reification

Antonio Gramsci- Role of Super Structure and Politics, Civil Society

Unit II. Functionalist Perspective

Introduction to Functional School

Talcott Parsons: The Structure of Social Action - Systems of Action - Action Schema, System Theory.

R.K. Merton: Social Theory and Social Structure - Middle Range Theory, Codification of Functional Analysis, Theory of Deviance.

Unit III. Conflict & Exchange Perspective

Introduction to Conflict School

Dahrendorf: Dialectics of Conflict.

Lewis Coser: Functional Analysis of Conflict.

Introduction to Exchange School:

George C. Homans: Behavioral Exchange Theory

Peter M. Blau: Structural Exchange Perspective

Unit IV.Structural Perspective

Introduction to Structuralism

Ferdinant De Saussure – Structural Linguistics

Claude Lévi-Strauss: Structural Analysis of Kinship.

Louis Althusser: Structural Marxism- Epistemological Break- Structural causality

Unit V. Subjective Turn in Social Theory

Phenomenology: Edmund Husserl- Human Consciousness and Life World

Alfred Schutz- Perceptions of Everyday life; Inter subjectivity and common sense world

Berger and Luckman- Social Construction of Reality

Symbolic Interactionism:

George Herbert Mead-Concept of Self

Herbert Blumer - Interactional Model of Self and Society

Ethnomethodology : Erving Goffman –Dramaturgical view of Social life

Essential Readings
- Collins Randall. 1997. Theoretical Sociology. Jaipur and New Delhi: Rawat.
- Dahrendorf, R. 1968. Essays in the Theory of Society, London: Routledge&Kegan Paul. Chapters 4 and 5
- Gramsci, Antonio. Prison Notebooks.Tr. Joseph A. Buttigieg and Antonio Callari. New York: Columbia UP, 1992.
- Lev-Strauss, C. 1969.The Elementary Structures of Kinship. London: Eyre &Spottiswood (Selected Chapters)
- Levi-Strauss, C. 1973. Structural Anthropology. Glasgow: Willam Collins, 1973
- Lukacs, George. 1971. History of Class Consciousness. London: Merlin Press. Chapter1.
- Parsons, T. and E.A. Shils. 1952. Towards a General Theory of Action. New York: Haper and Row (Part 1 and 2)
- Parsons, T. et. al. 1961. The Theories of Society, New York: The Free Press (Vol. 1), pp. 30-79

- Parsons, Talcott 1967. The Structure of Social Action. Free Press (1937]), Vol. 1, Part I.
- Robert Merton. 1968. Social Theory and Social Structure. Free Press, 39-117, 136, 175
- Craib, Ian. 1992. Modern Social Theory: Form Parsons to Habermas. Wheat Sheaf Books
- Harrington Austin. 2005. Modern Social Theory an Introduction. Oxford University Press.
- Ritzer, George. 1992. Sociological theory. New York: Alfred Konpf.
- Ritzer, George. 2000. Sociological theory. New York: McGraw-Hill. (Selected chapters)
- Ritzer & Smart. 2001. Handbook on Social Theory. New York: Sage
- Turner, Jonathan H. 1979. The Structure of Sociological Theory. Jaipur and New Delhi: Rawat.
- Wallace Ruth. 1980. Contemporary Sociological Theory. Oxford University Press

Semester : 2
Course Title : <mark>SO222-SOCIAL POLICY AND PLANNING</mark>

Objectives

- To introduce students to the concepts of social policy and planning
- To familiarize with the major National Social policies in India
- To understand global social policies and the role of International organizations in global/ Regional social Policies.
- To enable them to understand the dynamics of public policy formulation and project development in modern/democratic/globalized societies.

Course Description

Social policies are not randomly created. They are guided by values, ideologies and objectives. This course attempts at a definitional understanding of the concepts of social policy and planning. It aims at familiarizing the different National social policies in India and enables the students to critically evaluate the policies.

Course Outline

Unit 1: Introduction

Social Policy: Definitions and Scope, Historical Development of Social Policy
Welfare and Ideology

Unit 2: Scope and Approaches to Social Policy

Social policy as a field of study, Social policy as an intervention process- the practice component, Right based approach and Capabilities Approach

<mark>Unit 3: Global Social Policy</mark>

Global Social Policy, The Threat of Globalization, Welfare regimes, <mark>Ecological concerns Global and Regional social Governance,</mark> International Organizations and National Social Policies, Global Social Governance Reform, Global transfer of Social Policy. Future of Social Policy

Unit 5: Social Policies in India

Objectives, Features and Outcome
1. National Policy on Education
2. National Health Policy 2015
3. National Policy for Children
4. National Policy for Older People
5. National Policy for the Differently Abled

Student Activity: Unit 5 topics to be submitted as assignment

A Visit to State/District planning office

Primary Text books

- Dean, H. (2006). *Social Policy*, UK: Polity Press
- Yeates N (ed) (2010). *Understanding Global Social Policy*. Delhi: Bookwell.

Secondary Readings

- Burch Hobart A., (1996). *Basic Social Policy and planning; Strategies and Practice methods.* New York: The Haworth Press,
- Catherine Jones Finer, and Paul Smyth eds, (2004). *Social Policy and the Commonwealth: Prospects for social inclusion*. New York: Palgrave, Macmillan,
- Drake, Robert F (2001) .*Principles of Social Policy.*London: Palgrave
- Iatridis, Demrtrius S. (1994). *Social Policy: Institutional context of social development and human services.* California:Wadsworth Inc,
- Martin, Jr George T. (1990*). Social Policy in the Welfare State.* New Jersey:Prentice Hall.
- ThandikaMkandawire (2004). *Social Policy in a Development Context.*New York: Palgrave, Macmillan, New York.
- Roy Sam.M (2002). *Project Planning and Development.* Secunderabad: Jeevan Institute of Printing,
- Desai Vasant, (2009). *Project Management.* Delhi :Himalaya Publishing House,

Semester : 2
Course Title : <mark>SO223- ADVANCED SOCIAL RESEARCH METHODS</mark>

Objectives

- To enable students to develop an in-depth idea about the two major strategies in research, the quantitative and qualitative.
- To provide students with an opportunity to acquaint himself/herself with the practical skills in developing a research proposal.

Course Description

The practice of social research is generally said to be based on the two major classifications of quantitative and qualitative. Although, there are clearly existing overlaps in practical contexts, there is a primary need for students to understand the dynamics of both the methods in an in-depth manner. The following units are organized around this idea.

Course Outline

Unit I –Introduction to the Research Strategies

Quantitative and Qualitative- Central issues of Epistemology and Ontology

Unit II – Quantitative Research

Definition of Quantitative Research, Concepts and their Measurement, Reliability and Validity in Qwuantitative Research, Issues of Causality, Generalization and Replication.

Unit III – Quantitative Research Process

Main steps in Quantitative Research, Major Quantitative Designs: Cross-sectional and Longitudinal, Instrument design: Structured Interviewing and Questionnaires, Data Collection-Primary and Secondary data, Data Analysis and Processing-Tabulation and Cross Tabulation, Criticisms of Quantitative Research.

Unit- IV. Qualitative Research: Nature and definition of Qualitative Research- the main steps-theory and research- Reliability and Validity in Qualitative research – conceptual framework in Qualitative Research, Major Preoccupations in Qualitative Research- Descriptive nature, emphasis on process, flexibility in research, Basic designs of

Qualitative Research- Case Study, Narrative Research, Phenomenology, Ethnography and Participant Observation, Interview and Focus Group Discussion.

Unit-V Qualitative Data Analysis:

General Strategies- Analytic Induction and Grounded Theory, Basic operations in Qualitative Data Analysis- thematic and narrative analysis, Criticisms of Qualitative Research, Triangulation: Complementarities of different Social Research Methods.

Pedagogy (Student activity) Formulation of a quantitative or qualitative research problem and its presentation as a classroom seminar.

Recommended Readings

- Bryman Alan (2008) Social Research Methods, Third Edition, Oxford University Press, Oxford.
- Babbie Earl (2004) The Practice of Social Research, Tenth Edition, Thomson and Wadsworth, U S A
- Garner Mark, Wagner Claire &Kawulich Barbara (eds) (2009) Teaching Research Methods in Social Sciences, Ashgate Publishing, England
- Bloor Michael, Frankland Jane et al. (2001) Focus Groups in Social Research, Sage Publications, London
- Newman Lawrence. W, (1994) Social Research Methods: Qualitative and Quantitative
- Approaches, (Second Edition) Allyn and Bacon, London
- Creswell, John W. (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, New Delhi, Sage Publications.
- Maggie Savin –Baden and Claire Howell Major (2013) Qualitative Research Routledge- New York.
- Sara J Tracy (2013) Qualitative Research Method, (Wiley- Blackwell, UK)

Semester   : 2
Course Title   : SO224A- SOCIOLOGY OF DEVELOPMENT

Objectives

- To familiarize the students with the fundamental concepts of Sociology of Development.
- To acquaint with the theories of development.
- To examine the process of development in the Indian context.
- To explain the development related issues and problems in the age of globalization.

Course Description

This course provides an opportunity for the students to become familiar with the basic concepts in the field of sociology of development. Various theories of development are presented in order to become aware of the different interpretations of development. The course highlights how the process of development needs to be examined in the context of globalization. This course examines the development process and issues in India and also deals with the development related issues and problems in a general fashion.

Course Outline
Unit-- I. Concepts of Development – Social Change, Growth, Progress, Evolution, Modernization, Social Development, Development Indices -HDI, GDI, GEM, Happiness Index, Sustainable Development, and Right based Development.

Unit- II. Theories of Development –Modernization Theory- W W Rostow, Dependency School: A.G. Frank, World System Theory-Immanuel Wallerstein, Alternative views: M.K. Gandhi,E.F. Schumacher, Welfare model: Amartya Sen.

Unit- III. Globalization and Development –History, characteristics and dimensions, Network Society, fluid boundaries, knowledge industry, out sourcing, flexible labour, Cultural homogenization through globalization, Social impact and increasing inequalities.

Unit- IV. Development Process and Issues in India – India as a planned economy: Sociological appraisal, Recent debates- Inclusive Development and Social Justice, Grass Root initiatives for Planning and Development-Governmental and Non Governmental

Unit- V. Development: Concerns and Challenges – Environmental Crisis, Issues of Displacement, Disparities in Development: Regional, Development of the Marginalized: Caste, Gender, Participatory Democracy: the need for Social Auditing.

Student activity: Unit IV topics to be submitted as assignments\Visit to Governmental and Non Governmental agencies

Recommended Readings

- Appadurai Arjun(1997. *Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: OUP
- Dereze Jean and Sen Amartya(1996) *India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Dereze Jean and Sen Amartya (2002. *India – Development and Participation*. New Delhi: OUP.
- Giddens Anthony(1996). "Global Problems and Ecological Crisis" in *Introduction to Sociology*. New York: W.W. Norton Co.
- Haan Arjan de (2010). *Towards a New Poverty Agenda in Asia*. New Delhi: Sage.
- Harrison D(1989. *The Sociology of Modernization and Development*. New Delhi: Sage.
- Haq. Mahbub Ul(1991). *Reflections on Human Development*. New Delhi: OUP
- Kiely Ray and Phil Marfleet (eds)(1998). *Globalization and the Third World*. London: Routledge.
- Nayak Pulin B et al (2010). *India's Economy and Growth*. New Delhi: Sage.
- Nederveen Pieterse Jan(2010). *Development Theory*. New Delhi: Sage.
- Singh Katar and Shishodia.(2007). *Environmental Economics. Theory and Applications.* New Delhi: Sage.
- Sobhan Rehman. 2010. *Challenging the Injustice of Poverty*. New Delhi: Sage.
- UNDP. *Sustainable Development*. New York: OUP
- Yadav R.(2008). *Social Planning and Development in India*. New Delhi: Alfa Publications.

Semester   : 2

Course Title : <mark>**SO224B-** SOCIOLOGY OF MARGINALIZED COMMUNITIES</mark>

Objectives

- To sensitize the students to the significance of sociological study of the marginalized communities
- To provide the different perspectives on marginalization
- To familiarize the students with the problems, movements, programmes and policies of marginalized communities.

Course Description

The course is aimed to focus on those segments of the population which have lived on the margins of society and which have not received adequate scholarly attention. The focus is to sensitize students of the significance of the sociological study of Dalits, tribal communities and other deprived communities. The students will also be acquainted with the movements led by the marginalized groups to ensure livelihood security and a life with dignity.

Course Outline
<mark>**Unit- I**</mark>

<mark>**Marginalized Section**: concept, indices, types: an overview on SC/ST, Women, Children, Elderly, Transgender, Immigrants.</mark>

Unit – II
Perspectives on Marginalization- Role of Ideology in Marginalization. Views of Ambedkar, Sree Narayana Guru and Ayyankali.

Unit –III
Policies and its Impact on Marginalized Communities. Tribe: meaning and characteristics. Status and problems of tribe in the contemporary society, Development Programme and its Impact on Tribe.

Unit – IV
Problems of the Tribal Communities: Socio- Economic, Cultural and Political

Land Alienation, De- tribalization- emerging tribal image in Kerala

Unit – V Social Movements of the Marginalized Communities

Tribal movement and Dalit movement

Essential Readings

- Beteille, Andre (1981),Backward Classes and the New Social Order ,OUP India

- Beteille, Andre (1992) The Backward Classes in Contemporary India, Oxford University Press, India

- Chaudarui, S. N (1988) Changing Status of Depressed Castes in Contemporary India, East India book Co

- Doshi S. L. (1997), Emerging Tribal Image. Rawat Publication, New Delhi.

- Fernades, Walter (1983) Towards a New Forest Policy, Indian social institutions

- Gomanago, Giridhar (1992), Constitutional Provisions for the Scheduled Castes and the   Scheduled tribes, Himalaya Publishing House, Delhi.

- Gore.M.S (1993),The Social Context of an ideology – The social and political Thoughts of Bahashab Amhedkar , Sage publications pvt Ltd

- Gupta Dipankar(1997), Social Stratification , Oxford university press

- Jogdand, P.G (2000), New Economic Policy and Dalits, Rawat publications.

- Sardamoni, K (1980), The Emergence of a Slave Caste, People's publishing house, New Delhi

Semester   : 2
Course Title : SO224C-SOCIOLOGY OF KERALA SOCIETY

Objectives:
- To make the students inquisitive of the historical and cultural underpinning of the Kerala society
- To introduce the salient social and cultural institutions of Malayalees and reasons of its origin and dissolution
- To assist the students in locating Kerala's development experience in relation to India and rest of world
- To enable them to have a critical inquiry into contemporary challenges of Kerala society.

Course Description

Module 1: Anecdotes of Kerala Society
Land, People and Society in Sangam Post Sangam, Nadus and Swarupams-Venad, Kochi, Kozhicode- Colonial experiences and Socio-cultural impacts-Portuguese, Dutch, British and French.

Module 2: Social Structure and Processes in Early Kerala Society
Cultural transformation-Bhakti cult, foreign trade, spread of Brahmin settlements Development of Malayalam. Emergence of Feudal era- Temple as landlord, Janmi System, Kalari system, Dynamics in Kinship and Family: Marumakkathayam: Theories of Origin and Reasons for Disintegration

Module 3: Social Transformation: Caste and Religion
Caste based Disabilities in Kerala, Social Reformers and their influence in Anti-caste Struggles, Sree Narayana Guru, Ayyankali, Sahodaran Aiyyappan ,Anti-caste Movements –Vaikom Satyagraha, Guruvayoor Satyagraha, Temple Entry Proclamation. Cultural Symbiosis (M.G.S Narayanan)-Religious Pluralism and Religious Harmony

Module 4: Formation of Modern Kerala: Polity and Society
Movements for Representation in Government- Nivarthana Movement, Cochin Praja Mandal Peasant and Working class Movements:Kaiyur, Punnapra-Vayalar, Aikya Kerala Movement-Agrarian Reforms and Consequences

Module 5: Contemporary Kerala: Challenges and Possibilities

Kerala Model of Development- A Critique, Decentralization of Power to People's Planning: Evaluating the Impact of Decentralization in Kerala. Demographic Trends and Patterns: Fertility, Mortality, Migration and Malayali Diaspora, Subaltern Struggles for Land in Kerala, Kerala's future prospects in Health and Education.

References

- Menon, Sreedhara(1979)*Social And Cultural History of Kerala.*Sterling Publishers Pvt.Ltd.Jullandhar.

- Gurukkal, Balakrishnan.A, Cherrian, P.J (edt)(1999). *Perspectives in Kerala History.* Kerala Gazetteers, .Thiruvananthapuram.

- Soman, C.R (edt)(2007).*Kerala fifty years and Beyond.* St.Joseph's Press, Thiruvanathapuram.

- Panicker, K.N (1997).*Studies in Traditional Kerala.* College Book House.Trivandrum.

- Mankekar, D.R (1965) *The Red Riddle of Kerala.* Manaktalas. Mumbai.

- Panicker, K.M.(1960).*A History of Kerala 1498-1801.* The Annamalai, University.Annamalai Nagar.

- Rendell, Yolanda (tran)(1983.*Religion and ideology in Kerala.* Centre de Researches, Socio-Religieuses.

- Jaya Devan, T.N (edt).(1988). *Glimpses of Kerala.* Government Press .Tvm.

- A Menon, Sreedhara (1982). *Legacy of Kerala.* Govt Press .Tvm.

- Singh K.S (ed) (2002)."People of India - Kerala. Affiliated East west

- Arunima. G.(2003) "*There comes Papa-Colonialism and transformation of Matrilny in Kerala,Malabar(1850-1940)*".Orient Longman Pvt. Ltd. New Delhi

- Schneider, David. M and Kathleen Gough(1972)"Matrilineal Kinship".

- Zachariah.K.C, et al.(2002) Kerala's gulf connections. Centre for Development Studies, Trivandrum.

SEMESTER - III

- **SO231- CURRENT DEBATES IN SOCIAL THEORY**
- **SO232- SOCIAL STATISTICS**
- **SO233A- SOCIAL GERONTOLOGY**
- **SO233B-SOCIOLOGY OF TOURISM**
- **SO 233C-SOCIOLOGY OF INDUSTRY**
- **SO234A- ETHNICITY, CIVIL SOCIETY AND CITIZENSHIP**
- **SO234B- SOCIAL WELFARE ADMINISTRATION**
- **SO234C- POPULATION AND SOCIETY**

Semester   **: 3**

Course Title   **: <mark>SO231- CURRENT DEBATES IN SOCIAL THEORY</mark>**

Objectives
- To introduce the students to the recent developments in social theory.
- To overview the emerging theoretical and conceptual constructs in social theory in relation to the contemporary changes in society.
- To understand the changing trends in contemporary society and familiarize with the theory building process thereof

Course Description

This course builds upon the foundations laid by classical social theory and maps out the field of contemporary social theory. In particular, the legacy of classical theory is critically reviewed in the light of the advent of the postindustrial, postmodern and post-Cold War era in the late twentieth-century and the early twenty-first century. Beyond surveying the ideas and perspectives that major social theorists have developed in response to the transformation of contemporary society, the subject focuses on key contributions that have influenced the development of sociology in recent decades.

Course outline
Unit I Critical Theory

Re-emergence of Frankfurt School – M Hokheimer , T .Adorno

Habermas: Theory of Communicative Action – Public Sphere - Life World

Unit II Reflexive Sociology

Pierre Bourdieu: Theory of Capital – Habitus and Field, Language and Symbolic Power

Unit III. Integrative Developments

Micro – Macro, Agency – Structure, Individual – Society

George Ritzer : Integrated Sociological Paradigm , Mcdonalization and Globalization & Globalization

Anthony Giddens: Structuration Theory & Juggernaut of Modernity

Jeffery C Alexander -Multidimensional Sociology

Randall Collins – The Micro Foundations of Macro Sociology

Unit IV. Post Structural Developments

Post Structuralism – Origin and Development, M. Foucault: Discourse Analysis -History of Sexuality, Power-Knowledge-Discipline and Punish , J. Derrida: Deconstruction.

Unit - V Post Modern Developments

Post Modernism – Origin and Development

Ulrich Beck- Risk Society

Jean Baudrillard- Hyper Reality, Simulacra

Jean Francois Lyotard - The Postmodern Condition

Edward Said   - Orientalism

Gayatri Chakravorty Spivak- Subaltern

Essential readings

- Althusser, L. For Marx. London: Verso. 1986 (Chapters 3 and 6)
- Berger, P. L. and T. Luckmann. 1967. The Social Construction of Reality. London: Allan Lane and Penguin Press (Selected chapters)
- Bourdieu, Pierre.1997. Outline of a theory of Practice, London.
- Derrida, Jacques. 1976. Of Grammatology, trans. GayatriChakravortySpivak. Baltimore & London: Johns Hopkins University Press
- Giddens, A and Turner J.H. (ed). 1987. Social Theory Today. Stanford University Press (Selected chapters)
- Giddens, Anthony. 1983. Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan. London: Harvester Press.
- Goffman, Erving. 1962. Asylams. Chicago: Aldine Publishing Co.
- Goffman, Erving. 1973. The Presentation of Self in Everyday Life. New York: the Overlook Press.
- Gramsci, Antonio. 1992. Prison Notebooks. Tr. Joseph A. Buttigieg and Antonio Callari. New York: Columbia UP
- Michel Foucault. 1979. Discipline and Punishment. New York: Vintage Books.
- Michel Foucault. The History of Sexuality. 1980New York: Vintage Books.

Recommended Readings

- Bottomore, Tom. 1984. The Frankfurt School. Chester, Sussex; Ellis Harwood and London: Tavistock publications.
- Bryan S. Turner. 1996. The Blackwell Companion to Social Theory. Oxford: Blackwell.
- Layder, Derek. 1997. Modern Social Theory: Key debates and New Directions. London: UCL Press Ltd.
- Maynard, M. 1989. Sociological Theory, London and New York: Longman.
- Noble, T. 2000. Social Theory and Social Change, New York: St Matin's.

- Owen, David. 1997. Sociology after Postmodernism. London: Sage.
- Ritzer, George. 2000. Sociological theory. New York: McGraw-Hill. (Selected chapters)
- Scott, Lash. 1990. Sociology of Post modernism, London: Routledge.
- Smart, Barry. 1985. Michel Foucault. London: Routledge.
- Wallace, R.A. and Wolf, A. 1999. Contemporary Sociological Theory: expanding the classical tradition, Upper Saddler River: Prentice Hall.
- Zetlin, Irving M. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur and New Delhi: Rawat.

Semester   : 3
Course Title : SO232- SOCIAL STATISTICS

Objectives

- To familiarize students with the statistical tools useful in social research.
- To train students to use statistical packages and web resources relevant for social research.

Course Description

This course will expose the students to the basic concepts and techniques of social statistics. Beginning with the meaning and types of statistics it will deal with important tools like graphing, measures of central tendency, dispersion, and correlation. Moreover the course will deal with some of the computer software like Excel and SPSS which will be helpful to students for data processing, analysis and interpretation. It will also focus on how to make use of the web resources for social research.

Course Outline
Unit- I. Introduction to Statistics

Meaning, Definition and Uses. Types: Descriptive & Inferential. Advantages and limitations.

Unit - II. Organizing and Graphing Data.
Classification and Tabulation- Graphical and Diagrammatic Representation of Data- Qualitative – Frequency Table, Bar Graph, Pie Chart. Quantitative - Frequency Table, Histogram and Polygon.

Unit - III. Measures of Central Tendency and Dispersion
Central Tendency -Mean, Median and Mode- merits and demerits.

Dispersion- Range, Quartile Deviation, Mean Deviation and Standard Deviation-Merits and demerits

Unit- IV. Probability, Correlation &Test of Significance

Elementary ideas of Probability

Correlation and causation: Measures of Correlation: Karl Pearson's Co-efficient of Correlation, Spearman's Correlation Co-efficient.

Tests of Significance: Chi-square test and 't'- Distribution

Unit- V. Use of Software in statistical analysis
MS Excel, Calc
Introduction to Software in Data Analysis-SPSS,STATA

Recommended Readings

- Aggarval.Y.P. (1986*). Statistical Methods. New Delhi: Sterling Publishers.*
- *Argyrous G. (2011). Statistics for Research*. New Delhi: Sage.
- Diamond, I. J.,(2001). *Beginning Statistics. An Introduction for Social Scientists.* New Delhi: Sage.
- Dietz, T. and Kalof, L. (2010). *Introduction to Social Statistics: The Logic of Statistical Reasoning.* Singapore: Wiley-Blackwell
- Elifson, K. et. al. (1998). *Fundamentals of Social Statistics.* Boston: McGraw-Hill.
- Field, A. (2009). *Discovering statistics Using SPSS*. New Delhi: Sage.
- Gupta, S.P. (1992. *Statistical Methods*. New Delhi: S. Chand and Sons.
- Kanji, G. K. (2006). *100 Statistical Tests, 3E*. New Delhi: Vistaar Publications
- Kurtz, N.R.(1999). *Statistical Analysis for the Social Sciences*. Boston:Allyn and Bacon.
- Mann, P. S. (2004). *Introductory Statistics.* Singapore: John Wiley and Sons.
- Niel, B. (2010). *Starting Statistics. A Simple Guide.* New Delhi: Sage.
- Sirkin, R. M. (1995). *Statistics for the Social Sciences.* New Delhi: Sage.

Semester   **: 3**

Course Title   **:** ==SO233A- SOCIAL GERONTOLOGY==

Objectives

- To enable the students to look at the aging process from a broader social Perspective.

- To encourage each student to think about issues raised by social gerontology.

- Explain the interaction of sociological, biological, and psychological aspects of aging.

Course Description

Population aging is a global phenomenon. It is no secret that the number of people over age 65 in the world is growing rapidly. The numbers are staggering. This course is intended to provide an overview of this process of aging. To get a deeper understanding of aging requires, however, that we move beyond our individual experiences and broaden our view to understand how processes from the level of the individual cell to overall society influence us, and in turn are influenced by us as we progress through life. Through this course, we will examine various factors that affect aging in different societies.

Course outline

==**Unit- 1. Social Gerontology**==

Concepts of Old Age, Ageing, and Gerontology, Ageing in Traditional Societies, Ageing in Modern Societies, Aging in Post Industrial Society .==Social Support Mechanisms for the Elderly in the Family, Community and the State.==

==**Unit- II. Theoretical Perspectives on Ageing,**==

==Micro-theories: Disengagement Theory, Continuity Theory. Macro theories: Modernization Theory, Age Stratification Theory. Biological theories of ageing; Wear and Tear Theory, Autoimmune Theory, Aging Clock Theory, Cellular Theory,==

Unit- III. Life Course Perspectives on Ageing -Meaning of life course, life transitions and trajectories, influences on the life course.

Unit- IV. The Demographic Context of Ageing: the aging of populations, Percentage Aged, Population Pyramids, Mean and Median Ages, Dependency Ratio, Factors of

Aging: Fertility, Mortality, Life Expectancy, Migration, Rectangularisation of Population.

Unit-V. The Medical Model of Aaging, Health and Illness; Key debates concerning health in old age. Compression of morbidity thesis-Caring networks of the elderly ,Individual, Informal and Formal care, Virtualization of family, International variations in aging; Country experiences, American and Indian contexts.

Pedagogy: Unit III topics to be submitted as assignments\ Familiarizing with the organization of an old age home/other care centers, Prepare the   Life history of an elderly person: Man or woman/Institutionalized/Non   Institutionalized/rural or urban

Recommended Readings
- Quandagno, Jill. (1999). Aging and the Life Course: An Introduction to Social Gerontology. USA: MaGraw Hill College
- Binstock.H Robert, Shanas Ethel (Eds) (1985). Handbook of Aging and the social sciences. New York : Van Nostrand Reinhold Company.
- Wilson Gail (Ed) (2000). Understanding Old Age critical and global perspectives. New York: Sage Publications.London.
- Searbook Jeremy (2007) A World Growing Old. New Delhi.:Viva Books.
- Moody,Harry R (2002) Aging : Concepts and Controversies (4th Edition) London.: Pine Forge Press.
- Victor, Christina. R (2005). Social Context of Ageing, Routledge, New York; New Jersey : Prentice Hall Inc.

Semester   : 3

Course Title   : SO233B-SOCIOLOGY OF TOURISM

Objectives

- To examine the interface between tourism development and society.

- To sensitize the students to the need for sustainable tourism development.

- To make a comparative analysis of the experiences of tourism development in different countries.

- To examine the social cost of tourism.

Course description

The course is designed to understand tourism as a growing hospitality industry. The objective is to capture the changes that are happening in the host country and the resultant social problems as a result of tourism related activities. The different theoretical perspectives are examined to understand tourism development.

Course outline

Unit-I Development of Tourism

Definition and concepts of travel, tourism, leisure, hospitality-industry. Types of tourism –Cultural tourism, Eco tourism, Medical tourism, Sex tourism, Recreational tourism, Monsoon tourism, Adventure tourism, Pilgrim tourism. International and Domestic tourism, Mass tourism-Tourist and tourist motivation, attitude and culture towards host community.

Unit -II. History of Growth of Tourism in Global, Indian and Kerala Context.

Growth of tourism through various periods- medieval, modern and post modern. Tourism experiences of various countries- Bali, U S A, India and Kerala. Technological Advancements and its Impact on Tourism Development

Unit- III. Perspectives and Theories of Tourism Development

Perspectives –Social, Economic, Environmental and Geographic. Theories- Eric Cohen, Doxey's Irritation Index Theory, Motivational Theory- John Urry.

Unit - IV. Tourism Statistics and Planning –Trends of Tourism in India and Kerala. Measures taken by the Govt. and Non-governmental Agencies

Unit- V. Impact of tourism

Cultural, Social, Economic, and Environmental- Responsible Tourism-Sustainable Tourism.

Recommended Readings

- Batta,R.N.,2000, **Tourism and the environment: a quest for sustainability with special reference to developing countries and policy analysis on Himachal Pradesh**, Indus publishing House, New Delhi.
- Chris Ryan, 2003, **Recreational tourism: Demand and Impacts**, Channel View Publications,U.K.
- Christopher P.Cooper,2003, **Classic Reviews in Tourism** , Channel view
- Publications,U.K
- Erik Cohen,2004, **Contemporary Tourism :Diversity and Change**, Elsevier,U.K
- John.A.P,1992, **Understanding host resident's perceptions of impacts of tourism**
- **through social exchange theory**, Texas.A&M.Universitypress,U.S
- Melanie.K.Smith,2003, **Issues in Cultural Tourism Studies** , Rout ledge, USA
- Peter.E.Murphy, Ann.E.Murphy, 2004, **Strategic Management of Tourism**
- **Communities: Bridging the Gaps,** Channel view Publications, U.K
- Richard sharpley, David J.Tefler (eds) ,2000, **Tourism and Development: concepts and issues**, Channel View Publications,U.K
- Richard sharpley,David J.Tefler,2008, **Tourism and Development in Developing World,**Routledge,U.K
- Sharma, K.K.., 2004, **Tourism and Socio-cultural Development**, Sarup& Sons, New Delhi
- Sinha,P.C.,2005**, Encyclopedia of Travel , Tourism and Ecotourism**.vol.1, Anmol publications, New Delhi.Sharma.K.K 2004, **Tourism and Regional Development**, Sarup& Sons ,New Delhi
- Tapan.K.Panda,Mishra,S,Parida,B.B,2004 **Tourism Manangement :The Socio Economic and Ecological Perspective,** Orient Longman pvtLtd,Hyderbad.
- TwanHuybers(eds),2007, **Tourism in Developing Countries,** Edward Elgar Publishing Ltd,U.K
- Yvette Reisinger,2009, **International Tourism: Cultures and Behavior,** Butterwoorth-Heinemann,U.K

Semester : 3

Course Title : **SO233C-SOCIOLOGY OF INDUSTRY**

Objectives

- To give a theoretical understanding on the historical changes in industrial work and labour since the industrial revolution.

- To understand the changes in management strategies.

- To provide an overview of Industrial relations in India.

- To understand the changes in Industry and society due to ICT.

- To provide the opportunity for students to obtain first hand knowledge in the working of secondary and tertiary industries.

Course Description

The course aims to equip the student with theoretical knowledge of the changes taken place from the cottage industries to the factory unto the virtual office, and its consequences on Indian society and the world. The impacts of globalization on industrial society, the sourcing of work, personnel, evolving work culture and industrial expectations are to be understood. The differences between public, private and mixed forms of organizations and their functions are also to be examined and capacity built by the student to work on any social issues in an industry.

Course Outline

Unit -I. Theoretical Debates on the Historical Development of Industrial Society
Industrialization and human progress (Auguste Comte), Characteristics and role of the Entrepreneurs (Thorstein Veblen Bunde), Bureaucracy, Rationality and Authority in Social and Economic Organisations (Max Weber), Industrial Organisation-characteristics of formal and informal, Work - process, technology, employment and culture (Koontz,) Function and social positions of workers (S. Webb), Industry and the postmodern economy (Ulrich Beck, Anthony Giddens).

Unit -II.Overview of Industrial Relations in India- Classification of industries and Industrial areas. Industrial Workforce. Role, Functions and Problems of Trade Unions. Industrial Conflicts- causes and types. Overview of Industrial Relations Act- Definition, Agencies,

Functionaries and Procedures in conciliation, arbitration and adjudication. Collective bargaining in Industry. Industrial management – the Scientific Principles, Human Relations Approach, Participative Management, New Management Principles, Emphasis on Corporate Social Responsibility by Industries eg: the TATA model.

Unit –III.Changes in Industry due to ICT- MNC and Offshore Outsourcing and its impact on the country of origin and host society. Work and Workforce Diversity, Gender Relations in new Industrial Culture. Emphasis on Teamwork and Project Management, Social Exclusion and Inclusion of small scale Industries.

Unit- V. Social Problems Emerging out of Industry – Waste management and Environmental Pollution, Changes in a) Family Structure, Relations and Lifestyle Attitudes. b) Nature of Employment c) Multiculturalism

Pedagogy: Exposure & Reporting by students in any one of the social issues taken in this subject under a Public, Private or a Public Private Partnership Enterprise.

Essential Readings

- Pascal, Gisbert, 1972, Fundamentals of Industrial Sociology, New Delhi,Tata McGraw Hill Publishing Co.,
- Sinha, G.P.& Sinha,P.R.N.,1977, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co.
- Giddens, Antony, 1971, Capitalism and Modern Social theory: An Analysis of the Writings of Marx, UK, Cambridge University Press.
- Giddens, Antony, 1992, The consequences of postmodern society, Stanford University Press, USA.
- Grint, Keith, 2005, Sociology of Work, UK, Polity Press.
- Webb, Sidney & Webb, Beatrice,1965, Industrial Democracy, New York, Augustus M.Kelly.
- Hamel, Gary, 2012, What Matters Now: How to Win in a World of Relentless Change, Ferocious Competition, and Unstoppable Innovation, San Francisco,CA, Wiley.

Recommended Readings

- Agarwal, R.D.,1972, Dynamics of Labour Relations, New Delhi, Tata Mcgraw Hill.
- Beck, Ulrich, 2006, The Cosmopolitan Vision, UK, Polity Press.
- Beck, Ulrich, 1992, Risk Society: Towards a New Modernity,London, Sage Publications.
- Brown, Richard K., 1992, Understanding Industrial Organizations: Theoretical Perspectives in Industrial Sociology, Routledge

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- Gilbert, S.J., 1985, Fundamentals of Industrial Sociology, New Delhi,TataMcgraw Hill.
- Hannock, Phillip& Taylor, Melissa, 2001, Work, Postmodernism and Organization, New Delhi, Sage.
- Jackson, Michael Peart, 1982,Industrial Relations : A Textbook, Canberra, Croom Helm.
- Karnik, V.B.,1970, Indian Trade Union – A Survey, Mumbai, Popular Prakashan.
- Koontz, Harold &Weihrich,Heinz, 2007,Essentials of Management, New Delhi, Tata McGraw Hill.
- Laxmanna, C. et al, 1990,Workers Participation and Industrial Democracy. Global Perspective, New Delhi, Ajanta Publications.
- Mamoria, C.B. &Mamoria, S., 1992, Dynamics of Industrial Relations in India, Mumbai, Himalaya Publishing House.
- Miller & Form, 1964, Industrial Sociology, New York, Harper Row.
- Parker, S.R., Brown, K.&Chield, Juad Smith M.A., 1964, The Sociology of Industry, London, George Allen &Unwin Ltd.
- Ramaswamy, E.A.1977, the Worker and his Union, New Delhi, Allied.
- Ramaswamy, E.A.1978, Industrial Relations in India, New Delhi, Allied.
- Ramaswamy, E.A.1988, Industry and Labour, New Delhi, OUP.
- Tripathi P.C.,& Reddy, P.N.,2006, Principles of Management, New Delhi, Tata McGraw Hill .
- Watson, K. Tony,1995, Sociology, Work & Industry, RoutledgeKegan Paul.
- Veblen, Thorstein, 1904, Theory of Business Enterprise, New Jersey, Transaction Books.

Semester   : 3

Course Title   : SO234A- ETHNICITY, CIVIL SOCIETY AND CITIZENSHIP

Objective

- To introduce the students to the dynamics of identity politics in the world moving around the issues of ethnicity, pluralism and civil society.

Course Description

The course explores the concepts of identity, i.e., ethnicity and pluralism and the dynamics of civil society. It employs various sociological theories and methods to analyze and understand the formation of and deconstruction and resurgence of social identities. Moreover the course attempts to situate the literature and discourse about identities in today's era of globalization.

Course Outline

Unit- I Conceptualizing Ethnicity: Historical Associations of the Concepts of Race, Ethnic and Ethnicity; Ethnicity- Global and Local, Citizenship and Nationality

Unit- II- Pluralism: Cultural and Political, Pluralism and Equality, Dilemma of advanced Societies, Linguistic Pluralism and the European union, Religious Pluralism in Asia, Cultural Pluralism in India and USA, Making sense of Multiculturalism.

Unit -III Conceptualizing Civil Society; Institutions of Civil Society, Ethnic Conflict and Civil Society, State and Civil Society in India: Issues and Prospects, Concept of Post Nationalism.

Unit –IV

Democratization and Federalization in Asia, Multi Nation Federalism, Federal Accommodation and Ethno-cultural Identities in India, Reconciling Nationality and Ethnicity: the Role of Citizenship

Unit -V- Student Activity/ Assignment: Prepare a Report on National and International Models of Conflict Resolution

References

- Kimlicka Will (2007) Multi cultural Odysseys; Navigating the new International politics of Diversity; Oxford university press, New York
- He Baogang, Galligan Brian, Inoguchi (eds) (2007) Federalism in Asia, Edward Elgar, Cheltenham, UK
- Oommen T.K (2002) Pluralism, Equality and Identity; Oxford university press, New Delhi
- May Stephen, Modood Tariq, and Squires Judith (eds) (2004), Ethnicity, Nationalism, and Minority Rights, Cambridge University Press, UK
- VarshneyAshutosh (2002) Ethnic Conflict and Civic Life: Hindus and Muslims in India; Oxford University Press, New York

Semester : 3

Course Title : SO234B- SOCIAL WELFARE ADMINISTRATION

Objectives
- To help students understand the basics of social welfare administration.
- To analyze the role of legislations in social welfare administration
- To study different approaches of social welfare and governance
- To equip the students to administer human service organization

Course Description

The course is designed to familiarize with the principles of social welfare Administration. Besides it will provide an understanding of the approaches of social welfare Administration. The students will be familiarized with the various social welfare measures adopted by the India state. At the end of the course the students will be given training to manage social service organizations.

Course Outline

UNIT- I. Meaning and Scope of Social Welfare Administration

Social Welfare Administration -Objectives, Principles and Philosophy. Difference between Social Welfare and Social Work Administration. Difference between Social Welfare Administration and Public Administration. Social Welfare Administration: NGOs and Government Organizations. Central and State Social Welfare Boards and their Functions. Importance for Social Welfare in the Indian Constitution.

UNIT- II. Evolution of Social Welfare Administration

Evolution of Social Welfare Administration in India. Methods and Models: Family and Child Welfare, Youth Welfare, Services for the Handicapped, Disaster Relief. Administrative Arrangements for Social Welfare in Kerala.

Unit- III. Approaches to Social Welfare Administration

Different Approaches of Social Welfare: Liberal, Neo-liberal, Rights Approach, Welfare and Types of Governance.

UNIT- IV. Social Legislations for Social Welfare

Personal Laws: Hindu Laws related to Marriage and Divorce , Laws related to Children: Adoption, Guardianship and Maintenance. Laws related to Women: Dowry, Immoral Traffic, Domestic Violence, Special Marriage Act. Laws to Safeguard SC/ST. Legal aid, Public Interest Litigation (PIL) and Right to Information Act.

Unit- V. Management of Social Service Organizations

Human Resources: Executive Boards, Professional and Staff Relationship, Participation in Team, Supervision.

Financial Resources: Organizational Budget, Sources of Finance, Fund Raising, Records Keeping, Auditing.

Physical Resources: Activities related to Acquiring, Hiring and Maintaining Buildings and other Assets.

Project Management: Project Formulation and Analysis. Requirements of a Project Manager.

Recommended Readings

- Batattacharia Sanjay(2006) Social Work Administration and Development, NewDdelhi, Rawat.
- Choudri .D. Paul (1991) Voluntary Social Welfare in India, New Delhi, sterling.
- Choudry D.Paul (2000) Social Welfare Administration, Lucknow, Atmaram and Sons
- Friedlander.W.A (1958) Introduction to Social Welfare New Delhi. Prentice Hall.
- Gangarde,Y.D(1978)Social Legislation in India Vol I and II, New Delhi, concept .
- Goel .S.L& Jain R.K(1998)Social Welfare Administration (Vols I&II)
- Haiman.A.(1982), Professional Management and Practice, Delhi; Eurasia Publications
- Hasenfeld. Y. and English. R. (1978)Human Service Organizations, Ann Arbor; University of Michigan Press, 1978.
- Kulkarni.P.D(1978) The Central Social Welfare Board New Delhi: Asia.
- Pandey S.K. (2007) Social welfare Administration, New Delhi, Mahaveer and sons
- Rameshwari Devi (2001 Social Welfare Administration, Jaipur, Mangal Deep Publication.
- Sachdeva :D.R. (1978) Social Welfare Administration in India, Allahabad, Kitab Mahal.
- Skidomore & Salvin.S eds. Social work Administration, New Jersey ; Prentice Hall.
- S. Pathak.(1981) Social Welfare; An Evolutionary and Development perspective, New Delhi : Macmillan.
- S. Rengaswamy, Social Welfare Administrative Arrangements for Social Welfare in India.

Semester   : 3

Course Title   : SO234C- POPULATION AND SOCIETY

Objectives

- To understand the influence of population on social phenomena.

- To acquaint students with the demographic features and trends of Indian society Vis-à-Vis World population.

- To acquaint with the population control measures and their Implementation.

Course Description

Population size is often considered a crucial variable in appreciating social issues. The course is designed to understand the dynamics of population growth. The course also highlights the components of population change and India's population problems. Comparative analysis of population across the globe will be examined.

Course Outline

Unit - I   Population and Society

Need for Population Studies in India-Major Sources of Social Demographic Studies, their Uses and Limitations.

Census-Vital Registration System-Special Surveys. Measurement of Population Trends in the World, India and Kerala.

Unit- II.   Theories of Population

Nature Law Theories of Population. (Malthus), Theory of Demographic Transition and Optimum Theory of Population.

Unit- III.   Components of Population Change

Basic Demographic Concepts: Birth Rate, Live Birth, Still Birth, Reproductive Age Group, Fecundity. Death Rate, Expectancy of life at Birth, Sex Ratio, Infant Mortality Rate, Population Control, Small Family Norms, Spacing, Eligible Couples. Meaning of Fertility and Factors Affecting Fertility.   Mortality - causes of death and Infant Mortality.

Migration - Types and Causes of Migration.

Unit- IV   India's Population Problems: their Causes and Remedies

Quantitative Problems: Over Population, Higher Dependency Ratio, Density of Population, Urbanization.

Qualitative Problems: Poverty, Unemployment, Low Standard of Living, Illiteracy, Malnutrition, Slums, Crime, Prostitution, Beggary.

Unit- V. Reproductive Health

Meaning and Need of Family Planning. Factors Hindering Family Planning Programme in India. Methods of Family Planning. India's Population Policy - Role of Government and Non - Government Agencies in Family Planning Programme. Reproductive Health

Pedagogy

- Study of census report and writing a brief report on the census studies.
- Conducting a survey on a small community of the people's reaction to the Family Welfare programme.
- Group discussion with members of the family welfare organizations

Recommended Readings

- Census of India Reports
- Finkle, Jason L and C Ali McIntosh (Ed) The New Policies of Population. New York: The Population Council, 1994.
- Hatcher Robert et al. The Essential of Contraceptive Technology Baltimore: John Hopkins School of Public Health, 1997.
- Bose, Asish : Demographic Diversity of India Delhi : B.R. Publishing Corporation, 1991.
- Premi, M.K. et. al. An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.
- Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publisher, 1997.
- Srivastava, O.S. Demography and population studies New Delhi : Vikas Publishing House, 1994.
- Chandrashekhar, S. (Ed.) Infant Mortality, Population Growth and Family Planning in India London : George Allen &Unwin Ltd. 1974.
- Agrawala S.N. - India's Population Problems. Bombay : Tata McGraw-Hill.
- Mamoria C.B. - India's Population Problems.
- Bhede&T.Kanitkar - 'Principle of Population.'.
- K.Shrinivasan& S. Mukerji - Dynamics of Population on and Family - Welfare.
- Rao, Kamala Gopal - 'Studies in Family Planning: India, New Delhi, Abhinav publication, 1974.
- Ashish Bose et.al.Population in India's Development, Delhi, Vikas, 1974.
- Hereley, George. W.Techniques of Population Analysis London. John Wiley and sons. Inc, 1958.
- Coale, Ansley J. and Ednar M. Hoover : Population Growth and Economic Development in low income countries. Princeton, Princeton - University Press, 1958.
- DandekarKumudini : In Defence of Compulsory Sterilization ,Economic and Political weekly. Vol. 11 No. 21 May 22, 1976.

SEMESTER – IV

- **SO241- URBAN PLANNING AND DEVELOPMENT**
- **SO242- GENDER AND SOCIETY**
- **SO243A- RURAL PLANNING AND DEVELOPMENT**
- **SO243B-HUMAN BEHAVIOR & PERSONALITY DEVELOPMENT**
- **SO243C-ENVIRONMENTAL SOCIOLOGY**
- **SO244A- MASS MEDIA AND COMMUNICATION**
- **SO244B- SOCIOLOGY OF HEALTH**
- **SO 244C-SOCIOLOGY OF CHILDHOOD**
- **SO250 – DISSERTATION**
- **SO251 - COMPREHENSIVE VIVA-VOCE**

Semester   **: 4**
Course Title   : <mark>SO241- URBAN PLANNING AND DEVELOPMENT</mark>

Objectives

- To provide an in-depth understanding of cities--how and why they exist, how they develop, and the impacts they have on individuals and on social relationships.
- To analyze the relationship between urbanization and political economy of a society.
- To analyze the recent trends in urban development

Course Description

The course is designed to equip the students to understand the role of sociologists in urban planning and to acquaint with the approaches to urbanization and urban development. It will also enable the students into understand the urban development in India. Due importance will be given to understand urban administration and the steps taken by the government and voluntary agencies to address the issues of urban problems. The students should be able to understand the various changes in the social structure and social processes and its implications on the urban poor.

Course Outline

<mark>Unit I. Introduction to Urban Planning</mark>

Urban Planning –Meaning, Need, Objectives and Importance and History of Urban Planning, Strategies of Planning- Physical Planning- Levels of Planning and their Inter-relationships and <mark>Role of Sociologists in Urban Planning.</mark>

<mark>Unit II. Approaches to Urbanization and Urban Development</mark>

<mark>Chicago School:</mark> <mark>Robert Park (The City as Ecological Community),</mark> Louis Wirth (Urbanism as a Way of Life), Homer Hoyt (Sector Theory), Ullman (Multiple Nuclei Theory) **Political Economy Model** Manuel Castells : The Urban Question-Urbanization and Capitalist Mode of Production.-Social Classes and Cultural Forms. Sassen Saskia: Global Cities, David Harvey

Unit-III .Urban Planning and Development in India

History of Urban Planning and Development in India-Post-independence period- Urban Development after the Introduction of Neo-liberal Policies-- New Trends – Exo - urbanization and Role of External Agencies in Urbanization.

Unit - IV. Urban Development Administration:

74th Amendment and Salient Features of Nagarapalika Act, Structure and Functions of Urban Development Authorities and Aagencies. Role of Voluntary Agencies in Urban Development

Unit-V. Urban Development Programmes:

Urban Development- Meaning, need and Importance. Urban Poverty and role of poverty alleviation / Urban Development Programmes, Slum Clearance, UBSP, SJSRY, JNNURM, National Urban Livelihood Mission. Development Induced Displacement, Resettlement and Rehabilitation Act 2013, Social Impact Assessment (SIA) in Urban Development Programmes. Critical Appraisal of Urban Community Development Programmes, Kudumbasree in Urban Settings.

Pedagogy :   Visit to TRIDA, Municipal Corporation, Slums, NGOs /Assignments

Essential Readings

- Quinn J.A. 1955, Urban Sociology, S. Chand & Vo., New Delhi.
- Pick wance C.G. (ed) 1976, Urban Sociology: Critical Essays, Methuen
- Saunders peter 1981, Social Theory and Urban Question, Hutchinson.   Bose
- Ashish 1978, Studies in India Urbanisation 1901 - 1971, Tata McGraw-Hill.
- Abrahimson M. 1976 Urban Sociology, Englewood, Prentice Hall.
- Ronnan, Paddison, 2001 : Handbook of Urban Studies. Sage : India.
- Bharadwaj, R.K. 1874: Urban Development in India. National Publishing House.
- Gold, Harry, 1982: Sociology of Urban Life. Prentice Hall, Englewood Cliff.
- Colling Worth, J.B. 1972 Problems of Urban Society Vol. 2, George and Unwin Ltd.

Recommended Readings

- Alfred de Souza 1979. The Indian City: Poverty, Ecology and Urban Development. Manohar, Delhi.
- Desai A.R. and Pillai S.D. (ed) 1970 Slums and Urbanization, Popular Prakashan, Bombay.
- Ramchandran R. 1991. Urbanization and Urban Systems in India. OUP, Delhi.

- Ellin Nan 1996 Post Modern Urbanism, Oxford UK.
- Edward W. Soja 2000 Post Metropolis Critical Studies of cites and regions. Oxford Blackwell.
- Fawa F. Sylvia, 1968: New Urbanism in Word Perspectives - a Reader. T.Y. Cowell, New York.
- Pickvance, C.G. (ed.): Urban Sociology: Critical Essays, London, Methuen, 1976, pp.85-173.
- Dear, Michael and Scoot, Alan J. (eds.): Urbanization and Urban Planning in Capitalist Society, New York: Methuen, 1976, pp. 3-198.
- Saunders, Peter: Social Theory and the Urban Question, London: Hutchinson, 1981, pp.11-148, 180-218.
- Sjoberg, Gideon: The Pre-industrial City, Illinois: The Free Press, 1960. Frank, Moulaert&Allen .Scott : Cities, Enterprises and Society on the Eve of the 21st Century, London: Pinter, 1997, pp.3-56.
- Castells, Manuel: The Urban Question, Paris: Haspero, 1972.
- Harvey, David: The Urban Experience, Oxford: Basil Blackwell, 1989.
- Gilbert, A. &Gugler, J. : Cities, Poverty: and Development: urbanization in the Third World, Oxford: Oxford University Press, 1982, pp.1-26, 49-64, 81-115, 134-161.
- McGee, T.G. The Urbanization Process in the Third World, London: G.Bell& Sons, 1971, pp.13-96.
- Guler, Josef (ed.)The Urbanization of the Third World, Oxford: OUP, 1998, pp.8-32. 74-92, 125-156, 338-366.
- Gugler, Josef (ed.) The Urban Transformation of the Developing World, Oxford: OUP, 1996, pp.1-17, 93-132.
- Safa, Helen (ed.) Towards a Political Economy of Urbanization in the Third World Countries, Delhi: OUP, 1982, pp.3-18, 119-150, 175-187.

Semester   **: 4**
Course Title   **: SO242- GENDER AND SOCIETY**
Objectives

- To introduce students to the context, history and trajectory of Gender and Sexuality.

- To sensitize the students to the significance of gender as an analytical tool to understand the social realities.

- To equip the students with theoretical insight to analyze and interpret the social system around men and women.

- To familiarize the students with the problems, movements and strategies taken by the society.

Course Description

The course introduces to the study of gender in the social sciences, theoretical works significant to gender analysis; and deals with the history of evolution of gender studies. This course plan focuses on the emergence of women's studies in the context of feminist thought and critiques of sociological theories and of social methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

Course Outline

Unit-I Conceptualizing Gender

Biology and Sexual Orientations, Social Construction of Gender and Sexuality, Gender Socialization, Gender Roles, Gender Stereotypes-Patriarchy and Sexism ,Gender Order: Masculinities and Femininities, Feminism, Sexuality and Civil Rights.

Unit-II Theories of Gender Relations: Liberal Feminism -Betty Friedan

Marxist Feminism: Rosa Luxemburg; Radical Feminist: Shulamith Firestone , Ecological Feminism- Vandana Shiva,: Post Modern: Judith Butler, Psycho-analytic Feminism, Masculinities:R.W.Connell, Queer Theory

Unit- III. Gender & Social Institutions

Gender and Work: Production vs. Reproduction, Public vs. private, Gender Roles in Marriage and in the Family, Gender and Politics: Gender Gap, Gender and Public Office, Transgender Issues: Social Stigma and Exclusion- State Policy for Transgenders in Kerala, 2015

Unit -IV Gender and Sociological Analysis
Emergence of Women's Studies, Feminist Methodology as a Critique of Positivist Sociology, Feminist Critique of Sociological Theories.

Unit-IV Gender Related Issue in India
Issues in Family: Son Preference, Sex Ratios, Gender Specific Crimes: Domestic Violence, Sexual Harassment, Rape, Custodial Violence and Abuse, Trafficking, Prostitution. Depiction in Media-: Commoditization, Indecent Representation -Media Violence, Women's Movements in Post Independent India

Essential Readings

- Davis Kathey, Evans Mary and Lorber Judith (2006), *Handbook of Gender and Women's Studies.* London: Sage Publications.
- Richardson, Diane and Robinson, Victoria (1997) *Introducing Women's Studies: Feminist Theory and Practice*;, New York. New York University Press
- Essed Philomena, Goldberg Theo David, Kobayashi Audrey (eds) (2005) *A Companion to Gender Studies*,Oxford: Blackwell Publishing.
- Rege Sharmila, (2003) *Sociology of Gender*, Sage Publications, Delhi.
- Chaudhiri Maitreyee (2004) *Feminism in India*, Kali for Women, Delhi
- Delamont Sara (2003) *Feminist Sociology*, Sage Publications, London
- Reinharz Shulamit (1992) *Feminist Methods in Social Research*, Oxford University Press, New York

Recommended readings

- Altekar A.S.(1983). *The Position of Women in Hindu Civilization*. Delhi : Motilal Banarasidass, second Edition: P. Fifth reprint.
- Chodrow, Nancy(1978). *The Reproduction of Mothering*. Berkeley : University of California press.
- Desai, Neera and M. Krishnaraj(1987) *Women and Society in India*. Delhi.
- Dube, Leela et. al. (eds.) (1986). *Visibility and Power. Essays on Women in Society and Development.* New Delhi : OUP.
- Forbes, G(1998) *Women in Modern India*. New Delhi, Cambridge University Press.

- India, Government of India (1974, Towards Equality : Report of the Committee on the Status of Women.
- Maccoby, Eleaner and Carol Jacklin(1975). *The Psychology of Sex Differences*. Stanford :Stanford University Press.
- McCormack, C. And M. strathern (ed.)(1980). *Nature, Culture and Gender*.
- Cambridge : Cambridge   University Press.
- Myers, Kristen Anderson et. al. (eds.) (1998). *Feminist Foundations: Towards Transforming Sociology*. New Delhi : Sage.
- Oakley, Ann(1972). *Sex, Gender and Society*. New York : Harper and Row.
- Sharma, Ursula(1983).*Women, Work and Property in North-west India*. London: Tavistock.

Semester   : 4
Course Title   : **SO243A- RURAL PLANNING AND DEVELOPMENT**

Objectives

- To understand the concepts, and models of rural planning & development.
- To understand how national rural planning and development are impacted by global policies.
- To understand the processes and problems of rural development in India.
- To develop in students the skills for rural need assessments, implementation and evaluation of development programmes.

Course Description

This subject aims to provide the student with an understanding of the theories used for rural development and to present the various criteria used for evolving plans. The critical reviews of the existing Indian plans in various sectors have been included to give an understanding of the overall rural development in India impacted by global policies. Finally, an exercise in designing a rural plan will help the student to take up a meaningful training at any of the public/private agencies of rural development.

Course Outline
Unit- I Rural Development

Concept, Factors of Rural Development

Rural Problems: Poverty, Migration, Housing, Underemployment, Impact of Rural
Development on Rural Society, Displacement Consumption.

Unit – II Rural Planning

Concept, Objectives of Planning, Types of Planning: Participatory and Non-
participatory. Levels and Functions of Planning (Macro, Meso and Micro levels)

Unit –III Models of Rural Planning and Development - An Over View

Gandhian World of Development, Integrated Rural Development Model, Planning
Model, Sustainable Livelihood Security Model

Measures of Rural Development: Social Development Index, Human Development
Index, Gender Development Index.

Unit- IV: Rural Development Project Management

Project Planning- People's Participation in Project Planning and Management,

Participatory Rural Appraisal

Unit – V: Agencies and Programmes of Rural Development.

Panchayth Raj Institutions (PRI), role of PRI in rural development

Rural development programs: IRDP, Indira Awas Yojana, Mahatma Gandhi National

Rural Employment Guarantee Scheme , Swatch Bharath Abhiyan, Kudumbashree.

ESSSENTIAL READINGS

- Brohman, John, 2001, Popular development: Rethinking Theory & Practice of Development, Oxford,UK, Blackwell Publishers Ltd.

- Doshi, S.L.& Jain, P.C.,1999, Rural Sociology, Jaipur, Rawat Publications.

- Majumdar, N.A., 2004, Economic Reforms sans Development, New Delhi, Academic Foundation.

- Majumdar N.A., 2007, Inclusive Growth : Development Perspective in Indian Economy, New Delhi, Academic Foundation.

- Misra, R.P. & Achuyta, R.N., 1990. Micro-level rural Planning: Principles, Methods and Case Studies,New Delhi,Concept Publishing company.

- Young, Frank W., 1983, Interdisciplinary Theories of Rural Development, New York, Jai Press.

RECOMMENDED READINGS

- Dreze,Jean& Sen, Amartya, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
- Goetz, Anne Marie, 2001, Women's Development Workers Implementing Rural Credit Programmes in Bangladesh, New York, Jai Press.
- Haq, Mahbub Ul, 1991, Reflections on Human Development, New Delhi, OUP.
- Isaac, Thomas & Franke, Richard W., 2000, Local Development and Planning, New Delhi, Leftword Books.
- Mukherjee, Amitava, 1995, Participatory Rural Appraisal: Methods and Applications in Rural Planning, New Delhi, Vikas Publishing House.
- Mukherjee, Amitava & Chambers Robert, 2004, Micro- level planning for Rural Development in Participatory Framework: the Soft System Approach, New Delhi, Concept Publishing Co.
- Sharma S.L., 1986, Development: Socio-cultural Dimensions, Jaipur , Rawat.

- Srinivas, M.N., Social Change in Modern India, Berkeley, University of Berkeley Press.
- Srivastava S.P., 1998, The Development Debate, Jaipur, Rawat Publications.

Semester   : 4

Course Title : SO243B-HUMAN BEHAVIOR & PERSONALITY DEVELOPMENT

Objectives

- To understand the fundamental components of human behavior.

- To acquaint with the theoretical perspectives on human behavior.

- To familiarize with the socio-psychological theories of human behavior.

- To familiarize with the issues of HRD.

- To examine the steps in Leadership development.

Course Description

The course is designed to familiarize with the factors influencing human behavior. With this in view the students will be exposed to the major theories related to socio-psychological behavior. Emphasis is given to acquaint with the process of leadership and personality development and the importance of social learning. The underlying feature of the course is to promote human capabilities to enhance human resource development.

Course Outline

Unit-1.Dimensions of Human Behavior

Concept- Factors Influencing Human Behavior-Heredity and Environment-areas of Human Development-Principles and Areas of Human Development- Social- Emotional-Cognitive-and Physical. –Stages in Life-span Approach from Conception to old age-Characteristics-needs-task and Problems at each stage. –Social Bases of Behavior-Social Perception-Processes of Adjustment- Factors-Stress and Frustration.

Unit- II. Theories related to socio-psychological Behavior

Theories of Socialization- Looking Glass Self-C.H.Cooley-Theory of Self- G.H. Mead .Motivation Theories-Need Theory-Maslow-Operant Conditioning-Skinner's Theory.

Unit - III. Learning

Definition-Concept-Basic Conditions of Learning, Types of Learning- Learning theories-Cognitive Learning Theories: Jean Piaget-Social Theories of Learning: Albert Bandura.

Unit- IV. Personality Development and Leadership

Personality – Definition- Characteristics of Personality-Foundations of Personality-concept of Self and its Importance in Personality Development-Assessment of Personality. Leadership- Definition- Style-Functions- Characteristics of Leadership-Development of Leadership Through Personality and Life Skill.

Unit- V. Human Resource Development

Meaning of Human Resource Development- Differences between Learning, Education, Training and Development. Steps to promote Human Capability. Skill Development Process: Personal, Conceptual, Technical, and Managerial. Three 'C' Principles of HRD-Capacity- Capability- Competency.

Recommended Readings

- Atkinson, John (1966) An Introduction to Motivation, New York : D.VanNostrandCo.Inc.
- Bandura,A. (1997).Social Learning Theory NJ: Englewood Cliff.
- Bee Helen L., Mitchell Sandra K. (1984). The Developing Person : A Lifespan Approach,New York : Harper and Row Publishers.
- Berry, John W., Mishra R. C., Tripathi R. C. (2003) Psychology in Human and Social Development, London : Sage Publications.
- BischofLedbord, J. (1970). Interpreting Personality Theories, New York : Harper International.
- Cameron Norman (1969). Personality Development and Psychopathology, Bombay : Vakils, Feffer and Simons Pvt.Ltd.
- Cofer, C.N., Applay M.H. (1980). Motivation Theory and Research, New Delhi : Wiley Eastern Ltd.
- Daniel Robert S. (1965). Contemporary Readings in General Psychology, Boston Houghton Mifflin.
- Gardner, Murphy (1964). An Introduction to Psychology, Calcutta : Oxford and IBH, Publishing Co.
- Hurlock, Elizabeth (1968). Developmental Psychology, New Delhi: Tata McGraw
- Hurlock, Elizabeth (1976). Personality Development, New Delhi: Tata McGraw Hill, Publishing Co. Ltd.
- L.Nadler, (1984).The Handbook of Human Resource Development.
- Lawrence, Cole (1953) Human Behavior, New York: World Book Company

- Mangal, S. K. .(2007). General Psychology, New Delhi: Sterling Publisher Pvt. d. Mclonnell James V. (1977). Understanding Human Behaviour, New York : Holt, Rinehart and Winston
- Munn Norman (1955). The Evaluation and Growth of Human Behaviour, Boston Houghton Mifflin Company
- PervinLowrence A. (1975). Personality: Theory, Assessment and Research, New York: Johnwiley and Sons Inc.
- Sadan. Life Skill Training Module, Jaipur 2005.
  Munn, Norman (1962) Introduction to Psychology, Boston : Houghton Mifflin Company
- Sherif, Muzafer and Sherif, Carolyn W. (1969) Social Psychology, New York : Harper and ShariffIqbal (2006) Personality Development and Social Work, Jaipur : Raj Publishing House
- Skinner Charles E. (1970) Educational Psychology, New Delhi : Prentice hall of India Pvt. Ltd.
- V. Rajakesharan Nair, Life skills Personality and Leadership, Sriperumbudur, 2010.

Semester : 4

Course Title : SO243C-ENVIRONMENTAL SOCIOLOGY

Objectives

- To understand the need and significance of environmental sociology.
- To study the relationship between environment and society.
- To familiarize with the environmental policy and movements
- To familiarize with the environmental issues.

Course Description

This subject aims to provide the student with understanding basic concepts related to environment and to present the various issues related to environment. Give critical reviews of the existing policy and movements for environmental protection and to give an overall picture the relationship between man and society.

Course Outline

UNIT –I

Environmental Sociology: Meaning, Nature, Scope, Need and Importance of Environmental Sociology. Sociological Approaches to Environment: Contributions of Dunlop and Cotton, Radhakamal Mukherjee and Ramachandra Guha. Eco-feminism.

UNIT –II

Environment and Society: Eco–System, Nature vs Nurture, Conservation of Nature. Environmental Problems: Land Pollution, Air Pollution, Water Pollution and Solid Waste Pollution. Environmental Degradation and Health Problems.

UNIT –III

Environmental issues: Ozone Depletion, Green House Effect, Acid Rain, Global Warming. Water Conservation, Deterioration of air Quality, Preserving the Forests and Loss of Bio-diversity.

UNIT –IV

Contemporary Environmental Concerns: Deforestation and Ecological Crises, Climatic Change, Construction of Dams, Problem of Displacement and impact and Water Crises.

Environmental Policy and Movements in India: Chipko Movement, Narmada Bachao Andolan., Ganga Bachao Abhiyan. Environmental Education, Environmental Policy and Environmental Laws in India.

References:

- John A. Hannigan, (1995). Environmental Sociology, London: Routledge.
- Ramachandra Guha (1994). Social Ecology (Ed.), Bombay: Oxford University Press.
- Carolyn Merchant (1996). Ecology Key Concepts in Critical Theory (Ed.) New Delhi: Rawat Publications.
- Abraham Francis, M. (2006). Contemporary Sociology –An introduction to concepts and theories, New Delhi: Oxford University Press.
- Harish Kumar, (2001). Environmental Health Hazards, New Delhi: Ivy Publishing House.
- Buttel, F.H. (1987). "New Directions in Environmental Sociology" in Annual Review of Sociology. Vol. 13. Pp. 465-488.
- Dunlap, R.E. and W.R. Catton, Jr. (1994). "Struggling with Human Excemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in The American Sociologist. Vol. 25, No.1, pp. 5-30.
- Gadgil, M. And R. Guha. (1996). Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi: Oxford University.

Semester   : 4
Course Title   : <mark>SO244A- MASS MEDIA AND COMMUNICATION</mark>

Objectives

- To provide an understanding of various aspects and forms of communication and mass media
- To familiarize the various theories on media to the students
- To examine the pertinent issues in modern mass media and new media
- To expose the students to the media industry in India

Course Description

This course deals with both mass media and communication as two inseparable fields and analyzes them from a sociological perspective. It focuses on the basic concepts and theories in this area of study. This course also presents the various issues of modern mass media and the impact of globalization and modern technology on this field. In particular the course will deal with the media industry in India and aims to expose the students to the field experiences in this industry.

Course Outline

Unit-I Introduction to communication – Definition, Process. Types: Verbal and Non-verbal, Inter-personal and Intra Personal. Mass Media: Nature, Characteristics and Functions. Printing and Publication, Radio, Cinema and Television, New Media and Advertising

Unit- II. Theories of Media –Marshall McLuhan: Space, time and Implosion in the Global Village. Adorno: Culture Industry. John Thompson: The Media and Modern Society. Jean Baudrillard: Hyper Reality

Unit III Issues of Modern Mass Media – Impact of Technology. Impact on Youth and Children in Respect of Values, Consumerism, Food Preferences, Fashions and Entertainment.   Influence of Media on the Formation of Public Opinion and Propaganda. Impact of Globalization on Media, Globalization of News, Corporate Media.

Unit IV ICT and New Media – Information and Communication Technology, Internet as Media .New Media- Origin and Development, Social Media/ Social Networking Sites, Virtual Communities, Virtual Public Spheres, New Media and New Social Movements. Digital Divide.

Unit V The Media Industry in India – Impact of Mass Media on the Indian society. Changes due to the Privatization of Visual Media. Media Activism: Media as Public Watch dog. Media Bias and Freedom of the Press, Media Violence, Cultural Imperialism through Media.

Essential Readings

- Adrian Athique (2013) *Digital Media and Society: an Introduction*, Cambridge, Polity Press
- Axford and Huggin (ed.). (*2001). New Media and Politics,* New Delhi: Sage.

- Castells Manuel. (1996). *The Rise of Network Society*. London: Blackwell Publishers.
- Devi Meena (2006)*Fundamentals of Mass Media and Communication.* New Delhi: Alpha Publications

- Gaur Shubhra P (ed). Journal of Creative Communications.*SAGE India Journal*
- Hodkinson Paul. (2011). *Media, Culture and Society.An Introduction.* New Delhi: Sage

- KhandekarVanitaKohli(2010).*The Indian Media Business.* New Delhi: Sage

- KumariShipra (2007).*Revolution of Media Communication.* New Delhi: Alpha Publications

- Liu Shuang et al. (2011). *Introducing Intercultural Communication.* New Delhi: Sage

- RajanNalini.(2007). *21st Century Journalism in India.* New Delhi: Sage

- Singhal and Everett(1998).*India's Communication Revolution from Bullock Carts to Cyber Mart.* New Delhi: Sage Publications.

- Subhash, Bhatnagar (2000).*Information and Communication Technology in Development.*New Delhi: Sage Publications.

- Warren John T and Fassett Deanna L (2011).*Communication – ACritical/Cultural Introduction.*New Delhi: Sage.

Semester   **: 4**
Course Title   **: SO244B- SOCIOLOGY OF HEALTH**
  Objectives

- To introduce the students the concepts of health and disease.
- To understand the problems of health in India
- To examine the problems of health and the role of sociologists in health care.

Course Description

The course is intended to acquaint the students with the role of sociologists in heath care. With this in view an attempt is made to understand the determinants of health with emphasis on the socio-cultural context of illness behavior. The changes in heath care system via various agreements and policies and its impact on the common man in the Indian context will also be analyzed.

Course outline

Unit –I. Concept of Health and Disease
Definition and Determinants of Health: Concept of Well-being: Standard of Living and Quality of life. Physical Quality of life Index. - Concept of Disease. Socio-contextual analysis of Illness Behavior: Structuralist and Interactionist Approaches. Sick role – Parsons. Labeling Theory. Perspectives on Health and Disease: Medical Sociological - Anthropological- Emerging Trends-Social Epidemiology.

Unit – II. Theories of Disease Causation

Theory of Contagion: Theory of magic. Philosophy of lack of harmony with the Universe. Psychological causes. Hot and Cold Theory of Disease. Germ Theory of Disease Causation- Louis Pasteur and Robert Koch. Multi-factorial Theory

Unit –III. History of Public Health

Role of Behavioral Sciences in Public Health: Views of Virchow, Mann, and Lebuscher of Germany. Chadwick of England. Shattuck from United States. Public Health in India.

Unit – IV. Social Components in Health and Rehabilitation

Folk Medicine and Traditional Healing Practices: Environmental Hygiene-Health Nutrition- Health Attitudes and Behavior. Social Aspects of Acute and Chronic Life-style diseases HIV/AIDS. Health and Social System: Family, Religion, Economy, and State. Rehabilitation: Principles of Rehabilitation- Agencies- State and Private agencies-Problems of Therapy and Rehabilitation.

Unit- V. Health Care System in India

Public Health Sector, Private Health Sector. Indigenous Systems of Medicine-Voluntary Health Services. National Health Programmes.

Health Care Delivery Systems in India -Primary Level, Secondary Level, Tertiary Level. NRHM. Health Care for Disabled, Elderly and Palliative Care, Mental Health, Gender Dimensions of Health Care. WTO, IPR and Manufacturing of Essential Drugs and their Distribution. Issues of Consumer Protection and the Govt.

Pedagogy. Case studies to be conducted at the field level to give exposure on Social Implications of Chronic diseases at individual, family, and community level.

Reading Materials
- Anne. Marie Barry, Chris Yuill. Understanding the Sociology of Health, 2008, Sage Publications Ltd.
- Blaxter, M., Health and Life Styles, Routledge, London
- Berkman, L.A., Kawachi, A Historical Framework For Social Epidemiology, 2000, Oxford University Press, London.
- Coockerham, William, C. Readings in Medical Sociology, 1997, Prentice Hall, New Jersey.
- COE, Rodney, M. Sociology of Medicine, 1970, McGraw Hill, New York.
- Conrad, Peter, .et.al. Handbook of Medical Sociology, 2000, Prentice Hall, New Jersey.
- FOX, Renee, C. Essays in Medical Sociology: Journeys into the field, 1988, Transaction Publishers, New York.
- Jeannine Coreil, Carol A Bryant, Social and Behavioral Foundations of Public Health.2001, Sage Publications Inc.
- Julie Cwikel, Social Epidemiology- Strategies For Public Health Activism, 2006, Columbia University Press, Columbia
- Hobson, W. World Health and History, 1963 Williams and Wilkins, Baltimore.
- Mechanic, D., Handbook of Health, Health Care and the Health Profession, 1982
- Free press, New York.
- Marmot, M and Wilkinson, R.G., Social Determinants of Health, 1999, Oxford University Press, London.
- Mechanic, David. Medical Sociology: A Selective View. 1978, Free Press, New York.
- Pescosolido, Bernice, A. Handbook of Sociology of Health, Illness and Healing, Springer Publications.
- Suchman, E.A.Sociology and the Field of Public Health, 1963, Russel Sage Foundation, New York.
- Rosen, G., A History of Public Health, 1958, M D Publications, New York.
- Susser, W.M., And Watson,W., Sociology in Medicine 1962, Oxford University Press, London.

Semester   : 4
Course Title   : SO 244C-SOCIOLOGY OF CHILDHOOD

Objectives
- To understand the situation of children in India.
- To understand the concept & process of socialization.
- To understand the history & philosophy of child welfare in India.
- To understand the national & international efforts for child welfare.
- To familiarize with the programmers& services for child welfare.

Course Description

The course is designed to popularize the importance of sociology of childhood as an emerging field. The objective is to examine how the social construction of child and childhood takes place. Due attention will be given to examine children from different strata and categories as children are not a homogeneous category. Further the problems faced by children in the globalized world will also be examined. The course will draw special attention to the various policies and laws protecting children and the ways to ensure care and protection for children.

Course outline

Unit- I. Situation of Children

Definition of Child-stages of Childhood-unequal Childhood.- need for the study of childhood studies. Demographic Characteristics- Needs and Problems of Children in India Street Child, Destitute, Delinquent, Abandoned, Orphaned, Sexually Abused, Child Labour, Child Trafficking, Natural Calamity Affected Children, HIV-AIDS Affected and Infected Children, Tribal Child, Child Beggar, Child Prostitute, Children from Poverty Groups, Special Problems of Girl Child.

Unit- II. Socialization of Child

Concept and Process of Socialization: Social Construction of Child, Goals of Socialization- Child Rearing Practices. Agents of Socialization - Family, School, Peer Group, Neighborhood, Mass Media, Religion. Socialization of Children with Special Needs-crises in care-mother alone, both parents not present, relatives and institutional care.

Unit –III. Child Health: A Situational Analysis

Causes of Infant Mortality and Morbidity. Reproductive and Child Health, Health of Adolescent Girls. Common Childhood Diseases Nutritional Deficiencies and Genetic Disabilities

Unt-IV. Child Welfare

Historical Review of Child Welfare in India. -Changing Philosophy of work with Children. UN Declaration on the Rights of the Child and other International initiatives Constitutional Provisions, National Policy for Children, National Charter for Children, National Action Plan for Children, Commissions for Protection of Child Rights and Kerala State Policy for Children. Review of Legislations for Children to ensure Child Rights Juvenile Justice (Care and Protection of Children) Act, 2000 Hindu Adoption and Maintenance Act Guardianship and Wards Act, Child Labour (Prohibition and Regulation) Act 1986

Unit- V. Services for Children

Recent Initiative: Statutory and Non-statutory Services, Supportive Service (for example, supplementary nutrition) Developmental Services (for example, non-formal education) Remedial Services (e g. residential care, child guidance clinic), Child Right Approach. Challenges in Developing Comprehensive Approach to Child Protection

Recommended Readings

- Annette Lareau .Unequal Childhoods, Berkeley; University of California Press, 2003.
- Banerjee, B. G. (1987) Child Development and Socialization, New Delhi : Deep & Deep Publication
- Baroocha, PramilaPandit (1999) Hand book on Child, New Delhi: Concept Publishing Com.
- Bossare, James H. S. (1954) The Sociology of Child Development, New York : Harper & Brothers
- Chaturvedi, T. N. (1979) Administration for Child Welfare, Admin, New Delhi : Indian Institute of Pub.
- DerothyZiets (1951) Child Welfare Principle and Methods, New York : John Wiley & Sons, Inc.
- Ghathia, Joseph (1999) Child Prostitution in India, New Delhi: Concept Publishing Company
- Gupta, Nira (2003) Health Care and Mental Hygiene of a Child, Jaipur: ABD Publishers,

- Hugh Jolly (1978) Book of Child Care, London : George Allen &Unwin Ltd.
- Hugh, Jolly (1981) Diseases of Children, Oxford, London, Edinburgh : The English
- Language book society and Blackwell Scientific Publications
- Hurlock, Elizabeth B. (1968) Child Development, New Delhi : Tata McGraw Hill Pub; Com; Ltd.
- Kumar, Arun (2002) Child as Human Resource, New Delhi: Sarup and Sarup
- Lairel, Joan &Hartomdy, Aun (1985) A handbook of Child Welfare, New York : The Free Press
- Myron, Weiner (1991) The child and the state in India : Oxford University Press
- NIPCCD (1999) Rights of Children with Disabilities, Delhi: Published by NIPCCD
- Patkar, Pravin (2002) Trafficking & Commercial Sexual Exploitation
  Nanda, V. K. (1998) Nutrition and Health for child Development, New Delhi : Anmol Publication Pvt. Ltd.
- Neil. C. (1969) Human Socialization, California: Brooks/Cole Publication.
- Orville G. Brim Jr. (1965) Education for Child Rearing (with a new introduction), New York : The Free Press
- Pandey, Rama S. (1977) : Child Socialization in Modernization, Bombay : Somaiya Publication Pvt. Ltd.
- Rajhsinghani, Aroona : Handbook of Baby and Child Care, Bombay : Jaico Publishing House
- Rao, M. Koteshwar (2000) Exploited children, New Delhi : Kanishka Publishers, Distrubutors
- Reddy, Suma Narayana (1989) Institutionalized Children, Allahabad, India : Chugh Publications
- Rose, Peter Myron Glazer, PeningMigdal Glazer (1982) (IInd Edition) Sociology Enquiring into society, New York : St. Martins Press
- Shah, P. M. and Shah, Kusum P. (1978) Timely Health Care of Children and Mothers, Bombay : Popular Prakashan
- Singh, Dolly (2001) Child rights & Social wrongs Vol. I, II, III Kanishka Publishing Distributors
- SudhirKakar, The Inner World; A Psycho Analytical Study of Childhood and Society In India, New Delhi; Oxford University Press.
- Welhs, Thomas J. (1971) Children in need of special care, Scotland : Souvenir P Govt. on India, New Frontiers in Child Welfare, The Indian Council for Child Welfare, New Delhi (India)

Semester : 4

SO250 - DISSERTATION

Specifications of Dissertation

1. The dissertation may be based on any social problem relevant to the study of Sociology.

2. It should be based on primary sources of data

3. It can be supplemented by secondary data.

4. Dissertation should have a minimum of 50 pages excluding the heading page and appendix if any. Typed, spiral bound (12 font Times New Roman 1.5 space)

5. The dissertation shall contain the following items

   A> Introduction and Review of literature

   B> Methodology

   C> Analysis and interpretation

   D> Conclusion and Suggestions if any

   E> References and Appendix if any

6. The dissertation assignment may be given in the 3rd semester and report should be submitted at the end of 4th semester before the university examination.

6. Dissertation viva (20 marks) Dissertation Report (80 marks)

SO251-COMPREHENSIVE VIVA-VOCE

Comprehensive viva-voce examination based on Social Theories, Research methodology and Core papers- 100 marks.

MASTER OF SOCIAL WORK
(Semester Scheme)
Two Year Full Time Programme
(2018 Admissions)

University of Kerala

# Course Structure, General Rules and Syllabus
(2018 Admission Onwards)

The Post-graduate course leading to the award of the Master Degree of Social Work (M.S.W.) offered by the University of Kerala, is a program spread over four semesters. The academic work is a package of fourteen common theory papers, four specialization papers, four concurrent supervised fieldwork internships, one rural live-in camp, specialisation specific live-in experiences, a PRA Camp, a Street Theatre Workshop, attending conferences/seminars/workshops and paper presentations in conferences, a viva voce at the end of the first, second and third semesters to evaluate fieldwork and comprehension, two block field work internships spanning 15 days during the second and third semesters, one dissertation/project work and a comprehensive viva-voce.

Considering that professional development requires personal reflection, the program will have a total of **3258** hours (927 hrs in the Second and Third Semesters and 702 hours during the First and Fourth Semesters) of instruction, transacted by way of classroom lectures, guided reading sessions, assignment writings, seminars, group discussions, tutorials, role-play, case studies, field trips, field surveys, field action and computer classes. The instructional content is transacted by way of five common papers each, during Semesters I and II, while there will be two common papers and two specialization papers based on the field of specialization during Semesters - III and IV. Semester IV, also requires the learner to submit a Dissertation/Project and attend a comprehensive viva-voce.

Supervised field work is considered the melting cauldron for integrating professional knowledge, theory and practice behaviours. Fieldwork supervision, considered a vital part of instructional hours,envisages continuous interaction between the social worker trainee, agency supervisor and the supervisor. This is followed up through reflective report writing which is discussed during weekly conferences - individual and group; conferences aid reflection that drives moderation in attitude suited to social work practice. Semesters I and II will feature two stints of concurrent fieldwork internships transacted concurrently (15 hours per instructional week on Thursdays & Saturdays or Fridays & Saturdays) and one rural camp, while Semester III and IV, will require fieldwork based on the field of specialization, which may be transacted in an appropriate combination of concurrent and block. There will be two additional stints of block field placements during the Semesters II and Semester III, to familiarise and orient the social work trainees with administrative aspects, appreciate the nuances of the practice of social work in agency settings, as well as opportune the development of skills appropriate for specialisation. During supervised fieldwork, the social work trainee will be assessed for their integration of knowledge (*theoria*) and applications in practice (*praxis*), personal and professional development, skill acquisition, research acumen (*research*), documentation (*poïesis*), involvement, initiatives undertaken and cooperation with the agency personnel.

Diagram 1. Social Work Education (ref. LSW Pedagogy) as a cyclic, reflective blend of practice, theory, documentation and dissemination

LSW Pedagogy Wheel :
engaged learning and action
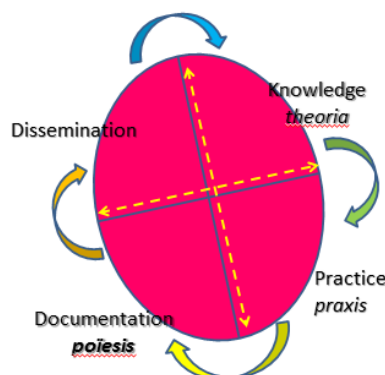
The scheme of Papers,instructional hours allotted, field practicum, and the distribution of marks for Continuous Evaluation (CA) and End Semester Examination (ESA) are detailed in **Table 1**.

SPECIALISATIONS :

The MSW Programme offers two specialisations streams that prepares the social work trainees for professional engagement in health care, and community settings:

Stream A : Medical and Psychiatric Social Work
Stream B : Community Development

The specialised content is delivered through specialisation papers offered **separately under each stream,** during the course of the Third and Fourth Semesters, and the social work trainees are expected to undertake concurrent as well as block field placement in their chosen specialisations. The specialisation papers offered are as follows:

Semester III
SW2.3.3.**A** Medical Social Work **OR** SW2.3.3.**B** Urban Planning, Community Development & Municipal Administration
SW 2.3.4.**A** Psychiatric Social Work **OR** SW2.3.4.**B** Rural Community Development &Panchayati Raj
Semester IV
2.4.3.**A**Therapeutic Interventions for Social Work Practice **OR** 2.4.3.**B** Development Economics
2.4.4.**A** Social Work Practice and Health **OR** 2.4.4.**B** Social Analysis for Social Change

Table 1: Scheme of Papers and the distribution of hours, credits, CA and ESA Marks										
Sem	Paper Code	Title of the Paper	Distribution of hours per semester	Instructional hrs per week		ESA (hrs)	Maximum marks			Credit
				L	P		CA	ESA	Total	
I	SW 2.1.1	History and Philosophy of Social Work	90	5		3	25	75	100	3
	SW 2.1.2	Sociology and Economics for Social Work	72	4		3	25	75	100	3
	SW 2.1.3	Psychology for Social Work	90	5		3	25	75	100	3
	SW 2.1.4	Working with Communities	90	5		3	25	75	100	3
	SW 2.1.5	Working with Groups& Families	90	5		3	25	75	100	3
	FW 1	Fieldwork Internship	270		15		100		100	5
		Total	**702**	**24**	**15**		**225**	**375**	**600**	**20**
II	SW 2.2.1	Working with Individuals	90	5		3	25	75	100	3
	SW 2.2.2	Theory and Practice of Counselling	90	5		3	25	75	100	3
	SW 2.2.3	Administration of Human Service Organizations	90	5		3	25	75	100	3
	SW 2.2.4	Social Legislations and Human Rights	72	4		3	25	75	100	3
	SW 2.2.5	Social Work Research and Statistics	90	5		3	25	75	100	3
	FW 2	Fieldwork Internship	270		15		100		100	5
	BFP 1	Block Field Placement (30 days)	225				100		100	3
		Total	**927**	**24**	**15**		**325**	**375**	**700**	**20**
III	SW 2.3.1	Project Planning and Management	108	6		3	25	75	100	3
	SW 2.3.2	Community Health Care and Health Administration	108	6		3	25	75	100	3
	SW 2.3.3	**Specialisations** A. Medical Social Work B. Urban Planning andCommunity Development	108 108	6 6		3	25	75	100	3
	SW 2.3.4	**Specialisations** A. Psychiatric Social Work B. Rural Community Developmentand Panchayati Raj	108 108	6 6		3	25	75	100	3
	FW 3	Fieldwork Internship	270		15		100		100	5
	BFP 2	Block Field Placement (30 days)	225				100		100	3
		Total	**927**	**36**	**15**		**300**	**300**	**600**	**20**

IV	SW 2.4.1	Ecological Social Work and Entrepreneurship	90	6		3	25	75	100	3
	SW 2.4.2	Integrated Social Work Interventions	90	6		3	25	75	100	3
	SW 2.4.3	*Specialisations* A. Therapeutic Interventions for Social Work Practice B. Development Economics	90 90	6 6		3	25	75	100	3
	SW 2.4.4	*Specialisations* A. Social Work Practice and Health B. Social Analysis for Social Change	90 90	6 6		3	25	75	100	3
	SW 2.4.5	Dissertation	72	4				100	100	3
	FW 4	Fieldwork Internship	270		15		100		100	5
	SW 2.4.6	Comprehensive Viva						100	100	
		Total	**702**	**40**	**15**		**200**	**500**	**700**	**20**
	Grand Total		**3258**				**1050**	**1550**	**2600**	**80**
	Master of Social Work Total Credits		**80 Credits**							

EVALUATION

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25 marks for CA and 75 for ESA (University Examinations at the end of each semester).There shall be no continuous assessment for Dissertation/ Project.

The allocation of marks for **Continuous Assessment (CA)** shall be in the following proportion.

a. Attendance	5
b. Assignment	5
c. Tests	10
d. Seminars	5
Total	25

The allotment of marks for attendance shall be as follows.

Attendance less than 75%	0 Marks
75%	1 Mark
76% to 80%	2 Marks
81% to 85%	3 Marks
86% to 90%	4 Marks
Attendance 91% and above	5 Marks

Only those who secure a **minimum of 75%** attendance in the aggregate for all the papers of a semester taken together alone will be **allowed to register** for the End Semester Examination of the Semester.

Each student shall be required to do an **assignment** for each paper; a maximum **5 marks** shall be awarded for the assignment.

There shall be **two class tests** during a semester; marks of tests shall be awarded on the basis of the marks secured for the **best among the 2 tests**; a maximum **10marks** shall be awarded for the test.

Students shall be required to present a **seminar** on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion; a maximum of **5 marks** shall be awarded.

The **Dissertation/Project**work shall not be less than 50 typed (font in 12 point, in Times New Roman,spaced at 1.5point) pages in standard thesis format showing evidence of the ability of the candidate to design a study, collect relevant materials, analyze it using appropriate tools of research and to present an analytical assessment of the problem. Two copies of the dissertation duly certified by the supervising Teacher and countersigned by the Principal, where the course is held, shall be submitted to the University before the commencement of the End Semester Examination (ESA) at the end of the Fourth Semester. The Dissertation/Project shall be awarded a maximum of **100 marks**, of which 20% shall be allotted to *viva-voce* examination, which shall be conducted along with the comprehensive *viva*.

Pass requirement shall be **40%** marks for **ESA** for each paper and an **aggregate minimum** of **50% marks including CA for all the papers** put **together**during a semester. The marks for project work and viva-voce will be carried over.

Pattern of Question papers for the End Semester Examination

The Question paper shall consist of three parts, of which Part-I shall consist of concepts or definitions, Part – II short essays and Part-III long essays. **Part-I** will consist of **Ten** questions,each carrying 2 marks, and to be answered, in not more than 50 words.**Part II**, will consist of Eight Short Essay questions, each carrying 5 marks, out of which **Five**are to be answered, in not more than 300 words. Finally, **Part-III**will consist of Five Long Essay questions, each carrying 10 marks, out of which **Three** questions are to be answered, in not more than 850. Thus, the total marks shall be 75.

Evaluation of Fieldwork Internship: The Evaluation of Fieldwork Internship in all the four semesters shall be internal. The total marks for each semester shall be 100. During the first semester the field work shall include exposure visits to various agencies giving specific social work and social welfare services in addition to the regular fieldwork internship. During the Second Semester the students shall be placed in agencies and communities and shall undergo supervised training in basic methods of social work.

During the third and fourth semesters the students shall be exposed to and placed in institutions, agencies and communities practicing specialized services in the areas of their specialized studies.

Students shall put in 15 hours of field work per week excluding the time taken for travel but including report writing time. The student shall be assessed on the basis of the following:

    a. Regularity and punctuality in reporting for work

    b. Quality and content of work done

    c. The quality of the reports and the punctuality in submitting the report

    d. Participation in group conferences and contribution

    e. Diligence shown in seeking individual guidance from the supervisor (individual conference) and reflecting and bringing about personal development

    f. Keenness shown in undertaking the practical work, as well as the extra efforts and initiatives being made, to bring in qualitative difference to the work under supervision

    g. Special assignments undertaken on behalf of the client and/or agency, and

    h. A *viva-voce* at the end of the semester, to ascertain the grasp of the theories in practice and application of the host of methods of social work, the principles, and stages of social work intervention.

Assessment during the Block Field Placement during the Second and Third Semesters will be on similar grounds; however, coming to the evaluation 50% of the marks may be awarded on the basis of the recommendations of the agency personnel where the social work trainee (student) has been placed.

<table>
<tr><td colspan="2" align="center">**SW 2.1.1. HISTORY AND PHILOSOPHY OF SOCIAL WORK**

Objectives
The **Learner** should be able to:
- understand Social Work and allied concepts
- understand the history and development of professional social work
- inculcate the philosophical base of social work
- Become aware of the Professional growth of their Personal Self
- imbibe the values and ethics of Social Work</td></tr>
<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>**I**</td><td>**Social Work**: **Introduction**
Social Work: definition, meaning, purpose, goals and objectives; assumptions and functions of Social Work - basic and ancillary methods of Social Work - scientific basis of Social Work - knowledge, tools, techniques, skills, and abilities of a Professional Social Work Practitioner - principles of Social Work - Concepts: Social Service, Social Welfare, Social Security, Social Reform, and Social Action</td></tr>
<tr><td>**II**</td><td>**History of Social Work**
Religious charity - statutes of Edward, Henry, and Elizabeth - Elizabethan Poor Law - Charity Organisation Society (COS) - Settlement House Movement - Poor Law Commissions and Beverridge Report - Social Work during the Colonial Period in the USA; during the Civil War and Industrial Revolution - professional development of Social Work in the USA - development of Social Work Education - Social Work in Ancient India - Social Welfare during Sultanate and Mughal Period - contribution of Social Reformers, Social Reform Movements, and Organisations - development of Social Work from charity to Professional Social Work.</td></tr>
<tr><td>**III**</td><td>**The Philosophico-ideological bases of Social Work**
Philosophical bases of Social Work - moral and religious values in Social Work philosophy -Christian, Hindu, Islam, Buddhist traditions - ideologies: Liberalism, Humanism, Socialism, Communism, Democracy; Gandhian Philosophy of Social Work</td></tr>
<tr><td>**IV**</td><td>**Social Work: Voluntary and professional dimensions of Social Work**
Voluntarism - definition and characteristics of a profession - Social Work as profession; professional role of Social Work Practitioner - development of Social Work Education in India - evolution of the profession over the years; current trends</td></tr>
<tr><td>**V**</td><td>**Social Work Values and Code of Ethics**
Social Work values and ethics - essence of ethical behaviour in Social Work - purpose of a Code of Ethics - NASW Code of Ethics - Social Work Values as incorporated in the Code of Ethics - ethical dilemmas in social work practice</td></tr>
<tr><td>**VI**</td><td>**Core competencies and attributes of a professional social work practitioner**:
Holistic view of the human person - **acceptance** of people as they are - **objectivity** - **non**-**judgmental** and **non-exertive attitude** - **ability** to relate to and work with different people -**emotional maturity** - **self-awareness** and **conscious use of self** - **adherence** to the Code of Ethics - identification with the profession - **Core Competencies** and **Cultural Competencies** of a social work practitioner envisioned by NASW/CSWE.</td></tr>
<tr><td>**VII**</td><td>**Different Fields of Social Work and International Social Work**
Fields of Social Work - International Social Work: definition, history,scope - commonalities and diversity of Social Work practice across the globe</td></tr>
</table>

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2. Hepworth, Dean, H (2010). *Direct Social Work Practice-Theory and skills* (8th edition). New York: Brooks/Cole.
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10. Chowdhary, Paul D. (1984). *Introduction to Social Work; history, concept, methods and fields*, Atma Ram & Sons.
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SW 2.1.2. SOCIOLOGY AND ECONOMICS FOR SOCIAL WORK

Objectives

The **Learner** should be able to:

- understand the basic concepts and relevant theories in sociology and economics in order to examine the structure and functions of society
- understand about development and the trends and instruments accompanying globalisation
- critically analyse social problems in order to understand their socio-political and economic bases
- develop a critical socio-economic perspective to analyze Indian society and global society.

	Units
I	**Basic Concepts and Theoretical Perspectives of Sociology** Concepts: society, community, association social structure –Types of social Status and Role and - social processes - conjunctive and disjunctive - culture: traditions, customs, values, norms, folkways, mores Sociological Thinkers: Auguste Comte, Herbert Spencer, Harriet Martineau, Emile Durkheim, Max Weber, KarlMarx, RadhakamalMukherjee,S. Ghurye, M.N. Srinivas, Theoretical Perspectives: structuralist, functionalist, conflict, interactionist, positivist
II	**Social Institutions and Social Stratification** Social Institutions: meaning, characteristics, functions of social institutions: marriage, family, education, polity and religion - Social Stratification– caste, class and estate -origin, characteristics, and theories
III	**Socialization and Social Change** Socialization: meaning, process, agents, theories of socialization - Social Control: meaning, characteristics, relevance, and agencies of social control - Social Change: meaning, characteristics, factors and theories of social change
IV	**Basic Concepts of Economics** Wants and Need - Demand and Supply - basic economic activities:production, distribution consumption and exchange - factors of production, resources and utility -per capita income and national income - National Income Analysis - economic systems
V	**International Economic Institutions and Globalisation** United Nations, WTO, MNCs, GATT, IMF&WB,SAPs - Patent and IPR- Globalization – its paradoxes and contemporary dynamic in the global development process,
VI	**New Development Paradigms:** Development: concept, meaning and determinants - Under-development and Sustainable Development - trends accompanying development: social exclusion, marginalisation, corporatisation and communalism- Kerala Experience / Model of Development
VII	**Social Problems and Social Analysis** Social Problems:poverty, unemployment, migration, alcoholism and substance abuse - Social Analysis: concept, steps and dimensions- System and Structural Analysis application of Sociology and Economics for Social Work

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1. Beteile, Andre (2002). *Sociology: Essays on Approach and Method*, Delhi: Oxford University Press.
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15. Ritzer, George. (2010)Sociological Theory. New York: McGraw-Hill.
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    Readings
17. http://www.india-seminar.com/
18. http://www.epw.in/

SW 2.1.3. PSYCHOLOGY FOR SOCIAL WORK

Objectives
The **Learner** should be able to:
- understand and appreciate the bases of individual (general psychology) and group behaviour (social psychology) and approaches to understanding Psychology
- develop a holistic understanding of human behaviour in the context of human growth & development across the human life-span
- understand the developmental tasks and hazards across the lifespan in order to formulate social work intervention strategies
- comprehend the concept of abnormality and the various systems of classification

	Units
I	**Basics of Psychology:** **A. Psychology:** definition - branches of psychology – schools and theoretical bases (Psychoanalyt[ic], Behavioural, Cognitive and Humanistic) - **Basic Concepts:** Sensation, Perception, Learning, Memor[y], Emotions, Intelligence **B. Social Psychology: d**efinition - scope of Social Psychology - **an overview** of the theoretical foundations of Social Psychology - Basic Concepts - Social Cognition - Conformity - Attitudes - Prejudice - Rumour - Propaganda **C. Relevance of Psychology to Social Work:** Multi-dimensional Perspective - Biophysical-Psychological - Social (Support systems) - Person-in-Environment (PIE)
II	**Theories of Development** Differentiating Growth and Development - the major psychological & social theories of development (Erik Erikson – Piaget – Kohlberg - Sigmund Freud) - Developmental Tasks (Havighurst) - developmental tasks during various stages in the lifespan
III	**Pregnancy, Childbirth and Infancy** Conception - prenatal stages - delivery - infancy - babyhood - the physiological, emotional, cognitive and social changes – socialization - hazards - social work intervention
IV	**Childhood** Developmental Tasks of Early and Late Childhood - the physiological, emotional, social, personality and cognitive changes - socialization and parenting - hazards - social work interventions
V	**Puberty& Adolescence** **Puberty**: Biophysical, cognitive, psychological and social changes and implication for social work; **Adolescence** - identity crisis - peer pressure - vocational planning - the Hazards - Social Work Intervention
VI	**Adulthood** Developmental Tasks of Early Adulthood: vocational, marital and social adjustments - Developmental Tasks of Middle Age – physiological, social, vocational and familial adjustment-midlife crisis - developmental Tasks of Old Age - Physiological, emotional, spiritual and social implications – hazards - social work interventions
VII	**Abnormal Psychology** **Abnormality**: Concept: Normality vs. Abnormality – Biological, Psycho-social, Socio-cultural bases in abnormal behaviour - cultural-bound syndrome - faith healing – **Assessment of Mental Illness - basic overview** regarding classification of mental illnesses – Psychosis and Neuroses – systems of major classification of Mental Illnesses ICD -10 and DSM- **Defence Mechanisms – overview of** mental illnesses[1]

Reference:
1. Ashford, Lecroy& Jose. (2003).*Human Behaviour in Social Environment*.Brooks/Cole publishing company, USA,

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[1]Major mental illnesses: Mood Disorders, Personality Disorders, Alcohol and Substance Use Disorders, Somatoform and Dissociative Disorders, Childhood Disorders and Suicide

2. Zastrow, Kirst, Ashman: *Understanding Human Behaviour & the Social Environment.* Brooks/Cole publishing company, USA,
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5. SharmraK..(1997). Social Psychology. New Delhi: Atlantic Publishers and Distributors

Further recommended reading/Classics:
6. Hurlock, Elizabeth (1975).*Developmental Psychology: Life Span Approach.* Mumbai: Tata McGraw-Hill book Co
7. Coleman, David: *Abnormal Psychology and Modern Life*

Further Reading:
8. The Role of the Social Worker in Adult Mental Health Services: https://www.basw.co.uk/resources/tcsw/Roles%20and%20Functions%20of%20Mental%20Health%20Social%20Workers%202014.pdf
9. Effective Social Work with Older People : http://www.gov.scot/resource/doc/47121/0020809.pdf
10. Difference between Social Work and Psychology in a Hospital Setting : https://www.swslhd.health.nsw.gov.au/hrr/careers/PDF/Diff_SocialWorkPsychology.pdf
11. Psychology, Social Work and Human Services 2015 : http://www.unisa.edu.au/Documents/Brochures/2015/Discipline/2015_Psychology_Social_Work_Human_Services_FINAL_(web).pdf
12. Five Theories in Social Work: https://brage.bibsys.no/xmlui/bitstream/handle/11250/141851/Hutchinson_GS.pdf

Chapter Reading
13. Introducing Psychology : https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf
14. Psychology a study of mental life : http://brittlebooks.library.illinois.edu/brittlebooks_open/Books2010-01/woodro0001psystu/woodro0001psystu.pdf
15. Psychology 8th Edition : http://www.cee.uma.pt/ron/Psychology%208th%20-%20Gleitman,%20Gross,%20Reisberg.pdf
16. Erikson's psychosocial development theory : https://cystinosis.org/images/research/article-library/psychosocial/stages%20of%20development.pdf
17. Piaget, Kohlberg, Gilligan, and Others on Moral Development : http://swppr.org/textbook/Ch%207%20Morality.pdf
18. Psychoanalytic Theory Sigmund Freud: http://www.oakton.edu/user/3/bfrank/PSY120/Psychoanalytic%20theory%20Freud.pdf
19. General introduction to Sigmund Freud : https://eduardolbm.files.wordpress.com/2014/10/a-general-introduction-to-psychoanalysis-sigmund-freud.pdf
20. Developmental Tasks (Havighurst):https://sterlingbankng.com/assets/usercontents/Theories_of_Developmental_Stages.pdf
21. Pregnancy, Childbirth and Infancy : http://guidetochildcare.org/pdf/gtcc-part1.pdf
22. Social and Emotional Development in Infant and Early Childhood : https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiImILJpIvYAhXBE7wKHT6bB7YQFggtMAA&url=http%3A%2F%2Fwww.springer.com%2Fcda%2Fcontent%2Fdocument%2Fcda_downloaddocument%2F9783319311791-c2.pdf%3FSGWID%3D0-0-45-1566873-p179892863&usg=AOvVaw0xliU5jZC9F9tU907KqSeU
23. Infant Mortality: Priority for Social Work : http://web.utk.edu/~orme00/articles/Combs-Orme_1987.pdf

24. Principles of Developmental Psychology:
http://164.100.133.129:81/eCONTENT/Uploads/Principles_of_Development_Psycholog
y.pdf
25. Development Stages of the Learner :
http://www.jblearning.com/samples/0763751375/46436_CH05_000_000.pdf
26. Child & Adolescent Development :
http://www.pacwrc.pitt.edu/Curriculum/CTC/MOD9-OLD/RsrcBk/RsrcBk.pdf
27. Early Childhood Development :https://www.unicef.org/dprk/ecd.pdf
28. Adolescent Growth and Development :
http://www.epi.umn.edu/let/pubs/img/adol_ch1.pdf
29. Puberty :
https://depts.washington.edu/uwleah/sites/default/files/seminarFiles/%3Cem%3EEdit%2
0Event%3C/em%3E%20Physical%20Growth%20and%20Development%20during%20A
dolescence/Phys%20grwth%20%20devt%2011-4.pdf
30. Puberty and Adolescence Resource :
http://cdd.tamu.edu/sites/cdd.tamu.edu/files/puberty_tool_kit-%20Autism%20Speaks.pdf
31. Adolescences Social Patterns, Achievements, and Problems :
https://pdfs.semanticscholar.org/6621/88772a3f71aa38ee9ef4826d505c98cf1b35.pdf
32. Effective strategies and interventions for adolescents in a child protection context :
http://www.community.nsw.gov.au/__data/assets/pdf_file/0016/321640/effective_adoles
cent_strategies.pdf
33. Havighurst'sDevelopmental Tasks for Adulthood, Middle Age And Old Age :
http://www.egyankosh.ac.in/bitstream/123456789/23374/1/Unit-2.pdf
34. Adulthood Age Group Growth & Development :
https://web2.aabu.edu.jo/tool/course_file/lec_notes/1001242_Adulthood%20Age%20Gro
up%20GD.pdf
35. Defence mechanism : http://104.236.164.122/wp-
content/uploads/2016/02/15_common_defense_mechanisms.pdf
36. Seven Pillars of Defense Mechanism Theory :
http://www.psychomedia.it/motore/rapaport-klein/cramer09.pdf
37. Defense Mechanisms in Psychology Today :
https://www.researchgate.net/profile/Phebe_Cramer/publication/12427376_Defense_Me
chanisms_in_Psychology_Today_Further_Processes_for_Adaptation/links/568bf74d08ae
8445f58dc804/Defense-Mechanisms-in-Psychology-Today-Further-Processes-for-
Adaptation.pdf
38. WHO Assessment Instrument :
http://www.who.int/mental_health/evidence/AIMS_WHO_2_2.pdf
39. Comprehensive Mental Health Assessment :
http://www.nevil.org.au/uploads/images/131/Comprehensive-Mental-Health-
Assessment.pdf
40. Mental Health Screening and Assessment Tools for Primary Care :
https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Mental-
Health/Documents/MH_ScreeningChart.pdf

	SW 2.1.4. WORKING WITH COMMUNITIES
	Objectives
	The **Learner** should be able to:
	• Understand the concept of community and the importance of revitalization of community for social development
	• understand of the history of community organization and its pivotal place as a method of social work
	• recognize various phases and models of Community Organization
	• understand Social Action as a practice approach with communities
	• skilled enough to guide the community process
	Units
I	**Community and Power Structure** Community: Meaning-definition-features-functions; Types: Urban, rural, tribal and maritime; Power - Community Power: structure-sources of power-community organisations and power; Leadership: Concept-types of community leadership.
II	**Community Organisation** History; Definition; Goals; Components of community work: Community groups within community-Individual-Worker-Agency; Principles; Community organisation as a social work process; Role and Skills of Community Organizer; Differentiating Community Organisation and Community Development
III	**Phases of Community organisation** Study-analysis-assessment-discussion-organisation-action-evaluation-modification-continuation
IV	**Models of Community Organisation** Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action; Mary Weil's Eight models; and Neighbourhood development model-System change Model-Structural change model
V	**Social Action** Concept of social action, objectives - principles, methods and strategies of social action. Social action for social reform and social development - Role of social worker in social action. Social Action Groups.
VI	**Social Action Movements in India** **-** Satyagraha, Bhoodan, Gramdan, Narmada BachaoAndolan–The Singur Issue, Bodo and Gurkhaland Issues, Anna Hazare and the AamAdmi Movement, The Red Corridor – Critical Analysis
VII	**Skills for Community Organization and Social Action:** Leadership, Capacity Building, Community Collaboration (Linking, Networking, Partnerships), Resource Management, Advocacy, Reporting.

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6. Baldock, P. 1974. *Community Work and Social Work*. London: Routledge and Kegan Paul.
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21. Janson, B.S. 1999. *Becoming an effective policy advocate*. Pacific Grove, USA: Brooks & Cole Publishing Company.
22. Netting, F.E., Kettner, P.M., and McMurtry, S.L. 1998. *Social Work Macro Practice*. New York: Longman
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24. Shah, G. 1990. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications.
25. Kothari, Miloon. 2006. *Development and Social Action*. New Delhi: Rawat Publications
26. Allan, J., Pease, B., and Briskman, L. *Critical Social Work: an Introduction to Theories and Practices*. New Delhi: Rawat Publications
27. Datar et al. 2010. *Skill Training For Social Workers: A Manual*. New Delhi: Sage Publications

<table>
<tr><td colspan="2" align="center">**SW 2.1.5. WORKING WITH GROUPS AND FAMILIES**

Objectives:
The **Learner** should be able to:
- appraise group work as a method of social work and its application in social work practice
- appraise and inculcate the values and principles of working with groups
- develop ability to critically analyze problems of group and culture, and factors affecting them
- acquire skills, tools and techniques in working with groups and families
- appreciate the importance of recording in Social group work and acquire skills</td></tr>
<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>**I**</td><td>**Social Group Work**:

Group: definition, types, characteristics, the impact of group experience on the individual – **Social Group Work**: definition, objectives, scope, purpose - **Principles** of group work - Social group work as a method of social work and its relationship with other social work methods - **History** of Social Group Work</td></tr>
<tr><td>**II**</td><td>**Social Group Work Process**

Social Group Work **Process:** Intake, study, goal-setting, intervention, evaluation - **Stages** of Group Development - goal-setting, group norm, problem solving, decision making, conflict resolution - programme as a tool, **principles** of programme planning, programme media, programme development process - Social Group Work **Models** - Group Worker: role, functions, skills, and qualities.</td></tr>
<tr><td>**III**</td><td>**Group Process**

Group process: definition - Group processes: associative and dissociative group process. Bond, acceptance, isolation, rejection, conflict and control - **Subgroups**- meaning and types - **tools** for assessing group interaction: Socio gram and sociometry - functional and non-functional role of individuals in group.</td></tr>
<tr><td>**IV**</td><td>**Group Dynamics**

Group Dynamics: Definition **–** communication and interaction pattern – interpersonal attraction and cohesion – social integration and influence – group culture. Leadership: concept, theories – types of leadership and contexts – roles and qualities of a leader – participatory leadership.</td></tr>
<tr><td>**V**</td><td>**Social Work Intervention with Families**:

Family: definition, characteristics, functions, Types, Beliefs about family, Family system, crisis intervention, Family social work, Objectives and roles, principles of working with families, Skills, Process. Phases of Family Social Work: Beginning Phase, Assessment Phase, Intervention Phase, Evaluation Phase, Examination Phase</td></tr>
<tr><td>**VI**</td><td>**Recording Social Group Work**

Recording: use, structure and content - Methods of recording: Verbatim, narrative, condensed, analytical and summary records - supervision and development of personal and professional self.</td></tr>
<tr><td>**VII**</td><td>**Settings of social group work**:

Groups in school focusing on Life Skills**,** Understanding Life Skills Education, Life skills: Critical Thinking, Creative Thinking, Decision-Making, Problem Solving, Interpersonal Relationship, Effective Communication, Coping with Emotions, Coping with Stress, Self-Awareness, empathy. Group Worker's Role in Life Skills Education.</td></tr>
</table>

References:
1. Toseland, R.W. and Rivas, R.F. (2009). *Introduction to Group work practice.* New York: Pearson/Allyan and Bacon.
2. Karin Crawford, Marie Price and Bob Prce (2015) *Groupwork Practice for Social Workers*. New Delhi:Sage
3. Ronald W. Toseland and Robert F. Rivas (2005).*An Introduction to Group Work Practice*.Boston: Pearson
4. Trecker, Harleigh B. (1990) *Social Group Work Practice*. New York, Women's Press.
5. Gershenfeld Napier (2005). *Group Theory and Experience*. AITBS Publications.
6. Don Collins, Catheleen Jordan, Heather Coleman. (2000). *An Introduction to Family Social Work*. Brooks/Cole
7. Hepworth & Larsen (2010). *Direct Social Work Practice: Theory and Skills* (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson
8. Capuzzi, David; Gross, Douglas R; Stauffer, Mark D (2010). *Introduction to Group work.* Jaipur: Rawat publications.
9. Siddiqui, H Y (2008). *Group Work: Theories and Practices*. Jaipur: Rawat publication
10. Konopka, Gisela (1963). Social Group Work: A Helping Process, New York: Prentice Hall, Inc.
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13. Don Collins, Catheleen Jordan, Heather Coleman (2000).*An introduction to Family Social Work*. Brooks/Cole
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17. Shulman Lawrence, (1999). *Skills of helping individuals, families, groups, communities.* Illinois:F.E. Peacock Publishers Inc.
18. Schwartz William. (1971).*Practicce of Group Work.* New York: Columbia University Press
19. Conyne Robert K, (1999) *Failures in Group Work: How we can learn from our mistakes.* New Delhi: Sage.
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21. Heffernan Joseph, Shuttleworth Guy, Ambrosino Rosalie (1998)*Social Work and Social Welfare:An Introduction*(3rded.)West publishing company
22. Payne Malcolm (1982) *Working in Teams*. London:The MacMillan Press Ltd.
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Classics
24. Trecker, H.B. (1972). *Social Group Work: Principles and Practice.* Associated Pub. House
25. Konopka, Gisela (1963). Social Group Work, A Helping Process, New York, Prentice Hall, Inc.

	SW 2.2.1. WORKING WITH INDIVIDUALS
	Objectives:
	The **Learner** should be able to:
	• understand case work as a method of social work and its place in social work practice.
	• comprehend the values and principles of working with individuals.
	• assess and critically analyse problems of individuals.
	• appreciate the various models of case work intervention.
	• identify various situations and settings where case work can be practiced
	• develop skills in case work practice and case work recording
	• value the importance of supervision in case work practice
	• reflect on 'self' as a person and develop as a professional.
	Units
I	**Introduction to Social Case Work Method** **Social Case Work:**Definition, nature, objectives, relevance, scope - relation of Social Case Work to other methods of Social Work - historical development of Social Case Work
II	**Philosophy** Philosophy Social Case Work - Principles and components of Social Case Work and ethical issues in the practice of Social Case Work
III	**Overview of Phases of Helping Process in Social Case Work** (Siporin, 1975) 1. Engagement 2. Exploration 3. Planning: Assessment: Multidimensionality of assessment-critical role of assessment- various components of assessment- different systems of assessment – intra-personal, interpersonal and environmental systems, family system and social support systems; Tools for Exploration and Assessment: Interviewing, supportive techniques, home visits, collateral contacts and referrals. Client-Worker Relationship: Definition, use and characteristics. Transference and Counter –Transference and their use in diagnosis and treatment. Goal setting and formulation of contract 4. Intervention: Implementation and Goal Attainment 5. Evaluation 6. Disengagement/Termination
IV	**Social Case Work Intervention Models** Different models to conceptualize social case work practice - Psychoanalytic model- The behavioural Model, Psychosocial model, Functional Model, Humanistic-existential Model, Problem solving Model, General Systems Model, Crisis Intervention, Task-centred Model, Solution-focused Model
V	**Skills and techniques in helping process in case work** Support, Clarification, Interpretation, Suggestion, Developing insight, Identification, Resource Utilization, Environmental Modification, Counselling
VI	**An overview about Case work settings** Primary Settings- Work with Children and Families, Work with socially disadvantaged Secondary Settings: Prisons, Industry, Schools, Hospitals
VII	**Recording Social Case Work** Recording: use, structure and content - Methods of recording: Verbatim, narrative, condensed, analytical and summary records - supervision and development of personal and professional self

References:

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	SW 2.2.2. THEORY AND PRACTICE OF COUNSELLING

Objectives:
The Learner should be able to:
- acquire a holistic understanding of counselling as a process and tool for intervention
- development self-awareness as well as skills to handle clients
- understand the process and the phases the client is taken thorough
- acquire skills necessary and understand the principles to be abided by, while counselling individuals
- appreciate various approaches to the practice of counselling and therapy, and develop proficiency in at least one approach
- recognise and imbibe attitudes and values necessary to be a professional counsellor
- familiarise the various contexts and clientele for intervention

	Units
I	**Introduction to Counselling** Counselling: meaning, definition, and scope - differentiating Guidance, Counselling and Psychotherapy - Contexts:Remedial, Preventive, Developmental, Crisis – **Forms**: Telephone Counselling, Crisis Counselling, Vocational Counselling - **Goals**: Immediate and Long term
II	**Theories of Counselling** Psychoanalytic/psychodynamic theories, behavioural theories, humanistic theories, and existential theories
III	**Counselling Process and Principles** Phases (stages) - Counselling process **-** Counselling Principles**:** Genuineness, Acceptance, Confidentiality and Empathy
IV	**Counselling Skills and Techniques:** **Skills** - listening and responding, handling emotions and problem solving; **Techniques** – initiating contact (rapport), establishing structure, interaction, attending behaviour, observation of non-verbal behaviour
V	**Case Recording (ref. Casework recording)** Recording: use, structure and content - Methods of recording: Verbatim, narrative, condensed, analytical and summary records - use of supervision in the development of self - personal and professional
VI	**Counsellor-Counselee relationship** Personality factors of Counsellor Importance of self-awareness; communication patterns, body language, feedback - Factors influencing the relationship -transference and counter transference - **Professional Ethics in Counselling:**ethical practices and standards for human service-professions, ethics to counselling - professional guidelines
VII	**Therapeutic Approaches to Counselling** 1. Client Centred therapy. 2. Gestalt Therapy. 3. Transactional Analysis. 4. Rational Emotive Behaviour Therapy 5. Behavioural Therapy 6. Reality Therapy 7. Psychoanalysis 8. Group Therapy 9. Mind-Body Medicine: Meditation, Yoga & Bio-feedback

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	<mark>SW 2.2.3 ADMINISTRATION OF HUMAN SERVICE ORGANISATIONS</mark>

Objectives

The **Learner** should be able to:

- acquire knowledge and skills to administer the Human Service Organisations
- beinformed about the different kinds of services available at the Governmental and NGO levels for clients to take advantage of
- become familiar with the legislation covering different aspects of the functioning of HSOs
- become familiar with the process of initiating social service programmes
- formulate the different policy documents concerning the functioning of the HSO and prepare reports to the different stakeholders

	Units
I	**Administration** Administration, Types of Administration, Social Administration and Social Work Administration, Social Work Administration as a method, Tasks of Social Work Administrator, Principles of Social Work Administration.
II	**Organisation and Management** Organisation, Types of Organisations, Characteristics of Formal and Informal Organisations, Benefits of Informal Organisations, Bureaucratic Organisations and Human Relations Organisations. Characteristics of HSO in comparison with industrial, educational and health care organisations. Organisational Behaviour – Nature and Scope. **Management:** Management, Functions of Management, Levels of Management, Managerial Roles, Historical Development of Management, Management of HSOs.
III	**Administrative Process** Planning-Organising-Staffing-Directing-Co-ordinating-Reporting and Budgeting.
IV	**Registration of organisations**: Advantages of Registering, Acts for Registering Organisations-Society, Trust, Company's Act, Cooperatives Act. Registration under Societies Registration Act - Drawing up of Memorandum of Association-Constitution and Bye-laws of HSO - Board, Functions, Types of Members, Qualifications, Committee, Types of Committees, Sub-committees, Principles of Effective Committee Work – Holding meetings of the statutory bodies, keeping minutes, filing returns, sending timely reports.
V	**Personnel Functions in HSO** Formulating service rules / policies governing recruitment, selection, induction, training and development, Performance Appraisal, promotion, transfer of staff and compensation package, privileges, personnel grievances handling and disciplinary procedures.
VI	**Finance and Office Management** Resource mobilisation, Budgeting, Accounting and Auditing – Foreign Contribution Regulation Act and its Implications-Tax obligations. **Office Management:** Principles and Practices, Maintenance of files, records, Data banks- MIS. Basics of materials management like purchase procedure, and inventory control.
<mark>**VII**</mark>	<mark>**Social Protection and Welfare Programme:**</mark> Objectives, functions, Organisational structure and programmes: CSWB, SSWB and Directorate of Social Justice, programmes of Ministry of Social Justice and empowerment, Women and Child Development, Ministry of Youth Welfare. **Social protection**: Concepts of Social Safety nets for poor and Inclusive growth. Social protection & labour strategies: Resilience, Equity and

Opportunity: Role of Civil society organizations in social protection.

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<table>
<tr><td colspan="2" align="center">**SW 2.2.4SOCIAL LEGISLATIONS AND HUMAN RIGHTS**</td></tr>
<tr><td colspan="2">

Objectives
The **Learner** should be able to:
- understand Indian constitution and legal system and acquire skills to practise legal services.
- understand the personal laws pertaining to various faiths as well as social legislations to protect the vulnerable
- imbibe socio-political and economic context of human rights violations at the national and international level
- identify crimes and vulnerabilities in the context of cyber age and familiarize with the appropriate law enforcement strategies
</td></tr>
<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>**I**</td><td>**Law and Indian Constitution**
a. Law: Concept of rule of law, law as an agent of social change, social control and social justice
b. Indian Constitution: preamble, Fundamental Rights and Duties, Directive Principles of State policy - organs of administration: Legislative, Executive and Judiciary - procedure for framing legislations in the Assembly and Parliament - c. An over-view of **Justice Systems**: IPC,CPC, CrPC, FIR, types of offences, hierarchy of courts, procedures and formalities in the legal proceedings.</td></tr>
<tr><td>**II**</td><td>**Personal Laws**
Personal Laws related to Marriage, Divorce, Succession, Adoption and guardianship of the minor for Hindus, Mohammedan and Christians - Special Marriage Act, Indian Divorce Act, Indian Succession Act- Family Court Act 1984 - Uniform Civil Code</td></tr>
<tr><td>**III**</td><td>**Social Legislations for women, children and Environment**
a. Dowry Prohibition Act 1984, Domestic Violence (Prohibition) Act 2005, Women's Commission, Food Security Act Sexual harassment at Work Place Act
b. UNCRC: Juvenile Justice (Care and Protection) Act 2015,Protection of Children from Sexual Offences (POCSO) Act 2012 and Right to Education Act 2009
c. Environment Protection Act 1986 Right to Information Act – 2005, MNREG Act – 2005</td></tr>
<tr><td>**IV**</td><td>**Various Commissions and Legal Services**
Minority Commission: constitution and functions - Public Interest Litigation, Legal Aid, LokAdalat - Constitutional Remedies:Habeas Corpus, Mandamus, Prohibitions, Quo Warranto, Certioraris - role of social worker in providinglegal services</td></tr>
<tr><td>**V**</td><td>**Human Rights**
Historical perspectives of Human Rights - UNDHR: context, content and application - Human Rights Commission at State and Central - Human Rights (Protection) Act - Human Rights violation in India – violation of Human Rights of Vulnerable and Marginalised groups, women and children, aged population and Minorities, Dalits, Indigenous People</td></tr>
<tr><td>**VI**</td><td>**Human Rights at the Global Level**
Globalisation and Human Rights - Health and Human Rights - Gender and Human Rights - Refugees and Human Rights, role of Amnesty International</td></tr>
<tr><td>**VII**</td><td>**Cyber Crimes & Legal Framework**
Cyber Security, Cyber Information, Terrorism and Cyber Crimes - Cyber Defamation, Cyber Pornography - **Legal Framework**: Information Technology Act 2008 Intellectual Property Rights</td></tr>
</table>

| | and Copy Right, Cyber Jurisprudence at International and Indian Level |

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18. http://www.laoc.org/United_States.html http://www.laoc.org/Australia.html
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20. http://ec.europa.eu/ http://supremecourtonline.com
21. http://suremecourtcases.com
22. http:// un.org/en/ http://www.unodc.org/
23. http://untreaty.un.org/cod/avl/pdf/ha/fatchr/Final_Act_of_TehranConf.pdf

	SW 2.2.5 SOCIAL WORK RESEARCH AND STATISTICS

Objectives

The **Learner** should be able to:

- develop an understanding of scientific methods and its characteristics, and appreciate its significance in Social Work
- develop skills in the selection and formulation of research problems with an understanding of the rationale and the different steps involved in the process
- develop an understanding of the various research Designs and their elements, as well as design requirements
- develop skills to construct,select and use tools of data collection
- apply statistics in analysis and interpretation and use the same in processing
- develop skills for processing, analysis, interpretation, documentation, presentation and report writing

	Units
I	Social Work Research **Social Work Research**: Concept, definition and objectives: differentiate social research and social work research - Scientific enquiry : scope and nature, basic elements of scientific method **- Research paradigms:** quantitative and qualitative- philosophical dimensions of research - Epistemological and Ontological considerations
II	**Quantitative Research Methods in social work** **Research Problem formulation**: - concepts, theoretical and operational definition of concepts - role of theory in research - variables: types - Hypothesis- definition, types, sources and significance - **review of literature**: importance and methods - **formulation** of research proposal- meaning and major steps of a research proposal - pilot study - ethical considerations in research. **Research Design**: **-** Meaning, purposes and types: cross sectional; longitudinal; comparative; case study; evaluative; action research; experimental. Quasi-experimental design. Single subject designs in social work, group design. **Population and Sampling:** sampling definition, sampling theory, purpose and types - probability and non-probability sampling – Merits and demerits. Sources and types of data: primary and secondary, quantitative and qualitative data. **Measurement**-Levels, scales and scaling techniques, Pre-test, Problems of scaling - Reliability, Internal and external validity **Data collection**: - Primary and Secondary data. Methods of data collection - interview schedule, questionnaires. **Data analysis and data presentation in quantitative studies**: Editing, Coding, tabulating, Interpreting, Descriptive and inferential Analysis **Report writing**
III	**Statistical Methods** Nature and purpose of statistics – use of statistical methods and limitations of statistics in social work research. Tabulation of data – purpose and basis of classification Frequency distribution- construction of frequency tables, graphic and diagrammatic presentation of data- Bar chart, Pie chart, Histogram, Frequency curve and O-give. Normal distribution.
IV	**Theoretical understanding of Descriptive and Inferential statistics** Central Tendency: meaning, relevance, uses, merits and demerits Measures of dispersion (Range, Quartile deviation, Mean deviation, Standard Deviation):

	meaning, relevance, uses, merits and demerits Measures of Correlation (Karl Pearson's Coefficient of correlation and Spearman's Rank correlation) : meaning, relevance, uses, merits and demerits Tests: Chi Square, 't' test, Mann Whitney and ANOVA, Kruskal-Wallis Process, interpretation and presentation of the findings.
V	**Qualitative Research methods in social work** Approaches in qualitative research. Planning and preparing proposals for qualitative studies, The Process of Qualitative Research: (1) Conceptualizing qualitative studies: identifying the focus of the study, the areas of study and lines of inquiry (2) Designing qualitative studies: developing a research strategy, theoretical sampling, specifying the role of the researched and the researcher, and insider/outsider perspectives; (3) Methods of data collection: Systematic observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, case studies, narrative research, phenomenology, ethnography and participant observation – advantages and disadvantages. (4) Data processing and analysis (5) Writing-up qualitative studies. Principles of Triangulation.
VI	**Use of research software** – For Referencing, data analysis, Process and various statistical procedures using SPSS, interpretation and presentation of the statistical findings.
VII	**Research Report** Major components of a research report, Report Writing: Format – Style – Content - Qualities of a good research report – Communicability – Appendix, Bibliography, Footnotes, etc. – Rules of Report Writing - applications of APA format

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	SW 2.3.1.PROJECT PLANNING AND MANAGEMENT **Objectives** The **Learner** should be able to: • understand the process of strategic planning of social development organisations (NGOs). • appreciate the relevance of vision, mission, and objectives, in the designing of programs and projects for organizations engaged in social development • imbibe skills for project preparation and undertaking the same in various stages - planning, implementation, management, monitoring and evaluation • developan understanding of resource mobilisation and fundraising
	Units
I	**Introducing the Concepts of Project and Planning** a. Project: concept - characteristic features of social development project- concepts: plan, programme, project and activity - integrated approach of project - planning process: types - strategic planning and perspective planning b. Project cycle- i) Project Planning (problem identification, project design, project appraisal) ii) Project Management (project implementation, project monitoring, project review, project evaluation) c. classification of project: based on purpose, productivity, size, duration
II	**Social Development Organisation** a. Social development organizations: concept, characteristic features b. setting of vision, mission, goal, objectives, activities of a social development organization c. organisational planning- strategic planning, operational planning and project planning
III	**Project Cycle- Project Planning** 1. **Project Problem Identification**- approaches to identifying problems, generation of project ideas, elimination of non-viable project ideas and selection of project ideas- methods to project idea generation: PRA, PLA; pillars, principles, tools/ methods. 2. **Project Design**- Logical Frame Approach(LFA): concept, approach, matrix, Analysis: Stakeholder(Participation) Analysis, Problem Tree Analysis, Objective Tree analysis, Analysis of Strategies(Alternatives)- deciding on project goal, purpose, activities, assumptions, verifiable indicators and means of verification - **activity plan** -**estimation** : time estimation, cost estimation and resource estimation: budgeting, recurring and non-recurring expenses 3. **Project Appraisal**- technical appraisal, marketing appraisal, environment appraisal, management appraisal and profitability appraisal, Social Cost Benefit Analysis (SCBA)
IV	**Project Cycle- Project Management** 4. **Project Implementation**: Time-plan and inter-linkages of activities, estimation of resource estimation, Critical Path Method (CPM), Project Evaluation and Review Technique(PERT) 5. **Project Monitoring:** monitoring cycle, steps in monitoring, levels of monitoring, process monitoring and output monitoring, indicators of monitoring 6. **Project Review**- variance analysis and performance analysis; method of review analysis; Review (Progress) report

	7. Project Evaluation: purpose, needs, types (of evaluation); Evaluation - Objectives and goal, decision, user, and response focused; steps in evaluation - Project evaluation report

V	**Project Format for Project Proposal Writing**
	   a. Need and importance of Project Proposal
	   b. Steps involved in project proposal writing- project report- progress report
	   c. Executive Summary, history, requirement, and solution

VI	**Project Finance and Financial Management** **Budgeting**- financial management and accounting - investment appraisal and financial analysis - **FCRA**: essential laws, its requirement, filing of annual returns - roles and functions of project manager - Project Management Information System (**PMIS**)

VII	**Fundraising Management**
	   a. Basic Principles in Fundraising; Importance of Strategic Fundraising Management
	   b. Major Gift Programs: Strategies for Major Gift programme; Preparing for a Major Gifts Initiative; The Solicitation Interview
	   c. Mail and Email Fundraising strategies, Telephone Solicitations, Special Event Fundraisers: Choosing a Special Event; Implementing the Event; Cause-Related Marketing
	   d. Evaluation of Fundraising Plans and Process and Presentation of Fundraising Plan

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SW 2.3.2. COMMUNITY HEALTH CARE AND HEALTH ADMINISTRATION	

Objectives
The **Learner** should be able to:
- evolve a holistic and integrated approach to health and health care, as a basis for medical and psychiatric social work intervention
- appreciate the various dynamics operating in the functioning of the health care system in the changing global socio-political scenario
- appreciate the organisation of Health care system in India and its challenges
- understand the implication of various health-related legislations

Units	
I	**Health & Ill Health** Concept of **Health** and ill health, determinants of health and indicators of health status, spectrum of health holistic health - concept of **hygiene** - personal, environmental, social and mental, culture - Pollution and Sanitation - Occupational health - models of health - system approach to health
II	**Health and Development** **Health as an aspect of development** - sustainable development - globalisation and the threats to health and health care - World Health Assembly - History of community health - Health for ALL by 2000 - Primary Health Care and politics -the debt crisis, recession and adjustment Structural Adjustment Policies (SAPs) - MDGs & SDG
III	**Community Health** Concept of Community health and its various components - history of Community Health - Public Health - People's Planning (Peoples Health Assembly) - **Health Education** - alternatives systems of medicine and life style – AYUSH
IV	**Health Management -** Health statistics and Health Indicators: Morbidity, Mortality - Data Sources, collection, analysis and uses - concept of Health Planning & Planning Cycle, Management techniques and methods
V	**Planning and Organization of Health Services in India.** a. Historical evolution of Health Care Services under the five-year plans in India - various committees and reports towards promotion of health care services - evolution of National Health Policy - overview of various national community health programmes b. Organisation of Health Services at the Central, State and local levels - Directorate of Health Services and Family Welfare department - NHM – its objectives and activities - role of ASHA & USHAs workers - NHM - role of NGOs, CBOs - role of

		Social Worker in the community health programmes - rural and urban health, school health programmes– DMHP
VI		**Health Legislations** 1. **Overview** of Occupational Health Regulations - Factories Act, Shops and Commercial Establishments Act, Plantations Act, Workmen's Compensation Act, ESI Act 2. RPWD Act, 2015 3. Mental Health Act 1987 4. NDPS Act. 5. MTP 1972 6. Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994 7. FSSAI Act 1954. 8. Drugs & Cosmetic Act 1940. 9. **Overview** of regulations related to Blood Policy, HIV/AIDS, and Organ Transplant
VII		**An Overview of Hospital Administration** Functions of different departments in the hospital – out-patient and in-patients services, casualty and emergency, medical records, nursing, laboratory services, store, finance, pharmacy, general administration, various medical specialities - Hospital Information Systems - **Hospital Administration**: concept, definition, general principles - duties and responsibilities of Hospital administrator – medico-legal issues – quality assurance and accreditation

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55. International public health hazards: Indian legislative provisions : http://www.searo.who.int/entity/health_situation_trends/india_legislation.pdf?ua=1
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<table>
<tr><td colspan="2" align="center">**SW 2.3.3.A MEDICAL SOCIAL WORK**

Objectives
The **Learner** should be able to:
appraise changing concept of health, its indicators and the various models
appreciate the basics of physiology and systems, their functions and diagnostics
acquire a basic understanding about diseases – communicable and non-communicable
facilitate the effective understanding of the psychosocial aspects of various diseases and devise appropriate strategies for effective interventions</td></tr>
<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>**I**</td><td>**Human Physiology**
Elementary understanding of human physiological systems and its functions – diagnostics and related parameters as indicative of health (BP, Pulse, Counts - Haemoglobin, LDL/HDL, Creatinine, Urea, etc.)</td></tr>
<tr><td>**II**</td><td>**Nutrition**
Essential food stuffs - Classification of food stuffs - balanced diet – deficiency disease - Nutritional requirements of children & women – pregnant and lactating mothers - Social aspects of nutrition - Problems of malnutrition in India - preventive and management measures - National nutritional programmes</td></tr>
<tr><td>**III**</td><td>**Communicable and Non communicable diseases**
Incidence, Prevalence, etiology, symptoms, treatment and prevention of
 i. Communicable diseases: AIDS, STD, T.B., Leprosy, Polio, Typhoid, Dysentery, diarrhoea, Jaundice, cholera, Malaria, Zoonotic diseases
ii. Non-communicable/Lifestyle Diseases: Cancer, Coronary Artery Diseases, Obesity, Diabetes, Trauma & Injuries</td></tr>
<tr><td>**IV**</td><td>**Patient as a person/Assessment of the Factors involved in Disease:** Medical sociology and its relevance in social work practice- **systemsapproach** to assessment- **patient as a person**: concept- social, life style and emotional factors involved in disease – **hospitalisation** and its implication for the patient and family - **stigma** -**death and dying**: grief & bereavement; reaction to terminal illness: Denial, Anger, Bargaining, Depression and Acceptance (DABDA); pain and palliation</td></tr>
<tr><td>**V**</td><td>**Medical Social Work -** Meaning, definition, importance of medical social work – historical development of medical social work in western countries and in India. Functions and Roles of medical social worker - **Medical Social Work Care Plan –** planning fromintake until discharge,problems and prospects of medical social work in India, **Case Recording, Medical ethics – issues and challenges (patient rights, confidentiality, informed consent)**</td></tr>
</table>

VI	**Application of Social Work Methods and Principles in Medical Setting -** Role of medical social worker in different settings
	i. Primordial, Primary, Secondary and Tertiary
	ii. Different Departments of the hospital (Burns, Organ Donation, Emergency etc.),
	iii. Fertility Clinics, Diabetic Clinics, Leprosy hospital, TB Hospitals, S.T.I. Clinics, Blood Bank, Cancer Hospitals, HIV Clinics (VCTCs & ARTCs), persons with neurological and degenerative disorders. Hospice and Palliative Care
VII	**Team Work (multidisciplinary approach) & Rehabilitation in medical setting-** Concept - Role of different professionals in team work - modalities of team work – factors essential for team work – Physical Medicine and Rehabilitation – physiotherapeutic approaches to rehabilitation & community based rehabilitation.

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http://jsspi.com/journals/jsspi/Vol_2_No_2_June_2014/4.pdf

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http://www.sswlhc.org/docs/swbest-practices.pdf

26. Emergence of Medical Social Work in India and Abroad :
http://shodhganga.inflibnet.ac.in/bitstream/10603/140497/9/09_chapter%202.pdf

27. Scope of Social Work Practice: Hospital Social Work
https://www.aasw.asn.au/document/item/8644

28. NASW Standards for Social Work Practice in Health Care Settings:
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29. Social Work in Hospital-Based Health Care :
http://www.wrh.on.ca/Site_Published/wrh_internet/DocumentRender.aspx?Body.IdType=5
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30. The Role of the Social Worker in the Long-Term Care Facility :
http://health.mo.gov/seniors/ombudsman/pdf/RoleLTCsocialworker.pdf

SW 2.3.3 B URBAN PLANNING AND COMMUNITY DEVELOPMENT

Objectives
The **Learner** should be able to:
- be conceptually clear of urban planning and community development and aware of related theoretical frameworks
- identify and analyse the issues pertaining to urban community development
- acquaint with various agencies engaged in working for the urban community development
- understand the structure, functions and the administration of community development institutions - municipalities and corporations
- acquire skills in addressing emerging social challenges in the urban social settings

	Units
I	**Introduction to Urban Community Development** Concepts: urbanism, urbanization - characteristics of urban communities - social aspects of urban life - urban social institutions - urban community development: meaning, objectives, philosophy, principles **- t**heories of urban development.
II	**Origin and growth of cities - Ancient, medieval, modern Indian cities** Characteristics of town, cities, metropolises, suburbs, satellite towns, ecological patterns of cities.
III	**Issues of urban communities and scope for social work**: Issues: housing, water and sanitation, pavement dwellers, human trafficking and sexual exploitation, unemployment, alcoholism, drugs, crimes, poverty, displacement and resettlement - Slums: definition, theories, causes, characteristics and problems of slum dwellers, efforts for slum improvement - urban environmental challenges: pollution, solid waste management
IV	**Urban Planning: Strategies, Approaches and Policies in Urban Community Development** Urban Planning: concept, strategies, approaches, principles - national and state polices pertaining to urban development - Five year plans and urban development, welfare programmes for urban poor - urban development authorities at national and state levels. Models of urban development in India. Public private partnership (PPP) for urban development.
V	**Programmes for Urban Development** Programmes for urban development - ministry of urban development at national and state levels - urban housing schemes in Kerala - programmes of urban cooperative banks in Kerala.
VI	**Urban Governance&Municipal administration** Historical evolution of urban governance **-** 74th Constitution Amendment Act 1992 - Kerala Municipality Act & Rules 1994 - **Municipal Administration:**structure, role, functions and duties – **Administration in Corporations:** structure, role, functions and duties.
VII	**NGOs intervention in Urban Problems and Urban Community Development** Role of civil society organizations (Resident associations and citizen clubs) in urban community development - intervention of Corporate in urban problems - case studies of Corporate Social Responsibilities (CSR) for urban community development

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	SW 2.3.4 A -PSYCHIATRIC SOCIAL WORK **Objectives** The **Learner** should be able to: 1. appraise the concepts of normal and abnormal behaviour as well as the factors contributing to mental health 2. be familiar with psychiatric case assessment, symptoms and systems of classification 3. acquire basic knowledge and must be able to diagnose various common mental disorders 4. analyse the psychosocial aspects of various diseases and devise appropriate strategies for effective interventions 5. understand Psychiatric Social Work and its practice in various settings
	Units
I	**Mental Health** ▪ Concepts normality, abnormality, mental health and mental/psychiatric disorders ▪ Aetiology of psychiatric disorders: biological, psychosocial, cultural ▪ Predisposing, precipitating, protective and perpetuating factors. ▪ Determinants of mental health
II	**Assessment in Psychiatry** ▪ Psychiatric Interviewing (Mental Status Examination/Case history recording) ▪ Techniques of Psychiatric Interviewing and Social Diagnosis ▪ Symptomatology: Appearance and behaviour, Thinking, Speech, Perception, Mood and Affect, Cognition, Judgment and Insight; ▪ Current classification in psychiatry: ICD 10, DSM V
III	**Psychiatric Illness and their Management** Prevalence, aetiology, clinical manifestation, course, and management of: ▪ Organic mental disorders (Delirium, Dementia, Alzheimer's) ▪ Functional Psychotic disorder (Schizophrenia and Delusional disorder) ▪ Mood disorder – Unipolar disorder & Bipolar disorder ▪ Anxiety Disorders – Generalized Anxiety Disorder, Obsessive Compulsive Disorder, Simple specific phobia, Panic Disorder, Conversion Disorder ▪ Stress Related- Adjustmental Disorder, Acute Stress Disorder, Post Traumatic Stress Disorder ▪ Somatoform Disorders ▪ Personality disorders ▪ Sexual Disorders ▪ Developmental Disorders: Learning disorders and Autism ▪ Conduct disorder and Attention Deficit Hyperactive Disorder (ADHD) ▪ Sleep disorders ▪ Other Conditions warranting clinical attention: relational problems, Abuse and neglect (Child and adult), Educational and Occupational Problems, Other Problems Related to the Social Environment, Problems Related to Crime or Interaction With the Legal System, Problems Related to other Psychosocial, Personal, and Environmental Circumstances, other circumstances of Personal History
IV	**Psychiatric Social Work:** Meaning and importance; historical development of psychiatric social work – functions and roles of psychiatric social worker; problems and prospects of psychiatric social work in India.
V	**Team Work (multidisciplinary approach) and Rehabilitation**

	▪ Concept and Role of different professionals in team work, Modalities of team work – factors essential for team work ▪ Psychiatric Rehabilitation -Meaning, Definition, Types, and Principles - Role of day cares, half way homes in the after care of psychiatric patients, Community based rehabilitation.
VI	**Application of Social work methods and principles in psychiatric setting** Mental Hospitals, Child Guidance Clinic, Family Psychiatry and Family Counselling Centres, De-Addiction Centres, Geriatric Centres, Epilepsy Clinics, School Mental Health Programme
VII	**Community Psychiatry** ▪ Prevention in psychiatry – primary secondary and tertiary level ▪ National Mental Health Programme and District Mental health programme ▪ Stigmatization

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SW 2.3.4 B RURAL COMMUNITY DEVELOPMENT AND PANCHAYATI RAJ

Objectives
The **Learner** should be able to:
- appraise the concept of Community Development and frame a historical perspective of community development
- understand the origin and evolution of village life, the changes happening to village life and people, and develop perspectives at improving it
- understand the history of Community Development Programme (1952) and the evolution and implications of Panchayati Raj System as a continuation of the Community Development Programme
- understand the Gandhian Concept of Rural Development and the role of co-operatives
- appraise the concept of Cooperatives and appreciate the possibilities and the role of Co-operatives in Rural Development
- be familiar with the on-going programmes for rural development at the State- and Central levels

	Units
I	**Community Development, Evolution of village communities, and patterns of rural settlement in India** Types of Villages - patterns of Rural Settlement - characteristics of Rural People - Community Development: concept, definition, philosophy, objectives - origin of villages and their constitution - Village governance: Village Councils ; role of Village Councils; constitution and functions - Village Councils: transition during Brahmin, Buddhist, Hindu, Muslim, and British Periods - village officials, adjudication, village defence and taxation - Village Life including Village settlement - Village Professionals - domains of village administration: public works, education, health, and social welfare
II	**Changes in Rural Life and Rural Reconstruction Attempts before 1952** Factors affecting village life - impact of Industrial Revolution on Indian Villages - condition of agriculture in India and the approach of British Government - Rural Reconstruction by non-official efforts before Independence including Gandhiji, Tagore - Rural Re-construction Schemes after 1945 including Sevagram Centre, Firka Development Scheme, Sarvodaya Centres, Nilokheri Project, and Etawah Project - Marthandam Project, and Gurgaon Experiment.
III	**Community Development Programme and Other Programmes of Rural Development in the Planning Era** Community Development Programme 1952 and National Extension Services: objectives, activities, characteristics, organisational & administrative structure, and evaluation- approaches and strategies to Rural Development- Rural Development Programmes under five year plans; hurdles to Rural Development and its remedies - sustainability and sustainable development : concept
IV	**Panchayati Raj as Continuation of Community Development Programme** BalwantRai Mehta Committee Report - the era of Panchayati Raj - First, Second, and Third Generation Panchayats- causes of decline of Panchayati Raj - 73rd Constitutional Amendment and constitutional status of Panchayats – Kerala Panchayati Raj Act 1994: characteristics and amendments - Gramasabhas: relevance and importance - Revenue AdministrationofKerala.
V	**Gandhian Concept of Rural Development**: Gandhian Concept of an Ideal Society - Gandhi's Charter of Social Reconstruction including the 19 point Constructive Programme and its Implementation

VI	**Co-operatives and Rural Development**
	Co-operatives: meaning definition, characteristics, principles and philosophy - Models of Cooperatives: Reiffeisen& Schulze models of Co-operatives – Co-operatives in India - types and kinds of co-operative societies
VII	**Programmes for Rural Development**
	Ongoing programmes of Ministry of Rural Development - Panchyathi Raj Scheme under GoI and GoK - analysis of various schemes: Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), ICDS Scheme, Kudumbashree, and National Rural Livelihood Mission (NRLM).

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	SW 2.4.1 ECOLOGICAL SOCIAL WORK, DEVELOPMENTAL COMMUNICATION AND SOCIAL ENTREPRENEURSHIP

Objectives

To **Learner** should be able to:

- appraise the interrelatedness of human life and environment and the importance of sustainable development and develop a perspective
- understand the role, dynamics and implications of media and communication in moderating social development and be informed about theories, models, and approaches
- understand the problems arising out of environmental degradation and globalisation
- understand the concept of entrepreneurship in the social context
- analyze various models of contemporary social entrepreneurship. Understand the Strategies and skills for social entrepreneurship
- visualise an appropriate social problem and design a social enterprise in their preferred area of social change

	Units
I	**Environmentalism, Ecology and Social Work** **Understanding** the interrelatedness of living organisms and natural resources; concept of Ecosystem, the food chain and sustainability - Political Ecology - a frame work for understanding sources and political ramifications of environmental change - **Global Environmental Crisis and its linkages to the development process:** Global warming, environmental politics and resource development regimes; Sustainable development - Management & Conservation change.
II	**Ecosystem and Human Right Issues** – the food-chain and sustainability - Eco-system/Indigenous People – role of ecosystem persons in preserving the environment and life – eviction and alienation of aboriginal people – Case Studies: Land Struggles Tribals (the Marayoor Issue), Goshree Islands, Vilapilsala, Koodumkulam, Aranmula Airport (KGIS) - Ecotourism and Eco-development Committees (Thekkady Experience) – International Conventions and Protocols
III	**Basics of Communication** Definition, Purpose, Types, Evolution, Barriers, approaches in communication, Theories of Communication – communication process and elements of communication-sender, encoding, message, channel, receiver, decoding and feedback - **Theoretical and Methodological framework of Development Communication: Models of Communication**- Lasswell, Osgood and Schramm, Gerbner, Shannon and Weaver and David Berlo.
IV	**Development and Communication** Dynamics and **Politics** of Information and Development communication-Purpose, Principles, - application of Communication strategies in development projects - Participatory Rural Communication Appraisal, Social mobilization, Advocacy, Behaviour change communication and Social marketing - role of Media and ICT in Development Communication - **Phases** of Development communication practice: Communication based Assessment > Communication strategy Design > Implementing the communication programme > Communication for Monitoring and evaluation
V	**Group Communication Techniques and Skills for Social Work**

	Applications in Social Work practice-Lectures, forum, brain storming, guided discussion, case study, role play, demonstration - **Mass communication and Mass Media** concepts; use with different target groups – therapeutic, education, entertainment and organization building and Health Education campaigns. Mass Media in Social work practice: Exhibition, Cinema, Television, Radio, Print Media, Theatre & Local or Folk Media, Information Technology, World Wide Web- **Skill Training:** Public Speaking, Organizing Meetings, workshop, conferences, seminar, written communication, Theatre Workshop, Puppetry, Public Relations, Social networking through social media, Media Research and Evaluation.
VI	**Social Entrepreneurship** Concept of entrepreneur, characteristics of an entrepreneur. functions and type of entrepreneurship; entrepreneurship for social change and development - Business Canvas Model - principles of social entrepreneurship: *Servant leadership, Perseverance to face* challenges, urges to Experiment. Change makers, social Mission, Empowerment and Collaboration (SPEC MEC) - social entrepreneurship in Indian and Global Perspectives – Innovation
VII	**Analysis of Contemporary social entrepreneurship models** Emerging models of social entrepreneurship in micro enterprises, green technologies, farmer producer organizations in the developing world - **Incubators**: Ashoka Foundation of Bill Drayton, Skoll foundation of Jeff Skoll (USA), Villgro**Case Studies: Grameen Bank -** Muhammad Yunus (Bangladesh), AkshayaPatra, Wello Waterwheels (India), Childline and Aflaton of JerooBillimoria(India), Timbaktu Collective by Mary VattamattomBabluGanguly (Delhi, India), Gram Vikas by Joe Madiath (Orissa, India), SEWA by Ela Bhatt (Ahmedabad, India), Goonj (Delhi, India), Rural Electrification by Fabio Rosa(Brazil).

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<table>
<tr><td colspan="2" align="center">SW 2.4.2 INTEGRATED SOCIAL WORK INTERVENTIONS</td></tr>
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Objectives
To **Learner** should be able to:
- understand the core processes and models of integrated social work and international social work practice
- use analytical tools to assess their practice, circumstances, events and situations they engage with, and the theories, perspectives, strategies, techniques and skills of practice
- understand role of human activity and eco-system disequilibrium in contributing to disasters; acquire understanding of the strategies for prevention, mitigation and visualise social work interventions
- imbibe methods of integrated social work intervention and strategies in dealing with disaster management, geriatric care management, youth development, children and persons in distress, as well as persons with disability

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<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>I</td><td>

Integrated Social Work Practice
Integrated social work practice model: meaning, definition, characteristics - **approaches**: systems, ecological, social-justice, strengths-based, rights-based- **perspectives**: empowerment-oriented, anti-oppressive social work, critical theory - **application** of theories into practice and developing an eclectic social work practice

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<tr><td>II</td><td>

International Social Work Practice Models
International Social Work: brief history, values, beliefs, goals and knowledge base - **levels** of practice in International Social Work - **sector** of practice in International Social Work -
Forces influencing International Social Work - **concepts**: "Modernization", "Globalization" and "Social Development" -Cosmopolitanism and Multiculturalism in Social Work Practice

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<tr><td>III</td><td>

Disaster Management
Disaster: terminologies ~ hazards, disaster, vulnerability, risk - **types** of disaster -**disaster management cycle**: response, rehabilitation, prevention, mitigation and preparedness - **impact** - physical, social, psychological & economic- **interventions**: - pre-disasters, during and post-disaster management (before, during and after) - **types**of disasters -**Therapeutic Approaches**: counselling and psychosocial interventions - **Rehabilitation**:physical, psychological, economic, social,spiritual, occupational and educational- **Government Agencies** for disaster management– related legislations of disaster management - role of **voluntary organisations** – disaster reductions, Community Based Disaster Management, Community Based Disaster Prevention.

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<tr><td>IV</td><td>

Persons in distress (Human Trafficking)
Human Trafficking: concept, causes, push- and pull-factors- concepts: child in distress, children in crisis; Trafficking, - **CHILDLINE**: strategy, intervention, functioning. various ograms for **rehabilitation** – **interventions:** formation of Adolescent Clubs & Sex Education - **women in distress** –Sex Workers – **prevention** – media, NGOs and Jagrathasamithis—International and national **initiatives** pertaining to women & LGBTQ

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<tr><td>V</td><td>

Youth Welfare
Youth **concept** – characteristics – profile of the youth in terms of **demographics** - Understanding the various **issues** (substance abuse, terrorism, drop out, : drugs, media) and challenges - **skills**

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	needed for a social worker in working with youth - National Youth **Policy** - Youth development - various interventions among the youth **Youth**:concept, characteristics, demographics **issues**: substance abuse, terrorism, drop-out, and challenges – **skills** essential for working with youth - National Youth **Policy** - Youth development - various **interventions** among youth
VI	**Geriatric Social Work** Aging: concept, changing **demographics**- the biophysical, psychological and socio-cultural **demands - problems** of aging- **definition:** Geriatric Social Work, Gerontology - **role** of the Social Worker in the case of the elderly - **interdisciplinary team** in Geriatric care - **components** of Geriatric Social Work: patient assessment, medical and social concerns, living situations, financial, education and work history, social and vocational rehabilitation- aspects influencing rehabilitation - Social work practice with the elderly - Day Care for the Aged (Pakalveedu)- older persons advanced learning (OPAL)
VII	**Differently Able and Rehabilitation** Concepts: **Impairment, Handicap and Disability**- disability: **types**, **severity** - life cycle stage of the individual with disability - issues faced by persons with disability (PWD): acceptance of self and disability, stigma and discrimination - **coping** with changed lifestyles and interpersonal relationships– i**nterventions:** disability assessment, residual capacity, aptitude testing, counselling and rehabilitation of persons with disability at individual and group levels in different; skills of facilitation, partnering with stakeholders - **Rehabilitation and Community Based Rehabilitation (CBR)**: concept, principles and models– Govt. Schemes and Programs, The Rights of Persons with Disabilities Act, 2016

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	SW 2.4.3 A **THERAPEUTIC INTERVENTIONS FOR SOCIAL WORK PRACTICE**
	Objectives: **ToLearner** should be able to: • familiarise with some of the basic therapeutic approaches applicable to Medical and Psychiatric Social Work settings • engage and acquire an understanding of various therapies • choose at least two types of therapies in the field and acquire competency
	Units
I	**Overview** of Theories and Practice of various forms of Therapy – Psycho-analytic/Psychodynamic, Behavioural, Humanistic, Existential
II	**BehaviouralTherapy I**: Types of Learning Process – Assertiveness Training– Token Economies – Contingency Contracting
III	**BehaviouralTherapy II:** Systematic Desensitisation – *in vivo* Desensitisation – Implosive 'Therapy – Aversive Techniques
IV	**Art in Therapy:** Art Therapy, Play Therapy and Psychodrama
V	**Mind-Body Medicine**: the Mind-Body connection - Yoga, Meditation, Hypnosis, Biofeedback and Relaxation Therapy
VI	**Therapies** with clients with substance abuse issues- Solution Focussed Brief Therapy and Motivational Enhancement Therapy
VII	Popular Therapies: **Transactional Analysis**: Ego States – transactions life scripts – games – Nuerolinguistic Programming (**NLP**): the VAK model – **CBT**: the ABC Model – the phases in CBT – its applications

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17. Expressive Therapies History, Theory, and Practice : https://www.psychologytoday.com/files/attachments/231/malchiodi3.pdf
18. Introduction to Psychodrama : https://www.iasa-dmm.org/images/uploads/Chip%20Chimera%20and%20Clark%20Baim%20Workshop%20on%20Psychodrama.pdf
19. A Concise Introduction to Psychodrama, Sociodrama and Sociometry:

http://asgpp.org/pdf/psychodrama.conciseintro.pdf
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<tr><td colspan="2" align="center">**SW2.4.3. B DEVELOPMENT ECONOMICS**</td></tr>
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Objectives

The Learner should be able to:

- appraise the concepts of economic growth and development, appreciate the scope of community development in the context of national development
- appraise the concept of poverty and the process of poverty alleviation.
- acquire knowledge about the growing Indian economy and its importance to the various sectors
- appreciate the importance of population as Human Resource in the development of the country
- appreciate the importance of planned development in the progress of the county

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<tr><td colspan="2" align="center">**Units**</td></tr>
<tr><td>**I**</td><td>

Economic Growth and Economic Development

Economic Growth: concept, criteria of economic growth – balanced growth: meaning, essential indicators, advantages, criticism- unbalanced growth: meaning, advantages and criticism - Economic Development: concept, approaches to Economic Development – Natural Resources, Economic Factors, and Non-Economic Factors in Economic Development – Human Development, Human Development Index & Report.

Economic Growth: concept, criteria of economic growth – balanced growth: meaning, essential indicators, advantages, criticism - unbalanced growth: meaning, implications, criticism - Economic Development: concept, approaches to Economic Development; natural Resources, economic and non-economic factors in Economic Development – Human Development: Concept, Human Development Index & Human Development Report (UNHDR).

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<tr><td>**II**</td><td>

Underdevelopment-Indian Economy-Current Economic Scene

Underdevelopment: meaning, indicators; common characteristics of underdeveloped countries - obstacles to Economic Development - India as an underdeveloped economy - India as a developing economy-India as a mixed economy – new economic policy: liberalisation, privatisation and globalisation (LPG)

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<tr><td>**III**</td><td>

Poverty, Population and Economic Development

Poverty: concept and indicators - poverty line: concept - causes of poverty: economic, social, political, cultural and religious; factors perpetuating poverty; victims of poverty: women, children and other weaker sections - **Population Explosion:** population in India, size and growth rate, causes of population growth - Population and Economic Development; problem of overpopulation - National Population Policy of India

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<tr><td>**IV**</td><td>

Agriculture and Economic Development

Agriculture in India - role and nature - cropping pattern of India; factors determining cropping pattern - mechanisation of agriculture; arguments for and against - causes of low productivity; measures to increase productivity - **land reforms in India**; abolition of Intermediaries; tenancy legislation; ceiling on Land Holdings - **Co-operative Farming**.

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<tr><td>**V**</td><td>

Industries and Economic Development

Small Scale and Cottage Industries: concept, definition, features - difference between Small Scale and Cottage Industries - importance and problems of Small Scale and Cottage Industries

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<tr><td>**VI**</td><td>

Service Sector and Economic Development

Meaning and Contribution to the Economy.

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<tr><td>**VII**</td><td>

Economic Planning and Development

Meaning, Definition and Features of Economic Planning-Need of planning in underdeveloped countries – Historical Review of Planning in India - Objectives of economic planning in India -

</td></tr>
</table>

	Priorities of five year plans in India-Achievement and failures of five year plans-NITI (National Institution for Transforming India) Ayog.
	Economic Planning: meaning, definition, features - relevance of economic planning in underdeveloped countries – economic planning : concept, history of economic planning in India; objectives of economic planning in India - Five Year Plans (FYPs): priorities of five year plans in India; achievements and failures -NITIAyog (National Institution for Transforming India)

References:
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2. Datt, Ruddar&K.P.M. Sundharam. (1999). *Indian Economy*. New Delhi: S. Chand and Company Ltd..
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6. Shankaran S. (2012). *Agricultural Economy of India.* Chennai: Margham Publications.
7. Mehmet Ozay. (2011). *Economic Planning and Social Justice in Developing Countries*. Oxfordshire: Routledge.
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SW 2.4.4. A SOCIAL WORK PRACTICE AND HEALTH

Objectives
The **Learner** should be able to:
- appreciate the prospects of Social Work Interventions in Health setting
- understand family as a unit, appreciate the dynamics of family life cycle and plan intervention
- acquire skills in working with mental health issues in schools; intervening with the chronically ill and dying; handle suicide prevention and dealing with individuals grappling with issues related to gender orientations
- acquire and understanding of dealing with substance abuse, HIV/AIDS,
- understand intervention in the various setting – family, school, hospital
- appreciating the importance of psycho-education and learn to design modules in order to provide psycho-education

	Units
I	**Substance Abuse and Society**: Incidence and prevalence of substance use disorders; Effects of Addiction on Addict, Family and Society; Addiction Management and De-addiction centres (International and national models)- Prevention, Treatment (medical, psychological, social), Relapse prevention and Documentation; Role of Social Worker with addicts and their families- psycho-social assessment, motivation assessment and enhancement therapy, psycho-social education and training, counselling, group therapy, rehabilitation, self-help groups for persons living with addiction (Alcoholics Anonymous, Narcotics anonymous, Al-Anons etc.)
II	**School Mental Health, School Social Work and Life Skill Education**: Overview of issues of School Children- Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, child trafficking, learning disabilities, truancy, suicide, family violence, behavioural disorders, speech and language disorders, Children with special needs; Social Work Intervention and Practice in School Settings - System Approach to School Social Work- management, teachers, parents, children and role of social worker as a liaison; Working with individual students and families - groups of students - consultation with teachers and other school staff, classroom and school-level interventions - Working with special children and Special Education (SE) & Inclusive education (IE), Remedial Education, Supportive Counselling, Adolescent Reproductive and Sexual Health (ARSH), Career Guidance, Life Skills: Components (WHO) and Training Modules.
III	**HIV & AIDS:** The HIV virus lifecycle - incidence and prevalence HIV/AIDS in the international and national scenario, routes of HIV transmission, High risk groups and risk factors; Sexual Health and HIV/AIDS- concept of sex and **sexuality** – normal sexual developments – LGBTQ – alternate sexual practices; Social Work intervention- HIV/AIDS prevention, psychosocial support, counselling and rehabilitation, International and National AIDS control programmes, KACS (Kerala AIDS Control Society).
IV	**Palliative Care**: Concept of long term hospitalization and its impact on patients and their families; Palliative Care and Pain Management; Role and Functions of Medical Social Worker in promoting

	health needs of persons affected with Cancer, Chronic Illness like Diabetes, Nephritises, Cardio-Vascular Disorders, HIV/ AIDS, Tuberculosis etc.; Role of social worker in Blood Banks, Organ Transplant Centres, Trauma Care Centres, Hospice settings; NGOs in Palliative Care - Pallium India.
V	**Suicide Prevention:** Define the concept of Suicide and types of suicide; Incidence and prevalence of suicide (International, National and Kerala); Theories related to suicide and its causes-psychological, economic and social; Impact of suicide on the individual and family; Social work interventions: Suicide preventionand control, psycho social support and psychological first aid, work with victims of suicide- survivors, children and families.
VI	**Child and Family Social Work:** Overview of conceptual frameworks for Marriage and Family; Family Systems Perspective; Family life cycle (Evelyn Duvall) - Characteristics, goals, needs, tasks and problems of each stage in the family life cycle; Family social work – Concept & Definition, Assumptions, Principles; Phases of Family Social Work - Beginning phase, Assessment phase, Goal Setting and Contacting, Intervention phase (Family Therapy), Evaluation; Family Life Education-Concept, philosophy, goals and significance; Emerging issues in family social work (parenting, divorce, adoption and foster care, inter-generational issues, families with special needs).
VII	**Psycho Social Education:** Fear, anxiety, stigma, complexities, side effects, allergies, complications and courses of medication and its effects in the treatment and follow up of the patient in the medical and psychiatric settings; Strategies and various tools to handle fear, anxiety, stigma, complexities, side effects, allergies, and complications; conducting of group work and peer education methods, bye-standers education, house visits; providing various relaxation techniques.

References:
1. T.T. Ranganathan Clinical Research Foundation (TTK). 1989. *Alcoholism and Drug Dependency: The Professional's Master Guide*. Chennai: TTK
2. American Psychiatric Association (APA). 2005. *Treatment of patients with Substance Use Disorders: Practice Guidelines.* Arlington, Virginia: APA
3. Joseph, M.V. 2002. *Mental Health in Classrooms*. Kalamassery: Rajagiri College of Social Sciences
4. United Nations Children's Fund (UNICEF). (2009). Handbook for Asia Pacific. Thailand: UNICEF
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SW 2.4.4. B	**SOCIAL ANALYSIS FOR SOCIAL CHANGE**

Objectives:

The **Learner** should be able to:

- evaluate critically social process and the social system in the context of social change
- develop skills the social analysis skill from various perspectives- class, caste, gender, ecology etc.
- appraise various types of social awareness programmes to attain the desired goals of community development.
- Develop a critical understanding about the social, political, economic and meaning systems and the present day influence of these systems in society.
- Critically understand human rights in the national and international concept

	Units
I	**Social Analysis** Social awareness: meaning and levels - social analysis: definition, characteristics**,** theoretical framework forSocial Analysis - analyses: Structural Analysis, System Analysis, historical and cultural analysis - tools for Social Analysis
II	**Assessing Social Change** **Social Change**: definition, characteristics, sources and causes of social change, Theories of social change, criteria - indicators for social change.
III	**Education a tool to Social Change** Education**:** goal of education as transformation - foundations of Freire, Philosophical foundations of Paulo Freirre, Banking and Problem-posing type education, Freirean Method of Education, Conscientization.
IV	**Gandhian Approach to Education as a tool to Social Change** History of basic education, educational philosophy of Gandhi, components and characteristics of basic education, Gandhi's Scheme of Basic Education, current relevance of basic education and Adult education.
V	**Strategies for social Change:** Strategies: individual contact, campaign, Conscientization, cultural action, negotiation, pressure, legal action, nonviolence, conflict management, advocacy, networking and political organization.
VI	**Social Movements and Social Change** Social Movements**:** theories, types, relevance - contemporary social movements at National and State level - Human Rights movements atNational and International level, Amnesty International, Human Right Watch.
VII	**Social Policy and Social Change** Social Policy: definition, meaning and importance. Policy formulation: - i) procedure, ii) important machinery. Role of social worker in policy formulation and planning.

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12. Morris Ginsberg (1965) *On Justice in Society.* Penguin Books
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LSW Model for Social Work Education

Social work education requires a blend of practice and knowledge. Social work practice on its own has to be evidence based (EBP) and requires to be evidence informed (EIP). In the former, the interventions must be decided based on expertise, patient values, and the best research evidence; in the latter, there is an attempt to identify the potential benefits, harms and costs of any intervention,while also acknowledging that what works in one context may not be appropriate or feasible in another (Jose, 2018). This calls in for reflection.

Reflection requires a constant interaction between knowledge (theoria) and practice (praxis), an outcome of which is synthesised (poiesis) and further disseminated. The below given diagrams depict this reflective process as a logic to social work immersion.

Diagram 2. Knowledge generation from practice (*praxis*)
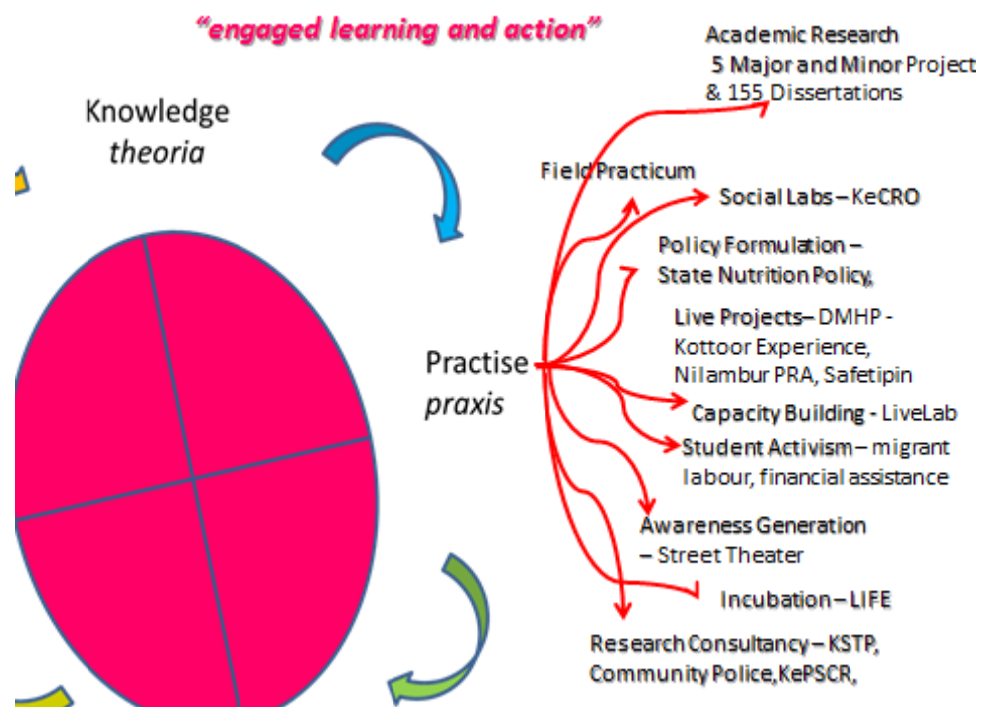
Diagram 3. Knowledge is documented (*poiesis*)for the purpose of transparency and replicability of an intervention to ensure its robustness
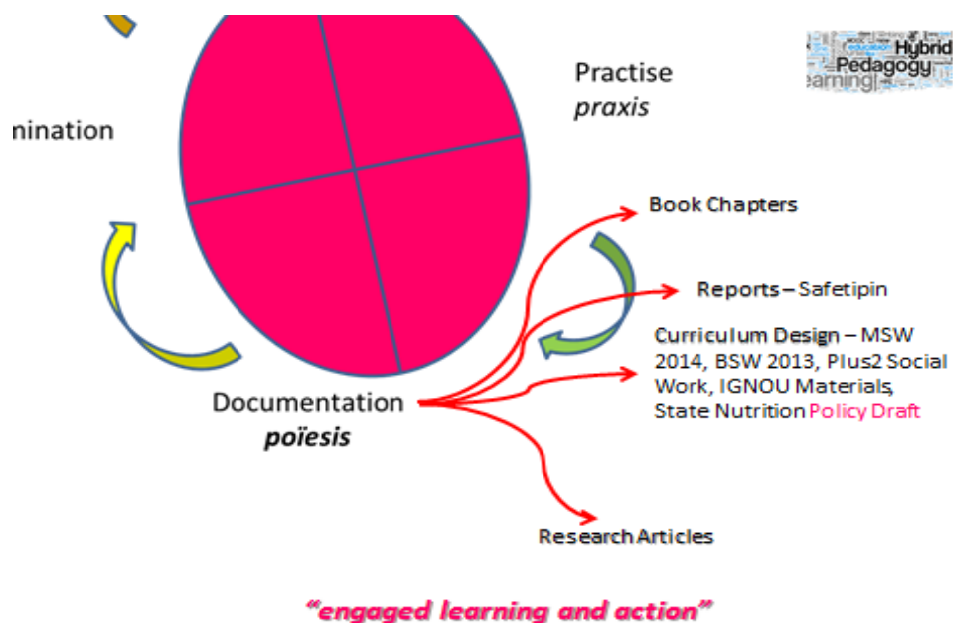
Diagram 4. Knowledge is disseminated for the purpose and validation by fellow professionals in order to ensure of transparency, reliability as well as validity.
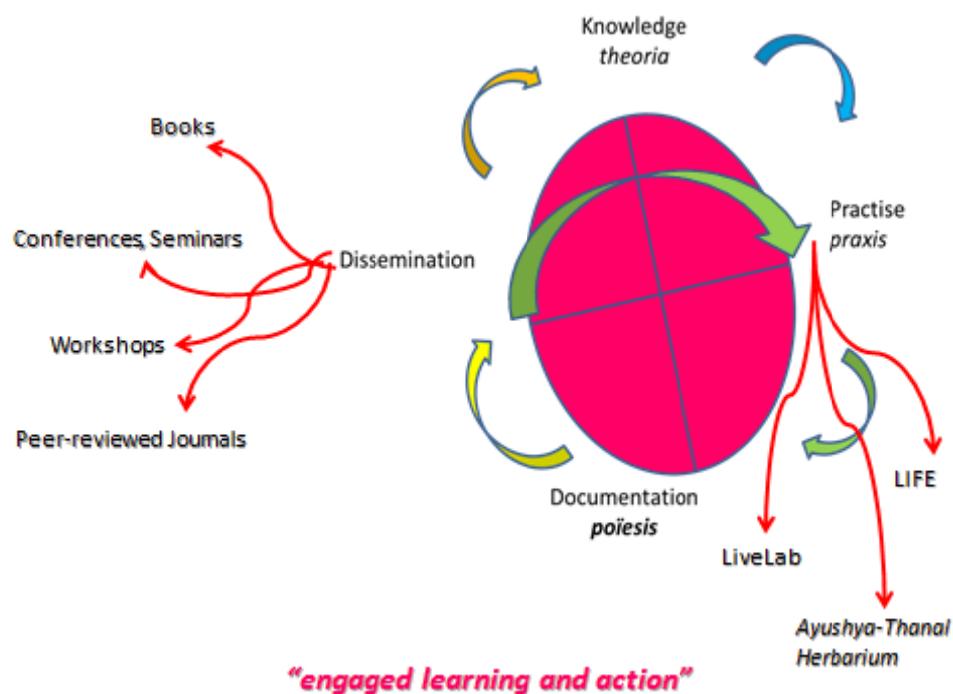
Master of Social Work
Model Question Paper
SW 2.4.4. A Social Work Practice and Health

Time: 3 Hours **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words; each question carries **2 marks**.

1. Substance Abuse
2. School Mental Health
3. DABDA
4. CBR
5. CAMS
6. Family
7. AYUSH
8. AA
9. Family Life Education
10. Life Skills Education

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries **5 marks**.

11. Differentiate between inclusive education and special education.
12. Write short notes on impairment, handicap and disability.
13. Write up a the contents for psychosocial education in dealing with patients of lifestyle diseases or psychiatric illness.
14. Discuss the concept of family life cycle.
15. What are the alternative approaches to health?
16. Discuss on the major problems encountered by children.
17. What are the components of physical medicine and rehabilitation?
18. Write short notes on:
    a. Breaking the Bad News
    b. Alcoholic Anonymous

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Discuss the role of social work in dealing with adolescents.
20. Social work had a tremendous role in dealing with persons with disabilities. Comment.
21. Discuss the various aspects of family therapy.
22. Develop a module and suitable strategy to implement a health program among students at hight school level.
23. Discuss any two Life Skills with suitable tools to illustrate the same.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.3.A Therapeutic Interventions for Social Work Practice

Time: 3 Hours   **Max. Marks: 75**

Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Learning
2. Life Script
3. VAK
4. Biofeedback
5. PAC
6. Reinforcement
7. Humanism
8. AA
9. Family Life Education
10. Life Skills Education

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Write short notes on Neuro-linguistic Programming.
12. Write short notes on therapeutic groups.
13. What is solution focused therapy (SFT)?
14. Describe any two popular behavioural therapies.
15. Describe the therapeutic application of psychodrama.
16. Write short notes on:
    a. Hypnosis
    b. Biofeedback Therapy
17. Write short notes on:
    a. Play Therapy
    b. Meditation
18. Write short notes on:
    a. Art Therapy
    b. NLP

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Discuss the various learning theories and its implications to social work.
20. Introduce CBT as a therapeutic tool to treatment with appropriate illustrations.
21. Describe Transactional Analysis as a tool for intervention with individuals.
22. Describe how you would handle a person with substance abuse issue using solution foucssed therapy.
23. "Family Life Education prepares individuals for responsible parenthood and family life." Comment.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.1 Ecological Social Work, Communication and Social Entrepreneurship

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Ecology
2. Environment
3. Communication
4. Entrepreneur
5. Eco-social work
6. Social Entrepreneurship
7. Development communication
8. Food Chain
9. ICT
10. Climate Change

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Explain the consequences of global warming.
12. What are the principles of social entrepreneurship?
13. What are the barriers to communication?
14. Discuss on the politics of communication.
15. Discuss Koodumkulam Nuclear Power Project as an issue of eco-social work.
16. Write short notes on
    a. Behavioural Change Communication
    b. Social Marketing
17. Describe the phases of communication.
18. What are the characteristics of an entrepreneur?

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Discuss the various approaches to mass communication and its applications in social work.
20. Discuss any contemporary issues in development and its relevance to eco-social work.
21. Examine any one social enterprise and analyse it in terms of its business process. Discuss on how it contributes to social development.
22. Design a social enterprise using the Business Model Canvas that would solve a social problem that you desire to tackle.
23. "Ecological sustainability and ecosystem diversity are essential for the sustenance of life on earth." Discuss.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.3 Psychology for Social Work

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Developmental Tasks
2. Abnormality vs. Normality
3. Ovulation
4. Sensation
5. Spermatogenesis
6. Reflex
7. Sublimation
8. Puberty
9. Socialisation
10. Empty Nest

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Explain the various stages of prenatal development.
12. Discuss post-natal care and its implications.
13. Describe the physical and psychological hazards of puberty.
14. Examine the vocational and marital adjustments of early adulthood.
15. Portray the impact of marital and vocation changes happening during middle age.
16. Elaborate the bases for abnormal behaviour.
17. Illustrate the developmental tasks of late childhood.
18. What are the different forms of play manifested during childhood?

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. "Parenting is responsible for the development of various potentialities of a child." Discuss.
20. Critically examine the physical, emotional and social changes during adolescence.
21. What do you understand by Defence Mechanisms? Discuss any three defence mechanisms with suitable examples.
22. "Old age is a bane." Comment.
23. Discuss the relevance of the study of psychology to professional social work practice.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.2 Theories and Practice of Counselling

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Psychotherapy
2. Vocational Counselling
3. Remedial Approach
4. Superego
5. Free Association
6. Social Learning
7. Empathy
8. Attending
9. Counter Transference
10. Life Script

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Differentiate Guidance and Counselling.
12. Write a short note on Telephone Counselling.
13. Elaborate existential theory of Counselling.
14. Counselling can be preventive in nature'. Explain.
15. Explain the purpose of recording in Counselling.
16. What are the different types of case recording?
17. What are the principles of Counselling? Explain any two of them in the context of your field practicum.
18. What is biofeedback? Explain the use of biofeedback in Counselling.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Elaborate the verbal and non-verbal skills required for a counsellor. What are the personality characteristics of a counsellor?
20. Discuss the **process of counselling** using the example of a person addicted to alcohol.
21. Discuss application of client centered therapy and Gestalt therapy in Counselling.
22. Discuss Freud's Psychoanalytic/Psychodynamic theories and its implication to Counselling.
23. What are the principles of counselling ? Explain any three of them in the context of your field practicum.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.3.A MEDICAL SOCIAL WORK

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Nutrition
2. Balanced Diet
3. Morbidity
4. Epidemiology
5. DABDA
6. Disability
7. UIP
8. Health
9. Lifestyle Disease
10. Epidemiological Triad

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Discuss the spectrum of health.
12. Give a brief account of the evolving concepts of health.
13. Explain the different levels of health care?
14. Explain how the DABDA cycle operates in the event of terminal illness.
15. Write short note on the importance of multidisciplinary approach to team work.
16. What is nutrition? Discuss its major classification and purposes?
17. Discuss the concept - "patient as a person".
18. Discuss etiology, symptoms, treatment and prevention T.B.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Explain the prevalence, etiology, and management of life style diseases in Kerala from the Social Work perspective.
20. Discuss any one human **physiological system** and the major illnesses affecting the same.
21. What are the deficiency disorders? What would be the social work approach to tackling the same?
22. Discuss the major indicators of health.
23. "Health is multidimensional concept". Comment.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.2. COMMUNITY HEALTH CARE AND HEALTH ADMINISTRATION

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Occupational
2. Community health ?
3. Globalisation.
4. AYUSH
5. Morbidity
6. Health
7. Health Education
8. AIDS
9. Medical Termination of Pregnancy
10. Organ Transplantation

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
Discuss the Health Planning Cycle.

11. Explain the various determinants of health.
12. Explain the historical evolution of health care services under the five year plans
13. Explain the importance of school health program,
14. Discuss the various departments in a hospital.
15. Explain the duties and responsibilities in hospital administration.
16. Discuss the salient features of MTP Act 1972.
17. Discuss the salient features of the Mental Health Act 1987.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

18. Discuss the various regulations pertaining to occupational health and the various challenges.
19. Critically evaluate the evolution of the National Health Policies in India.
20. Explain the various aspects of hospital administration and its implications to social work.
21. Elaborate on the various regulations related to Blood Policy and HIV/AIDS. Discuss its implications to professional social work practice.
22. "Globalisation has caused significant reversal to Health." Comment.
23. "Health is biased against women." Discuss the same from the content of medical sociology.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.1. History and Philosophy of Social Work

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Define Social Work.
2. Social Service
3. Names two Social Reformers of Kerala.
4. Social Welfare
5. Communication.
6. Liberalism
7. Non-Judgemental Attitude.
8. Code of Ethics
9. CSWB.
10. Social Work Values

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Spell out the need for Social Security measures in India.
12. Distinguish between Social Service and Social Welfare.
13. Highlight the relevance of moral and religious values in framing the social work values.
14. Narrate the importance of Field Work in SocialWork Education.
15. Describe the need for Ethical standards in Social Work.
16. Discuss the importance of self-awareness and conscious use of self in social work practice.
17. Write short note on non-exertive attitude.
18. Elaborate the importance of Correctional Social Work.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Write an essay on Basic and Ancillary methods of Social Work.
20. Critically analyse the various soclil reform movements undertaken by the Indian Social Reformers.
21. Discuss the historical evolution of the socialwork profession in Indiaoverthe years and discuss the current trends.
22. Discuss the Code of Ethics and its necessity to the practice of social work.
23. Discuss Social Work as a profession and the challenges posed.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.2. Sociology and Economics for Social Work

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Society
2. Social Structure
3. Status
4. Economic Systems
5. Community
6. Migration
7. Culture
8. Factors of Production
9. WTO
10. Globalisation

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Explain meaning, scope, and significance of sociology and economics for social work.
12. What is social process? Explain forms of social process with examples.
13. What are the general objectives of Five-year plans in India?
14. What is socialisation? Discuss the agents of socialisation.
15. Define social institutions and explain their characteristics and functions with suitable examples.
16. Explain Kerala Model of development.
17. Explain the achievements and failures of Five-year plans in India.
18. Explainthe contributions of Max Weber and M.N. Srinivas.

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Define social change. Explain major factors of social change and theories of social change.
20. Define social stratification and different types/models of stratification. Explain the major ways in which Indian society is stratified. Can we justify social stratification of gender in India?
21. What is social analysis? Explain its principles and four dimensions/pillars of social analysis.
22. What are the major theoretical perspectives on Society? Explain in detail the functionalist-structuralist perspective in the context of Indian caste system
23. Define social problem. And explain in detail the vicious circle of poverty, unemployment, and alcoholism in India.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.3. Psychology for Social Work

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
24. Developmental Tasks
25. Abnormality vs. Normality
26. Ovulation
27. Sensation
28. Spermatogenesis
29. Reflex
30. Sublimation
31. Puberty
32. Socialisation
33. Empty Nest

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
34. Explain the various stages of prenatal development.
35. Discuss post-natal care and its implications.
36. Describe the physical and psychological hazards of puberty.
37. Examine the vocational and marital adjustments of early adulthood.
38. Portray the impact of marital and vocation changes happening during middle age.
39. Elaborate the bases for abnormal behaviour.
40. Illustrate the developmental tasks of late childhood.
41. What are the different forms of play manifested during childhood?

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
42. "Parenting is responsible for the development of various potentialities of a child." Discuss.
43. Critically examine the physical, emotional and social changes during adolescence.
44. What do you understand by Defence Mechanisms? Discuss any three defence mechanisms with suitable examples.
45. "Old age is a bane." Comment.
46. Discuss the relevance of the study of psychology to professional social work practice.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.4. Working with Communities

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Settlement House Movement
2. Satyagraha
3. Anna Hazare
4. Red Corridor
5. Social Movements
6. The structural-change model
7. Advocacy
8. Networking
9. Community Development
10. Community Practice

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Trace the history of community organization practice.
12. List Ross' principles of community organization
13. What is the meaning of power structure?
14. What is the status of Community Organization in India?
15. Clarify the Capacity Building process in Community Organization.
16. What is the relevance of leadership in Community Practice?
17. Differentiate between social action, social reform and social development.
18. Describe three social movements in India

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Explain Rothman's model of Community Organization
20. Illustrate the stages of Community Organization through an example
21. Describe Mary Weil's 8 Models of Community Organization.
22. Describe the principles and strategies of Social Action.
23. Elaborate on the Skills required for Community Practice.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.1.5. Working with Groups and Families

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Group
2. Social group work
3. Communication
4. Family Social Work
5. Goal setting
6. Genogram
7. Sociometry
8. Recording
9. Progamme media
10. Supervision

(2x10=20 Marks)
Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Describe purpose of social group work
12. What are the styles of leadership?
13. Describe the tools for assessing group interactions
14. What are the principles of working with family?
15. Explain programme as a tool in social group work.
16. Write a note on interpersonal attraction and cohesion.
17. Highlight the importance of supervision.
18. Explain any two Life Skills.

(5x5=25 Marks)
Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Elucidate the group process
20. Explain the structure and methods of group work recording
21. Elaborate on Life skills
22. Explain the phases of Family Social Work
23. Narrate the evolution of social group work as a method of social work.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.1. Working with Individuals

Time: 3 Hours   **Max. Marks: 75**

Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Controlled Emotional Involvement
2. Mary Richmond
3. Charity Organization Society
4. Psychosocial model
5. Problem Solving Model
6. Clarification
7. Collateral Interview
8. Professional Self
9. Contracts
10. Definition of Social Case Work

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. What are the 4 components of the social case work process? Detail.
12. Describe the behavioural model of social case work
13. Explain the humanistic-existential model of case work.
14. Illustrate Case Work be practiced in Industrial settings.
15. Discuss the relevance of Case Work in today's world
16. With an example describe environmental modification in case work.
17. Describe the ethical issues in Case Work
18. Case Work is both an art and science. Discuss.

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Trace the historical development of Case Work in America.
20. Discuss the application of case work in child, health and correctional settings.
21. What are the different types of supervision? Discuss the relevance of supervision in Social Case Work.
22. Elaborate on Biestek's principles of Social Case Work.
23. List and describe the different stages of Social Case Work Process.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.2 Theories and Practice of Counselling

Time: 3 Hours   **Max. Marks: 75**

Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
24. Psychotherapy
25. Vocational Counselling
26. Remedial Approach
27. Superego
28. Free Association
29. Social Learning
30. Empathy
31. Attending
32. Counter Transference
33. Life Script

            (2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
34. Differentiate Guidance and Counselling.
35. Write a short note on Telephone Counselling.
36. Elaborate existential theory of Counselling.
37. Counselling can be preventive in nature'. Explain.
38. Explain the purpose of recording in Counselling.
39. What are the different types of case recording?
40. What are the principles of Counselling? Explain any two of them in the context of your field practicum.
41. What is biofeedback? Explain the use of biofeedback in Counselling.

            (5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
42. Elaborate the verbal and non-verbal skills required for a counsellor. What are the personality characteristics of a counsellor?
43. Discuss the **process of counselling** using the example of a person addicted to alcohol.
44. Discuss application of client centered therapy and Gestalt therapy in Counselling.
45. Discuss Freud's Psychoanalytic/Psychodynamic theories and its implication to Counselling.
46. What are the principles of counselling ? Explain any three of them in the context of your field practicum.

            (3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.3.Administration of Human Service Organisations

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. MoU
2. FinancialBudget
3. Induction
4. Job Description
5. Job Enrichment
6. Decision-making
7. Data vs. Information
8. Welfare State.
9. SocialProtection.
10. MIS

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. What is the role of a sub-committee?
12. What is the importance of directing in the administrative process?
13. Explain the relevance of reporting in the management process.
14. What are the elements of a strategic plan?
15. Discuss the purpose of Performance Appraisal ?
16. Write a note on the importance of training.
17. Write a note on Pradhan Mantri Suraksha Bima Yojna.
18. What is the importance of leadership in HSO management?

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Describe the salient features of any one of the Societies' Registration Acts inlndia.
20. What is the purpose of an organisational chart? Prepare a model organizationchart for an NGO.
21. Describe the steps in the planning process and what is the importance of planningfor Human Service Organization.
22. Prepare a model MoU for an organization of your choice.
23. Write an essay on the management functions as observed in an NGO you have visited.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.4. Social Legislations and Human Rights

Time: 3 Hours   **Max. Marks: 75**

Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Law
2. Habeas Corpus
3. What is Social legislation?
4. What is Legal Aid?
5. LokAdalat
6. What is IPC?
7. What are the organs of Administration
8. What is the hierarchy in court system?
9. Human Rights
10. Cyber Security and Cyber Information

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. "Law is an agent of social change, social control and social justice." Comment.
12. Write a short note on the salient features of the Consumer Protection Act.
13. Write a note on the structure and functions of National Women's Commission
14. Explain the procedure for filing public interest litigation (PIL).
15. Write a brief note on the role and functions of social worker in providing legal services.
16. Critically analyse the provisions of Family Court Act 1984.
17. Write a note on CrPC and explain Section 125.
18. Critically explain Cyber Crimes and Digital Anarchy in India.

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Explain the salient features of the Constitution of India. Enumerate the Fundamental Rights and the Directive Principles of State Policy.
20. Comment on the violation of Human Rights of vulnerable and marginalised groups—women, children and aged population.
21. What are the important provisions of MNREG Act – 2005? Critically assess the implementation of the Act in Kerala.
22. Write an essay on the historical development of human rights and UNDHR.
23. What is Right to Information Act? Critically explain the important provisions of Right to Information Act.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.2.5.Social Work Research and Statistics

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Scientific Method
2. Research Design
3. Sampling
4. Qualitative Research
5. Systematic Observation
6. Interview
7. Pre-test
8. Pilot study
9. Correlation
10. SPSS

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Differentiate between quantitative and qualitative research.
12. What are the objectives of social research?
13. What are different scales of measurement?
14. Highlight the importance of review of literature.
15. Differentiate reliability and validity?
16. What are the steps in hypothesis testing?
17. Explain the diagrammatic representation of data.
18. What is standard deviation? What are its merits and demerits?

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Enumerate the distinction between deductive and inductive method in social sciences
20. Explain research paradigms.
21. Explain any three qualitative methods in research
22. Highlight the steps in planning of report writing.
23. Explain the measures of dispersion along with its merits and demerits.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
2. 3.1. Project Planning and Management

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. What is an activity in project?
2. Define strategic planning
3. Basic principles in Fundraising
4. Explain project review.
5. How does real price differ from shadow price in SCBA?
6. Describe an activity calendar with suitable example.
7. PMIS.
8. Project Monitoring
9. Triangulation
10. What are the three pillars of PRA?

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. What is Project design? What is its relevance in the project planning?
12. What is social development organization? What are the formalities of registration?
13. What is stakeholder analysis?Describe the components of this analysis.
14. Explain LFA Matrix.
15. Describe the role of a project officer while implementing a health project.
16. What is project appraisal? What are the types of appraisals required in women empowerment project
17. Illustrate with a suitable example of CPM while implementing a housing project.
18. What is financial management? Substantiate the same by presenting a budget proposal of a school mental health programme?

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. What is Project and Project Cycle? Explain the various stages with suitable examples.
20. Define PRA and its historical evolution, principles and methods. Explain space related PRA tools with examples from your field work.
21. Prepare a project proposal to a foreign funding agency requesting to finance an Integrated Development of Project among a tribal population.
22. What is Fundraising Management? Explain types of fundraising management, and illustrate with suitable examples different strategies for fundraising.
23. Imagine that you are setting up a social development organisation. Explain the vision, mission, goals, objectives and activities of your organisation.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.2. COMMUNITY HEALTH CARE AND HEALTH ADMINISTRATION

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

24. Occupational
25. Community health ?
26. Globalisation.
27. AYUSH
28. Morbidity
29. Health
30. Health Education
31. AIDS
32. Medical Termination of Pregnancy
33. Organ Transplantation

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
Discuss the Health Planning Cycle.

34. Explain the various determinants of health.
35. Explain the historical evolution of health care services under the five year plans
36. Explain the importance of school health program,
37. Discuss the various departments in a hospital.
38. Explain the duties and responsibilities in hospital administration.
39. Discuss the salient features of MTP Act 1972.
40. Discuss the salient features of the Mental Health Act 1987.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

41. Discuss the various regulations pertaining to occupational health and the various challenges.
42. Critically evaluate the evolution of the National Health Policies in lndia.
43. Explain the various aspects of hospital administration and its implications to social work.
44. Elaborate on the various regulations related to Blood Policy and HIV/AIDS. Discuss its implications to professional social work practice.
45. "Globalisation has caused significant reversal to Health." Comment.
46. "Health is biased against women." Discuss the same from the content of medical sociology.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.3.A MEDICAL SOCIAL WORK

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

24. Nutrition
25. Balanced Diet
26. Morbidity
27. Epidemiology
28. DABDA
29. Disability
30. UIP
31. Health
32. Lifestyle Disease
33. Epidemiological Triad

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

34. Discuss the spectrum of health.
35. Give a brief account of the evolving concepts of health.
36. Explain the different levels of health care?
37. Explain how the DABDA cycle operates in the event of terminal illness.
38. Write short note on the importance of multidisciplinary approach to team work.
39. What is nutrition? Discuss its major classification and purposes?
40. Discuss the concept - "patient as a person".
41. Discuss etiology, symptoms, treatment and prevention T.B.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

42. Explain the prevalence, etiology, and management of life style diseases in Kerala from the Social Work perspective.
43. Discuss any one human **physiological system** and the major illnesses affecting the same.
44. What are the deficiency disorders? What would be the social work approach to tackling the same?
45. Discuss the major indicators of health.
46. "Health is multidimensional concept". Comment.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.3.B Urban Planning and Community Development

Time: 3 Hours   **Max. Marks: 75**
Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Urbananisation
2. Metropolis
3. Slums
4. Urban Planning
5. PMAY
6. Urban Governance
7. CSR
8. Public-Private Partnership
9. Civil Society Organisations
10. Development Aauthorities

                                                                                    (2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Explain the meaning, objectives and scope of urban community development in detail.
12. Discuss any one of theories of urban development.
13. What are the problems of slum dwellers?
14. Explain the principles of urban planning and its relevance in urban development.
15. List out the objectives and functions of City Development and Development Authorities
16. Explain any one PPP for urban development in detail.
17. Provide details of 74th Constitutional Amendment Act
18. Explain the scope of social work practice in urban setting.

                                                                                    (5x5=25 Marks)
Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Explain the major urban social institutions and the changes that have happened to these social institutions over the past three decades.
20. Elaborate on the current urban poverty eradication programmes.
21. Discuss the relevance of PPP for urban development.
22. Explain the structure, functions and duties of Municipal administration.
23. "Kudumbashree Mission is a successful effort in poverty alleviation programme in Kerala." Explain.

                                                                                    (3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.4.A Psychiatric Social Work

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Psychosocial Rehabilitation
2. Precipitating factors
3. Psychiatric Interviewing
4. Motivation in De-addiction
5. DSM-5
6. DMHP
7. Half-way homes
8. Co-morbidity
9. Differential Diagnosis
10. ICD-10

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. What is MSE?
12. Describe Organic Mental Disorders.
13. Discuss the concept of Normality.
14. What are neurotic disorders?
15. Discuss team work in Psychiatry.
16. Elaborate on the role of psychiatric social workers in child guidance clinics.
17. Discuss the Blue Whale issue in a psychiatric social work perspective.
18. Describe the National Mental Health Programme.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Describe the complete process and components of case history taking.
20. Trace the history of Psychiatric Social Work in India and abroad.
21. Critically examine the role of psychiatric social workers in mental health settings in India.
22. Describe the psychiatric problems associated with children
23. Describe how psychiatric social workers help in the management of psychiatric disorders.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.3.4.B Rural Community Development and Panchayati Raj

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Gramaswaraj
2. Mariyanad Experiment
3. Community Development Program
4. Sustainable Development
5. Panchayati Raj
6. MNREGS
7. NRLM
8. Models of Cooperatives
9. Revenue Administration
10. CAPART

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Briefly discuss the history of villages in India. Explain the impact of modern industrial growth on Indian villages.
12. Describe the characteristics of a rural community.
13. Discuss the Gandhian approach to rural development.
14. Discuss the meaning, objectives and principles of rural community development.
15. Explain the administrative structure of Communty Development Program 1952.
16. Explain the role and functions of the Jilla Panchayat.
17. What are the major provisions of PURA?
18. Make short notes on the NRLM and make a critique of the same.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Critically evaluate the contributionof the ICDS program towards rural development.
20. "Gramashabha is the cornerstone to decentralization through Panchayati Raj." Comment and suggest steps to strengthen the Gramasabha.
21. Define the cooperatives and trace out the historical evolution of cooperative movement worldwide. Discuss its role in the context of rural development.
22. Discuss the history of the Kudumbashree movement and its role in rural development.
23. Discuss the various rural development experiments in modern India and the learnings.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.1. Ecological Social Work, Communication and Social Entrepreneurship

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

24. Ecology
25. Environment
26. Communication
27. Entrepreneur
28. Eco-social work
29. Social Entrepreneurship
30. Development communication
31. Food Chain
32. ICT
33. Climate Change   (2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

34. Explain the consequences of global warming.
35. What are the principles of social entrepreneurship?
36. What are the barriers to communication?
37. Discuss on the politics of communication.
38. Discuss Koodumkulam Nuclear Power Project as an issue of eco-social work.
39. Write short notes on
    a. Behavioural Change Communication
    b. Social Marketing
40. Describe the phases of communication.
41. What are the characteristics of an entrepreneur?

                                                                              (5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

42. Discuss the various approaches to mass communication and its applications in social work.
43. Discuss any contemporary issues in development and its relevance to eco-social work.
44. Examine any one social enterprise and analyse it in terms of its business process. Discuss on how it contributes to social development.
45. Design a social enterprise using the Business Model Canvas that would solve a social problem that you desire to tackle.
46. "Ecological sustainability and ecosystem diversity are essential for the sustenance of life on earth." Discuss.

                                                                              (3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.2. Integrated Social Work Interventions

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Ageism
2. Human trafficking
3. Anti-oppressive social work Approach
4. Geriatric Social Work
5. Hazards and disaster
6. Youth development
7. Handicap and Disability
8. Integrated Social Work Practice
9. Alternate sexual practices
10. Multiculturalism in Social Work Practice

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Write a note on community based disaster management. Explain the role of different stakeholders in community based disaster management initiatives.
12. Explain with examples, the need and relevance for interdisciplinary team in Geriatric care.
13. What are the crises faced by children?
14. What is International Social Work practice? Explain the forces influencing International Social Work.
15. Explain disability assessment and showcase a model on counselling and rehabilitation of persons with disability at individual and group levels.
16. Define the term "youth" and specify the specific skills, principles and values needed for social workers to work among the youth.
17. What are the atrocities faced by women in India? Consider sharing a social work intervention programmes for the prevention of these atrocities.

Explain strengths-based and rights-based approaches to integrated social work. (5x5=25 Marks)
Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

18. Define 'Trafficking' and explain the impacts of trafficking on women and children. What are the ways to prevent it? Show the CHILDLINE model of intervention.
19. Discus the stages involved in Disaster Management with special focus on disaster management cycle. And explain the role of social work practitioner in post disaster management.
20. Critically analyse the interdisciplinary team approach in Geriatric care. Explain the role of social work practitioner in the team.
21. What is an eclectic social work practice? Explain the application of integrated social work theories into practice by illustrating an intervention model.
22. Describe the salient features of National Youth Policy.
23. Develop a youth development programme for the youth of your district.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.3.A Therapeutic Interventions for Social Work Practice

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Learning
2. Token Economy
3. Life Script
4. VAK
5. Biofeedback
6. PAC
7. Reinforcement
8. Humanism
9. AA
10. Play Therapy

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.

11. Write short notes on Neuro-linguistic Programming (NLP).

12. Write short notes on therapeutic groups.

13. What is solution focused therapy (SFT)?

14. Explain the VAK Model.

15. Describe the therapeutic application of psychodrama.

16. Write short notes on:
    a. Hypnosis
    b. Biofeedback Therapy

17. Write short notes on:
    c. Play Therapy
    d. Meditation

18. Write short notes on:

19. Art Therapy

20. NLP

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

21. Discuss the various learning theories and its implications to social work.

22. Describe CBT as a therapeutic tool to treatment with appropriate illustrations.

23. Describe Transactional Analysis as a tool for intervention with individuals.

24. Describe how you would handle a person with substance abuse issue using solution foucssed therapy.

25. Design an Assertiveness Training Module.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.3.B Development Economics

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Economic Growth
2. Underdevelopment
3. Liberalization.
4. Privatization.
5. Absolute Poverty
6. Poverty Line in India
7. Land Reforms
8. Mechanization of Agriculture
9. MSME
10. Economic Planning

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. Write a note on 'Quality of Life'.
12. Differentiate between Economic Growth and Economic Development.
13. Critically evaluate Human Development Index.
14. Explain Rostow's Stages of Growth.
15. Explain briefly the four approaches of Classical Theories of Economic Development.
16. Explain the significance of human capital in economic growth.
17. Explain the vicious circle of poverty.
18. Discuss the problems faced by cottage industries in India.

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Discuss the phenomena and objectives of economic planning in India?
20. Discuss the effects of over-population in India.
21. Discusthe scope of studying developmental economics by a Community SocialWorker.
22. Discuss the land reform movement and its impact on Indian Economy.
23. Discuss one of the Classical Theories and use it to explain the changes in the context of the Indian Economy.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.4.A Social Work Practice and Health

Time: 3 Hours   **Max. Marks: 75**

Part A

Answer **all** questions in not more than 50 words; each question carries **2 marks**.

1. Codependency
2. Psychological first aid
3. School Mental Health
4. DABDA
5. CBR
6. CAMS
7. Peer Education
8. LGBTQ
9. AYUSH
10. Life Skills Education

(2x10=20 Marks)

Part B

Answer any **five** of the following in not more than 300 words; each question carries **5 marks**.

11. Differentiate between inclusive education and special education.
12. Write short notes on impairment, handicap and disability.
13. Write up a the contents for psychosocial education in dealing with patients of lifestyle diseases or psychiatric illness.
14. Discuss the concept of family life cycle.
15. Describe the 12 steps of AA.
16. What are the measures for suicide prevention and control?
17. What are the components of physical medicine and rehabilitation?
18. Write short notes on:
    c. Breaking the Bad News
    d. Alcoholic Anonymous

(5x5=25 Marks)

Part C

Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.

19. Discuss the role of social work in dealing with adolescents.
20. Social work had a tremendous role in dealing with persons with disabilities. Comment.
21. Discuss the various aspects of family therapy.
22. Develop a module and suitable strategy to implement a health program among high school levelstudents.
23. Discuss any two Life Skills with suitable tools to illustrate the same.

(3x10=30 Marks)

Master of Social Work
Model Question Paper
SW 2.4.4. B Social Analysis for Social Change

Time: 3 Hours   **Max. Marks: 75**

Part A
Answer **all** questions in not more than 50 words. Each question carries 2 marks.
1. Awareness
2. Social Change
3. Negotiation
4. Legal action
5. Education
6. Advocacy
7. Networking
8. Human Rights
9. Social Analysis
10. Social Policy

(2x10=20 Marks)

Part B
Answer any **five** of the following in not more than 300 words; each question carries 5 marks.
11. What are the salient features of social analysis?
12. Explain functions of Human Rights Watch.
13. Discuss the relevance of social movements.
14. Explain the criteria for social change.
15. Elucidate the salient features of Frèirres' Pedagogy of the oppressed.
16. Discuss education as a tool for social change.
17. Explain the effectiveness of planned social change
18. What do you understand by Structural analysis? What are its components?

(5x5=25 Marks)

Part C
Answer any **three** of the following in not more than **850 words**; each question carries 10 marks.
19. Discuss the merits and demerits of Freire's approach to social change.
20. Critically comment on Gandhian concept of education as an instrument for change.
21. Elucidate various strategies for social change.
22. "Human Rights is a tool for social transformation." Justify.
23. Explain the process of social policy formulation.

(3x10=30 Marks)

MA HRM (Human Resource Management)

PG Semester System

Two year Full time Programme
2018 Admission Onwards

Syllabus

University of Kerala

MAHRM (Human Resource Management): Semester System- Course Structure and Mark Distribution

Sem	Paper Code	Title of the Paper	Distribution of hrs per semester	Instructional hrs per week		ESA (hrs)	Maximum marks			Credit
				L	P		CA	ESA	Total	
I	2.1.1	Organisational Behaviour	58	4		3	25	75	100	3
	2.1.2	Fundamentals of Management & HRM	58	4		3	25	75	100	3
	2.1.3	Labour & Managerial Economics	58	4		3	25	75	100	3
	2.1.4	Business Communication	38	4		3	25	75	100	2
	2.1.5	Research and Statistics for Management	58	4		3	25	75	100	3
	IE.1	Industry Visits and Mini Project	270				100		100	5
		Total	**540**	**20**	**15**				**600**	**19**
II	2.2.1	Urban Planning &Sustainable Development	54	4		3	25	75	100	3
	2.2.2	Talent Management	54	4		3	25	75	100	3
	2.2.3	Financial Management	54	4		3	25	75	100	3
	2.2.4	Marketing Management	54	4		3	25	75	100	3
	2.2.5	Industrial Engineering& Operations Management	54	4		3	25	75	100	3
	IE.2	Summer Project	270		15		100		100	5
		Total	**540**	**20**	**15**				**600**	**20**
III	2.3.1	Business Environment &Entrepreneurship	67.5	5		3	25	75	100	3
	2.3.2	Industrial Relations &Employee Wellness	67.5	5		3	25	75	100	3
	2.3.3	Performance Management & Employee Counseling	67.5	5		3	25	75	100	3
	2.3.4	Labour Laws	67.5	5		3	25	75	100	3
	IE.3	Organisational Training & Industrial Visits	270				100		100	5
		Total	**540**	**20**	**15**				**500**	**20**
IV	2.4.1	Business Strategy and SHRM	67.5	5		3	25	75	100	3
	2.4.2	HR Analytics	67.5	5		3	25	75	100	3
	2.4.3	Management of Change and OD	67.5	5		3	25	75	100	3
	2.4.4	Compensation Management	67.5	5		3	25	75	100	3
	2.4.5	Dissertation						100	100	3
	2.4.6	Comprehensive External Viva						100	100	1
	IE 4	Internship	270				100		100	5
		Total	**540**	**20**	**15**				**700**	**21**
		Grand Total	**2160**				**850**	**1550**	**2400**	**80**

Evaluation System

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25 marks for CA and 75 for ESA.

The allocation of marks for continuous assessment shall be in the following proportions:

a. Attendance and Class Participation	5
b. Assignment	5
c. Tests	10
d. Seminars	5
Total	25

There shall be no continuous assessment for Dissertation/ Project work.

The allotment of marks for attendance shall be as follows.

a. Attendance less than 75%	0 marks
b. 75%	1 mark
c. > 76% up to 80%	2 marks
d. >81% up to 85%	3 marks
e. >86% up to 90%	4 marks
f. Attendance more than 90%	5 marks

Those who secure a minimum of 75% attendance in the aggregate for all the papers of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester. Each student shall be required to do 2 assignments for each paper; a maximum of 5 marks shall be awarded for 2 assignments.

There shall be two class tests during a semester. Marks of tests shall be awarded on the basis of the marks secured for the best of 2 tests. A maximum of 10 marks shall be awarded for the test.

Students shall be required to present a seminar on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the paper and participation in discussion. The maximum marks shall be 5.

The maximum marks for Dissertation/Project Work shall be 100 of which 20% shall be allotted to the viva-voce examination, which shall be conducted along with the comprehensive viva. The marks for project and viva will be carried over.

Classification of Successful Candidates

A. A candidate who secures not less than 40% in the ESA of each paper subject to a minimum of 50 % of the aggregate including CA together for all the papers will be declared to have passed the examination.

B. The division of pass will be based on the aggregate marks of all the CA and ESA in the four semesters put together.

1. Candidates who have secured 50% marks and above but below 60% of total marks for all papers in four semester examinations shall be declared to have passed in Second class.

2. Candidates who obtain 60% marks and above of the total marks for all papers in four semester examinations shall be declared to have passed in First Class.

 Criteria for submitting dissertation

The Dissertation/Project work shall not be less than 50 typed (double space) pages in standard thesis format showing evidence of the ability of the candidate to collect relevant materials and data, analyze it by using appropriate tools of research and to present an analytical assessment of the problem. Two copies of the dissertation duly certified by the supervising teacher and countersigned by the HOD and the principal of the college, where the course is held, shall be submitted to the university before the commencement of the End Semester Examination (ESA) at the end of the Fourth Semester.

Pattern of Question papers for the End Semester Examination

The Question paper shall consist of three parts, of which Part-I shall consist of answers to be written in 50 words carrying 2 marks each. Ten questions without choices shall be answered. Part II consists of short essays carrying 5 marks each. Five questions shall be answered out of 8 question choices, answers each not exceeding 500 words. In Part-III, two out of four questions

(long essays not exceeding 1200 words carrying 15 marks) shall be answered. Thus the total marks shall be 75(10x2=20, 5x5=25, 2x15=30).

Evaluation of Industrial training (practicum): The Evaluation of Industrial Training in all the four semesters shall be internal. The total marks for each semester shall be 100. In the first semester the field work shall be confined to exposure visits to various establishments. A comprehensive industrial visit to MNCs shall be undertaken during the third semester to get a wider exposure to the HR management practices. The students have to submit a comprehensive report of the visits in the prescribed format.

During the remaining three semesters the students shall undergo supervised training for 15 hours per week in various agencies. This shall exclude the time taken for travel but include report writing time.

The student shall be assessed on the basis of the following:

a. Regularity and punctuality in reporting for work

b. The quality and content of the work.

c. The quality of the reports and the punctuality in submitting the report

d. Participation in group conferences

e. Diligence shown in seeking individual guidance from the supervisor

f. Keenness shown in undertaking the practical work and extra efforts made to bring in qualitative difference in the work.

g. Special assignments undertaken on behalf of the client and/or agency, and

h. A viva-voce at the end of the semester specially conducted to ascertain the grasp of the theories.

SEMESTER I

2.1.1. ORGANISATIONAL BEHAVIOUR

Objectives:

- To understand the dynamics of human behaviour in organisational settings
- To learn to create win-win situation in people management
- To understand how we perceive and interpret events, situation and people

Module I

Organisational Behavior – Introduction, Historical development of organisational behaviour, contributing disciplines to OB, International dimensions of organisational behavior- Offshoring, reshoring, Multi-cultural workforce, Challenges of today's workplace

Module II

Foundations of individual behavior, Personality determinants, traits, theories, instruments to measure personality. Attitudes, sources and types of attitudes. Perception: factors influencing perception, Attribution theories, frame of reference- Emotions- types, determinants, emotional intelligence Learning-process and theories of learning-Job satisfaction- concept and correlates, Job satisfaction and performance.

Module III

Groups Behaviour and Group dynamics- stages of group development, Group Norms-Cohesiveness-Group Decision Making Techniques, Work teams- types of teams, Different in human interactions depending on types of organizations. Theories of Motivation-. Theories of leadership- charismatic and transformational leadership

Module IV

Organisational structure and design. Power and Politics in organisation – meaning, relationship between power and politics – power tactics-sources of power- causes and consequences of political behavior. Conflict -The conflict process- intra-individual conflict, interpersonal conflict, inter group conflict and structural conflicts in organisations

Module V

Organisational Culture, culture creation, evolution and change. Organization Theories, Organisational Climate – Factors affecting Organisational Climate – Structure – Process- Measurement of Organisational Climate- learning organization-Stress Management: Work stress, sources of stress, consequences of stress, managing stress.

Suggested Reading

1. Luthans Fred., Organizational Behaviour,Irwin Mc Graw – Hill, 2002

2. Greenberg,Jerald.,Baron.,Robert A: Behaviour in Organizations Understanding & Managing Side of Work., Prentice Hall of India Pvt Ltd.,2002

3. Robbins, Stephen P; Judge, Timothy A; Vohra, Neharika. Organizational Behaviour. Pearson.

4. Hitt, Michael A; Miller, C.Chet; Colella, Adrienna, Organizational Behaviour –A Strategic Approach, Wiley

Objectives:

- To understand the evolution of management thoughts.
- To get to know the managerial functions of management.
- To introduce the learners to the fundamentals of Human Resource Management.
- To position Human Resource management in the overall functions of the corporate world.

Module I

Concept of Management: Introduction to Management & Organizations- -Fayol's Principles of management-Roles and Responsibilities of Managers- Schools of Management thought-Classical, Neo Classical and Behavioural- Systems model- Scientific Management-Contingency Management-Management by Exception, MBO, Managerial activities, Managerial skills for competitive advantage - Business Ethics & Values.-Factory as a social unit.

Module II

Functions of Management: - Planning: Nature, process, types of planning -Organizing: Organizational design and structure, Bases of Departmentation, Span of control, Line Staff Concepts - Staffing: Delegation, Centralization, Decentralization – Directing, Supervision, Motivation, Leadership, communication- Controlling: Feed Forward Control – Requirements for effective control – control techniques - Global controlling- Decision Making: Process, Decision Making Tools and Techniques, Models.

Module III

Introduction to Human Resource Management: Personnel Management, Growth of Human Resource function in India- Concept ,objectives and functions of HRM-Organization and Administration of Human Resource Department- Qualities of Human Resource Manager- Role and Status specifications; Professionalization of Human Resource Management in India.

Module IV

Fundamentals of HRM. Job Analysis and Design of Jobs - Human Resource Planning- Recruitment and Selection - On boarding and Induction.

Module V

 Training and Development- Training Need Analysis- Task and Performance Analysis-Types of Training-Training Evaluation-models of evaluation. Employee Development- Different Approaches to Employee development- Transfers and Promotions – Technology in Training.

Suggested Reading :

1. Koontz, Harold and Weihrich, Heinz : Essentials of Management, Tata McGraw Hill Publishing.,2002

2. Koontz & O'Donnell; Principles of Management. McGraw Hill Publishing.,1964.

3. Peter F Drucker: Elements of Modern Management

4. Stonner& James A.F : Principles of Management, Prentice Hall Publishing,2002

5.   Business Organisation and Management :YK Bhushan

6. Amstrong, Michael . 2006. Hand Book of Human Resource Management Practice Kogan Page.

2.1.3 LABOUR AND MANAGERIAL ECONOMICS

Objectives:

- To introduce students to the domain of economics
- To acquaint with the labour market in a developing economy like India.
- To introduce them to the changes in economic environment in the world and India
- To acquaint them with the industrial policies of the government
- To enable students to participate in debates on economic matters.

Module I

Introduction to Economics; Scope and fundamental concepts-National Income, Per-capita Income, GDP and GNP. Managerial Economics- nature, scope; role of managerial economist; Introduction to the analysis of market mechanism; Circular Flow of Income; Factor Market & Products Market.

Module II

Economic Planning; India's industrial policies; Crisis of 90s; Economic Reforms –LPG; salient features of Economic Legislations in India- Industries (D& R) Act, 1951, FEMA-1999, Competition Act 2002.

Module III

Demand; Production & Supply Analysis; Law of Demand; Elasticity of Demand; Concept of Utility; Production Function; Law of Variable proportions; Relationship between TP, AP and MP; Laws of Returns to Scale; Indifference curves; Law of supply; elasticity of supply; budget line and consumer equilibrium &Consumer Surplus

Module IV

Market Economics; market structures;- perfect competition, monopoly, oligopoly and monopolistic competition & equilibrium; Output Decision in the Long Run; Price decisions under different market structures; Tools for economic decision making; Break Even Point & Input- output analysis; Externalities and Market Failure

Module V

Nature and scope- Basics of labour market; supply and demand of labour; labour market equilibrium; flexibilities and rigidities in Indian labour market; Impact of recent economic changes on labour force-employment, unemployment and wage system.

Suggested Reading
1. Damodaran, Suma – Managerial Economics – Oxford University Press, 2nd edition, 2012
2. Dwivedi D.N: Managerial Economics.,Vikas Publishing House., 8th edition,2015
3. Misra and Puri. Indian Economy. Himalaya Publishing, 2011.
4. HL Ahuja, Managerial Economics, Mc Graw Hill, 2008.
5. Vijayan S, Nadar and E, Narayan. Managerial Economics., Prentice Hall, 2nd edition, 2012.
6. Zyberberg, Andre. Labour Economics. MIT Press, 2nd edition, 2014.

2.1.4. BUSINESS COMMUNICATION
Objectives

- To familiarise the students with the basic concepts of communication in the organisational context.
- To understand the various forms and applications of communication in business.
- To develop the skills of written and oral communication
- To equip students to apply IT and audio visual tools for effective communication
- To acquire active listening and presentation skills for professional excellence.

Module-I

Communication-Functions and Importance of communication in Business organisation; Communication process; Theories, Block Diagram. Types and Channels of Communication – Barriers of Communication, Organisational systems of communication, Redefining gang plank for competitive advantage, best practices.

Module -II

Oral Communication: inter personal communication- interviews; Types - Group discussion conversational skills-Communication for Personal branding; public speaking- nature, structure and styles of speeches- Networking for strategic advantage. Public meeting- board meeting- business presentations-Video Conferencing-role of IT and computers in oral presentations- Cyber Security and Cyber Information.

Module -III

Written Communication- letter writing: Types and formats; Creative writing for business results; Tag lines and Captions, E- writing; writing crisp e-mails. Reports- report writing- types of reports-Office Order- Offer Letters & appointment orders-Preparation of Bio Data, CV and resume. Job applications-Covering letters.

Module -IV

Business Correspondence; structure and formats of various official documents, memo, notice, circular, inter office and intra office communications, correspondence with external organisations. Inward and Outward Log, Managing business communication; role of computer networks in business communication. Application of websites & Social media for Communication.

Module V

Non-verbal communication-Art of listening-Theatrics in communication, Ethnographic theatre-listening vs. hearing – barriers to effective listening-,non verbal communication- body language-Virtual communication-NLP

Suggested Reading:

1. Guffey, Mary Ellen and Seefer, Carolyn M; Essentials of Business Communication, Cengage Learning, Ed. 2010

2. Lesikar, Raymond V, Basic Business Communication. Mc Graw Hill, 2005.

3. Chaturvedi, P D and Chaturvedi, Mukesh, Business Communication. Pearson Education. 2011

4. Stuart, Bonnye E.; Laurence Stuart, Sarow, Integrated Business Communication: In A Global Marketplace, Wiley India, 2012.

5. Raman, Meenakshi & Singh, Prakash, Business Communication(2/e), Oxford University Press, 2012.

6. Booher, Dianna. E-Writing: 21st Century Tools for Effective Communication**.** New York Pocket Books, a division of Simon & Schuster, Inc.

7. Carol M. Lehman , Debbie D. DuFrene ,BCOM 2 (with Review Cards and Printed Access Card) (Business Communication) 2nd Edition;South-Western College Publishers.

2.1.5. RESEARCH AND STATISTICS FOR MANAGEMENT

Objectives:

- To develop an inquisitive mind and foster a scientific temperament among the learners.
- To get competence to undertake a study into the observable phenomena.
- To understand the process involved in scientific inquiry.
- To understand the differences in qualitative and quantitative approaches
- To gain insights about the practical application of research in HR and related issues.
- To familiarize with the basic concepts and application of statistics in business research.

Module I

Scientific Method; basic trends, scientific approach to social research, social research – definition and applications-management/business research- philosophical dimensions of research-Epistemology and Ontological concerns in social research. Problem formulation – objectives, concepts – theoretical and operational definitions variables – types and relationships-Assumptions and hypotheses: types, sources and usable hypotheses.

Module II

Research Design – meaning, need and problems; types of research designs-experimental, cross sectional, longitudinal, case study, comparative designs ; Experimental Studies – controls, experimental and control groups – matching and randomization, causality – inferring causality; Quasi – experimental studies – ex post – facto research. Pilot study, Sampling and Sampling Designs.

Module III

Qualitative research- Qualitative research approaches-case study-grounded theory-ethnography-phenomenology-Action research-Methods of data collection for qualitative research-Data analysis for qualitative studies.

Module IV

Introduction to Statistics- functions and limitations- Diagrammatic and Graphic representation of statistical data- Descriptive Statistics-Measures of Central Tendency-(*concepts and applications only-no calculations*)- Measures of Dispersion--(*concepts and applications only-no calculations*)-Skewness and Kurtosis(concept only)-Sources of data, -methods and tools of data collection-Scales for data collection – different types – Likert, Guttman, Thurston and Bogaradus; reliability and validity of tools.

Module V

Data Processing – Analysis and of data – Statistical techniques for data analysis- *(concept and application only-no calculations)* Correlation and regression-ANOVA-Chi square test and t test.
.

Research Reporting – Communicability in research, style, features and content of research reports-Administrative aspects of research projects – time, personnel, finance etc.- Format of a Research proposal.

Suggested Reading

1. Bryman, Alan. Social Research Methods. Oxford University Press, 2009.

2. Sekaran, Uma. Research Methods for Business. Wiley Inida, 2009.

3. Creswell , John W. Qualitative Inquiry and Research Design-Choosing Among Five Approaches *Third Edition*, Sage Publications, 2013.

4. Levin, Richard I and Rubin, David S., Statistics for Management, Prentice Hall India, 2007. Gupta, SP. Statistical Methods, 2014.

5. Thomson Wadsworth : Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement and Statistics, Sage Publications, 2002.

6. Savin Baden, Maggi and Major, Claire H. Qualitative Research-Essentials Guide to Theory and Practice, Routledge, 2013.

2.2.1. URBAN PLANNING AND SUSTAINABLE DEVELOPMENT

Objectives

- To understand the changing scenario of urban planning and its impact on environment

- To provide insights about the concept of sustainable development

- To develop sensitivity among students about the rising issues related to environment

- To analyze the impact of CSR implementation on corporate culture, particularly as it relates to sustainability

- To enable students to understand the various dimensions of Corporate Social Responsibility activities

Module 1

Introduction and Concept of Sustainable Development; Concept of sustainability & Stakeholder Management; Issues affecting ecological equilibrium – population growth – depletion of natural resources – industrial and urban population –global warming; Concept of Environment and Environmental Management; Concept of an Ecosystem-ecosystem degradation- resource utilization- Structure & functions of an ecosystem- producers, consumers and decomposers.

Module II

Renewable and non renewable energy resources, and associated problems; Role of an individual in conservation of natural resources; Impact of Business on Environment- Air, Water ,Soil Pollution, Noise, Thermal & Nuclear Pollution ; developing recycling technologies - managing industrial waste; maintaining bio-diversity; government and institutional support for establishing and maintaining environment friendly business.

Module III

Urban planning- History, Theories, practices and methods; – Regional Urban Systems- Water management, land use, transportation, and housing systems; – Urban development trends, trajectories, and impacts; urban sustainability; Environment Impact Assessment(EIA) – Current Practices in India, Future Trends in EIA; Life Cycle Analysis; Social Impact Assessment

Module IV

Triple bottom line approach-Bottom of the pyramid opportunities- Equator principles; Socially Responsible Investing; Regulatory and Economic Instruments; Types of Standards; Global Compact Principles; Understanding ecological "footprint"; Eco-tracking; Designing for the environment and "greening" the supply chains.

Module V

Corporate Environmental Responsibility; Environmental Managements Systems; Business and Society; business culture and ethics in India;Corporate Governance & CSR; Current trends and opportunities in CSR; CSR as a Strategic Business tool for Sustainable development; Review of successful corporate initiatives & challenges of CSR; CSR in India. Indian Companies Amendment Act, 2012.

Suggested Reading

1. Sawhney, Aparna. The New Face of Environment Management in India, Ashgate Publishing Ltd, 2004.

2. Crane, Andrew; Matten, Dirk; and Spence, Laura J.(eds.). Corporate Social Responsibility: Readings and Cases in Global Context, Routledge, 2nd edition, 2013

3. Kotler, Philip and Lee, Nancy.,Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, John Wiley. 2011.

4. Agrawal, K M; Sikdar, P K and Deb, S C. A text book of Environment, Macmillan, 2002.

5. Baxi C.V. and Prasad Ajit, Corporate Social Responsibility, Excel Books, 2007.

6.Rajagopalan R,. India and It's Environment-An Illustrated Journey. Oxford University Press. 2012.

2.2.2. TALENT MANAGEMENT

Objectives:

- To assess the human resource requirement of an enterprise and human potential at work
- To acquaint students with the development and implementation of Human Resources Information Systems for various levels in an organisation.
- To familiarize with the application of various Human Resources Information Systems in organisations.
- To acquire skills in imparting developmental training based on training needs identified
- To workout strategies in retaining the human resources in a knowledge- based work environment

Module I

Talent management – overview, history, scope, need and Building blocks for talent management of talent management, key processes of talent management, talent vs knowledge people, sources of talent management.Human Resource Policies-Aims and Objectives, Principles, Types - Mechanisms of policy formulation. H R records and Statistics.

HR Planning: Concept, Aims and Objectives at the Unit level, HR Planning at National Level- Job Analysis- Job Description, Job Specification, Job Design, Job Evaluation.

Module II

Life cycle of talent management, Talent Acquisition - Demand and Supply Forecasting, Talent Procurement programs Recruitment and Selection Tools-advantages and Limitations- Use of Application Blanks, Weighted Application Blanks, Interviewing- problems in interviewing- Psychological Tests - Characteristics and developing psychological tests for selection- Service conditions, Contract of Employment. Best practices for talent engagement, attrition issues and Retention.

Module III

Human Resource Development (HRD): Concept, Overview, Origin and Need for HRD-Approaches to HRD-HRD Styles and Culture-HRD Structures-HRD Competencies-Training and Development-Competency Building and Development.

Module IV

Five steps to talent management information strategy, design development through rapid prototyping and scaling, implementation and maintenance, audit and update.Computer Based Information Systems for managing talent- HRIS-Role in the operation of human resources management function – Strategic advantage-HRIS Life Cycle/HR responsibility in each phase of HRIS development. HRIS Planning and Implementation-Tools for HRIS Development-HRIS in large and small organisations-HRIS /ERP Systems-Introduction to SAP-HR module.

Module V

Contemporary talent management issues, challenges, best practices. Global practices in Talent Management. Expatriate workforce management. Talent Management practices in different sectors, HR Audit-HR Accounting – corporate reconstruction in manufacturing & services for talent integration, Redeployment. HRM&HRD practices in NGOs/NPOs.

Suggested reading:

1. Dr Vlad Vaiman (Editor) Talent Management of Knowledge Workers: Embracing the Non-Traditional, Palgrave Macmillan; 2010.

2. Janice Caplan, Strategic Talent Development: Develop and Engage All Your People for Business Success, Kogan Page 2015

3. Lance Berger, Dorothy Berger, The Talent Management Handbook: Creating a sustainable competitive advantage by selecting, developing, and promoting the best people,The McGrawhill Company, 2017.

4. Varkkey, Biju and Dessler, Gary. Human Resource Management. Pearson.2010.

5. Flippo, Edwin: Principles of Human Resource Management,Prentice Hall of India Pvt Ltd., 2002

6. Amstrong, Michael. A Handbook of Human Resource Management Practices. Kogan Page Publishers

7. Richard . B Renckly : Human Resources., Barron`s Publishing.,2004

8. Michael Kavanagh and Mohan Thite . Human Resource Information Systems **--** Sage Publications Inc, 2009

9. Gupta, Ashok Kumar. Developing Human Resource Information System , Daya Publishing House, 2005.

2.2.3. FINANCIAL MANAGEMENT

Objectives

- To understand the significance and functions of finance
- To understand the basic ideas of income and expense
- To prepare a balance sheet in the proper format
- To enable the students to understand concepts and decisions of financial management.
- To equip them to apply the knowledge of financial management in the organisation.

Module I

Accounting- Fundamentals of Accounting, Debit- Credit, Accounts, Cash book, reading final financial statement-Trading and Profit and Loss Account-Managing receivables, Inventory management, Managing Cash.Fundamentals of monetary & fiscal policy.

Module II

Introduction to Financial Management-Role of financial functions in management of an enterprise, Nature of financial decisions, Goals of financial management, Role of a Finance Manager-Concept of value and return, Time value of money, Risk and return, Money market & Capital market instruments.

Module III

Financing Decision-Cost of capital, Meaning, Estimation of cost of capital- Capital structure: Meaning and importance, Theories of capital structure, Financial and operating leverage.- Sources of Funds- Long Term Sources: Equity, Term Loans, Debenture, venture Capital Financing & Hybrid Financing, Introduction to capital market-Short term Sources: Trade Credit, Bank sources, Commercial papers, CD, Bill discounting and Factoring.

Module IV

Investment Decisions- Working Capital Management : Importance in the success of a firm, Determinants of working capital, Factors affecting working capital requirements-Capital budgeting, Nature of investment decisions, Various Investment evaluation techniques.

Module V

Dividend Decisions- Dividend theories, Dividend policy, Forms of dividend, Forms of Dividend policy, Practical considerations in dividend decision.

Suggested Reading:
1. Pandey I.M., Financial Management, Vikas Publications House, 2009.
2. Khan M.Y. and Jain P.K., Financial Management, Tata McGraw Hill, 2011.
3. Prasanna Chandra, Financial Management, Tata McGraw Hill, 2017
4. Van Horne James C. Financial Management Policy, Prentice Hall of India (9th Edition). 2002.
5. Battacharya, Hrishikas, Working Capital Management: Strategies and Techniques. Prentice Hall.2014.

2.2.4. MARKETING MANAGEMENT

Objectives

- To enhance the understanding of the concepts in marketing
- To sharpen the analysis of business strategy and tactics from a marketing person's perspective.
- To harness the managerial skills that could enable each one to analyze the problems faced by marketing companies in real life
- To appraise the students with various dimensions of emerging knowledge in marketing and its impact on changing relationships between the marketing and society.

Module I: Fundamentals of Marketing: Concepts, meaning, nature, scope, Evolution, Role of Marketing in business management, The need for a new perspective in understanding marketing. Marketing of Products and Services.

Module II: Marketing Environment: Major components- Global Marketing Environment, Marketing Intelligence Marketing Strategy in the new internet age- BCG Matrix, E-business, Employee branding; Marketing Challenges in a Liberalizing and Globalizing India.

Module III: Consumer Behaviour: Major factors influencing consumer behaviour, Organisational Buying, Market Segmentation, Targeting and Positioning, The Indian Consumer and the Rising Consumer Market in India, Relationship marketing ;CRM & PRM- Role of marketing research in marketing decision making.

Module IV: Marketing Mix: 4Ps, Product: Product Mix; Product Life Cycle, New Product Development, Service – expanded service mix elements7Ps, service marketing Pricing: Pricing objectives; Pricing Strategies and Tactics, Promotion: Concept of Integrated MarketingCommunication, Place: Marketing Channels: Network Marketing, Retail Marketing-The Selling Process & Sales Force management.

Module V: Marketing and Society: Marketing Impact on Individual Consumers, Society and other Businesses; Business Actions Toward Socially Responsible marketing- Enlightened Marketing, Green Marketing, rural marketing, Marketing Ethics.

Suggested Reading

1. 1. Kotler, P., Keller, K., Koshy, A. &Jha, M. - Marketing Management; Pearson, 2008
2. Kotler, P., Amstrong. G, Principles of Marketing, Pearson,15th Edition, 2014
3. Ramaswamy&Namakumari - Marketing Management; McMillan, 2002
4. Nikhilesh, Dholakia and Rakesh Khurana, Marketing Management: Cases and concepts, Mc Milan India, 2007.
5. Schiffman, Leon; Lessley, Lazerkanuk, Consumer Behaviour, Pearson. 7th edition, 2010

Objectives:

1. To provide a broad introduction to the field of Industrial Engineering for managing manufacturing organizations

2. To familiarize students with factory system to enhance productivity.

3. To introduce operations management and explain the concepts, strategies , tools and techniques for managing the transformation process applicable to service organizations for competitive advantage.

4. To acquaint the students with the concepts of project management and quality management.

Module I

Introduction to Industrial Engineering– Nature, Importance, historical development, Factory system, Industry,Production process, Production function. Transformation processes, differences between services and goods, a system perspective, functions, challenges, current priorities, recent trends; Operations Strategy – Strategic fit , framework; Introduction to Supply Chain Management

Module II

Forecasting, Capacity and Facility Design: Demand Forecasting – Need, Types, Objectives and Steps. Overview of Qualitative and Quantitative methods. Break Even Analysis –BEP. Capacity Planning – Long range, Types, Developing capacity alternatives. Overview of sales and operations planning. Overview of MRP, MRP II and ERP. Facility Location – Theories, Steps in Selection, Location Models. Facility Layout – Principles, Types, Office Layouts.

Module III

Design of Product, Process and Work Systems Product Design – Influencing factors, Approaches, Legal, Ethical and Environmental issues. Process – Planning, Selection, Strategy, Major Decisions. Work Study – Objectives, Procedure. Method Study and Motion Study. Work Measurement and Productivity – Measuring Productivity and Methods to improve productivity.

Module IV

Materials & Quality Management; Material types –Planning, Budgeting and Control. Purchasing of raw materials – Objectives, Functions, Policies, Vendor rating and Value Analysis. Stores Management – Nature, Layout, Classification and Coding. Inventory – Objectives, Costs and control techniques. Overview of JIT. Quality-Deming's wheel- Kaizen, ISO Certifications, ISO 14001,ISI,AGMARK, GMP, FSSAI, HACCP,SA 6000.Industrial Safety-OSHAS

Module V

Scheduling and Project Management : Project Management – Scheduling Techniques, PERT, CPM; Scheduling - work centers – nature, importance; Priority rules and techniques, shop floor control; Flow shop scheduling – Johnson's Algorithm – Gantt charts; personnel scheduling in services., Overview of ERP .

Suggested Readings:

1. Gavriel Salvendy, Handbook of Industrial Engineering: Technology and Operations Management**,**Revised Edition, John Wiley India Inc 2013

2. Richard B. Chase, Ravi Shankar, F. Robert Jacobs, Nicholas J. Aquilano, Operations and Supply Management, Tata McGraw Hill, 13th Edition, 2014.

3. Norman Gaither and Gregory Frazier, Operations Management, South Western Cengage Learning, 2002

4.William J Stevenson, Operations Management, Tata McGraw Hill, 9th Edition, 2009. 2. Russel and Taylor, Operations Management, Wiley, Sixth Edition, 2010.

5. OP Khanna, Industrial Engineering and Management, Himalaya Publishing House, Revised Second Edition, 2008.

6. Mahadevan B, Operations Management Theory and practice, Pearson Education, 2007.

7. Joseph S. Martinich, Production And Operations Management: An Applied Modern Approach,Wiley India Edition 2012.

8. Kanishka Bedi, Production and Operations Management, Oxford University Press, 2004.

2.3.1. BUSINESS ENVIRONMENT & ENTREPRENEURSHIP

Objectives

- To acquaint with the business environment in the country
- To develop and acquire cognitive framework to understand and analyses the hyper turbulent business environment
- To in-still a spirit of entrepreneurship among the student participants
- To give insights into the management of small and medium enterprises
- To expose the students to the need of innovation and creativity for sustainability

Module I
Theoretical Framework of Business Environment: Concept, Significance and nature of business environment; Changing dimensions of business environment; Elements of environment -internal and external, Liberalisation, Privatisation and Globalisation; Internationalization of the business

Module II
Factors facilitating industrial environment:- SEZ, EPZ, FDI, Disinvestment, IMF, WB, WTO, ADB and other Structural Reforms, EXIM Policy, ECGC; Indian business environment; Business Environment Analysis tools- ETOP, SWOT Analysis, GAP analysis, PESTLE Analysis, Porters Five Forces Model, Mckinsey 7S approach, Value Chain Analysis..

Module III
Indian model of Management; Work ethos; Indian heritage in Production and Consumption; The growth and development of public sector enterprises - Classification of PSUs; Forms of Business; Legislative requirements to set up forms of business- Partnership Act -Companies Act - Co-operative societies Act Limited Liability Partnership (LLP)

Module IV
Entrepreneurship& Intrapreneurship, steps of entrepreneurial process, traits of an entrepreneur, role of entrepreneurs in the economic development, Factor affecting entrepreneurial growth , The entrepreneurial venture and Entrepreneurial organisation, Recent trends and Problems of Entrepreneurial Development, Concept of technology driven Entrepreneurship

Module V
Micro Small and Medium Enterprises, Feasibility Analysis, Start-ups, Import of capital goods-approval of foreign collaboration-Pollution control clearances. Setting up of NGOs, Business Plan, Innovation as a source of competitive advantage, Creativity & Lateral Thinking.

Suggested Reading

1. Paul , Justin - Business Environment – Tata McGraw Hill, 3rd edition, 2010
2. A C Fernando- Business Environment- Pearson Education, 2011

3. M.B., Shukla - Entrepreneurship and small Business Management, Kitab Mahal. 7th edition, 2007
4. Sangram Keshari Mohanty - Fundamentals of entrepreneurship, PHI, New Delhi, 2005
5. Adair on Creativity and Innovation edited by Neil Thomas, Viva Books, 2015
6. Allan Afuah, Innovation Management, 2/E, Oxford, 2nd edition, 2003

2.3.2. INDUSTRIAL RELATIONS AND EMPLOYEE WELLNESS

Objectives

- To acquire skills in handling employer-employee relations.
- To get to know the composition of the parties to industrial relations.
- To familiarize with the role of management and unions in the promotion of industrial growth of the economy.
- To acquaint with the concept and evolution of Employee Welfare
- To understand the need and relevance of health and safety at workplace

Module I

Introduction to Industrial Relations- conceptual framework and approaches; Role of government, employers and trade unions in industrial relations, Evolution of industrial relations and industrial conflicts; Industrial Discipline-Standing orders , Service Rules , Code of discipline– Model standing order- Domestic enquiry- Principles of Natural justice, Misconducts, Disciplinary procedures, Punishment, Positive Disciplinary Intervention.

Module II

Trade Union Movement; Labour movement-characteristics of labour and trade union movement in developed nations. India labour movement; purpose functions, structure, and problems of trade unions in India; Recognition of trade unions, Trade union security measures- Collective Bargaining; Concept, approaches, types, pre-requisites and process-Collective agreements Negotiation skills. Technological Change & IR- Employment Issues, Management Strategy, Trade Union Response, Human Resource Management and IR- Management Approaches- Recommendations on National Commission on Labour. Amalgamation of central labour laws.

Module III

Industrial disputes- causes and effects; Settlement of Industrial Disputes-authorities and machinery; Strikes and Lockouts-Concept, types, legal and illegal strikes and lockouts; Conciliation, Arbitration and Adjudication – Mediation and Conciliation, functions and process of mediation , kinds, essentials, conciliation machinery, conciliation and adjudication practices in India. Grievance; Concept, Significance, and methods of redressal-Discipline & Misconduct – Nature and concept, Approaches to Discipline; Statutory and non statutory measures for discipline, Code of Discipline & Conduct. Workplace harassment- - Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013,

Module IV

Labour welfare: Historical perspective, concept and objectives, theories and principles-Statutory, Voluntary and Mutual Welfare measures- role of management and trade Unions- Welfare of special categories of labour – Female Labour – Child Labour – Disabled – Contract Labour – Migrant Labour – Construction Labour – Rural Labour.

Module V

Employee Wellness- Concept of Wellness- Industrial Hygiene; Need and Importance, Occupational Hazards and Diseases-Occupational Health Services - Industrial Pollution-Prevention and Control- Industrial safety; accidents-Safety Organisation, concept of safety climate, statutory safety provisions

Suggested Reading:

1. C.S Venkataratnam : Industrial Relations, Oxford University Press, 2006
2. R. Sivarethinamohan : Industrial Relations And Labour Welfare: Text And Cases, PHI Learning Pvt. Ltd., 2010.
3. Philip Lewis, Adrian Thornhill, Mark Saunders : Employee Relations: Understanding the Employment Relationship, Pearson Education Ltd., 2003
4. Ratna Sen, 'Industrial Relations in India', Shifting Paradigms, Macmillan India Ltd., New Delhi, 2003.
5. Joseph Jerome : Strategic Industrial Relations Management : tata Mc Graw – Hill., 2002
6. M.V, Moorthy: Principles of Labour Welfare., Sultan Chand & Sons.,2002
7. R C, Saxena: Labour Problems & Social Welfare ., 6th Edition., K Nath & Co.,2004
8. A.M, Sharma: Aspects of Labour Welfare & Social Security., Himalaya PublishingHouse.,2002

2.3.3. PERFORMANCE MANAGEMENT AND EMPLOYEE COUNSELLING

Objectives

- To familiarize the students with the need and relevance of performance management in organisations.
- To equip students with comprehensive knowledge about performance appraisal of employees and its management in the organisation.
- To understand the process involved in the performance management.
- To acquaint the students with the various methods, techniques and practices used to measure performance of employees for professional advantage.

Module I

Definition of Performance Management(PM)- Historical developments in Performance Management practices - Performance appraisal Vs performance. PM Cycle - Essence and Implications of Performance Management-critical appraisal. - Issues and Problems in P M – Principles & characteristics of ideal PM - performance management process- Performance planning. Defining performance standards and choosing measurement approaches.

Module II

Measuring results and behaviours: Job Description and Job Analysis for Performance Management: Performance Appraisal - Methods of PA- Appraisal Forms and Formats- PfM Theatre - Designing performance criteria. Audio visual -Modular tools-PABLO- Performance management systems in manufacturing & Service context- Performance Monitoring process: Robotics for performance monitoring-Performance Monitoring DBMS- Appraisal Communication- Appraisal Interview- P A and its Organisational Implications- Legal and Ethical Perspectives in P M.

Module III

Performance Counselling and Feedback: The Counselling Process- Counselling Environment-Intake- Referral procedures- Guidelines for effective counselling-Action strategies-Assertiveness and Interpersonal Skills for Counsellors- Important Schools of Counselling-Psycho analytical, Client–Centered, Behavioural Counselling -Specific Techniques – Relaxation, Systematic Desensitization, Assertiveness training, Rational Emotive Therapy- Cognitive Behaviour Therapy, Transactional Analysis, Gestalt therapy Performance Counselling.

Module IV

Rewarding Performance: Personal Development plans, individual and Organisational performance plans – MBO-Performance Coaching and Mentoring – 180 and 360 degree feed back as developmental tools - performance management & reward systems: Appraising for Recognition & Reward. Performance management skills, performance linked career planning and promotion policy.

Module V

Strategic tools of performance management- process of Judgment vs process of analysis - stock taking discussions - Delivering efficient feedback; competency Mapping- Balance Score Card- - HR Score Card- stocktaking potential - Tools for stocktaking- potential appraisal system design and implementation- Appraisals and HR decisions. - Operationalising change through performance management. CMMI – PCMM Levels of accreditation.

Suggested Reading

1. Bacal, Robert. Performance Management. Mc Graw Hill company Ltd. 2012
2. T.V.Rao, Appraising and Developing Managerial Performance, TV Rao Learning Systems Pvt Limited, Excel Books, 2003
3. David Wade and Ronad Recardo, Corporate Performance Management, Butter Heinemann, New Delhi,Routledge, 2002.
4. Kohli, AS and Deb, T. Performance Management. Oxford University Press. 2009.
5. Amstrong, Michael. Performance Management: key strategies and practical guidelines. Kogan Page. Third edition 2014.

6.Prem Chadha: Performance Management, Macmillan India, New Delhi, 2003

2.3.4. LABOUR LAWS
Objectives

- To get an idea of industrial jurisprudence in India
- To develop an attitude of preponderance of human relations over legal relations
- To be versatile with the *provisions of various labour laws*
- To acquaint with the labour administration machinery in India and Kerala

Module I

Labour Laws – Origin and Development – Nature and Need – Objectives and Principles of Labour Laws – Development of Labour Laws in India – Pre and Post Independence Period-Indian Constitution and Labour Laws - Social Justice - Fundamental Rights – Directive Principles –Judicial Activism - Constitutional Writs and Appeals - *habeas corpus*, *certiorari*, *mandamus*, *quo warranto* and prohibition.

Module II

Laws related to conditions of Work - Factories Act, 1948; Plantations Labour Act 1952; Contract Labour (Regulation and Abolition) Act 1970; Kerala Shops and Commercial Establishment Act, 1960

Module III

Laws related to Social Security: Concept of Social Security- Importance in India- Various Social security measures- Legal provisions- Employee Compensation Act, 1923; Employees State Insurance Act, 1948; Maternity Benefit Act 1961; Employees' Provident Fund and Miscellaneous Provisions Act 1952; and Payment of Gratuity Act, 1972;

Module IV

Laws related Industrial Relations: Industrial employment (Standing Orders) Act, 1946, Trade union Act 1926, Industrial disputes Act, 1947: and its rules; Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

Laws related Wages: Payment of Bonus act, 1965 ; Minimum Wages act, 1948 ; and Payment of Wages Act, 1956

Module V

Labour Administration: Definition, Scope and Functions of Labour administration; Labour Administration in India- Constitutional Provisions, Role of ILO & ILCs; Labour policy-Objectives and Salient Features of Labour Policy and Five-Year Plans. Central government machinery for labour administration-Organisation and administration of labour offices-enforcement machinery for central laws-State machinery for labour administration -Labour

Commissioners and other enforcement authorities in state- their qualifications, employment, and nature of duties and functions.

Recent Amendments, Important case laws, Current proposals.

Suggested Reading:

1. G V Goswami, Labour Industrial Laws, 8th Edn. – 2004, Central Law Agency, Allahabad, Part XI
2. S C Srivastava, Industrial Relations and Labour Laws, 5 thEdn.-2007, Vikas Publishing House, New Delhi, Part 2
3. S N Mishra, Labour and Industrial Laws, 25th Edn. - 2009, Central Law Publications, Allahabad, Part 2Memoria C B & Mamoria Satish : Labour Welfare & Industrial Peace in India., Kitab Mahal., 2003
4. J.N Mongia : reading in India Labour & Social Welfare.,Atma Ram & Sons.,2002
5. Sarma A.M : Aspects of Labour Welfare & Social Security., Himalaya PublishingHouse.,2002

SEMESTER IV

2.4.1 . BUSINESS STRATEGY & SHRM

- To understand the basics of business strategy.
- To learn the various strategic options in front of an organization.
- To understand the intricacies in strategy of global companies.
- To learn the strategic role of HR from the traditional functional approach.
- To study the cultural dimensions of an organization from a bird's eye view.

Module I
Introduction to Strategy-Strategy and Business Models- Strategic, Administrative and Operating Decisions-Levels of Strategy and role of different levels of management-SBU- Conceptual framework for strategic management-Strategic Management Process: Overview, Mission, Objective and Goals-Stakeholders in business-Corporate Governance and Social Responsibility-Design Thinking.

Module II
Strategy Implementation process-Resource Pooling, Crowd Sourcing-designing organizational structure- Generic Building Blocks of Competitive Advantage-Resources and Capabilities-Minimizing failures and sustaining competitive advantage-Benchmarking- Vertical Integration, Diversification -Choice of strategic decisions - Evaluation of Strategies.

Module III
Strategy in the Global Environment-Strategic Alliances-Mergers & Acquisition, Joint Ventures. Corporate Restructuring- International Strategy Options - Multi-domestic Strategy, Global Strategy & Transnational Strategy-Building Shareholder Value-Strategic application of Game theory, Managing Technology and Innovation- New Business Models and strategies for Internet Economy.

Module IV
Introduction to SHRM- SHRM defined- Perspectives - The transformations in HR domain-
 The idea of Fit or Congruence - The resource-based view of strategic HRM- The strategic role of HR practitioners - The strategic business partner model – Competitive advantage through people-Rewards and Strategy-The Scorecard Approach: A Tool to bridge HR and Strategy.

Module V
Formulating HR strategy - Philosophy of managing people -Introduction to Cultural Dimensions - Global labour markets -Managing Culture/ Institutionalizing the Strategy-Corporate issues related to SHRM - Approaches to strategic international HRM-Developing Global Managers with Cross Culture Competency-Cross Cultural Issues in Global HRM-Managing a Diverse Workforce-Managing client site employees/off-shoring/out-sourcing/ Re-shoring

Suggested Reading

1. Azhar Kasmi, Business Policy, 6th Edn.,Sultan Chand and Co, 2003

2. Amstrong, Michael, (2008) Strategic Human Resource Management: A guide to action, Kogan Page, ISBN 978-0-7494-5375-6

3. Schuler, Randall S. & Jackson, Susan E. (2007) Strategic Human Resource Management Wiley-Blackwell Ed2. 498 pages ISBN 978-1-4051-4959-4

4. Pearce, John & Robinson, Richard (2014) Strategic Management, McGraw-Hill Education ed. 14, ISBN-13: 9780077862510.

2.4.2. HR ANALYTICS

Objectives

- To enhance the awareness of learners on the application of HR analytics in workplace
- To familiarize the application of various financial and statistical measures in HR activities
- To understand the relevance of Analytics in various HR process to derive tangible benefits from HR practices.
- To familiarize with applications of various HR metrics in an organization

Module 1: Fundamentals of measurement- Advantages of measurement in HRM-Consequences of not measuring HRM- Introduction to HR metrics and Analytics-Framework for HR measurement -Common problems with metrics- Traditional vs Contemporary HR Measures.

Module 2: Statistical tools for HR analytics-Predictive analytics-Multivariate analysis - Introduction to SPSS-Exploring data-Data analysis using SPSS (hands on training)- Introduction to Factor Analysis and SEM analysis.

Module 3: Various HR measures-Staffing Measures -Measures related to Quality of Hire/recruitment, Cost of hiring, Absenteeism- Separation measures-HR planning metrices-HR forecasting tools- Compensation measures-Connecting revenues and expenses, calculating various wage/salary related measures. Variable pay systems, cost benefit analysis, and comparators-Calculation of incentives.

Module 4: Development Measures -Training ROI, measures for employee satisfaction and attitudes, Training evaluation models-Productivity measures- Performance metrics- 6 sigma, customer focused metrics, BSC, HR Scorecard.

Module 5: Trends in Quantitative HRM- Development of HR dashboard, HR index, internal improvement Monitors and smoke detectors in HR research- problems, HR Audit research, and Organization Health survey-Assessing Employee attitudes and satisfaction- Social Media analysis- Current issues and future of HR Analytics.

Suggested Reading

1. Lee, Gregory John . HR Metrics: Practical Measurement Tools for People Management. Knowres Publishing, 2011
2. Sullivan, John . R Metrics, the World-class Way: How to Enhance Your Status and Build the Business Case for HR. Kennedy Information, 2004
3. Cascio, W. & Boudreau, J.. Investing in People: Financial Impact of Human Resource Initiatives. 2nd Edition. Upper Saddle River, NJ: FT Press, 2011
4. Field, A., , Discovering Statistics Using SPSS, 4th Edition, Los Angeles, CA: Sage. 2013
5. Jac Fitz-Enz. *The New HR Analytics: Predicting the Economic Value of Your Company's Human Capital Investments* (American Management Association), 2010.

2.4.3. MANAGEMENT OF CHANGE AND ORGANISATIONAL DEVELOPMENT

Objectives

- To understand the concepts and practice relating to the processes of organisation development and change.

- To develop insight and competence in diagnostic and intervention processes and skills for initiating and facilitating change in organisations.

- To provide necessary self-insight, skills and techniques to become effective change agents and internal OD consultants.

Module I

Introduction- Concept of Managing Change-The Process of Organizational Change, factors Influencing Organizational Change, Planned Organisational Change- Need for change; factors contributing to change; impact of change in organisations-; Organizational Culture and Change, Resistance to change-cause and counteractive measures, Effective Implementation of Change.

Module II

Diagnosis and Intervention – Organizational Diagnosis- an Overview, Diagnosis Methods, Interventions in Organizational Change, Theories of Organisational Change- Causes of Failure of Changes. Organizational Change and Process Consultation, Managers and the change, Internal and External Agents of change. Change as a strategic management tool-change for internal re-organisation. Organisational Restructuring and Change Management.

Module III

Organizational Development- Overview of the Organizational Development, Definition, Values, assumptions and Benefits of Organizational Development. Foundations of OD-Entry and Contract-- Feedback and OD.

Module IV

Organizational Interventions – An Overview, Team Interventions, Inter Group and third Party Peacemaking Interventions, Comprehensive Interventions , Training Experiences. Individual and Interpersonal Interventions- Intergroup Interventions- Organisational Transformation.

Module V

Basic Components of Assessment of OD, Prerequisites to Success of OD, Action Research and the OD Process, Transformative Change for Relevance of OD in Modern Organisations, OD consultants, Ethical Standards in Organizational Development, the Future of Organizational development.

Suggested Reading:

1. Harigopal, K.. Management of Organizational Change- Leveraging Transformation. New Delhi: Response Books, 2001.

 2. Wendell L, French and Cecil H, Bell. Organisation Development. New Delhi: Prentice Hall of India, 1991.

3. Sharma, Radha R. Change Management-Concepts and Applications. Tata Mc Graw Hill.2003

4. Ramnarayan, S.; Rao, T V; and Singh, Kuldeep. Organisation Development: Interventions and Strategies. Response Books, 1998.

5. Paton, Robert A and Mccalman,James . Change Management:A Guide to Effective Implementation, Sage publications, 2008.

6. Ramnarayan S.   and Rao, TV. Organization Development: Accelerating Learning and Transformation. Sage. 2011.

7. Khanna ,O. P., Industrial Engineering & Management, Tata Mc Graw Hill Publishing Pvt Ltd,2003

2.4.4. COMPENSATION MANAGEMENT

Course objectives:
- To promote understanding in issues related to compensation in corporate sector.

- To impart skills in designing, analysis and restructure compensation management system, policies and strategies.

- To understand the role of compensation in determining the competitive advantage of an organisation.

Module I
Introduction: Compensation meaning, objectives- nature of compensation- types of Compensation-compensation responsibilities-Compensation system design issues: compensation Philosophies, compensation approaches, decision about compensation, compensation- base pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

Module II
Internal and external equities in compensation system- determining the worth of jobs-understanding inter and intra-industry compensation differentials-designing pay structure and administrating compensation package-understanding different components of compensation package like fringe benefits, incentives and retirement plans- pay for performance plans.

Module III
Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: the compensation structure- Wage and salary surveys- the wage curve-pay grades and rate ranges- preparing salary scale. Paid Time Off & Other Services;   Retirement-Medicare & Workers Comp-Retirement Benefits- Cafeteria benefits –Assignable benefits-Retirement Benefits -government regulation on compensation- fixing pay- significant compensation issues.

Module IV
Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation- Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation -elements of executive compensation and its management-International compensation Management.

Module V

Role of compensation in organisation: economic and behavioural theories related to compensation; Strategic perspectives of compensation; Compensation as a retention strategy ; Formulation of compensation policy.

Suggested Reading

1. B. D Singh. Compensation & Reward Management, , Excel Books, 2008.

2.Joseph J. Martocchio. Strategic Compensation, ,6th Edition, Pearson Education, 2011.

3. Richard I., Henderson. Compensation Management in a Knowledge based,

World,.Pearson,2006.

4.Milkovich, George T and Newman J.M., Compensation, Tata McGraw Hill, 2009.

5.Bhattacharyya, Dipak Kumar . Compensation Management. Oxford University Press, 2009.

UNIVERSITY OF KERALA

MASTER OF SCIENCE IN
COUNSELLING PSYCHOLOGY
(M.Sc. Counselling Psychology)

SYLLABUS

(Semester Scheme)

Two Year Full Time Programme

2013 Admissions Onwards

Introduction

The Post Graduate course in Counselling Psychology envisions training professionals who can provide counselling services in hospitals, educational institutions, industries, family and child care centres, rehabilitation institutions, legal sectors andother related settings. These post graduates are expected to be equipped to pursue research and to contribute to theknowledge building process in the same field.

The courses shall be taught by qualified teachers in Psychology, as per UGC and Kerala University Norms. However, keeping in view the orientation of the institution where the course is being offered, it is possible to avail the services of qualified teachers from other allied disciplines for supervision of the community project work envisaged in semester II and individual project works (Dissertation) in semester IV, depending on the specific topic selected by the students.

Admission

Admission requirement to the course is the same as that for admission to the M.Sc. course in Psychology, under Kerala University. Preference for admission is given to graduates in Psychology with not less than 45% marks in Part IIIof the concerned optional subjects (including subsidiaries). In the absence of Psychology graduates, admission is open to those who have studied at least one paper in psychology, or related subjects like child development, animal physiology, statistics, animal behaviour, etc. at the graduate level.

Course Structure and General Rules

The Post Graduate course leading to the award of the Master of Science Degree in Counselling Psychology by the University of Kerala is spread over four semesters of five months each. The academic work is a package of fourteen common theory papers, one practical paper involving administration of Psychological tests, four concurrent practicum work (one of which involves a group project work), one block field work placement, one dissertation work and a comprehensive viva-voce, transacted over 2510 hours. Each semester will include class room lectures, assignment writings, seminars, group discussions, tutorial, role-play, case studies, field trips, and field work.

During semesters I and II there are four common papers each, and also concurrent practicum work. In addition, practical training in psychological test administration is given in semester II. The students shall be given block placement of one month duration during the summer vacation. During semester III and IV, there are three common papers each in addition to concurrent practicum involving a group project work in semester III and case reports in semester IV. The students are required to submit a dissertation at the end of semester IV. There will be a Comprehensive Viva Voce at the end of Semester II and IV to evaluate enbloc Semesters I & II and Semesters III & IV respectively.

The Scheme of Papers and the distribution of marks for Continuous Evaluation (CA) and End Semester Examination (ESA) are given below:

Examinations and Requirements for Passing

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25% for CA and 75% for ESA for all theory papers. In the case of practicum, there shall be only CA for the first two semesters (Practicum I & II, 25 marks each) and the third semester (Practicum III, 50 marks). For Practicum IV and for Psychological Testing (Practicals), out of the total of 50 marks each, 20 marks shall be given as CA and 30 as ESA.

There shall be no continuous assessment for Dissertation work.

The allocation of marks for Continuous Assessment (CA) shall be in the following proportion.

a. Attendance	5
b. Assignment	5
c. Tests	10
d. Seminars	5
Total	25

The allotment of marks for attendance shall be as follows.

Attendance below 75%	0 marks
75%	1 marks
76% to 80%	2 marks
81% to 85%	3 marks
86% to 90%	4 marks
Attendance above 90%	5 marks

Only those who secure a minimum of 75% attendance in the aggregate for all the papers of a semester taken together alone will be allowed to register for the End Semester Examination of the Semester.

Each student shall be required to do two assignments for each paper; a maximum five marks shall be awarded for two assignments.

There shall be two class tests during a semester. Marks of tests shall be awarded on the basis of the marks secured for the best of two tests. Maximum ten marks shall be awarded for the test.

Students shall be required to present a seminar on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion. The maximum marks shall be five.

The Dissertation/Project work shall not be less than 50 typed (double space) pages in standard thesis format showing evidence of the ability of the candidate to collect relevant materials, analyze it by using appropriate tools of research and to present an analytical assessment of the problem. Two copies of the dissertation duly certified by the supervising teacher and countersigned by the principal, where the course is held, shall be submitted to the university before the commencement of the End Semester Examination (ESA) at the end of the Fourth Semester. The maximum marks for Dissertation shall be 100 of which 20% shall be allotted to viva-voce examination, which shall be conducted along with the comprehensive viva.

Pass requirement shall be 40% marks for ESA for each paper and an aggregate minimum of 50% marks including CA for all the papers put together of a semester. The marks for project work and viva-voce will be carried over.

Pattern of Question papers for the End Semester Examination

The Question paper shall consist of three parts, of which Part-I shall consist of long essays, Part - II short essays and Part-IIIconcepts. In Part-I, two out of four questions(long essays not exceeding 1200 words, each carrying 15 marks), in Part II, five out of eight questions (short essays not exceeding 300 words, each carrying 5 marks) and in Part-III ten out of twelve questions (not exceeding 50 words, each carrying 2 marks) shall be answered. Thus the total marks shall be 75.

ESA for Psychological testing – Practicals, Practicum IV, and Comprehensive viva-voce at the end of semester II and semester IV shall be conducted by board of examiners appointed by the controller of examinations.

MARKS AWARDED IN EACH SEMESTER

Semester I	425
Semester II	525
Semester III	350
Semester IV	500
Total	1800

Scheme of the Syllabus

Sem	Paper Code	Title of Paper	Hrs/ Semester	Instructional Hrs/wk		ESA (hrs)	Max Marks		
				L	P		CA	ESA	Total
I	CP 211	Foundations of Psychology	90	5		3	25	75	100
	CP 212	Fundamentals of Counselling Psychology	90	5		3	25	75	100
	CP 213	Psychology of Individual Differences	90	5		3	25	75	100
	CP 214	Research Methodology	90	5		3	25	75	100
	CP 215	Practicum I	180		10		25		25
		Total	**540**				**125**	**300**	**425**
II	CP 221	Understanding Abnormal Behaviour	72	4		3	25	75	100
	CP 222	Counselling Process and Skills	72	4		3	25	75	100
	CP 223	Approaches to Counselling	72	4		3	25	75	100
	CP 224	Psychometry	72	4		3	25	75	100
	CP 225	Psychological Testing – Practicals	72		4	3	20	30	50
	CP 226	Practicum II	180		10		25		25
		Comprehensive Viva -voce						50	50
		Block Placement	175						
		Total	**715**				**145**	**380**	**525**
III	CP 231	Counselling in Community Settings	72	4		3	25	75	100
	CP 232	Counselling in Educational Settings	72	4		3	25	75	100
	CP 233	Counselling in Organizational Settings	72	4		3	25	75	100
	CP 234	Practicum III - Action Research Project	324		18		50		50
		Total	**540**				**125**	**225**	**350**
IV	CP 241	Counselling the Family	72	4		3	25	75	100
	CP 242	Counselling in Hospital Settings	72	4		3	25	75	100
	CP 243	Counselling and Legislations	72	4		3	25	75	100
	CP 244	Practicum IV	324		18		20	30	50
	CP 245	Dissertation						100	100
		Comprehensive Viva						50	50
		Block Placement	175						
		Total	**715**				**95**	**405**	**500**
		Grand Total	**2510**						**1800**

CP 211

Foundations of Psychology

Objectives:

- To provide students with a conceptual understanding of the psychological foundations of human behaviour
- To provide students with diverse perspectives on the functioning of human behaviour
- To enable the students to make possible links between various functions of the mind and behaviour

Unit 1: Attention & Perception

Models of Attention, Theories of Attention – Broadbent, Treisman, Pertinence Model, Neisser's model
Perception – Approaches to the study of Perception, Top-down and Bottom-up processes in Perception, Illusions, Perceptual styles - Field dependent Vs. Field independent, Repressors Vs. Sensitizers, Levellers Vs. Sharpeners.

Unit 2: Learning &Memory
Conditioning – Classical and Instrumental, Observational Learning, Insight Learning.
Information Processing models - Atkinson- Shiffrin three store model (stage model or modal model) , Levels of Processing model (Self- Reference Effect)
Concept of Working Memory, Baddeley-Hitch model of Working Memory.
Narrative and autobiographical memory, Semantic Vs. episodic memory, Declarative Vs Procedural memory, Implicit Vs. Explicit Memory, Flash bulb memories, Constructive Processes in memory
Theories of forgetting - Decay theory /Fading theory, Interference theory, Tulving's cue dependent theory of forgetting state dependent memory and forgetting, Retrieval inhibition as a theory of forgetting, Trace dependent forgetting, Motivated forgetting theory
Biogenic and psychogenic forgetting- Alzheimer's disease - Retrograde amnesia, Infantile Amnesia - anterograde amnesia, Posttraumatic amnesia

Unit 3: Cognition and Language
Theories of cognitive organization - Network models (Collins &Quillian network Model, Collins & Loftus Network model)
Representation of knowledge – Categories, Prototypes, Schemas, Scripts, Acquisition of declarative & procedural knowledge
Language - Structure of language
Language and thought - Modularity Hypothesis, Whorfian hypothesis, Neuropsychological views, Cognitive approach to language acquisition
Reasoning: deductive and inductive.
Problem solving- Steps.
Barriers to effective problem solving.
Strategies of problem solving: algorithms, heuristics, means to end analysis, backward search.
Culture, cognitive style and problem solving.
Creativity - Convergent and divergent thinking.
Stages in creativity
Decision making

Unit 4: Emotion and Motivation
Components of emotion, Theories of emotion, Facial Feedback hypothesis
Theories of Motivation – Hedonistic and Activation theories, Psychoanalytic and clinical theories, Humanistic and Existential theories, Theories of Murray and Erikson.

Unit 5 Biological Basis of Human Behaviour

The origins of biopsychology, Nature of biological psychology: Mind Brain relationship, Consciousness, Heritability, Genetics, Evolution, Methods of study of research in biopsychology, & Ethical issues in research.

Neurons - Structure of neurons, types, functions, Neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters

Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system

Functions of the Major structures of the Brain: Spinal cord, Fore brain, Mid brain, Hind brain, Cerebral cortex

Lobes and Functions: Occipital, Temporal, Parietal and Frontal

Neurophysiological Bases of Learning, Memory, Emotions, Motivation and Higher Cognitive Functions

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CP 212

Fundamentals of Counselling Psychology

Objectives:

To enable the students:

- To familiarize students with the basic concepts and issues of counselling.
- To be informed of the history and development of professional counselling
- To provide a comprehensive overview and general understanding of the profession of counselling.
- To imbibe the values and ethics of Counselling
- To be able to locate oneself as a professional Counsellor in the developmental milieu of the country

Unit 1- Evolution of the Counselling Profession
History and Development of the Profession
Influential Individuals– Frank Parsons, Carl Rogers, E. G. Williamson, Donald G. Paterson, Donald E. Super
Trends in Counselling
Current Status of Counselling

Unit 2 - The Helping Professions
The Helping Professions – Social Work, Psychiatry, Psychology, Counselling
Commonalities and Difference between the Helping Professions
Definitionsand Nature of Counselling
Goals of Counselling – Process goals and outcome goals

Unit 3 –The Counsellor as a Person
Personality characteristics, Self-awareness and Needs of the Counsellor
Motivations of Becoming a Counsellor
Role and Functions of a Counsellor
Values of the Counsellor
Characteristics of Effective Counsellors, Difference between effective and ineffective Counsellors
Counsellor Competence – Beyond Microskills (Ivey)
Concerns and Challenges faced by a Counsellor
Importance of Personal therapy during Training
Significance of Supervision
Experience of Stress, Burn out, Ways of Coping

Unit 4 -The Counsellee
Need for change, Help-seeking Behaviour
Expectations from Counselling – across the lifespan
Gender, Mental health of the Counsellee
Values of the Counsellee

Unit 5 - Ethics and Professional Issues in Counselling
Definition of ethics, Ethics and counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, Guidelines for Acting Ethically, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics - *Foundation- Purpose-Content - Violations* - Considerations, Ethical Issues in Multi-Cultural Perspective - Focusing on Individual and Environmental Factors, Dual and Multiple Relationships in Counselling Practice, Strategies to Maintain Ethical Standards, Limitations of Ethical Codes.

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CP 213
Psychology of Individual Differences

Objectives:
- To be able to understand and appreciate differences between individuals
- To provide students with a theoretical outlook regarding individual differences
- To understand why individuals behave in ways in social situations
- To understand how individual differences evolve across the lifespan

Unit 1: Individual Differences across the Lifespan
Individual Differences in Human Development
Developmental Tasks
Nature versus Nurture issue in Development
Overview of Human Development – Physical, Cognitive, Emotional and Social

Unit 2: Personality
Definitions of Personality
Factors determining the development of Personality

Unit 3: Theories of Personality
Classical Psychoanalytic theory and Other Psychodynamic theories -
a. Sigmund Freud, Carl Jung, Alfred Adler, Eric Fromm, Karen Horney, Harry Stack Sullivan, Eric Erikson, Anna Freud
b. Overview of Object relations and Attachment theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott, John Bowlby
Theories with Emphasis on personality structure –
- Henry Murray, Gordon Allport, Raymond Cattell, Hans J Eysenck, Big Five factors theory
Behaviourist aspects of personality - B F Skinner
Social cognitive learning - Albert Bandura
Personal construct theory of George Kelley
Humanistic theories –
- Carl Rogers, Abraham Maslow
Existential perspectives –
- Victor Frankl, Rollo May

Unit 4: Intelligence
Definitions of Intelligence
Theories of intelligence:
-Factor theories: Spearman, Cattell, Thurstone, Vernon
-Process Oriented theories: Piaget, Bruner
-Information Processing theory by Sternberg
-Gardner's multiple intelligence approach
-PASS model of Intelligence

Unit 5: Individuals in Social Situations
Importance of non-verbal communication in Social Perception
Role of Attributional processes – Theories of Attribution
Sources of errors in Social Cognition
How are Attitudes formed? How can Attitudes be changed? – Role of Persuasion
Aggression – Its Determinants

References:
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CP 214

Research Methodology

Objectives:

- To familiarize the student with the methodology of research in psychology.
- To enable the student to understand the process of 'knowledge production' in psychology
- To familiarise the student withthe basics of research Report Writing

Unit 1: Basics of Psychological research
Scientific method: Assumptions of science, scientific investigation, Steps in investigation
Meaning of research. Types of research
Types of variables
Basic classifications of psychological research: Quantitative vs. Qualitative studies, Experimental vs. Non-experimental (Observational) studies
Non-experimental studies: Survey research, archival research, case study, ethnography

Unit 2: Research problem
Selecting a research problem. Operationalizing the variables.Formulating the hypotheses. Review of literature
Sampling: Different types and uses of probability and non-probability sampling

Unit 3: Research Design
Experimental studies: Concept of Variance, Partitioning of variance, Sources of error variance
Control techniques
Purpose and principles of experimental research design
Experimental designs: Within group designs, Between group designs: Two-group, multi-group, factorial designs. Small N designs
Non-experimental designs: pseudo experiments, quasi experiments, correlational experiments

Unit 4
Logic, relevance and basic features of qualitative research

Methods of data collection and analysis in qualitative research: a) content analysis of text, b) narrative analysis, c) conversation analysis, d) discourse analysis, e) visual interpretation. Grounded theory approach

Issues of credibility and trustworthiness in qualitative research

Unit 5: Statistics in Research

Data: Coding, analysis and Interpretation of Data

Presentation of data:Frequency distribution- frequency tables, graphic presentation- Bar chart, pie chart, histogram, frequency curve and ogive.

Descriptive Statistics: Measures of central tendency and variability

Unit 6: Hypothesis Testing and Analysis
Normal curve- assumptions. Hypothesis testing. Type I & Type II errors. Parametric assumptions
Major parametric tests: t-test, ANOVA.
One-Way ANOVA. Post hoc tests. Two-Way ANOVA. Interpreting the ANOVA table and results. Interpreting interaction
Chi- square and other major non-parametric tests
Correlation and Regression analyses. Various correlation coefficients
Multivariate analyses: Brief descriptions of Multiple regression, Discriminant analysis, Path analysis and Analysis of Covariance
Factor analysis: Major concepts and methods

Unit 7

Writing the research report

Writing a research proposal

APA format

Ethical considerations in research

Computer applications in research - Use of statistical software for coding, data entry, data verification, data processing, analysis, retrieval of information through internet

References:

1. Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4thEdn.
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CP 215

Practicum I

During the First Semester, the students will be oriented to the discipline of Counselling. The Practicum in this Semester will primarily consist of Classroom Demonstrations and Field Exposure Visits.

In the classroom sessions, one of the main objectives will be to develop self awarenessin the students. Through group activities based on the concept of Johari Window and activities such as SWOT analysis, the students will be encouraged to develop a deeper understanding of themselves and others in the group. As the classroom sessions progress during the semester, the students will also be encouraged to give and take feedback to and from other group members and the Supervisor. They will be encouraged to talk about sensitive issues concerning their personal lives. The group members and the Supervisor will provide feedback and help individual students resolve personal issues, thus encouraging students to handle their emotions well. Self-esteem building exercises and role plays will be used during the sessions.

The students will also be taught the basics of Systematic Observation. As they progress through the classroomexercises, they will be required make detailed notes observations about behaviours of all members of the group. The Supervisor may select a theme for the observation – for example, aspects of non-verbal communication or specific aspects of the verbal communication for example, tone of voice etc used by members of the group.

The Practicum in this Semester will also include Field Visits to Child Guidance Clinic, Career Guidance Cell, Family Counselling Centre, AIDS Counselling Cell, and Hospital Settings.

At the end of the First Semester, the students will be required to submit a case record of 2 detailed systematic observations done by them during the course of either their classroom exercises or the field visits. They will also be evaluated for their level of participation and involvement in the group activities apart from attendance. The breakup of marks is given below:

Attendance and involvement in Group activities	5
Case records (Examined by a board of internal examiners)	20
Total	**25**

CP 221

Understanding Abnormal Behaviour

Objectives:

- To introduce students to the concept of abnormality
- To equip students with the basic knowledge of the various classificatory systems of abnormality
- To enable students to understand the features of mental disorders and their causative factors

Unit 1: Normality and Abnormality
Concept and Meaning of Normality
Mental Health – WHO definition
Jahoda's Healthy Personality, Allport's mature personality
Concept and meaning of Abnormality

Unit 2: Causes and Risk factors for Abnormal Behaviour
Causality – Precipitating, Predisposing factors, Necessary, contributory and sufficient causes
Feedback and Circularity in Abnormality
Biological Factors –Neurotransmitters and Hormonal Imbalances, Genetic vulnerabilities, Temperament, Brain dysfunction
Psychosocial factors – Role of early deprivation, Trauma, Inadequate Parenting, Marital Discord and Maladaptive peer relationships
Sociocultural Factors – Sociocultural environment, Crowding Effects, Poverty, Marginalization, and other pathogenic societal influences
Diathesis-Stress models for understanding human problems

Unit 3: Classification of Abnormal Behaviour
Need for Classification
Models of Classification – DSM and ICD

Unit 4: Stress and Adjustment Disorders
Categories of Stressors, Predisposing factors, Coping with stress – individual differences
GAS- Hans Selye's Model
Characteristics of Adjustment Disorders – Reactions to Common Life Stressors
Characteristics of Post Traumatic Stress Disorder – Rape, Natural Disaster

Unit 5 Anxiety Disorders
Overview of Anxiety Disorders – Types
Characteristic features and causes of:
Phobias – specific type and social type
Generalised Anxiety Disorder
Obsessive Compulsive Disorder

Unit 6: Mood Disorders and Suicide
Characteristic features and Causes of:
Unipolar Mood Disorders
Bipolar Mood Disorders
Features and Causal Patterns of Suicide

Unit 7: Somatoform and Dissociative Disorders
Characteristics and Causal factors of:

a. Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder, Body Dysmorphic Disorder, Factitious Disorder
b. Depersonalization Disorder, Dissociative Amnesia and Fugue, Dissociative Identity Disorder

Unit 8: Personality Disorders
Characteristic Features of and Difficulty in identifying PDs
Characteristics of:
Paranoid, Schizoid and Schizotypal Personality Disorders
Histrionic, Borderline, Narcissistic and Antisocial Personality Disorders
Avoidant, Dependent, and Obsessive Compulsive Personality Disorders

Unit 9: Delusional Disorder and Schizophrenia
Characteristics and Causes of Delusional Disorders
Types of Delusional Disorders - Features
Characteristic Features of Schizophrenia
Subtypes of Schizophrenia – Features
Causes of Schizophrenia

Unit 10: Addictive Disorders
Alcohol Dependence Syndrome – Features and Causes
Other Drugs abused and harmful effects

Unit 11: Disorders of Childhood and Adolescence
Vulnerabilities in Children
Attention Deficit/ Hyperactivity Disorder – Features and Causes
Oppositional Defiant Disorder and Conduct Disorder – Features and Causes
Separation Anxiety Disorder and Selective Mutism – Features and Causes
Childhood Depression and Schizophrenia – Features and Causes
Functional Enuresis and Encopresis, Tics and Tourette's Syndrome – Features and Causes
Pervasive Developmental Disorders – Autism – Features and Causes
Learning Disabilities – Features and Causes
Mental retardation – Features and Causes

References:

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Counselling Process and Skills

Objectives:

- To provide students with an understanding of the basic models of Counselling

- To introduce students to the micro skills of counselling

Unit 1: Counselling Process - Pre-counselling issues-interview, assessment (standardized and non-standardized measures), setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting

Unit 2: Counselling Relationship **-** Personal Self and Professional Self - importance of a professional relationship - mapping relationship - dimensions of relationship - transference and counter transference -conditions facilitating the counselling relationship: physical setting

Unit 3: The Counselling process
Models of Counselling – Egan, Carkhuff, Carl Rogers and others
Stages of the counselling process
The first stage: Initial disclosure
The second stage: In-depth exploration
The third stage: Commitment to Action
The three stages of counselling in perspective

Unit 4: Skills in Preparatory Stage and in Stage 1
Preparatory Stage: Attitudes in preparatory stage, attending skills and Basic communication Skills - Attending behaviour, Observing, Listening Attending Behaviour, Questions, Skills of active listening, Observation Skills; Paraphrasing, Empathy and Basic Listening Sequence, Social Skills, Contracting.
Skills in Stage 1: Reflection of Content; Reflection of Feeling: Stage 1 - Responding to content: Attitudes - Concreteness, Self Disclosure; responding/reflective skills - responding to feeling, questions, summarizing.

Unit 5: Stages 2, 3 and subsequent stages
Personalizing Skills, Initiating, Integrating, Listening Skills.
Stage 2 - Personalizing: Attitudes - Confrontation, Immediacy, Personalizing skills - Personalizing the problem and goal. Integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills.
Stage 3: Initiating, subsequent stage -Initiating: Working with the problem - trying out solutions, attitudes at this stage, initiating skills. Subsequent Stage: Evaluating.

References:
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2. Brammer, L., M. & MacDonald, G. (1996). The helping relationship process and Skills. Boston: Allan & Bacon.
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21. Stephen Palmer. (2000). Introduction to Counselling & Psychotherapy. New Delhi: Sage.

Approaches to Counselling

Objectives:
- To provide students with an understanding of the different psychological perspectives of case conceptualization
- To provide the students with an understanding of the techniques used across various approaches to Counselling
- To train students with the skills underlying various approaches

Unit 1:Psychoanalytic viewpoint
Important figures - Freud, Adler, Jung, Horney, Sullivan,
The process, Goals and Specific techniques – free association, interpretation, transference analysis, dream analysis, working through.
Evaluation of Psychoanalytic viewpoint

Unit 2: Client-centred viewpoint
Carl Rogers
Goals of Counselling
Concepts – fully functioning individual, self-actualizing tendency, assumptions, Process, Evaluation

Unit 3: Behavioural Counselling
Major concepts, Applications of behaviour principles: Schedules of reinforcement, Shaping, Chaining, Aversive conditioning. Goals of Counselling, Specific Techniques – relaxation, Systematic Desensitization, Assertiveness training, Evaluation

Unit 4:Cognitive-behaviour viewpoints
Rational-Emotive counselling – Major concepts, Goals of Counselling, role of irrational ideas/ rules, Role of the counsellor, Applications, Evaluation

Trait and Factor viewpoint - Major concepts, Assumptions underlying the approach, Nature of Humans, Goals of Counselling,The role of the counsellor, Evaluation

Unit 5: Eclectic Counselling
Major concepts and assumptions, role of the counsellor, goals of counselling, Evaluation.

Unit 6: Gestalt approach
Concepts, techniques, Assumptions, techniques, goals of counselling, evaluation.

Unit 7:Existential viewpoint
Concepts and proponents, Assumptions, Goals of Counselling, process, techniques used, Evaluation

Unit 8: Group counselling
Goals, Functions and Definitions of- Group guidance, Group counselling, and Group therapy: Types of groups-structured and psycho educational, theme centered, theory based, integrative styles. **Stages in Group Development:** Pre-group issues; Formation of the group:- Initial stage-orientation and exploration; Transition-dealing with resistance; Working stage-cohesion and productivity; Final stage consolidation and termination; Post group issues-follow-up and evaluation.

Group Dynamics – Concept, definition, and importance of group dynamics, Components of group dynamics- *Communication Processes and Interaction Patterns, Interpersonal Attraction and Cohesion, Social Integration and Influence, Power and Control, Group Culture;* Social Interaction and Social Processes, Measuring Group Dynamics

References:

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4. Gelso J Charles and Fretz R Bruce (1995), Counselling Psychology, Harcourt Brace Publishers, USA
5. Gibson L Robert and Mitchel H Marianne (2003), Introduction to Counselling and Guidance, Pearson education, Inc

Psychometry

Objectives:

- To provide students with an understanding of the basics of psychological measurement

- To enable students to understand scientific facts underlying the construction of psychological tests

- To familiarise students with psychological tests that assess basic functions of the mind and behaviour

Unit 1: Psychological measurement.

Levels of measurement and scaling- Nominal, ordinal, interval, ratio scales. Quantitative and qualitative measurements

Psychophysical scaling methods: Method of limits, method of constant stimuli, method of average error

Data collection methods: Observational methods, survey, questionnaire, case study, interviewing, psychological tests.

Psychological scaling methods of Thurstone, Likert and Guttman

Unit 2: Requirements of a test:

Reliability: Types of reliability- Test-retest, Alternate forms, Split half, Cofficient alpha, KR-20, Inter-scorer reliabilities

Validity: Types of reliability- Content, Criterion related, Construct, Face validities

Norms: Types- Age, Grade, Percentile, Standardized norms

Unit3: Test Construction:

Steps in the construction and standardization of psychological tests: Planning, Item writing, Item analysis procedure, Calculation of indices of Item difficulty, Item discrimination. Test norms

Unit 4: Psychological Tests:

Different types of psychological tests:

Individual and group tests, Speed and power tests, Verbal and non-verbal and performance tests

Tests of attitude, aptitude, achievement

Tests of intelligence- Binet, Wechsler, Culture-fair tests

Tests of creativity

Tests of personality:

a) Inventories- MMPI, CPI, 16 PF, EPQ

b) Projective techniques: Classification. Rorschach, TAT, Word association test,

Sentence completion test, Drawing tests

Content analysis, Q-sort, Semantic differential, Sociometry, Situational tests, other behaviour measures

Use of computers in testing

Ethical standards in testing

References:

1. Gregory, R.J. (200). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.

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Psychological Testing – Practicals

Objectives:

- To introduce students to Psychological Test Administration
- To familiarise students with basic tests of intelligence, aptitude and personality

1. Coloured Progressive Matrices
2. Standard Progressive Matrices
3. Wechsler Adult Performance Intelligence Scale
4. Aptitude Test
5. Vocational Interest Inventory
6. Eysenck's Personality Questionnaire
7. 16 PF
8. Sentence Completion Test
9. Beck Depression Inventory
10. State Trait Anxiety Inventory
11. Adjustment inventories (Emotional adjustment/ Social adjustment /Emotional Maturity, etc.)
12. Self-concept
13. Emotional Intelligence
14. Value scales (Like Study of Values)

Each student is required to administer any 10 tests specified here and submit a Record of the same at the end of the Semester. Marks for the paper practicals shall be awarded as per the following scheme:

CA by the teacher based on punctuality and quality of work	20
ESA by the board of examiners appointed by the controller of examinations	30
Total	**50**

CP 226

Practicum II

The first few weeks of the Practicum II will focus on providing the Students with Skills building exercises for basic attending, listening and Paraphrasing Skills. Role plays, Modelling, Video taped sessions, video/audio taped feedback of their own sessions and group discussions and personal feedback sessions based on the same will be conducted by the Supervisor.

As the Semester progresses, skills of the Middle phase of counselling and advanced skills will also be demonstrated. Skills of communication of empathy, reflection, summarising, and probing will be taken up for discussions.

Students will also be taken for Field Visits where in they could select cases for discussion in the sessions with other group members and the Supervisors. The discussions would have as objective building case conceptualization skills in students.

Students could engage in peer counselling sessions, which would involve self disclosure of personal issues. Skills required for the later stages of counselling will be demonstrated by the Supervisor through role plays and audio/visual aids.

During the Semester, a minimum of at least 5 cases from the Extension centres should be seen by each student over a period of at least 5 sessions each lasting 30 minutes.

Evaluation:

At the end of the Semester, each student will be required to submit a Verbatim Case Record of Counselling Sessions of 2 cases (at least 10 sessions each). The emphasis here will be on demonstrating specific Micro skillspractised during the Practicum hours in the Semester.

The cases for Submission must be selected in consultation with the Supervisor. The cases must be from a non-clinical background. Students could also include their own peers as cases, wherein some personal issue is handled in the session.

The breakup of marks is as follows:

The breakup of marks is given below:

Attendance and involvement in Group activities	5
Case records (Examined by a board of internal examiners)	20
Total	**25**

CP 231

Counselling in Community Settings

Objectives:

- To introduce students to the basics of Community Psychology and the underlying Principles
- To prepare students with a theoretical perspective for conducting action research
- To introduce students to the variety of models and techniques used in Community settings.

Unit 1:Principles and Theories of Community Psychology
Community Psychology – Description, History and Evolution, Related concepts
Principles of Community psychology
Ecological Approach to Mental Health Problems – Contributions of James Kelly
General Systems Theory –Application to Mental Health Problems

Unit 2: Action Research
Types - Practical and Emancipatory Action Research
Methods of Data Collection – Experiencing, Enquiring, Examining
Community Needs Assessment - Conducting Surveys, Using SWOT analysis, Analyzing Community Problems
Other Qualitative methods - Focus Group discussions, Interviews – personal and group, Using Public records and Archival data
Project Implementation and Evaluation

Unit 3: Risk, Resilience and Empowerment
Psychosocial Stress – Key determinants of community functioning
Identification of risk and protective factors in the community
Working with various groups in the community – Child, Adolescent, Old-aged, Persons with Disability
Role of Advocacy, Self-help Groups in the Community

Unit 4: Methods of Community Intervention I
Prevention – Primary, Secondary, Tertiary
Crisis Intervention – features, techniques, and current status, Disaster Management
Consultation – Definition, Types, Functions of a Consultant, Phases of Consultation

Unit 5 Methods of Community Intervention II
Mental Health Education – Practice of Mental Health Education, Technique, Target group, Content, Effectiveness of Mental Health Education
Psychosocial Rehabilitation – Principles and Methods
Partnerships with Local Self-government, and other agencies

References:

1. Korchin, S. J. (1986). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. CBS Publishers and Distributors.
2. Sanborne, E. (2002). A Value Framework for Community Psychology.
3. Levine, M., Perkins, D. D. & Perkins, D. V. (2005). Principles of Community Psychology. III Edition. Oxford University Press.
4. Kagan, C., Barton, M. & S. Asiya() Pre publication Draft of Chapter in Handbook of Qualitative methods in Psychology
5. Dalal, A. ().Psychosocial Interventions for Community Development. In G. Misra (Ed.), Psychology in India, Vol. 3. New Delhi: Pearson.
6. Souvenir. National Seminar on Psychology in India: Past, Present, Future. 2001.

CP 232

Counselling in Educational Settings

Objectives:

- To introduce students to the Discipline of Educational Psychology and the Underlying Principles
- To provide students with an understanding of the role of Counsellor in school and College Settings

Unit 1: Educational Psychology

Definition and Historical Background

Theories of development and the Educational Process - Overview of theories of Piaget, Vygotsky, Erikson, UrieBronfrenbrenner, Kohlberg

Implications for Educational Process

Unit 2: Children with Special Needs

Impairment, Disability, and Handicap - Definition of Exceptional Children

Implications of Exceptionality on the Learning Process - Special Needs of Such Children

Some examples – Children with Learning Disabilities, ADHD, Autism spectrum Disorders, Children with Sensory impairments such as Visual and Hearing impairment and Physical Impairment

Unit 3: School Counselling:

School counselling: Theory and techniques

Counselling and interviewing skills

Career Counselling

Liaison work with Regular Teachers, Parents and Administrators, Resource-room Teachers

Group counselling, Psycho education with Parents

Guidance and counselling programs in regular schools

Building Human relationship skills in the classroom – Life Skills Training

Use of Creative therapies – Play, Art,Music and Dance

Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence

Unit 4: Use of Behaviour Modification in Schoolsetting

Rewarding

Principles of Differential reinforcement

Modelling

Shaping

Contingency management, Contracting

Unit 6: Role of the College Counsellor

Career Counselling

Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal Relationship Issues, Love Failures, Attempted Suicide, Substance-Abuse

Training for Life skills and Study Skills, Overall Personality Development

References:

1. Anastasi, A. and Urbina, S. (1997). *Psychological testing*, 7th ed. U.S.A: Prentice Hall.
2. Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
3. Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
4. Reid,G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies*. Paul Chapman Publishing.
5. Lee, C. (2007). *Resolving Behaviour Problems in your School- A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing.
6. Kottler, J. A., &Kottler,E. (2007). *Counseling Skills for Teachers*, 2/E. Corwin Press.
7. CooperJ.O., Heron T. E., &Heward,W. L. (1990). *Applied Behaviour Analysis*.Prentice Hall.
8. Rogers,B. (2007). *Behaviour Management- A Whole School Approach*, 2/E. Paul Chapman Publishing.
9. Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.
10. Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management*. Corwin Press.
11. Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing
12. Santrock, J.W. (2006). *Educational Psychology*, 2nd Edition. New Delhi: Tata McGraw-Hill.
13. Woolfolk, A. (2004). *Educational Psychology*, 9th Edition. Delhi: Pearson Education.
14. Fontana, D. (1995). *Psychology for teachers*, 3rd Edition. U.K: MacMillan Press Ltd.
15. Lindgren, H.C. (1989). *Eductional psychology in the classroom,* 2nd ed. New York: John Willey & Sons.
16. Skinner, C. E. (1995). *Educational Psychology*, 4th ed. Prentice hall of India, Pvt.Ltd.
17. Flanders, N. A. (1970). *Analysing teacher behaviour. New York:* Addison-Wesley Publishing Company.

Counselling in Organizational Settings

Objectives:

- To introduce students to basic Principles of Organizational behaviour
- To educate students about the role and scope of a Workplace Counsellor

Unit 1: Introduction to Organizational Psychology
Definition, Historical Influences in Organizational Psychology
Placing the Counsellor in the context of the Organization
Differences betweenWorkplace Counselling, Mentoring, Coaching and Training

Unit 2: Organizational Socialization
Organizational Socialization – Definition, Dimensions, Stages
Roleof the Workplace Counsellor at each Stage

Unit 3: Individual Behaviour in Organizations
Productive and Counterproductive Behaviour in Organizations – definitions
Job Satisfaction
Employee Absenteeism
Employee turnover
Occupational Stress
Special groups in organisational counselling:
- Chronic absentees
- Accident prone
- Employees with family problems
- Employees with alcoholism & drug addiction
- Maladjusted employees
- Indisciplined employees

Unit 4: Leadership behaviour
Definition and theories
Models of leadership behaviour

Unit 5: Management of Counterproductive Behaviour and Stress
– Application of Basic Skills and Approaches of Counselling to Specific Problems
Using techniques of Time-management, Stress Management, Cognitive Behaviour Approaches,
Handling Procrastination and Perfectionist Behaviours at Workplace.

Unit 6: Group Behaviour in organizations
Definition and Characteristics of Groups
Stages of Groups
Impact of Groups on Individual
Group Effectiveness – Determinants and Enhancement
Intergroup Interactions – Types and patterns
Intergroup Conflicts – Reduction Strategies

Unit 7: Trends in Workplace Counselling
Counselling for Enhancement of Performance of Individuals – Goal-setting and Feedback
Interventions
Well being, Self-Regulation, Stress management and Performance – From Analysis to Intervention
Vocational counselling:
Counselling for career planning & development.Adjustment on the job.Promotion counselling.Pre-retirement counselling. Counselling for displaced employees, lay offs

References:

1. Jex, S. M. (2002). Organizational Psychology: A Scientist-Practitioner Approach. John Wiley and Sons. Inc, NewYork.
2. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
3. Lilly NerryPscyhology at work, 2nd Edn. Tata McGraw Hill.
4. Kinicki, A. &Kreitner, R. (2006). Organisational behaviour: Concept, skill, practices, 2nd Edn. New Delhi: Tata Mc-Graw Hill.
5. Sonnentag, S.(2002).Psychological Management of Individual Performance. John Wiley & Sons Ltd.

Practicum III

(Action Research Project)

In this Semester, students in groups of not less than 5 (number of students in a group is left to the discretion of the Supervisor), should carry out an Action research project. The topic for the Action research project ideally, must be based on the interest area of the students. The Supervisor must ensure that the students decide on a topic in the beginning of the Third Semester followed by an Orientation given to themalong side the theory classes of Paper I of the Semester. The Action Research project must be submitted according to the following Guidelines:

Chapter 1 – Introduction

Chapter 2 – Review of Literature (at least 10 recent studies in the relevant field)

Chapter 3 – Methods and Procedures

Chapter 4 – Results

Chapter 5 – Conclusions and Recommendations

References

Appendices

The project work must be spiral bound and should contain a minimum of 30-35 pages.

The marks for Practicum III shall be given as per the following scheme:

CA by the supervisor (Uniform marks for all members of a project)	20
ESA (to be conducted by an internal board of examiners and marks shall be given separately for each student based on performance of the student at the viva)	30
Total	**50**

Semester IV

Counselling the Family

Objectives:

To enable the student as a counsellor appreciate the specifics in addressing family counselling in terms of the following:

- Evolving relationships - marriage and family
- Family as an institution, its building and effective maintenance

Unit 1: Marriage and Family

Family: Definition, Changing trends in family structure, types of families, characteristics of Indian families - family strengths.; Marriage: Definition, changing trends, divorce and re marriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single; Family Welfare in India: Legislations, Policies and programs. Marriage and Divorce: Legislations and policies. Role of family courts, View of Marriage and Families from major religious and cultural backgrounds.

Unit 2: Family across a Life Span

Stages of family life cycle-key developmental and emotional issues in the following stages-Young Adulthood, newly married, child bearing, families with preschool children, Families with school age children. Families with teenage children, Launching stage, Middle aged adult, Retirement.

Stage specific issues including preparation for marriage, dating and mate selection, parenting and parenting styles.Handling mid life issues, handling sexual problems, handling old age issues, common marital problems.

Unit 3: Families Dynamics

Power and gender roles, communication, conflict and conflict resolution, managing economic resources - Family Stress and Coping- Impact of death, chronic illness, physical and mental disability, Alcoholism and addiction, violence and abuse, divorce on the family life cycle

Unit 4: Assessment of couples and families - The standard initial interview, genogram Interview and genogram as a tool for family assessment - structural mapping in assessing family interactions, circular interview method of assessing family interactions, behavioural family and marital assessment - diagnostic treatment planning of couples-Grunebaum et al., reflecting team- Tom Anderson.

Unit 5: Classical schools of family Counselling

Theoretical Formulations.Normal Family Development.Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation. Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy, Problem solving family Therapy- development of behaviour Disorders, Goals - Conditions for Behaviour Change. Process, Evaluation. Theory and Results for structural Family Therapy -Experiential Family Therapy, Cognitive-Behavioural Family Therapy -

Unit 6: Recent Developments in family Counselling

Theoretical Formulations, Normal Family Development, Development of Behaviour Disorders, Goals - condition for Behaviour Change, Process. Evaluation, Theory and Results for Solution-Focused Therapy and Narrative Therapy - Other developments: Feminist critique, Family policy model, family therapy and family medicine. Psycho educational models, families with mental illness, disability. Family act working and symptom focused therapy.

Unit 7: Other Modalities of Family Therapy

Individual family therapy, Couple therapy, Group family therapy. Couples group therapy, Multiple family therapy. Family networking. Symptom focused treatments - Conjoint Family Therapy-Virginia Satir, Brief Marital Therapy-Hudson and O'Hanlon. Program development in marriage and family counselling: Pre marital counselling, parenting programs, communications skills, conflict management, and emotional management, relations enhancement, Family Life education.

References

1. Becvar, D.S. &Becvar, R.J. (2005) Ed. Family Therapy-A systemic integration Massachusetts, Allyn& Bacon

2. Carter, M., &McGolderick, M (2004) Ed. The Expanded Family Life Cycle Individual, Family, and Social

3. Epstein. N. B., Bishop. D. Ryan, D., Miller, I., &Keitner, G. (1993) The McMaster i odel: View of healthy family

4. Functioning, In F. Walsh (Ed.) Normal family processes (pp.138-160). New York, NY: Guilford Press.

5. Olson, D. H & De Frain, J (1999) Ed. Marriage and the family-diversity and strengths, CA, Mayfield

6. McGolderick, M., Gerson, R and Shellenberger, S (1999) Genograms assessment and Intervention, New York: Norton

7. Bhatti, R. S.., Varghese.M&Raguram. A (Eds). (2003) Changing marital and family systems-challenges to conventional models in mental health. Bangalore, NIMHANS Publication.

8. Becvar, D.S. &Beevar, R.J. (2005) Ed. Family therapy- A systemic integration. Massachusetts.

9. Allyn& Bacon, De Shazer, S. (1985) Keys to solution in Brief therapy. New York: Norton

10. Hudson. P. O'Hanlon & O'Hanlon, W. H (1994) Ed. Rewriting love stories- Brief Martial therapy, New York, Norton.

11. Lebow. J.L&Gruman, A.S (1988). Family systems and family psychology. In Bellack A.S and Hersen, M. (ds)

12. Comprehensive clinical psychology-Vol 1, Amsterdam. Elsevier Science.

13. Niclos. M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn and Bacon

14. Napier. A.Y & Whitaker, C. (1988) Ed. The family crucible- The intense experience of family therapy, New York, Harper and Row.

Counselling in Hospital Settings

Objectives:
- To introduce the students to the basic concepts of Health Psychology
- To help students to understand the Process of Illness and the Psychological Factors associated with it
- To provide students with the understanding about the role and scope of a Counsellor in Hospital Settings
- To orient students to counselling Special Groups

Unit 1: Relevance of Health Psychology
Mind-body relationship
Need for Health Psychology.Relating health psychology to other fields. Bio medical and Bio-psycho-social models in Health Psychology

Health enhancing behaviours andHealth compromising behaviours in Individuals
Individual Differences and Personal Characteristics
Life Styles and Risk factor.
Trans theoretical Model of Change
Modifications of health behaviour, Changing Health beliefs, Cognitive behavioral approaches, Social Engineering, Social Cognitive theory, Self-regulative theory
Concepts from Positive Psychology - Positive Mental Heath, Happiness, Well-being
Models of Well-being

Unit 2: Psychological Factors in Health and disease
General psychological Factors in Health and disease, psychological Factors in General Specific Disease process.
Coronary heart diseases and Type-A behaviour pattern
Anorexic and Bulimic Syndromes.
Essential Hypertension.
Recurrent Head Ache.
Psychogenic physical diseases.
Biological factors, psychological Measures, Socio-cultural measure.
Diabetes, Obesity, Cardiovascular Disorders

Unit 3: The Process of Illness
Concept of health , illness, disease and well being
Help-seeking – Psychological Triggers
Illness as an Expression of Emotional needs, The sick role.

Unit 4: Medical Communication and Role of Counsellor
Process of Medical Care – Premises
Language in Medical Care – Verbal and Non-verbal
Communication in Patient care – Variations, Listening to Patients, Educating Patients, Helping Patients to ask Questions, Helping Patients to Remember

Unit 5: Pain and its management
Definition.Significance of Pain.Nature of Pain.
Overview of Theories of Pain.
Pain Control Techniques- Cognitive-behavioural methods, Behaviour Modification
Management of Chronic pain.
Medical Treatment of Pain

Unit 6: Chronic Illness and Terminal Illness
Chronic Illness and Disability
Dealing with Chronic Illness

Chronic Illness Across Lifespan
Caring for the Terminally Ill
Existential Issues – Meaning Making, Patient's experience of Dying
Grief and Bereavement Counselling

Unit 7: HIV/AIDS Counselling- HIV virus lifecycle - incidence and prevalence HIV/AIDS in the international and national scenario - Sexual Health, AIDS, Concept of sex and sexuality -normal sexual developments - TBGQL - alternate sexual practices - routes of HIV transmission in India - Social Work intervention - skills and abilities in dealing with HIV/AIDS Prevention, rehabilitation

Unit 8: Suicide Prevention: concept of Suicide - Suicidal depression, ideation, incidence and prevalence of suicide International, National and in Kerala - types of suicide - theories on suicide - causes: psychological, economic and social and its impact on the individual and family-suicide prevention and control, counselling intervention with the survivors

Unit 9: Substance abuse counselling and de-addiction: introduction to substance abuse -substance use disorders - substance abuse evaluation, education and treatment - theoretical models of alcohol and other drug abuse, Motivational Interviewing, AA and Twelve-step recovery, Minnesota model, psychodynamic approaches, cognitive-behavioural therapies, motivational enhancement therapy. Stages-of-change model, problem-oriented treatment, solution-focused treatment, group therapy, family therapy and community

Unit 10:Counselling in the Psychiatric Settings
Case History Taking, Mental Status Examination and Psycho education with Family members of Psychiatric Patients.

References:

1. Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.
2. Taylor, E. *Health Psychology*. 2ndEdn, Mcgraw Hill.
3. AshaKaul. Effective communication methods
4. Carr,A. (2008) Positive Psychology – The science of Happiness and human strengths. London, Routledge.
5. Bornstein,M.H, Davison,L, Keyes,C.l.M&Moore,K.A (Eds) (2003) Well being – Positive development across the life course. London, Lawrance Erlbaum associates.
6. Snyder,C.R&Lopez,S.J (2007) Positive Psychology – The scientific and practical explorations of human strengths. Thousand Oaks, Sage Publications.
7. Shith Toe, R.W. Psychology and Diabetes: Psycho social factors in management and control. London: Chapman and Hall.
8. Gibson, H.B. (Ed). Psychology- Pain and Anasthesia.
9. Neil, N. (1994). Health Psychology: An Introduction for Nurses and other health care professionals. London: Churchill Liningstone.
10. Dunne EJ MelntoshJl Dunne Maxim K (eds) Suicide and its After math. Understanding and Counselling the Survivors. New York. WW Norton. 1987
11. Doweiko, H. E. (2007). Concepts of Chemical Dependency (7th ed.). Pacific Grove, CA: Brooks/Cole. (ISBN-10: 0-495-50580-3)
12. KRISIS (Kerala Integrated Scheme for Intervention in Suicide). A handbook on Suicide Prevention Strategies. 2005.
13. Prochaska, James 0., Norcross, John C, and DiClemente, Carlo C. (1994). Changing For Good. New York: Avon Books. (ISBN: 0-380-72572-X)
14. SAMHSA (1999). Treatment improvement protocol series #35: Enhancing motivation for change in substance abuse treatment. Rockville, MD: Substance Abuse and Mental Health Services Administration. (Available on-line at: www.samhsa.gov.)
15. Milam, J. R. &Ketcham, K. (1988). Under the influence: A guide to the myths and realities of alcoholism. New York: Bantam Books. (ISBN: 0-553-27487-2.
16. Park, K. Textbook of Preventive & Social Medicine

COUNSELLING AND LEGISLATIONS

Objectives:

Helping the learner to appreciate:

• The legal nuances of counselling and its implications to the counsellor-counselee relationships
• Understand the various legislations operational in the context of counselling as a helping profession

Unit 1: Ethics

Definition of ethics, Ethics and counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, Guidelines for Acting Ethically, The Right of Informed Consent, Dimensions of Confidentiality

Unit 2: The Counselling Code of Ethics

Foundation- Purpose-Content - Violations - Considerations, Ethical Issues in Multi-Cultural Perspective - Focusing on Individual and Environmental Factors, Dual and Multiple Relationships in Counselling Practice, Strategies for Maintain Ethical Standards, Limitations of Ethical Codes

Unit 3: Legal aspects of Health

Medico- Legal Problems in relation to health administration - Law of Contracts, Specific Performance - Law applicable to Hospital employees - Medical jurisprudence and functioning of hospitals; Legislations: Consumer Protection Act, Organ transplantation Act, PNDT Act, Drugs and Cosmetics Act; International health organization / NGOs; Medical Ethics

Unit 4: Insurance

Health Insurance in Private Health Sector -Health Insurance in developing and developed countries; Different Health Insurance Policies - Analysis and Management; Concept of combined Life Insurance and Health Insurance; GOI & State Govt. Policy in implementation of Health insurance; Hospitals / TPA / Insurance Company / Relationship and Problems

Unit 5: Registration of Counselling Centre

Provisions and various legislations pertaining to registration of counselling centre - Societies Registration Act, Trust Act, RCI; Registration with Social Welfare Board

Unit 6: Industrial relations

office rules & regulation & discipline - Employment Standing Orders Act - Wage & Salary. Qualification, Experience, Pay fixation,- collective bargaining - definition, scope and importance of industrial relations - Payment of Wages Act, Payment of Bonus Act, Industrial Disputes Act, Trade Unions Act, Industrial relations in health services industries

Reference

1. Bond Tim (1997) Standards and Ethics for counsellors in action, New Delhi: Sage

2. Various Bare Acts

3. Acharya, BasuDurga Das : Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7th Edition)

4. Flavia (1997) Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance.

5. Gaikwad, P. E. (2004) Law Basic Concepts, Pune : YASHADA.

6. Galanter, Marc (1992) Law and Society in Modern India, Delhi: Oxford Press.

7. Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi : Concept Publishing Company.

8. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.

9. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.

10. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi, Indian Social Institute.

11. Pradhan, V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (1st Edition).

12. Purohit, B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur: Rawat Publication.

13. Qureshi, M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.

14. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Compar /.

15. Saxena, D. R (1996) Law Justice and Social Change, New Delhi: Deep & Deep

16. Publications.

17. Shah, Ghanshyam (1998) Social Justice- A Dialogue, Jaipur: Rawat Publication.

18. Sharma, S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications

19. Singh, Alka (1992) Women in Muslim Personal Law, New Delhi: Rawat Publications.

20. Singh, Shiv Sahai (1993) Unification of Divorce Laws in India.

Practicum IV

The Field Visits would continue in this Semester. Here, the focus willbe on Case management skills along with basic micro skills and early case conceptualization skills. The students will continue to have group discussions, peer consultation and discussions with the Supervisor during the Semester. Other activities will include role plays, role-reversals, and Audio/video tapes for demonstration of specific skills.

At the end of the Fourth Semester, each student will have to submit 3 case study records (each from different areas – school/college, general hospital, family, or organization). The submission must include personal details and the background of the case and a verbatim record of the progression of the case. The student must specify each of the microskills and the main approach used. The session details must have an initial phase, a Middle phase and the termination phase. The record must include a minimum of 10 sessions with each case. The student will be evaluated on the basis of the case conceptualization and the management.

The marks for Practicum IV shall be given as per the following scheme:

CA by the supervisor	20
ESA (to be conducted by the board of examiners at the end of the semester)	30
Total	**50**

DISSERTATION

Each student is required to do a dissertation work which will be evaluated at the end of the last semester. The aims of the dissertation are

-to familiarize the student with the methodology of psychological research

-to enable her/him to carry out a psychological work on her own, and gather knowledge on her own, and

-to sensitize the student to various psychological factors involved in the problems and needs of the society, and to explore those factors.

Students are to be encouraged to do works of contemporary social and psychological relevance. works with suitable and preferably simple statistical procedures or qualitative/ exploratory works should be encouraged, instead of doing mere confirmatory research with a large quantum of data and complex statistical procedures. Methodological accuracy, exploration and relevance should be stressed upon.

As a practice, before commencing the work, students may be asked to submit and present a research proposal of the study to be pursued, prepared in proper format.

The report of the dissertation should be written following the APA format.

The following standard format is suggested for the report.

- Before the first chapter, provide a brief & comprehensive summary in a single paragraph as the abstract.

Organization of the report should be as follows:

- Introduction (General introduction, Problem, Variables, Hypotheses, Relevance, Theoretical review)

- Review of related work

- Method (Design, Sample, Tools, Data analysis)

- Results and Discussion

- Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research, if any)

- Reference

A synopsis printed separately is also to be submitted alongwith the dissertation.

In case of a qualitative/ exploratory work, appropriate changes can be made in the format.

The following guideline is to be followed in the evaluation of the dissertation.

Marks Break up for dissertation evaluation	marks
Introduction, Relevance/Originality of the problem	15
Theoretical review, Review of related work	15
Method	15
Results and Discussion	25
Summary and Conclusion	5
Reference	5
Viva voce	20
Total	100 marks

MASTER OF SOCIAL WORK

IN DISASTER MANAGEMENT

SYLLABUS

LOYOLA COLLEGE OF SOCIAL SCIENCES,

(Affiliated to University of Kerala)

SREEKARIYAM P.O.

THIRUVANANTHAPURAM

695017

Contact Person:
Principal: Dr. Saji P. Jacob
Contact Number: 9747198138, 0471-2592059
Email Id: sajipjacob@yahoo.com

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ABOUT THE COLLEGE

Loyola College of Social Sciences, one of the oldest Social Science Colleges in India, was founded in 1963 by a visionary Jesuit Father Joseph Edamaram to bring social changes in Kerala and society at large. Today Loyola College is among the premiere educational institutes in the country, accredited by NAAC at A grade for 3 successive cycles, our last score being 3.72/4 in 2014, which was the, highest among affiliated colleges in India at the time. We also feature among the top 5 social work colleges in the country according to Outlook and India Today surveys of 2020.

Loyola College offers courses in M A (Sociology), MSW (Masters in Social Work), MAHRM (Masters in Human Resource Management) and M.Sc. Counselling Psychology. The College is affiliated to the University of Kerala and is a recognized Research Centre of the University, and guides students for Ph.D. in Sociology, Social Work and Management Studies. The faculty members take up research projects at various levels. A full-fledged community extension wing, Loyola Extension Services (LES) is an integral part of the College. The LES acts as the Social Lab of the College.

MASTER OF SOCIAL WORK IN DISASTER MANAGEMENT

(M.S.W. DISASTER MANAGEMENT)

1. INTRODUCTION

Globally there has been a rise in the incidence of disasters. The lives of large number of people are being impacted by the tragic effects of disasters and governments are incurring irretrievable losses annually. The need for abilities across topics, disciplines and methods is especially important for preventing and mitigating disasters. Most disaster mitigation and vulnerability processes are political, social and economic requiring interventions from social sciences. A 'Master of Social Work in Disaster Management' degree superimposes multi-disciplinary knowledge of the Social Sciences and the expertise of the social worker onto the disaster management field. The programme will serve to train professionals who are able to critically and holistically evaluate the dynamics, processes and systems that come into play during disasters and skilfully plan, intervene and evaluate disaster management activities. These professionals will, thus, contribute to making India aware of its vulnerabilities and engender a culture of prevention, preparedness and safety.

Trained professionals in Disaster Management are employed in Government and private sectors, nationally and internationally. Some avenues for employment are emergency planning and services, crisis communication and intervention, relief groups, infectious disease management, risk analysis, law enforcement department, local authorities, reinsurance, business continuity, security management, emergency logistics, civil defence, petroleum, chemical and mining industry and humanitarian management.

2. HIGHLIGHTS OF THE PROGRAMME

Loyola's MSW Disaster Management programme combines the Jesuit vision of excellence and the Ignatian motto of moulding men and women for others.

Goal of the Programme

Moulding informed, balanced and skillful professionals who contribute actively to the field of Disaster management practice.

Thrust areas of the curriculum

- ❖ Practice with Vulnerable groups
- ❖ Kerala Model of Disaster Management
- ❖ Psychological First Aid and Emotional Hygiene
- ❖ Local Self Government and Decentralised planning for DM
- ❖ Community Based Disaster Risk Reduction

Pedagogical strategies

- ❖ Theory-practice interface
- ❖ Outcome based education
- ❖ Competency-based training
- ❖ Analytical thinking
- ❖ Intensive Field Work
- ❖ Safety Life Skills Training
- ❖ Embedded mentoring
- ❖ Self-Care and Professionalism
- ❖ Disaster Drills

Knowledge base of the professionals:

- ❖ Disaster Management
- ❖ Theories and Models of Disasters
- ❖ Disaster Administration
- ❖ Science and Technology for Disasters
- ❖ Working with multiple-stakeholders

Attributes of the professionals:

- ❖ Self-awareness
- ❖ Motivation and Crisis Leadership
- ❖ Ten Life-Skills
- ❖ Multiple Intelligence
- ❖ Ingenuity
- ❖ Hardiness in the face of disasters
- ❖ Presence of mind during crisis
- ❖ Empathy and genuineness

Skills of the Professionals:

- ❖ Safety Skills: Swimming, driving, using safety apparatus, first-aid.
- ❖ Disaster Analysis: Thinking about the causes of disasters and the vulnerability, analysing models of disasters, planning for different groups.
- ❖ Disaster Communication during and after disasters
- ❖ Setting-based Disaster Intervention Skills, i.e., skills for practice in Individual, Group, Community and Organization settings.
- ❖ Phase-based Disaster Intervention skills, i.e. skills required for Disaster Prevention, Mitigation, Rescue, Relief, Recovery, Rehabilitation and Reconstruction.
- ❖ Trauma Counselling
- ❖ Technology for disasters

3. PROGRAMME OUTCOMES (POs)

The University of Kerala has identified a set of POs that are to be achieved by its constituent departments and colleges.

PO 1 Critical Thinking: Acquire, condense and critically evaluate scholarly arguments, the assumptions behind them, and their theoretical and empirical components.

PO 2 Problem Solving: Acquire the ability to define a problem, generate alternate solution, evaluate and select an alternative and implement follow up on the solution.

PO3 Effective Communication: Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including theories, concepts and terminologies.

PO 4 Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio- technological changes. Integrate academic knowledge with practical skills and transfer such knowledge/skills to other domains of one's life and work.

PO 5 Responsible Citizenship: Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues. Learners understand and respect diversity and difference, devoid of any prejudice by gender, age, caste, religion or nationality. Learners promote sustainable development practices.

PO 6 Scientific Temper: Inculcate scientific temper among students which would lead to creation of new knowledge.

PO 7 Ethics: Understand different value systems including one's own, as also the moral dimensions of actions, and accept responsibility for it.

4. PROGRAMME SPECIFIC OUTCOMES (PSOs)

The programme endeavours to produce thinking, feeling and acting professionals. It hopes to enhance the knowledge, analytical ability, emotional acumen and practice skills of the student. Hence, the programme professes to equip students to achieve the following outcomes:

PSO 1- Social Work Practice for Disaster Management: Apply Social Work values, principles and methods in the field of disaster management.

PSO 2- Disaster Management Basics: Acquire a comprehensive understanding of disasters and the field of disaster management.

PSO 3- Analysis for Disaster Management: Understand, analyse and evaluate the relationship of disasters with development, vulnerability, environment, socio-political and economic factors.

PSO 4- Disaster Management Specific Skills: Transform into leaders who are socially committed, emotionally balanced, competent, creative and contributing disaster management professionals.

There are 18 courses offered under the programme. Based on the programme specific outcomes PSOs), the courses have been divided into 4 thematic areas, namely Social Work Practice, Disaster Management Basics, Analysis for Disaster Management and Social Work and Disaster Management Skills. Please note that, thematic division of courses does not imply that course outcomes (COs) are mapped under the corresponding PSOs.

Table 1: Thematic distribution of generic courses

Social Work Practice (6 papers):	1. Introduction to Social Work 2. Working with Communities- Community based Disaster Risk Reduction (CBDRR) 3. Working with Vulnerable Groups 4. Working with Individuals- Psychological First-Aid (PFA) and Rehabilitation 5. Administration of Human Service Organizations (HSOs)- Disaster Resilience Building 6. Social Work Research and Statistics
Disaster Management Basics (1 paper)	7. Introduction to Disasters and Disaster Management
Analysis for Disaster Management (2 Papers)	8. Disaster Vulnerability and Sustainable Development 9. Disaster Management Models
Social Work and Disaster Management Skills (9 papers)	10. Self-Care Skills for Disaster Social Workers 11. Project Management for Disaster Management 12. Counselling for Trauma Victims

		Disaster Health (6 papers)	Technologies for Disaster Management (6 papers)
	13.	A1. Medical Information for Disaster Health Practice	B1. ICT for Disaster Management
	14.	A2. Mental Health and Disasters	B2. Geographical Information Systems (GIS) in Disaster Management
	15.	A3. Post-Traumatic Stress Disorder (PTSD) and Cognitive Behavioural Therapy (CBT)	B3. Science and Technology for Risk Assessment, Prevention and Preparedness
	16.	A4. Disaster Health Management	B4. Digital Image Processing and Image Analysis
	17.	A5. Post-Traumatic Stress Disorder (PTSD) and Therapy with Children	B5. GIS and GPS Technologies In Disasters
	18.	A6. First-Aid for Disasters	B6. Geo-Informatics and Applications in Disasters

5. STUDENT AND TEACHER- ELIGIBILITY AND QUALIFICATIONS

Student Strength 25 (Twenty-Five)	Qualifications: ▪ Under-graduate ▪ Any Stream ▪ Minimum 40% Marks
Faculty Strength 5 (Five)	Qualifications: Master of Social Work (MSW)/MSc in Disaster Management/ MA Disaster Management/ M Sc Data Analytics and Geospatial Analytics/M.Sc. in Geoinformatics Experience in Academic and Disaster Management Field is preferable.

6. SCHEME OF COURSE

Scheme has been set for a 16-week semester; 1 Credit = 16 hours

Field Work is a compulsory component of the program.

Instruction and Field Work Hours

Total Hours (Instruction and Field Work) Total Credits	**2608 hours** **163 Credits**
Total Instructional Hours Semesters 1-2: 5 papers/semester (4 hours/week/paper) Semesters 3-4: 4 papers/semester (5 hours/week/paper) Semester 4 includes Dissertation (48 hours) Transacted by way of classroom lectures, guided reading sessions, assignment writings, seminars, group discussions, tutorials, role-play, case studies, field trips, field surveys, field action and computer classes.	**1328 hours** **83 Credits**
Total Field Work Hours Field Work happens in 4 semesters; All semesters have concurrent fields work and Semester 2 and 4 has Block Placements. Con	**1280 hours** **80 Credits**
Comprehensive Viva in Semester 4	

DETAILED SCHEME OF THE PROGRAMME

Se m	Sub. Cod	Title of Paper	Hrs/ Sem	Instr. Hrs/ Week	FW/ Week	ESA hrs	Interna l Marks	Extern al Marks	Total Marks	Credits
I	1.1.	Introduction to Social Work	64	4		3	25	75	100	4
	1.2.	Introduction to Disasters and Disaster Management	64	4		3	25	75	100	4
	1.3.	Working with Communities- Community based Disaster Risk Reduction (CBDRR)	64	4		3	25	75	100	4
	1.4.	Working with Vulnerable Groups	64	4		3	25	75	100	4
	1.5.	Working with Individuals- Psychological first-aid (PFA) and Rehabilitation	64	4		3	25	75	100	4
	FW 1	Field Practicum: Concurrent FW (@7 hours X 2 Days/week)	224		14		100		100	14
		TOTAL	**544**	**20**	**14**	**15**	**225**	**375**	**600**	**34**
II	2.1.	Disaster Management Models	64	4		3	25	75	100	4
	2.2.	Disaster Vulnerability and Sustainable Development	64	4		3	25	75	100	4
	2.3.	Social Work Research and Statistics	64	4		3	25	75	100	4
	2.4.	Administration of Human Service Organizations (HSOs)- Disaster Resilience Building	64	4		3	25	75	100	4
	2.5.	Self-Care Skills for Disaster Social Workers	64	4		3	25	75	100	4
	FW 2	Field Practicum: Concurrent FW (@7 hours X 2 Days/week) & Block Field Work (@8 hours X 24 days)	416		14		100		100	26
		TOTAL	**736**	**20**	**14**	**15**	**225**	**375**	**600**	**46**
III	3.1	Project Management for Disasters	80	5		3	25	75	100	5
	3.2.	A1. Medical Information for Disaster Health Practice; B1. ICT for Disaster Management	80	5		3	25	75	100	5
	3.3.	A2. Mental Health and Disasters; B2. Geographical Information Systems in Disaster Management	80	5		3	25	75	100	5
	3.4.	A3. Disaster Health Management; B3. Science and Technology for Risk Assessment, Prevention and Preparedness	80	5		3	25	75	100	5
	FW 3	Field Practicum: Concurrent FW (@7 hours X 2 Days/week)	224		14		100		100	14
		TOTAL	**544**	**20**	**14**	**12**	**200**	**300**	**500**	**34**
IV	4.1	Counselling for Trauma Victims	80	5		3	25	75	100	5
	4.2.	A4.; Post-Traumatic Stress Disorder (PTSD) and Cognitive Behavioural Therapy (CBT); B4. Digital Image Processing and Image Analysis	80	5		3	25	75	100	5
	4.3	A5. Post-Traumatic Stress Disorder (PTSD) and Therapy with Children; B5. GIS and GPS Technologies In Disasters	80	5		3	25	75	100	5
	4.4.	A6. First-aid for Disasters; B6. Geo-Informatics and Applications in Disasters	80	5		3	25	75	100	5
	FW 4	Field Practicum: Concurrent Field Work (@7 hours X 2 Days/week) & Block Field Work (@8 hours X 24 days)	416		14		100		100	26
		Dissertation	48					100	100	3
		Comprehensive Viva Voce						100	100	
		TOTAL	**784**	**20**	**14**	**12**	**200**	**500**	**700**	**49**

		GRAND TOTAL	2608	80	56	54	850	1550	2400	163

7. COURSE OVERVIEW

Course Structure

The Post-graduate course leading to the award of the "Master of Social Work (M.S.W.) in Disaster Management" offered by the University of Kerala, is a program spread over four semesters. The academic work is a package of the following components:

- Nineteen Common Papers including Dissertation
- Concurrent Field Work: The components of concurrent field work include (1) Bridge Course (2) Exposure Visits, (3) Concurrent Fieldwork Internships, (3) Specialized agency exposure, (4) Addon Certificate Courses (specialized skill-oriented short-term courses of prestigious institutions), (5) Walk with Experts, (6) Rural live-in camp, (7) Street Theatre Workshop, (8) PRA camp, (9) Other Programmes/Projects- contributing to/participating in programmes/conferences/seminars/workshops, (10) a viva voce at the end of each semester to evaluate fieldwork and comprehension
- Two Block Field Work Internships
- Comprehensive Viva Voce

Teaching Hours and Transaction

Considering that professional development requires personal reflection, the program will have a total of **2608** hours of instruction and field work. The instructional hours will be transacted by way of classroom lectures, guided reading sessions, assignment writings, seminars, group discussions, tutorials, role-play, case studies, field trips, field surveys, field action and computer classes. The instructional content is transacted by way of 4 papers each in the first and second semesters and 5 papers each in the third and fourth semesters. Semester IV also requires the learner to submit a Dissertation/Project and attend a comprehensive viva-voce. All semesters will feature concurrent fieldwork internships transacted concurrently, 14 hours per instructional week on Thursdays & Saturdays or Fridays and Saturdays. Semesters 2 and 4 will have Block field work internships. An internship requires placement of students in an organization requiring a mandate of 24 days of internship, covering 192 hours.

Evaluation

Evaluation of each paper shall be done in parts, viz., Continuous Assessment (CA) and End Semester Assessment (ESA). The distribution of marks shall be 25 marks for CA and 75 for ESA (University Examinations at the end of each semester). There shall be no continuous assessment

for Dissertation/ Project. The allocation of marks for Continuous Assessment (CA) shall be in the following proportion.

CA Components	Marks
a. Assignment	10
b. Seminar	5
c. Tests	10
TOTAL	**25**

Each student shall be required to do an assignment for each paper; a maximum 10 marks shall be awarded for the assignment. There shall be two class tests during a semester; marks of tests shall be awarded on the basis of the marks secured for the best among the 2 tests; a maximum 10 marks shall be awarded for the test. Students shall be required to present a seminar on a selected topic in each paper. The evaluation of the seminar will be done on the basis of presentation, content of the seminar paper and participation in discussion; a maximum of 5 marks shall be awarded.

The Dissertation/Project work shall not be less than 50 typed (font in 12 point, in Times New Roman-spaced at 1.5point) pages in standard thesis format showing evidence of the ability of the candidate to design a study, collect relevant materials, analyse it using appropriate tools of research and to present an analytical assessment of the problem. Two copies of the dissertation duly certified by the supervising Teacher and countersigned by the Principal, where the course is held, shall be submitted to the University before the commencement of the End Semester Examination (ESA) at the end of the Fourth Semester. The Dissertation/Project shall be awarded a maximum of 100 marks, of which 20% shall be allotted to viva-voce examination, which shall be conducted along with the comprehensive viva.

Pass requirement shall be 40% marks for ESA for each paper and an aggregate minimum of 50% marks including CA for all the papers put together during a semester. The marks for project work and viva-voce will be carried over.

The Evaluation of Fieldwork Internship in all the four semesters shall be internal. The total marks for each semester shall be 100. During the first semester the field work shall include exposure visits to various agencies giving specific social work and social welfare services in addition to the regular fieldwork internship. During the Second Semester the students shall be placed in agencies and communities and shall undergo supervised training in basic methods of social work.

During the third and fourth semesters the students shall be exposed to and placed in institutions, agencies and communities practicing specialized services in the areas of their specialized studies

Students shall put in 14 hours of field work per week excluding the time taken for travel but including report writing time. The student shall be assessed on the basis of the following:

a. Regularity and punctuality in reporting for work

b. Quality and content of work done

c. The quality of the reports and the punctuality in submitting the report

d. Participation in group conferences and contribution

e. Diligence shown in seeking individual guidance from the supervisor (individual conference) and reflecting and bringing about personal development

f. Keenness shown in undertaking the practical work, as well as the extra efforts and initiatives being made, to bring in qualitative difference to the work under supervision

g. Special assignments undertaken on behalf of the client and/or agency, and

h. A viva-voce at the end of the semester, to ascertain the grasp of the theories in practice and application of the host of methods of social work, the principles, and stages of social work intervention.

Assessment during the Block Field Placement during the Second and Third Semesters will be on similar grounds; however, coming to the evaluation 50% of the marks may be awarded on the basis of the recommendations of the agency personnel where the social work trainee (student) has been placed.

8. DETAILED SYLLABUS WITH COURSE OBJECTIVES

SEMESTER I

1.1. INTRODUCTION TO SOCIAL WORK

CO 1: Understand the concepts and the evolution of professional social work.

CO 2: Discuss the philosophical base of social work profession.

CO 3: Apply the core competencies and professional attributes of social work in practice.

I. **Social Work:** Definition, meaning, purpose, goals and objectives; assumptions and functions of Social Work - basic and ancillary methods of Social Work - scientific basis of Social Work - knowledge, tools, techniques, skills, and abilities of a Professional Social Work Practitioner - principles of Social Work - Concepts: Social Service, Social Welfare, Social Security, Social Reform, and Social Action.

II. **History of Social Work:** History of Social Work in UK and USA. Religious charity - Statutes of Edward, Henry, and Elizabeth - Elizabethan Poor Law - Charity Organisation Society (COS) - Settlement House Movement - Poor Law Commissions and Beveridge Report - Professional development of Social Work- Development of Social Work Education; Social Work in Ancient India - Contribution of Social Reformers, Social Reform Movements, and Organisations - Development of Social Work from charity to Professional Social Work. Current trends.

III. **The Philosophico-ideological bases of Social Work:** Philosophical bases of Social Work - moral and religious values in Social Work philosophy -Christian, Hindu, Islam, Buddhist traditions - ideologies: Liberalism, Humanism, Socialism, Communism, Democracy; Gandhian Philosophy of Social Work

IV. **Disaster Management and other Avenues of Social Work Practice:** Fields of Social Work Practice. International Social Work. Voluntarism. Definition and characteristics of a profession - Social Work as profession; professional role of Social Work Practitioner - Development of Social Work Education in India.

V. **Core competencies and attributes of a Disaster Management professional:** Holistic view of the human person - acceptance of people as they are - objectivity - non-judgmental and non-exertive attitude - ability to relate to and work with different people -

emotional maturity - self-awareness and conscious use of self - adherence to the ==Code of Ethics== - identification with the profession - Core Competencies and Cultural Competencies of a social work practitioner envisioned by NASW/CSWE.

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Desai, Murli (2010). Ideologies and Social Work Historical and Contemporary Analyses. Hyderabad: Rawat Publication.

DiNitto, Diana M. and Aaron McNeece, C. (2008). Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books.

Dubois, Brenda and Miley, Karla Krogsrud. (2002). Social Work- An Empowering Profession. Boston: Allyn and Bacon.

Hepworth, Dean, H (2010). Direct Social Work Practice-Theory and skills (8th edition). New York: Brooks/Cole.

Karla Krogsrud Miley, Michael O'Melia, Brenda DuBois. (2013). Generalist Social Work Practice: An Empowering Approach.

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

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Zastrow H. Charles. (2009). The Practice of Social Work. United States: Brooks/Cole publishing company.

Zastrow, C. (2016). Generalist Social Work Practice: A Worktext. United States: Oxford University Press, Incorporated.

1.2. INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT

CO 1: Understand the nature and impact of disasters, globally and in India.

CO 2: Describe the concepts, terminologies, developments and prospects in the field of Disaster Management.

CO3: Analyse and evaluate the policy and administrative processes involved in Disaster Management.

I. **Disasters:** Concepts, and definitions (Hazard, Vulnerability, Risk, Disaster). Classification: Natural (Geological, Meteorological, Hydrological, Climatological, Biological, Extra-terrestrial) and Man-made- Technological (Industrial and Transport Accidents), Miscellaneous Accidents and Terrorism. Impacts (including social, economic, political, environmental, health, psychosocial, etc.). Differential impacts- in terms of caste, class, gender, age, location, disability. Global trends in disasters-urban disasters, pandemics, complex emergencies, climate change. Disaster profile of India.

II. **Disaster Management**: Definitions, History and Relevance. Resilience Building. Disaster cycle: Risk Management- Risk identification, risk reduction (planning, prevention, mitigation, preparedness), risk transfer; Crisis Management- Response (Search ad Rescue), Relief, Recovery and Reconstruction. Multi-disciplinary character of DM.

III. **Disaster Policy**: The International Decade for Natural Disaster Reduction, Yokhama Declaration, United Nations International Strategy for Disaster Risk Reduction (UNISDR), Hyogo Framework for Action (HFA); Sendai Frame work and Action Plan. IDRL Guidelines, Sphere standards; Disaster Policy (National Policy on Disaster Management), Disaster Management Act 2005. National Disaster Management Plan 2019.

IV. **Disaster Administration:** United Nations and its Disaster Management Mechanism- UNDP, UNDRR, WHO. Disaster Administration in India: Disaster Management Authority at National, State and District levels; Allied governmental bodies, institutions and mechanisms/resources for Disaster Management; State and National Disaster Mitigation Funds. Gaps in Disaster Policy and Administration.

V. **Stakeholders:** Roles and responsibilities of different stakeholders- Community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), State and Centre, Task

forces and Emergency response teams. Warning Systems and allied Disaster Management bodies. Media, Fire Services, Para-military, Armed forces. Health Department, Communication, Insurance, Civil Society, International NGOs, National and Local NGOs. Volunteers and youth groups.

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Kapur, Anu et. al. (2005). Disasters in India Studies of grim reality. Jaipur: Rawat Publishers.

NDMA. (2019). National Disaster Management Plan, NDMA: New Delhi

S. Parasuraman and Unnikrishnan. (2013). India Disasters Report, Volume 1 & 2. OUP.

UNISDR. (2002). Natural Disasters and Sustainable Development: Understanding the links between Development, Environment and Natural Disasters, Background Paper No. 5.

1.3. WORKING WITH COMMUNITIES- COMMUNITY BASED DISASTER RISK REDUCTION (CBDRR)

CO 1: Understand the concepts and historical evolution of community practice and social action as methods of social work.

CO 2: Recognize various phases and models of Community Practice, especially with respect to disasters.

CO 3: Apply the principles and skills of community practice to Community based Disaster Risk Reduction

I. **Community Organisation:** Community: Definition and Types- Rural, Urban, Tribal, Maritime. Community Practice (Community organization and Social action): Definition, Goals, Components- Community groups within community- Individual- Worker-Agency; History; Principles of Community Organization and Social Action; Community organisation as a social work process; Role and Skills of Community Organizer; Differentiating Community Organisation and Community Development.

II. **Phases and Models of Community Practice:** Phases: Study-analysis-assessment-discussion-organisation-action-evaluation-modification and continuation. Models of Community Organisation- Jack Rothman's 3 Models: Locality Development, Social Planning and Social Action; Mary Weil's Eight models.

III. **Social Action:** Definition, Meaning, Objectives, Principles. Methods, strategies and skills for social action. Social action for social reform and social development. Social Action movements- Swadeshi (1905), Save Silent Valley (1973), Chipko Movement (1973), Narmada Bachao Andolan (1978), Anti-Corruption Movement (2011). Role of social worker in Social action. Social Action Groups.

IV. **Community Based Disaster Risk Reduction (CBDRR):** Meaning and Definition. Mainstreaming disaster risk reduction in development. CBDRR in Kerala. Steps in preparing CBDRR- Awareness generation and Community Organization; Risk and Vulnerability Assessments- Participatory Capacity and Vulnerability Assessment (PCVA) and Participatory Disaster Risk Assessment (PDRA); Planning for prevention, preparedness and mitigation at the local level; Networking and Collaborations; Components of the Community-based Disaster Management Plan

V. **CBDRR Committees and Task-Forces:** Local disaster Management Committees- membership and roles. Task-force- meaning, membership, responsibilities and types.

Task force training: knowledge, skills and resources required for each team- early warning and dissemination team, evacuation, search and rescue team, medical and first-aid team, water and sanitation team, relief and coordination team, carcass disposal team, trauma counselling team, damage and loss assessment team. Disaster Drills; Ensuring Sustainability; Success stories.

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Siddiqui, H.Y. (1984). Social Work and Social Action. New Delhi: Harnam Publications

Sphere Association. 2018. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response. Switzerland: Sphere

UNDRR. (2019). Words into Action: Local Disaster Risk Reduction and Resilience Strategies. Switzerland: United Nations Office for Disaster Risk Reduction (UNDRR)

1.4. WORKING WITH VULNERABLE GROUPS

CO1: Understand the concepts and historical evolution of social work practice with groups

CO2: Recognize the phases of social group work and analyse the dynamics of group processes during these phases.

CO3: Apply the principles, models, skills and techniques of social group work practice vulnerable groups

I. **Social Group Work:** Concept of group and types of groups. Definition, objectives and characteristic of group work. Impact of group experience on the individual. History of Social Group Work, Principles of group work. Scope of group work.

II. **Social Group Work Process:** Phases of the group work process- Intake, study, goal-setting, intervention, evaluation. Stages of Group Development - goal-setting, group norm, problem solving, decision making, conflict resolution. Programme as a tool, principles of programme planning, programme media, programme development process.

III. **Social Group Work Dynamics and Models:** Social Dynamics of Groups- group size, member resources, structure, leadership, roles, norms, cohesiveness, processes, teams. Group Work Models- Social Goals Model, Remedial and Reciprocal Model. Kurt Lewin's Models.

IV. **Social Group Work recording:** Principles of Recording. Types of Recording- Summary, Descriptive, Process, Problem-oriented and Summative. Formats for Group Work Recording.

V. **Working with Vulnerable Groups:** Types of Vulnerable Groups- Women, Children, Disabled, Elderly, Migrants, Informal Workers, Other Socially Disadvantaged Groups. Special needs of different groups and group work with these groups.

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1.5. WORKING WITH INDIVIDUALS- PSYCHOLOGICAL FIRST-AID (PFA) AND REHABILITATION

CO1: Understand the concepts and historical evolution of social work practice with individuals/case work

CO2: Recognize the phases of social case work and

CO3: Apply the principles, skills and techniques of social case work practice to the psychological first-aid, crisis intervention and rehabilitation

I. **Social Case Work:** Definition, nature, objectives, relevance, scope - relation of Social Case Work to other methods of Social Work - historical development of Social Case

Work - Principles and components of Social Case Work and ethical issues in the practice of Social Case Work. Client-Worker Relationship: Definition, use and characteristics. Transference and Counter –Transference and their use in diagnosis and treatment.

II. **Phases of Case Work Process:** 1. Engagement 2. Exploration 3. Planning: Assessment: Multidimensionality of assessment-critical role of assessment various components of assessment- different systems of assessment – intra-personal, interpersonal and environmental systems, family system and social support systems; Tools for Exploration and Assessment: Interviewing, supportive techniques, home visits, collateral contacts and referrals. Goal setting and formulation of contract 4. Intervention: Implementation and Goal Attainment 5. Evaluation 6. Disengagement/Termination.

III. **Settings and Skills:** Skills and techniques in helping process in case work: Settings of Case Work. Client-Worker Relationship: Definition, use and characteristics. Transference and Counter –Transference and their use in diagnosis and treatment. Support, Clarification, Interpretation, Suggestion, Developing insight, Identification, Resource Utilization, Environmental Modification, Counselling.

IV. **Recording in Social Case Work:** Recording: use, structure and content - Methods of recording: Verbatim, narrative, condensed, analytical and summary records – supervision.

V. **Psychological First-Aid (PFA), Crisis Intervention and Rehabilitation**: Concepts of Psychological Firs-Aid, Crisis intervention and Rehabilitation. Identifying people who require PFA. Steps in PFA. Do's and Don'ts in PFA. Types of Crisis. Types of Rehabilitation and Process involved in rehabilitation. Robert's 7-stage crisis intervention model.

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SEMESTER II

2.1. DISASTER MANAGEMENT MODELS

CO 1: Understand how governments respond to disasters globally

CO 2: Identify international best practices and pitfalls in the area of Disaster Management

CO 3: Appraise the disaster Management capabilities of India and the state of Kerala

I. **Disaster Management Models:** Uses of Disaster Models. Kelly's Circular Model. The Crunch Model. The Pressure and Release Model. Access Model. Other Models.

II. **International Disaster Management Experience:** International disaster management efforts during Spanish Flu (1918), Tsunamis (2004) and COVID (2019). The Cuban Model of Hurricane Risk Management, Japan's Emergency Management and response System. Bangladesh multi-hazard risk reduction Model. Critical analysis of International disaster management experience- identifying gaps and best practices.

III. **National Disaster Management Experience:** Bengal Famine (1943). Bhopal Gas Disaster (1984), Surat Plague (1994), Orissa Super-cyclone (1999), Gujarat Earth Quake (2001), South India Tsunami (2004). Bihar floods. Landslides in North-East Himalayas. Heat Waves in Rajasthan, Andhra Pradesh and Telangana. Cold Waves in Rajasthan and Uttar Pradesh. Critical analysis of National experience- identifying gaps and best practices.

IV. **Kerala Disaster Management Experience**: Landslides. Coastal Floods. Sabarimala Stampede. NIPAH (2018). Kerala Floods (2018). COVID (2019). The three pillars of the Kerala Model of Resilience: Education, Health and Local Governance. Best Practices: KILA Training Programme, School Safety, Social Volunteer Force, State Multi-purpose shelters, Community Kitchen and Youth Volunteerism. Critical analysis of Kerala experience.

V. **International NGOs and best practices:** Red Cross, Sphere, Oxfam, World Relief, Caritas, CBM International. Critical analysis of NGO experience.

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Santha, S. D. and Ratheeshkumar K. S. (2010). Population Vulnerability and Disaster Risk Reduction: A Situation Analysis among the Landslide affected Communities in Kerala, India. Jamba: Journal of Disaster Risk Studies, 3(1): 367-380.

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2.2. DISASTER VULNERABILITY AND SUSATAINABLE DEVELOPMENT

CO 1: Recognize how social structures (such as race, class, gender etc.) generates disaster vulnerability and privilege

CO 2: Theorize how changes in society could result in better disaster risk reduction.

CO 3: Apply critical thinking and social analysis skills to disaster situations

I. **Social Vulnerability:** Disaster Vulnerability- Concept and Dimensions- Geographical, Social, Economic, Cultural, Technological. Social Structure. Cleavage of Caste, Class, Gender, race and ethnicity, Refugees, Migrants, Children and Women, aged, unorganized Labour, Persons with Disability. Changing society to reduce social vulnerability. Professionals' social position and resulting vulnerability and privilege.

II. **Social Theories of Disasters:** Sociological Analysis and Critical Thinking about disasters. Theories and perspectives- Conflict theory, Development theory, Risk and Uncertainty Theories (Ulrich Back and Giddens), Feminist theories. Social Work Theories- The systems theory, Person-in-environment, Empowerment and Strength-based approaches. Integration of theories and perspectives.

III. **Political Economy of Disasters:** Economic impacts of disasters- long and short-term. The Schumpeterian model and arguments against it. Economic Assessment post-disaster-quantification approaches and challenges. Factors affecting vulnerability and promoting resilience. Government dynamics in the face of disasters- political effect, bailout effect, racket effect, desperation effect**.** Government spending on disasters- Preventive spending and Palliative spending. Role of political development in mitigating effects of disasters. The politics of international aid.

IV. **Community Participation:** Community Power: power structure-sources of power-weberian pluralist theory. Community Leadership: Concept and types. Community Participation: Concept and Degrees. Culture and Disasters: Relevance of indigenous knowledge, appropriate technology and local resources. Social Capital and Social Networks.

V. **Disasters and Sustainable Development:** Definition and Meaning of Sustainable Development. The Sustainable Development Goals. Indicators and Measures of Development. Hyogo and Sendai Frameworks and Disasters. Impact of Development projects such as dams, embankments, changes in Land-use etc. Climate Change Adaptation. Prevention of Disasters. Relationship between sustainable development and disasters.

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Tierney, K. (2019). Disasters: A Sociological Approach. United Kingdom: Wiley.

2.3. SOCIAL WORK RESEARCH AND STATISTICS

CO 1: Develop an understanding of research and appreciate its significance in Social Work

CO 2: Develop skills in the selection and formulation of research problem, reviewing literature, preparing a proposal and preparing a tool for data collection.

CO3: Evaluate various research designs and discuss their strengths and weaknesses.

CO4: Illustrate the various statistical tools relevant to social work research

I. **Social Work Research:** Concept, definition and objectives: differentiate social research and social work research - Scientific enquiry: scope and nature, basic elements of

scientific method - Research paradigms: quantitative and qualitative- philosophical dimensions of research - Epistemological and Ontological considerations.

II. **Quantitative Research Methods:** Basic Steps in quantitative research**:** Concepts, theoretical and operational definition, role of theory in research, variables and measurement. Hypothesis- definition, types, sources and significance. Review of literature: importance and methods. Quantitative Research Designs: cross sectional, longitudinal, comparative, evaluative, action research, experimental. Quasi-experimental design. Single subject designs in social work, group design. Sampling: Concepts, types, sampling frame and logic. Methods and tools of Data Collection: Structured Interview, Self-completion Questionnaire, Structured Observation. Reliability and validity of tools. Data Analysis- procedure, tools and software. Advantages and disadvantages.

III. **Qualitative Research Methods:** The Process of Qualitative Research. Qualitative Research Designs: Narrative, Case Study, Ethnography, Phenomenology, Grounded Theory, Hermeneutics. Methods of data collection: Observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, case studies. Analysis of Qualitative Data: procedure, types (Thematic analysis, Content Analysis), tools and CAQDAS. Advantages and disadvantages.

IV. **Statistics for Social Work**: Introduction- Scope and Limitations- Descriptive statistics: Averages, Dispersion, Skewness and Kurtosis (only concept and applications, No calculations)- Inferential Statistics: Testing of Hypothesis: Chi-square test, Student's t test, ANOVA- Correlation and Regression-Factor Analysis. (concept and application only, no calculations).

V. **Writing and Publication:** Major components of a research report, Report Writing: Format – Style – Content - Qualities of a good research report – Communicability – Appendix, Bibliography, Footnotes, etc. – Rules of Report Writing - applications of APA format. Writing an article for publication. Dissemination of Study. Formulation of research proposal meaning and major steps of a research proposal -ethical considerations in research.

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2.4. ADMINISTRATION OF HUMAN SERVICE ORGANIZATIONS (HSOs)- DISASTER RESILIENCE BUILDING

CO1: Understand the roles and duties involved in administering and managing Social Welfare Organizations

CO 2: To understand the disaster response and communication in crisis

CO 3: To develop system relevant occupation and communication flow chart to direct the intervention

CO 4: To create social media communication models to effectively address the disasters

I. **Social Welfare Administration:** Social Welfare Administration and Social Work Administration. Social Work Administration as a method. Tasks of Social Work

Administrator. Principles of Social Work Administration. Human Service Organizations-concept, types and their functions. Social Welfare Administration in India.

II. **Skills for Social Welfare Administration:** Administrative Functions (Planning, Organising, Staffing, Directing, Co-ordinating, Reporting and Budgeting); Personnel, Finance and Office Management functions. Using MS Office: Word, Excel and Power point. Registration of NGOs.

III. **Disaster Response:** Concept, Significance, Components. Disaster Response Plan, activation and coordination. Resource Management- Financial, Medical, equipment, communication, Human, transportation, Food and essential commodity (Identification, Procuring, Propositioning and deployment). System Relevant Occupation: Critical Infrastructure management, Evacuation, search and rescue services, Humanitarian Logistics Management. Relief and recovery activities: Communication, Camp management, WASH (water supply, sanitation and hygiene promotion), Community Health, Emergency support functions, Need and damage assessment.

IV. **Disaster Communication:** Disaster Communication- Role of Communication in Disasters, Types of communication in case of disasters (radio, satellite phones, video conferencing, electronics devices). Information and Disasters- Role of Information from disaster affected community, Disaster management Information System, Organizing and effective dissemination of information, feedback for improving information. Media and Disasters**:** Media representations of disasters, impact of media coverage, Social Media, Public Communication and handling of media, role of media in disaster mitigation. Capturing Local Knowledge, Information, Education, Communication, and Training.

V.   **Disaster Recovery and Reconstruction**: Concepts of Recovery and Reconstruction. Phases of Disaster Recovery. Information for Recovery- Post-disaster Review. Logistics for Recovery. Individual Disaster Recovery. Resettlement as recovery. Disaster recovery policy processes. Capturing Local Knowledge to inform recovery programmes. Recovering cultural heritage.

REFERENCES:

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Menon, V. C. (2015). Managing Humanitarian Logistics, New Delhi: Springer

2.5. SELF-CARE SKILLS FOR THE DISASTER SOCIAL WORKERS

CO1: Initiate self-reflection to discover strengths and weaknesses

CO 2: Plan and work towards personal and professional development

CO 3: Diagnose personal trauma and undertake initiatives for healing

CO 4: Develop Life Skills and Safety Skills for disaster Management practice

I. **Self-Reflection**: Meaning. Dimensions of Self- Physical, mental, emotional, social, spiritual. Personal Values and beliefs. Philosophy of Life and Meaning of Happiness.

II. **Personal and Professional Self Development:** Attributes of a mentally healthy individual. Attributes of a professional. Planning for Personal and Professional development.

III. **Life and Safety Skills Training:** WHO Life Skills- Problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness, empathy, and coping with stress and emotions. Safety Skills- WASH

IV. **Self-Care:** Achieving Balance. Time Management. Health- Nutrition and Exercise. Managing Relationships. Meditation and Mindfulness.

V. **Trauma, Mal-adaptive behaviour and Self-Healing:** Trauma and its causes. Identifying the effects of Trauma. Finding the roots of Trauma. Working with Trauma and Maladaptive Behaviour.

REFERENCES

Erlene-Grise Owens, Justin Miller, Mindy Eaves. 2016. The A-to-Z Self-Care Handbook for Social Workers and Other Helping Professionals. New Social Worker Press.

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SEMESTER III

3.1. PROJECT MANAGEMENT FOR DISATER MANAGEMENT

CO1: Understand the concept of Project Management

CO2: Discuss the issues faced during the course of in project cycle and how to overcome them

CO3: Prepare project proposals in the Disaster Management setting

I.   **Fundamental Elements of Project Management:** Definition, Relevance, Scope and. Types of Projects, Relationship of Project, Program, Portfolio, And Operations Management: the Project Life Cycle, the ILO Framework and the role of the Project Manager. Post Disaster Rebuild Methodology (PDRM), Project Disaster.

II.   **Project Initiation:** Project Identification-essential guiding principles, Participatory Disaster Appraisal (PDA), Values Guiding Project Management: Justice, Care, Solidarity, a Project Charter, Components of project charter, Identifying Stakeholders

III. **Project Planning: Project Selection and the Organization:** Organisational planning-strategic planning, operational planning and project planning: vision, mission, goal, objectives, activities and SWOT Analysis: Results-based management (RBM) - Log Frame Approach (LFA) – Components of LFA and LFA Matrices, Creating Work Breakdown Structure (WBS) and Budgeting

IV.   **Project Execution, Monitoring, Controlling and Closure**: Activities – Scheduling, Net-Working-Critical Path Method (CPM), Project Evaluation and Review Technique (PERT), Purpose of Monitoring and Evaluation – Components of a good Monitoring and Evaluation System – Tools for Monitoring and Evaluation

V.   **Project Proposal Writing for Disaster Settings:** Need and importance of Project Proposal, Components of Good Proposal, Identifying potential problems in Disaster

Management setting and preparation of proposals- Community based Disaster Risk Reduction project, Camp Management Project, Rehabilitation Project.

REFERENCES

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Warnes, Joseph, C.E. (2018). Workable Project Management Procedures for Disaster Reconstruction. Publisher: Christian Faith Publishing, Inc.

SPECIALIZATION A: DISASTER HEALTH

3.2.A. MEDICAL INFORMATION FOR DISASTER HEALTH PRACTICE

CO 1: Understand the concept of Emergency medical services

CO 2: List and describe common medical terms and procedures.

CO 3: Understand the common medical problems handled during disaster

CO 4: Analyse the role of Disaster Health Social Worker in times of disasters

I. **Emergency Medical Services (EMS) Systems:** The field of Disaster Medicine. EMS Systems and Process, components. The Emergency First Responder (EMR). The social workers and the field of EMS. Medical, Legal and Ethical Issues. Documentation.

II. **Medical Concepts:** Health. Indicators of Health. Human Body and the Organ Systems. Departments in a hospital. Mortality, Incidence, Prevalence. Basic Medical and surgical procedures (life support, Intubation, anaesthesia, decontamination, puncture and cannulation etc.), tests (MRI, ECO etc.) and equipment (Catheter, Pacemaker etc.).

III. **Medical Interventions:** Casualty Prediction and Disaster Plan Activation based on Type and Severity Disaster. CBRNE. Medical Response and the CO-S-TR Model framework. Incident Command System. Pre-hospital medical management of victims. Medical Care for large mass gatherings. Triaging medical & psychosocial. Identification of valuable groups. Patient Assessment. Identification of hospitals and other medical facilities to offer efficient disastrous medical service. Safe patient transportation –Vehicle extrication and Special Rescue. Incident Management. EMR Life Support Kit.

IV.   **Medical Conditions:** Disaster-specific (Crush syndrome, Burns etc.) or group-specific (Pediatric, geriatric etc.) conditions. Common Symptoms presented. Types of emergencies. Specific aspects of emergency medicine.

V.   **Epidemiological Study of Disaster:** Principles of Disaster Epidemiology, Rapid Health Assessment, Rapid health needs assessment. Outbreak Investigation. Environment health hygiene and sanitation issues during disasters, Preventive and prophylactic measures including Measles immunization, ORS, water, supply, chemoprophylaxis, food fortification, food supplements, MISP-Reproductive Health Care.

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Roberts, M. J. (2007). Mass Medical Care with Scarce Resources: A Community Planning Guide. United States: Agency for Healthcare Research and Quality.

3.3.A. MENTAL HEALTH AND DISASTERS

CO1: Understanding the concept of mental health and mental health disorders

CO 2: Collect Case History and administer Mental Status Examination

CO 3: Apply the principles of Mental health interventions to the field of Disaster Management.

I. **Mental Health During Disasters:** Definition of Mental Health. Characteristics of a Mentally Healthy person. Well-being and Disasters- Definition of well-being. Happiness. Tools to measure well-being and happiness. Factors affecting well-being post-disaster. Social Support, Social Networks and Environment Friendly Practices. Integrating Mental Health with Preparedness. Mental Health Systems during Disasters. Need Assessment.

II. **Classification of Disorders**: Concepts of Normalcy. Mental Disorders- Etiology and Factors influencing Prognosis (Predisposing, Precipitating, Perpetuating, Protecting, Present) The purpose of Classification. Introduction to ICD-11 and DSM-10, Psychiatric Disorders and their symptoms.

III. **Psychiatric Evaluation and Treatment:** The field of Disaster Psychiatry. Symptomatology, Case History taking, Mental Status Examination. Psychopharmacology, Psychotherapy and Alternative Treatments.

IV. **Mental Health Conditions during Disasters:** Psychological and Behavioural responses during Disorders, Distress and Health Risk Behaviours, Serious Mental illnesses, PTSD, Alcoholism, Personality Issues, Grief

V. **Psychiatric Social Work:** Concept, Objectives. History. Roles and Duties. Psychiatric Team. Settings: Child and Adolescents, Suicide Prevention, Geriatric Interventions. Other Settings of Psychiatric Social Work. Cultural Sensitivity.

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3.4.A. DISASTER HEALTH MANAGEMENT

CO1: Understand the different components of Disaster Health Management

CO2: Become an integral part of Hospitals and Medical Teams in preparing for and intervening during disasters

CO3: Analyse the role of Medical Social Worker in a Disaster

I.   **Introduction to Disaster Health Management:** Public Health issues during Disasters. Various definitions in disaster health management (DHM). Planning for Disaster health management throughout the Cycle. Decision making and Participation. Community

Health Groups. Access to Medical resources and supplies. Identification and Training of Disaster Health Volunteers. Disaster Health System in India- PHC, CHC, NHM.

II. **Phases of Disaster Health Response:** Notification, Search and Rescue, Triage, Medical Care of Disaster Victims, Disaster Communications, Record keeping, Transportation and Evacuation, Debriefing/ Critical Incident Stress Debriefing (CISD). Recovery. Rapid Assessment of emergency Health Care needs. Medical Care of Mass Gatherings. Medical surge, Surge capacity. Risk Assessment. Self-protection contaminated area and decontaminated area. ICT and Health Communication. Community Awareness and Volunteer Training. Medical Equipment and Supplies during Disasters.

III. **Disaster Hospital Planning:** Preparing the Hospital emergency Plan- Disaster Management Committee. Centre command structure. The jobs cards. Plan activation of different areas of the hospital. Disaster beds/ how to increase bed capacity in emergencies. Planning of public information and liaison. Planning for security. Logistic planning (i. Communications planning ii. Transportation planning iii. Store planning iv. Personnel planning v. Financial planning). Operations Planning (Essential Medical and non-medical staff education. Triage. Activation of nursing staff. Activation of ancillary services. Activation of support services). Phase of staff education and training. Disaster activation and Post disaster de-briefing.

IV. **Disaster Medical Teams (DMT):** Team work in Disaster Health. Incident Command System. Members of the team: Advanced clinicians (nurse practitioners/physician assistants), medical officers, registered nurses, respiratory therapists, paramedics, pharmacists, pharmacy technicians, emergency medical technicians, safety specialists, logistical specialists, information technologists, communication and administrative specialists, Medical Social Workers, Hospital workers, Healthcare workers, Humanitarian aid workers, Public health workers, Health profession students, Volunteers. Role of different Team members and the role of Disaster Health Social Worker.

V. **Role of Disaster Health Management Social Worker:** Medical and Health Social Work- Concept, meaning and Objectives. Practice Settings of Medical Social Workers. Roles of Medical Social Worker. Challenges faced in Medical Social Work. Disasters and Medical Social Worker- Knowledge, Values and Skills.

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SPECIALIZATION B: TECNOLOGIES FOR DISASTER MANAGEMENT

3.2.B. ICT FOR DISASTER MANAGEMENT

CO 1: Understand the recent ICT technologies in the field of Disaster Management

CO 2: Apply ICT technologies in the field of Disaster Management

CO 3: Create indigenous models of ICT technologies in the field of Disaster Management

I.   **Introduction to Computers:** Computer, Basic Organization of Computers, Classification of Computers, Hardware, Software, Computer Languages, Computer Memory, Types of Memory (Primary and Secondary), Secondary Storage Devices, I/O Devices, Application software, Software Package, Operating Systems, Database Management System, Data Warehousing and Data Mining

II.   **Information Communication Technology (ICT):** Concept and Relevance of ICT. Business Data Processing- Data storage hierarchy, methods of organizing data, file management. Data Communications and Computer Networks- Elements of Communication Systems, Data transmission modes, speed, media; Digital and Analog data transmission, Switching techniques, Routing Techniques, Network topologies, Network Types, Communication protocols, wireless networks, Internet, multimedia

III.   **Information Processing:** Definition, difference between Data and Information, Relevance of Information to Decision Making, Source and Types of Information, Quality of Information, Value of information, Data Collection methods, Assessing Information Needs, Management Information Systems, Decision-Making Concept-Models of Decision Making

IV.   **Advanced Information Communication Technology:** Tsunami and Cyclone Early Warning System, Forest Resource Information System, GIS, Remote Sensing, Digital Image Processing, emergency communication System, Bluetooth and Wireless communication, Satellite Phones and Radio.

V.   **Disaster Management Information Sources:** Forecasting & Warning- Indian meteorological department, tsunami warning centre, pacific disaster centre, central water commission, INCOES; Resources: UNISDR, USAID, SAHANA, Red Cross, Indian disaster resource network; Other: National disaster management authority, National Institute of disaster management, National Geophysical Research Institute, National disaster response force, State and district disaster management centre.

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3.3.B. SCIENCE AND TECHNOLOGY FOR RISK ASSESSMENT, PREVENTION AND PREPAREDNESS

CO 1: Understand the tools and technologies that can help us complete hazard, vulnerability, and risk assessments

CO 2: Apply GIS and modelling approaches to risk assessments

CO 3: Analyse the structural and non-structural aspects of prevention and preparedness from a science and technology perspective.

I.   **Science and Technology for Prevention:** Concept of prevention, Structural and non-structural measures**.** Actors in Science and Technology for Disaster Regulations and other Governance Elements, Knowledge Management, Education, and Evaluation, Land-use

planning, Structural measures Ecosystem-based approaches to DRR and adaptation offer many additional benefits.

II. **Science and Technology for Early Warning and Preparedness:** Risk Communication and Public Awareness, Early Warning Systems (EWS), Landslide Monitoring Sensors, Community-Based Early Warning Systems, Data Preparedness, Seven Cardinal Rules of Risk Communication, Gender in Early Warning Systems.

III. **Science and Technology for Disaster Response and Emergency Relief:** Real Time Loss and Victim Estimates, QLARM allows estimating, ICT Innovations for Emergency Response, Social Media and Artificial Intelligence for Emergency Response, GIS for Emergency Response, OpenStreetMap, Search and Rescue Robotics.

IV. **Science and Technology for Post-Disaster Recovery and Reconstruction:** Unmanned Aerial Vehicles (UAVs) for Emergency and Reconstruction, Build Back Better: Shelters, Conceptual Seismic Design of Buildings, Low Cost and Low-Tech Disaster-Proof Shelters, Seismic Resistant Retrofitting for Buildings.

V. **Science and Technology for Resilience and Sustainable Development:** Geoethics, Gender and Disaster Risk Reduction, Sustainable Technology: Missing Map, Risk as an Engine for Sustainable Development.

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3.4.B. GEOGRAPHICAL INFORMATION SYSTEM IN DISASTER MANAGEMENT

CO 1: Understand the concept of GIS and its applications in the field of Disaster Management

CO 2: With the help of GIS will assist disaster management teams in reducing disaster risk

CO 3: Apply GIS software in the disaster-prone areas.

I. **Geographical Information Systems (GIS):** Definition, development, data sources, data structures, raster and vector, data capturing, pre-processing, Introduction to Geomorphology and Geology, Study the statigraphy of India, Morphometric analysis with the help of remote sensing &GIS techniques.

II. **Database management systems in GIS:** Concept and scope, data manipulations and product generation- Environmental GIS, Data acquisition system using GPS On line GPS applications.

III. **Geographical Information System, Spatial data:** Sources of error and data quality; database design, convention, mapping, concepts and Coordinate systems.

IV.   **Methods of spatial interpolations in Geographical Information Systems:** Visualizations in GIS, linking terrain, climate and socio economical parameters to target the vulnerability due to natural disasters using GIS and Remote Sensing.

V.   **GIS Software:** Over view of GIS software. Q-GIS- Principles, operation protocols and hands on training query-based information retrieval. Web GIS Online. GIS and its data applications. Development of GIS based decision support for disaster risk reduction.

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SEMESTER IV

4.1. COUNSELLING FOR TRAUMA VICTIMS

CO 1: Understand the basics of Mental Health, crisis intervention and trauma counselling

CO 2: Critically engage with the practices of crisis intervention and trauma counselling and learn from good practice in the past

CO 3: Recognize the impact of different psychosocial approaches and be able to critically discuss its implications for the target populations

I. **Introduction to Counselling:** Definition, and scope - Differentiating from Guidance, Case Work and Psychotherapy, Contexts: Remedial, Preventive, Developmental, Crisis – Forms: Telephone Counselling, Crisis Counselling, Vocational Counselling - Goals: Immediate and Long term. Psychological; Psychoanalytic/psychodynamic theories, behavioural theories, humanistic theories, and existential theories, evolutionary theory, neuropsychology and counselling.

II. **Introduction to Trauma Counselling and Mental Health,** Emotional Bleeding, Emotional Hygiene: Psychological Responses to Disaster and Traumatic Events, mental health impact of disasters, social determinants of mental health in both the Global North and the Global South. Community approaches to psychosocial support

III. **Psychology of disasters:** Theory of Planned Behaviour, Social Cognitive Theories, Solution Focused Brief Therapy

IV. **Trauma Counselling:** Meaning, Definition and Types of trauma and counselling: Theories of trauma Counselling; Effects of trauma in different humanitarian crises

V. **Disaster Trauma on Vulnerable groups:** Effects of disasters on children, Migrants Dalits and tribals, Refugees **Gender Based Sexual Violence (GBSV) in Disasters:** Psychosocial effects and responses to GBSV and treating children affected by crises: Community-Based trauma counselling.

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Zastrow, C.H. (2012). Practice of Social Work (10th Edn). CA: Cengage.

SPECIALIZATION A: DISASTER HEALTH

4.2.A. POST-TRAUMATIC STRESS DISORDER (PTSD) AND COGNITIVE BEHAVIOURAL THERAPY (CBT)

CO1: Understand PTSD, its symptoms, etiology, diagnosis and treatment.

CO2: Evaluate the efficacy of CBT as an effective method for PTSD treatment

CO3: Apply CBT principles and technique to PTSD treatment

I. **Post-Traumatic Stress Disorder:** Concept. Symptoms. Etiology. Case Studies. Assessment and Treatment Modalities.

II. **Cognitive Behavioural Therapy (CBT) Introduction:** Background of CBT. Overview of CBT model of etiology and maintenance of psychological disorders. Applications of CBT and. CBT case formulation. Principles of clinical interviewing according to CBT. CBT and REBT. Limitations of CBT.

III. **Cognitive and Behavioural Therapeutic Theories:** Behavioural Theory of Depression, Cognitive Theory. Behavioural Theory of Anxiety. The cognitive Triad: Negative automatic thinking, negative self-schemas and Errors in Logic or Cognitive Distortions.

IV. **Phases of CBT:** Structure in Therapy. Assumptions. Functional Analysis. Steps in CBT. Treatment Planning. Course of Treatment, Integrating Cultural Considerations.

V. **CBT Tools and Techniques:** Automatic Thoughts, Intermediate and Core Beliefs. Cognitive Restructuring. Relaxation Techniques, Exposure Therapy. Journaling and Thought Records. Homework. Activity Scheduling. Behavioural Activation. Behavioural Experiments. Role playing. Guided Discovery. Successive Approximation.

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Zayfert, C., Becker, C. B. (2020). Cognitive-Behavioural Therapy for PTSD, Second Edition: A Case Formulation Approach. United Kingdom: Guilford Publications.

4.3.A. POST-TRAUMATIC STRESS DISORDER (PTSD) AND THERAPY WITH CHILDREN

CO 1: Explain why childhood development is crucial to the mental health of children

CO 2: Understand the various child psychiatric disorders

CO 3: Apply play therapy techniques in treating PTSD

I. **Theories and Processes of Child Development**: Theories- Freud, Erickson, Piaget, Vygotsky, Kohlberg, Bowlby. Stages of Child Development- Prenatal period, Infancy,

Babyhood, Early childhood, Late childhood, Adolescence. Developmental Millstones, Developmental Tasks and Hazards.

II. **Child Psychiatric Information:** Issues in Classification. Aetiology. Disorders: Adjust mental Reactions. Disorders of Biological Functions. Psychophysiological disorders. Anxiety Disorders. Childhood Psychoses. Mental Retardation. Learning Disabilities. Disorders of Language Development. Hyperkinesis and Attention Deficiencies. Habit Disorders. Organic Brain Syndromes. Physical Disability. Normal and Pathological Behaviour in Adolescence. Treatment.

III. **PTSD in Children and Adolescents:** PTSD. Symptoms in Children. Myths and misconceptions about Trauma in Children. Unresolved Trauma and Impact of PTSD-Long and Short-Term. Neurobiological aspects in PTSD. Risk Factors. Outcome. Diagnosis. Different Treatment Modalities.

IV. **Play Therapy:** Concept, History and Present. Types of Play and Play Therapy. Basic Requirements to Practice Play Therapy. The therapeutic environment for Play Therapy. Phases of play therapy. The Play Interview. Tools and Techniques.

V. **Techniques and Tools in Play Therapy:** Use of Houses, Dolls, Puppets, Blocks, Ball, Mud and Clay and other Toys. Telephone, Costume Play. Role playing and Story-telling. Creativity and Imagination. Use of Food. Combining Play and Art- Finger Paints, Squiggle-Drawing Game, Colouring. Music, Singing and Dancing. Board Games, Video Games and High-tech Play Therapy.

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4.4.A. FIRST-AID FOR DISASTERS

CO 1: Understand the concept of First-Aid during disasters

CO 2: Evaluate situations where first-aid is required.

CO 3: Become competent in basic first-aid.

I. **Introduction to First-Aid:** Concept. Aims of first-aid. Significance. Types and Levels. Principles of first-aid. Emergency Medical Responder and Roles.

II. **First-Aid Assessment and Supplies:** Recognising Emergencies. Assessing the situation. Make independent decisions. Disaster Kit. Home First Aid Kit, Travel First Aid Kit. Organizing Shelter. Check-lists. Safety Tools. DRAB and ABCD of first-aid.

III. **Disaster specific safety guidelines:** Avalanches, Landslides and Mud-flow. Earthquakes, Fires, Floods, Hazardous Materials. Epidemics. Others. Life-stock safety and Management during disasters.

IV. **Emergencies and What to do:** The ABC Bites and Stings. Breathing. Bleeding. Fractures. Burns. Choking. Cold and Heat related illnesses. Convulsions and Seizures. Cardiac Problems. Dizziness and Fainting. Eye and Ear injuries. Head, neck and spine injuries. Infectious diseases. Poison. Shock. Stroke and Tooth injuries. Drowning, Dizziness and Fainting.

V. **Tools and Techniques for First Aid:** Concept of Basic Life Support. Bandaging, Slings and Binders. Checking Pulse. Cardiopulmonary resuscitation (CPR). Automated External Defibrillator (AED). Ventilation. Clearing Air-way obstruction. Using the Fire-extinguisher.

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SPECIALIZATION B: TECNOLOGIES FOR DISASTER MANAGEMENT

4.2.B. DIGITAL IMAGE PROCESSING AND IMAGE ANALYSIS

CO 1: Understand digital image processing and image analysis technological options especially in disaster management

CO 2: Apply remote sensing technologies in disaster prone areas

CO 3: Develop sustainable models of image processing and image analysis for India

I.   Concepts about digital image and its characteristics, Spectral, Spatial, Radiometric and Temporal resolution, Visual vs. Digital methods, Image data storage and retrieval, Types of image displays and FCC System design considerations,

II.   Introduction: Definitions, concepts and types of remote sensing, evolution, stages and advantages of remote sensing, Digital Image Processing: Image processing systems, data

formats of digital image, pre-processing, image enhancement and transformation and image classification, multispectral images, Visual Image Interpretation, remote sensing products, elements of visual interpretation.

III. Sources of image degradation – Pre-processing of satellite image, Radiometric and Geometric correction technique, Interpolation methods – linear and nor linear transformation for geometric corrections.

IV. Low Pass Filtering: Image smoothing, High Pass Filtering: Edge enhancement and Edge detection, Gradient filters, Directional and non-directional filtering, Band ratio, Types of Vegetation indices, Principal Component Analysis, Multi dated data analysis and Change detection

V. Basics of Pattern Recognition, Spectral discrimination, Signature bank, Parametric and Non-Parametric classifiers, Unsupervised classification methods, Supervised classification techniques, Limitations of standard classifiers Remote Sensing Applications in Agricultural Drought Monitoring and Forecasting

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4.3.B. GEOGRAPHIC INFORMATION SYSTEM (GIS) AND GLOBAL POSITIONING SYSTEM (GPS) TECHNOLOGIES IN DISASTERS

CO 1: Understand the spatial data and handle spatial and non-spatial database

CO 2: Describe various GIS tools and techniques within spatial analytical framework

CO 3: Apply spatial data analysis to solve natural, environmental and societal problems and challenges

I. **Geographical Information System (GIS):** Definitions, History and development of GIS, components of GIS, applications of GIS; Coordinate Systems - Geographical Coordinate Systems, Projected Coordinate System, map projections; Geospatial data - Data input-existing GIS data, creating new data; attribute data query, spatial data query, raster data query.

II. **Components of GIS:** GIS Functions, Basic concepts about spatial information, Spatial vs. non-spatial data, Spatial data models.

III. **GPS, DGPS and GNSS:** Definition, history, components; types and application of GPS, GLONASS, GALILEO, COMPASS; system segmentation – control segment, user segment, space segment, types of receivers; DGPS – differential corrections, accuracy in DGPS; GNSS: different GNSS, GNSS Augmentation; RNSS - IRNSS, WAAS, EGNOS, MSAS, QZSS, SNAS, SDCM and WAGE; advantages and disadvantages

IV. **Hardware/software requirements for GIS:** GIS Vs Cartography, Basics of Cartography: Map Scale, Categories of Maps, Grids and Graticules Raster Data & its Representation: Data Structure, Data Compression (block code, chain code, run length code, quadtree, MrSID).

V. **Data Input and Geo-Correction:** Sources of Spatial Data (Raster and Vector), Data Acquisition Through Scanners and Digitizers, Methods of Digitization, Database Management System, Spatial Data Analysis and Visualization: Raster Data Analysis Techniques – Local, Focal, Global and Zonal, Socio-economic thematic maps, dimensions of spatial data: 2D, 2.5D, 3D and 4D GIS, Current Issues and Trends in GIS.

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4.4.B. GEO-INFORMATICS AND APPLICATIONS IN DISASTERS

CO 1: Understand the basics of Geo-Informatics and its application

CO 2: Apply multi hazard vulnerability mapping by using Geo-Informatics

CO 3: Create models of Geo-Informatics applications in Disaster Management

I. **Introduction to Geo-informatics,** Applications of Geoinformation in Disaster Management: Scope, Examples & Advancements, **Geo-Informatics** in Land Resource: Remote sensing in mapping soil degradation, impact of surface mining on land resources, forest resources.

II. **Geo-Informatics** in Water Resources: Remote sensing in hydro-geomorphological interpretation for ground water exploration, water quality monitoring, reservoir sedimentation, snow cover mapping and modelling approaches.

III. **Geo-Informatics** in Disaster Management: Mapping and modelling Landslide hazards, floods, Cyclones Forest fire and drought. Application in Urban Planning: Mapping urban land-use, transportation network, Utility-Facility mapping, urban sprawl, site selection for urban development, Urban Information System.

IV.   **Application in Geo-technical Engineering:** Slope stability and drainage network analysis, Digital Terrain Modelling, Geoinformatics in Dam site selection, Highways, and Tunnel Alignment studies.

V.   **Application in Environmental Management**: Selection of disposal sites for industrial and municipal wastes, solid waste management, Environmental Impact Assessment (EIA)

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9. FIELD WORK CURRICULUM

9.1. Overview

Proposed MSW DM Fieldwork comes under 7 segments: -

1) Bridge Course + Exposure Visits
2) Concurrent Fieldwork
3) Block Placement
4) Specialized Agency Training
5) Addon Certificate Courses
6) Walk with Experts
7) Research Projects
8) Dissertation
9) Disaster Drills

9.2. Team of Advisors to MSW DM Fieldwork

Team of Advisors have to be the pillars of MSW DM Fieldwork. The Advisor Team have to Plan, Coordinate, Support, Monitor and Evaluate the entire Fieldwork activity.

1) HoD (MSW DM)
2) Teaching Faculty in Charge of MSW DM Fieldwork – Secretary
3) Asst Prof MSW DM – Joint Secretary
4) Advisor from SDMA/NDMA
5) Advisor from Police (L&O, Training College)
6) Advisor from Fire Force
7) Advisor from Health Department (Physical Health DMO, Mental Health DMHP, Veterinary)
8) Advisor from Revenue Dept/ District Collector Office (DDMA)
9) Advisor from LSGD (Local Self Government Department)
10) Advisor from Military / Para Military including / NDRF (Serving or retired)
11) Advisor from credible NGO/DM Institute working in DM
12) Advisor from State Institute of Land and Disaster Management/ NIDM or Scientists
13) Advisor from Metrological Department
14) Prominent person in the field of Disaster Management (International Agency – UNEP etc)

15) Representative from Volunteer Association (Sannadha Sena, Collectors Volunteer Group)
16) Advisor from Media (Print or Visual)
17) Structural Engineer / Architect in DM Field
18) Agriculturist / Industrialist / IT / Education / Social Justice Dept
19) Student Representative from MSW DM

Responsibilities of Fieldwork Advisor Team

- Plan & Formulate Fieldwork curriculum for MSW DM
- Ground support for conducting fieldwork in respective area
- Liaison with concerned department for conducting MSW DM Fieldwork.
- Timely Monitoring and Review of the Field Work
- Conduct Fieldwork evaluation/viva as per course guideline
- Update fieldwork practicum as per the need of the hour
- Adopt innovative and best practice in MSW DM Fieldwork to equip students for future opportunities

9.3. Bridge Course + Exposure Visit – 1 Month

Equip the MSW DM Students for the entire Course under Cognitive, Affective and Psychomotor level (Theory + Practical)

- 3 Days Theory + 3 Days Exposure Visits = 6 Days in a Week
- Each day Theory: - 1 or 2 Subject Introduction = So Total 3 to 6 Subject Introduction in a week
- Remaining 3 Days in week = Exposure visits or activities which related to subject taught in that week

9.4. Concurrent Field Work (2 days / week)

Objectives (1st year Concurrent Fieldwork)

- Practice Basic Method of Social Work under assigned LSG
- Learn Governance and functioning of DDMA, LSGD DM, SDMA, NDMA
- Understand and Involve in Local Disaster Management Activities
- Understand and Support the Implementation of SOPs of DDMA, SDMA, NDMA Plan.
- Conducts activities based on MSW DM Curriculum (Projects, Assignments, Research)

- Study best practices and challenges on current DM Plan of LSG or DDMA.
- Learn and Understand the legislation (Plan for moot court and Student Parliament)
- Process Documentation
- Understand 'One Health'

Objectives (2nd year Concurrent Fieldwork)

- Practice all methods of Social Work
- Prepare a DM Plan for assigned LSG
- Conduct Mock Drill in LSG
- Capacity building in the community
- Possibilities of Research and PRA
- Prepare Plan for School Safety, Mental Health or any MSW DM specialized area.
- Information, Knowledge Management System (IKMS) for Disaster Management
- Prepare a Video/Short Film in consultation with Media advisor.
- Prepare Business Model for Social Entrepreneurship

Concurrent field work sites

- Posted as District Collectors Inters under District Disaster Management Authority (DDMA).
- Start with DDMA Orientation Programme in collaboration with SDMA and Loyola College
- Inters can be posted under Local Self Government
- Proposed Concurrent fieldwork will help the learner to integrate theory to practice and gain hands-on expertise in DM field.

9.5. Fieldwork with Specialized Agencies (With Certificate)

- Conduct 1-week quarterly training with the specialized agencies under DM
- It will help the learner to understand the procedures and SOPs of Multi-Discipline and learn how to blend with them and work together during disaster.
1) SDMA / NDMA
2) Ministry of Home Affairs (Police Dept / Fire force Dept)
3) Health Dept (Physical, Mental Health, Veterinary) "One Health"
4) Metrological Dept or DM Forecast agencies
5) Social Work Agency / Institute in DM
6) NDRF / Military/Paramilitary
7) Structural Engineering / Architect related to Disaster Management
8) Mass Media and IT related with DM

9.6. Addon Certificate Courses

Should be completed during the MSW DM Course.

- These certificate courses will help the students to meet global standards and enhance employability.
- Addon courses are to be learn along with the course and the time taken for addon courses can be calculated under field work time.
- Add on courses should be Short term courses and learner can choose.
- Update the addon courses as per advisor team and student recommendation.

Proposed Courses

- Basic Life Support (BLS) from American Heart Association (Offline Course)
- Psychological First Aid (Online Course by Coursera)
- Community based Disaster Management (from LES)

9.7. Block Placement

- One-month block placement should be in a Disaster affected area (recent) Or with ongoing Disaster to learn the reality of disaster and consequences.
- Block Placement should focus on problem identification and intervention to solve problem.
- Block placement should be coordinated between Loyola fieldwork team of advisors with NDMA, SDMA, NGO in DM, Govt or International Agencies.
  - Eg – Flood Affected areas in Kerala,
  - Amphan, Nisarga Cyclone in North Kerala
  - Severe COVID affected areas
  - Vishakhapatnam Gas Tragedy

9.8. Walk with Experts

MSW DM Dept in Consultation with team of Advisors should arrange Interaction with Experts on a monthly basis to discuss on current trends, best practices, experience, job opportunities.

9.9. Collaborate with Multi-Disciplinary Students (Peer Learning)

As Disaster Management is a Multi-Disciplinary Subject. Students of MSW DM should collaborate with students of other disciplines.

Check the possibility of working together during Concurrent, Block Placement likewise

Collab with multi-disciplinary students helps in peer learning and able the incorporate best practices and different methods in action.

- Collab with Medical Students
- Collab with Structural Engineering Students
- Journalism Students
- Geologist and other DM Specialist
- Architecture Students
- Agriculture, Bio-Technology
- Psychology / Psychiatry
- Sociology / Economics

9.10. Research and Development (Education>Research>Action)

The Research wing under MSW DM course should be focus on Interventions and Sustainable solution to the problem under Disaster Management.

Research should look for

- Innovative Solution (Social Entrepreneurship & Start Up)
- Link Science>Academia>Government Policy
- Create and Implement policies that build on best available knowledge.
- Policy-Science gap must be filled with Research that can be translated to action.
- Address problem from the field and calibrate solution with research.
- "Link Locally Act Globally

Sem-wise Fieldwork Proposal for MSW DM, LCSS

- Contingency Fieldwork plan to meet requirement rise out of upcoming Disaster Management Situations
- All 4 Sem Concurrent fieldwork should in same Local Self Government Jurisdiction

QUESTION PAPER MODEL

MSW DISASTER MANAGEMENT

1.1. INTRODUCTION TO SOCIAL WORK

Time: 3 Hours   **Max. Marks: 75**

PART A

Answer **all** questions in not more than 50 words. Each question carries 2 marks.

1. Define Social Work.
2. Social Service
3. Names two Social Reformers of Kerala
4. Social Welfare
5. Communication
6. Liberalism
7. Non-Judgemental Attitude
8. Code of Ethics
9. CSWB
10. Social Work Values

(2x10=20 Marks)

PART B

Answer any **five** of the following in not more than 300 words. Each question carries 5 marks.

11. Spell out the need for Social Security measures in India.
12. Distinguish between Social Service and Social Welfare.
13. Highlight the relevance of moral and religious values in framing the social work values.
14. Narrate the importance of Field Work in Social Work Education.
15. Describe the need for Ethical standards in Social Work.
16. Discuss the components of a profession and its applicability to Social Work.
17. Discuss the importance of self-awareness and conscious use of self in social work practice.
18. Write short note on non-exertive attitude. 18. Elaborate the importance of Correctional Social Work.

(5x5=25 Marks)

PART C

Answer any **three** of the following in not more than 850 words. Each question carries 10 marks.

19. Write an essay on Basic and Ancillary methods of Social Work.
20. Critically analyse the various social reform movements undertaken by the Indian Social Reformers.
21. Discuss the historical evolution of the social work profession in India and discuss the current trends.
22. Discuss the Code of Ethics and its necessity to the practice of social work.
23. Discuss Social Work as a profession and the challenges posed.

(3x10=30 Marks)