  
**KANNUR UNIVERSITY**  
(Abstract)

Bachelor of Social Work (BSW) Programme – Revised Scheme, Syllabus and Model Question Papers – Core/Complementary/Open Course – under Choice Based Credit Semester System – Implemented with effect from 2014 admission- Orders issued.

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**ACADEMIC BRANCH**

U.O. No. Acad/C1/11321/2014.

Dated, Civil Station P.O. : 25/09/2014

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Read:-1.U.O.No.Acad/C2/2232/2014 dated 14/03/2014.

2. Minutes of the meeting of the Board of Studies in Social Works (Cd) held on 19.08.2014.
3. Letter dated 26/08/2014, from the chairperson, Board of Studies in Social works (Cd)

**ORDER**

1. As per the paper read (1) above, the Revised Regulations for U. G. programmes in affiliated colleges, under choice Based Credit Semester System have been implemented in this University with effect from 2014 admission.
2. The Board of Studies in Social works (Cd) vide paper read (2) above, finalized the scheme, syllabus and model question paper for BSW programme with effect from 2014 admission.
3. The Chairperson, Board of Studies in Social works (Cd) as per paper cited (3) has forwarded the Scheme, Syllabus and Model Question Papers for BSW programmes for implementation with effect from 2014 admission.
4. The Vice-Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with has accorded sanction to implement Scheme, Syllabus and Model Question Papers (Core/Complementary/Open Course) for BSW programme under Choice Based Credit Semester System with effect from 2014 admission subject to report to the Academic Council.
5. Orders are, therefore, issued accordingly.
6. The implemented Scheme, Syllabus and Model Question Papers are appended

Sd/-  
DEPUTY REGISTRAR (Acad)  
For REGISTRAR

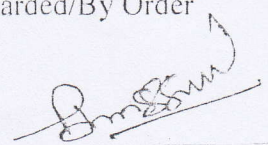
To

1.The Principals of Colleges offering B.S.W Programme.

Copy to:-

1. PS to VC
2. PA to R/ PA to CE
3. The Examination Branch
4. The Chairman, Board of Studies in Social Works (Cd).
5. The Computer Programmer (for uploading the website)
6. DR/AR-I (Academic).
- 9.SF/DF/FC.

Forwarded/By Order

  
SECTION OFFICER

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# **KANNUR UNIVERSITY**

(U.O.No. Acad/C1/11321/2014 dt.25-09-2014)

## **SCHEME AND SYLLABI OF BACHELOR OF SOCIAL WORK (BSW)**

**UNDER CBCSS PATTERN  
(KUCBCSSUG 2014)**

**KANNUR UNIVERSITY**  
**SCHEME AND SYLLABI OF BACHELOR OF**  
**SOCIAL WORK UNDER KUCBCSSUG 2014**

**The Regulation of UG Programme (KUCBCSSUG 2014) is available in the university website.**

**Following are the additional information with regard to BSW Programme under Choice Based Credit Semester System to be implemented in the academic session 2014-15.**

1. **Title of the programme:** This DEGREE shall be called BACHELOR OF SOCIAL WORK
2. **Eligibility for admission:** Admission shall be made from the Candidates who have passed the Plus Two or equivalent examination with 45% of marks.
3. **Duration of the programme:** The duration of the BSW programme of study is three academic years with six semesters.
4. **Medium of Instruction :** The medium of instruction and examination shall be in English.

## **COURSE STRUCTURE FOR BSW STUDENTS**

The total credits			<b>Number</b>	<b>Credits</b>
1	<b>Common Courses</b>	English	4 courses	14
		Additional Language	2 courses	8
		General	4 courses	16
2	<b>Complementary Courses</b>		4 courses	16
3	<b>Open Course</b>		1 course	2
4	<b>Core Courses</b>	<b>Courses</b>	9 courses	36
		<b>Field Work I</b>	1 course	4
		<b>Field Work II</b>	1 course	4
		<b>Field Work III</b>	1 course	4
		<b>Field Work IV</b>	1 course	4
		<b>Field Work V</b>	1 course	4
		<b>Block Field Work V</b>	1 course	4
		<b>Research Project</b>	1 course	4
<b>Total</b>			<b>32</b>	<b>120</b>

**Table of Common Courses (English and Additional Language) for BSW**

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
1	1A01ENG	Common I		I	5	4	50
2	1A02 ENG	Common II		I	4	3	50
3	1A07 ADL	Common III		I	5	4	50
4	2A 03 ENG	Common IV		II	5	4	50
5	2A 04 ENG	CommonV		II	4	3	50
6	2A 08 ADL	CommonVI		II	5	4	<b>50</b>
						<b>16</b>	<b>300</b>

**Table of Common Courses (General Courses) for BSW Programme**

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
1	3A11 CMN	Common XI	Disaster Management	III	5	4	E – 40 I - 10 T - 50
2	3A 12 CMN	Common XII	Reading on Indian Constitution, Secular Society and Sustainable Environment	III	5	4	E – 40 I - 10 T - 50
3	4A 13 CMN	Common XIII	Entrepreneurship	IV	5	4	E - 40 I - 10 T - 50
4	4A 14 CMN	Common XIV	History of Philosophy of Science	IV	4	4	E - 40 I - 10 T - 50
						<b>16</b>	<b>200</b>

**E: External , I : Internal ,T : Total**



### Table of Complementary Courses for BSW Programme

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
1	1C 01 PSY	Complementary I	General Psychology	I	5	4	E - 40 I - 10 T - 50
2	2C02 PSY	Complementary II	Social Psychology	II	4	4	E - 40 I - 10 T - 50
3	3C 03 SOC	Complementary III	Principles of Sociology	III	5	4	E - 40 I - 10 T - 50
4	4C 04 SOC	Complementary IV	Sociological Analysis	IV	6	4	E - 40 I - 10 T - 50
					<b>20</b>	<b>16</b>	<b>200</b>

### BSW as Open Course for UG Programme

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
1	5D 01 BSW	Open	<b>History and Development of Social Work/ Kerala Economy</b>	V	4	2	E - I - T - 25
						<b>2</b>	<b>25</b>

**Table of Core Courses for BSW Programmes**

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
1	1B 01 BSW	Core I	Introduction to Social Work	I	6	4	E – 40 I - 10 T – 50
2	2B 02 BSW	Core II	Working With Communities	II	5	4	E – 40 I - 10 T – 50
3	2B 03 BSW	Core III	Rural Camp & Training for Field Work – 1	II	2	4	T – 25
4	3B 04 BSW	Core IV	Social Welfare Administration	III	5	4	E – 40 I - 10 T – 50
5	3B 05 BSW	Core V	Field Work – II	III	5	4	T – 25
6	4B 06 BSW	Core VI	Health Care	IV	5	4	E – 40 I - 10 T - 50
7	4B 07 BSW	Core VII	Field Work – III	IV	5	2	T – 25
8	5B 08 BSW	Core VIII	Social Work Research and Statistics	V	5	4	E – 40 I - 10 T – 50
9	5B 09 BSW	Core IX	Non – Formal Education	V	5	4	E - 40 I - 10 T – 50
10	5B 10 BSW	Core X	Panchayati Raj System	V	6	4	E – 40 I - 10 T - 50
11	5B 11 BSW	Core XI	Study Tour and Field Work - IV (25+25)	V	5	4	T – 50
12	6B 12 BSW	Core XII	Communication for Development	VI	5	4	E – 40 I – 10 T – 50
13	6B 13 BSW	Core XIII	Problems of Developing Societies	VI	5	4	E – 40 I – 10 T – 50
14	6B 14 BSW	Core XIV	Weaker Sections of Indian Society	VI	5	4	E – 40 I – 10 T – 50
15	6B 15 BSW	Core XV	Block Field Work – V	VI	2	4	T – 25
16	6B 16 BSW	Core XVI	Research Project	VI	4	4	E – 40 I – 10 T – 50

**Table of Courses for BSW Programmes**

Sl. No	Course Code	Type of course	Course Title	Semester	Hours/Week	Credits	Marks
			<b>SEMESTER ONE</b>				
1	1B 01 BSW	Core I	Introduction Social Work	1	6	4	E – 40 I - 10 T – 50
2	1C 01 PSY	Complementary I	General Psychology	I	5	4	E - 40 I - 10 T - 50
							<b>100</b>
			<b>SEMESTER TWO</b>				
3	2B 02 BSW	Core II	Working With Communities	II	5	4	E – 40 I - 10 T – 50
4	2B 03 BSW	Core III	Rural Camp & Training for Field Work – 1(25+25)	II	2	4	T – 50
5	2C02 PSY	Complementary II	Social Psychology	II	4	4	E - 40 I - 10 T - 50
							<b>150</b>
			<b>SEMESTER THREE</b>				
6	3B 04 BSW	Core IV	Social Welfare Administration	III	5	4	E – 40 I - 10 T – 50
7	3B 05 BSW	Core V	Field Work – II	III	5	4	T – 25
8	3A11CMN	Common XI	Disaster Management	III	5	4	E – 40 I - 10 T – 50
9	3A 12 CMN	Common XII	Reading on Indian Constitution, Secular Society and Sustainable Environment	III	5	4	E – 40 I - 10 T - 50
10	3C 03 SOC	Complementary III	Principles of Sociology	III	5	4	E - 40 I - 10 T - 50
							<b>225</b>
			<b>SEMESTER FOUR</b>				



11	4B 06 BSW	Core VI	Health Care	IV	5	4	E - 40 I - 10 T - 50
12	4B 07 BSW	Core VII	Field Work - III	IV	5	4	T - 25
13	4A13CMN	Common XIII	Entrepreneurship	IV	5	4	E - 40 I - 10 T - 50
14	4A14CMN	Common XIV	History of Philosophy of Science	IV	4	4	E - 40 I - 10 T - 50
15	4C 04 SOC	Complementary IV	Sociological Analysis	IV	6	4	E - 40 I - 10 T - 50
							225
			<b>SEMESTER FIVE</b>				
16	5B 08 BSW	Core VIII	Social Work Research and Statistics	V	5	4	E - 40 I - 10 T - 50
17	5B 09 BSW	Core IX	Non - Formal Education	V	5	4	E - 40 I - 10 T - 50
18	5B 10 BSW	Core X	Panchayati Raj System	V	6	4	E - 40 I - 10 T - 50
19	5B 11 BSW	Core XI	Study Tour and Field Work - IV (50+25)	V	5	4	E-60 I-15 T - 75
20	5D 01 BSW	Open I	<b>History and Development of Social Work/ Kerala Economy</b>	V	4	2	E - 20 I - 5 T - 25
			-----				250
			<b>SEMESTER SIX</b>				
21	6B 12 BSW	Core XII	Communication for Development	VI	5	4	E - 40 I - 10 T - 50
22	6B 13 BSW	Core XIII	Problems of Developing Societies	VI	5	4	E - 40 I - 10 T - 50
23	6B 14 BSW	Core XIV	Weaker Sections of Indian Society	VI	5	4	E - 40 I - 10 T - 50
24	6B 15 BSW	Core XV	Block Field Work - V	VI	2	4	T - 50

25	6B 16 BSW	Core XVI	Research Project	VI	4	4	E – 40 I – 10 T – 50
							<b>250</b>

### **Total Marks Distribution**

1.	<b>English</b>	<b>200</b>
2.	<b>Additional Languages</b>	<b>100</b>
3.	<b>Common Course</b>	<b>200</b>
4.	<b>Open Course</b>	<b>25</b>
5.	<b>Core Course</b>	<b>775</b>
6.	<b>Complementary</b>	<b>200</b>
	<b>Total</b>	<b>1500</b>

# **FIELD WORK CURRICULAM**

## **INTRODUCTION**

Field work is an integral part of the total programme of training in Social Work. It consists of practicing Social Work under the guidance of trained field instructors in selected Social Welfare agencies and other type of placement. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work intervention. It is both goal oriented to solve a particular problem to which a student address his or her particular activities and student centered in relation to his or her particular interest areas and aptitudes.

Field Work has the dual purpose of promoting the students own learning while contributing to the development of the people with whom he or she works especially the disadvantaged sections of the society.

Students will have concurrent field work during the programme. They are expected to put in a minimum of five hours of field work in a week excluding travel, Report writing and Conferences. The field work will begin at the second week of the semester itself and will be concluded at the close of the respective semester.

Students go through various programmes like Rural Camp, Agency visits and Community Intervention Programmes throughout their training. All through the tenure students profit from Home Visits with a professional mind set.

## General objectives of Field Work

- To offer purposeful and guided learning experience to students through interaction with life situation.
- To foster attitudes in students towards the development of professional self, self awareness, appreciation of both one's capacities and limitations.
- To develop in the student the required skills in helping the needy through organisational work and use social work methods.
- To enable the student to develop and enhance the capacity to relate theory to practice, and also to relate experience to theory.
- Critically look at the situations and practice, from a professional point of view, and gain insight into the possibilities of the praxis aspects of the ideals.
- To provide the right ambience to grow into a professional, imbued with the pro-activeness of a volunteer, filled with courage of conviction, and ready to take a stand.

**Semester No – 1 : Observation Visits (Minimum 7 visits)**

**Semester No – 2: Rural camp. (10 Days )**

**Semester No – 3: Placement in Rural / Panchayat Settings.(20 days)**

**Semester No – 4: Placement in Urban Settings. (20 days)**

**Semester No – 5: Placement in GO, s / NGO,s Settings.(20 days)**

**Semester No – 6: Block Field Work. . (30 days)**

## **Semester : I**

### **Agency Observation visits (Preliminary inputs)**

Field work forms an integrated part of social work training. Exposure to actual field of social work is provided to students in various ways, and growth varying intensity of involvement.

**Agency observation visits:** Organizational/ Agency visits are held all through the BSW programme. In the first semester, from the very first week, visits begin with the major objective of exposing students to various settings and modes of social work practice. They are meant to give the student an idea of the possibilities ahead, to understand the element of professionalism, the issues and the problems involved.

As the first semester student come from varied academic background, the first semester is spent in field orientation in the form of observational visits to various settings of social work

practice. This is organised in order to give the students an exposure and orientation to the ongoing services by different groups and individuals for addressing people's needs.

### **Specific Objectives**

- To get an exposure to social welfare organisation of various settings (medical & psychiatric, family and Child welfare, Criminal and correctional Administration, Community Development).
- To get acquainted to the structure, functioning and staffing pattern and activities of the organizations.
- To develop the skills of reporting and group discussions.

Students are prepared for the visits with a brief orientation session, and are given guidelines for observation and report writing. Each visit is followed by a group discussion facilitated by faculty members.

## **Semester : II**

### **Rural Camp:**

In the Second semester, the students are taken to a rural setting, so that they could live in and with a rural community, sharing their life, and participating with them in a development project. This is considered as the part of second semester field work.

An integral part of the curriculum programme during the second semester is the rural camp. The camp experience is gained in three phases:

- Pre-camp orientation, planning and preparation in group.
- The actual camp experience.
- Post camp evaluation.

### **General objectives:**

- ✚ To gain an exposure to the rural community in need of development activity and to generate social sensitivity in the students.
- ✚ **Specific objectives:**
- ✚ To provide occasions for experiential learning about rural people, rural life and rural areas.
- ✚ To give a state of physical/ manual labour and hard life to the students.
- ✚ To learn through interaction with the local community.
- ✚ To promote interaction among students.
- ✚ To promote interaction between the students and the staff.
- ✚ To provide a firsthand experience in participatory planning, coordination, and management of programme.

- ✚ To provide opportunities to the students for creative expression of their potentialities – opportunities for developing creativity.
- ✚ To acquire a method of reflective and analytical learning.

### **Home visits:**

(Both as an integral part of the rural camp and also the all semester Concurrent and Block Field Work)

### **Guidelines:**

- Try to meet people in their houses, spend time with them, and share experiences (mutuality is to be stressed & not interview for gathering data)
- Try to be in one house, and with one family: A maximum of 5 families.
- Discretion in choosing the houses (not the same houses over and over again) and in accepting the food (not depriving them)
- Look at the project: what are the views of the people?
- Awareness level of the people – e.g. Participation in PRI
- Demography
- History and Geography.
- Economic status- land ownership: source of income, credit facilities.
- Social status- caste, Religion, Education
- Resource system – Natural, Societal & formal.
- Special Plant & Animal species
- Skills – observation, Interview, Empathy, Listening.
- Attitudes – Openness, Humility

### **Report:**

(At the end of the camp, each of the participants is supposed to submit a detailed report of the camp to the faculty allotted)

### **Guidelines:**

1. Objectives (refer to the objectives)
2. Orientation
3. Planning
4. Coordination
- 5.

## 5 Activities

- 5.1 Work
- 5.2 Duties in group
- 5.3 Cultural programmes
- 5.4 House visits
- 5.5 Picnic
- 5.6 Trekking
- 5.7 Camp fire
- 5.8 Inaugural & Valedictory functions.

- 6 Student – student interaction
- 7 Student - staff interaction
- 8 Any areas you want to highlight – it can be a case or it can be in connection with the project the college is currently a running in the area.
- 9 Over all evaluation.
- 10 Your point of learning

## Field Work

### Criteria for evaluation

Sl.No.	Criteria
1	Reporting
2	Problem Solving Skills
3	Evaluation by Faculty & Agency Supervisors
4	Seminar on Field Work

Sl No.	Criteria	Split – up of Criteria	Total Marks
1	Report	Regularity and punctuality in submission	7
		Ability to Integrate theory in Reporting	
		Analytical skills	
		Clarity in presenting Ideas	
		Language Skills	
2	Problem Solving Skills	Successful Case work/ Group Work	6
		Interaction Skills	
		Ability to mobilize Recourses	

3	Evaluation by Faculty and Agency Supervisors	Ability to perform the Assigned Functions	6
		Ability to work in a team and with different types of people	
		The extent to which the learning opportunities are used	
4	Seminar on Field Work	Preparation and Presentation	6
		Use of Audio visuals	
		Participation in discussion	
Total			25

**Block Field Work** – It is a compulsory requirement for the successful completion of the programme and is carried out immediately after the Sixth semester examination. The period of placement would be 20 working days on a continuous basis.

(Criteria for evaluation are same as above.)

## **STUDY TOUR PROCEDURE**

A study tour will be arranged in the Fifth semester. Participation in the study tour is compulsory. Study tour can be within Kerala or outside and should be jointly planned with the students keeping in mind the objectives of the tour. Study tour will be of a maximum duration of 10 days including the travel.

**The study tour will be a compulsory part of the fieldwork programme of the Fifth semester with four internal credits.**

### **OBJECTIVES**

- Tour will be an opportunity for the students to get exposed to the national scenario in contemporary social work practices and ideology. It helps them to place the social work profession as dynamic and multi dimensional.
- To acquaint the students with the changing trends and concerns in Social work Profession.
- Study tour should provide students with an opportunity to interact with communities and client groups and social conditions that they are not used to in their regular fieldwork practicum.



- The study should become a means for the department to network and forge very fruitful relations with professionals, organizations, activists and client groups.
- Study tour should supplement the theory papers and the fieldwork experience that the students were exposed to during the first four semesters of BSW course.
- The students will have better understanding of skills and strategies currently in use and have an opportunity to analyze them with the help of experts.

### **Organizing Study Tour**

The students in consultation with faculty supervisor should handle the organizing, coordinating work of the study tour. This includes finalizing, the place, organizations and people to be met during the study tour, contacting them, and the logistical arrangements. The students themselves should meet financial requirements. The department has to avail written permissions from all the agencies the team visits well in advance and make the necessary arrangements for the smooth conduct of the programme.

### **DISSERTATION**

A dissertation is to be undertaken by all students. The Dissertation entails field work, report, presentation and viva voce. The class hours allotted for dissertation may be clustered into a single slot so that students can do their work at a center /location for a continuous period of time.

Dissertation work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator.

The project report shall be prepared according to the guidelines approved by the university. Three typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester. (One copy to the University for external valuation and to be kept in the University library thereafter, one copy to be kept in the Department and one personal copy for the student).

The external evaluation of the Dissertation shall be carried out at the end of the programme. The title and the credit with marks awarded for the Dissertation should be entered in the grade/mark sheet approved by the university.

Every student has to do the Dissertation independently. No group projects are accepted. The project should be unique with respect to title, project content and project layout. No two project report of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

### **EVALUATION OF PROJECT WORK:**

1. The ESE of the project work shall be conducted by two external examiners.
2. The evaluation of the project will be done at THREE stages:
  - i) Continuous Assessment (CA) (Supervising teacher/s will assess the project and award internal Marks)
  - ii) The copy of the project will be sending to the university along with the Sixth semester answer books and will be evaluated at University. (External Examiners appointed by the university will assess the project at University and award External Marks)
  - iii) There will be a Dissertation Viva for the project work done by the students towards the end of VI semester.
3. Marks secured for the project will be awarded to candidates, combining the internal, University Evaluation Marks and Marks of the Dissertation Viva.
5. A Minimum of 45% of marks should be secured by the candidate for each Evaluation individually (Internal, University and Dissertation Viva) for the successful completion of the course.

6. The criteria for evaluation and awarding marks would be the following

<b>Internal(Viva) 20% of total</b>	
<b>Components</b>	<b>% of Internal Marks</b>
Punctuality	20
Use of Data	20
Scheme/Organization of Report	40
Viva-voce	20

<b>External( 80% of Total)</b>	
<b>Components</b>	<b>% of External Marks</b>
Relevance of the Topic	5
Statement of Objectives	10
Methodology/Reference/Bibliography	15
Presentation of Facts / Figures / Language style/Diagrams etc	20
Quality of Analysis/Use of Statistical tools	15
Findings and recommendations	10
Viva-Voce	50

7. External Examiners will be appointed by the University from the list of VI semester Board of Examiners in consultation with the Chairperson of the Board.

## **Pattern of Question Paper (BSW)**

Time Allotted is 3 hours. Maximum Marks is 40.

Question Paper consists of three sections in the following order:

Section I	Total 6 Questions	Answer any 4 in two or three sentences.	Marks: $4 \times 1 = 4$
Section II	Total 6 Questions	Answer any 4 in a paragraph (50 words- Conceptual Definitions/ Explanations)	Marks: $4 \times 2 = 8$
Section III	Total 6 Questions	Short Essay ( 200 words). Answer any 4.	Marks: $4 \times 3 = 12$
Section IV	Total 4 Questions	Essay. (800 words) Answer any 2.	Marks: $2 \times 8 = 16$
			Total: 40 Marks

## 1<sup>st</sup> semester

### **1B 01 BSW INDRODUCTION TO SOCIAL WORK**

#### **OBJECTIVES:**

- ❖ Understanding of the History of evolution of Social Work profession, both in India and the West.
- ❖ Develop insight into the origin and development of system approaches. Understand the values of Social Work and consciously apply those in practice.
- ❖ Develop ability to formulate a frame work and apply skills for problem identification, nature of work, location tasks, skills for change and outline mode evaluation for an integrated approach to practice

#### **CONTENTS:**

- Module 1 History of social work Europe and India, USA
- Module 2 Social work meaning defining and principles, objectives, values and Function
- Module 3 Methods of social work primary-meaning, definition, objectives, characteristics, principles
- Module 4. Secondary methods-meaning, definition, objectives, characteristics, principles
- Module `5 Professional social work-concept, meaning, definition, difference between social work and Social service.

#### **REFERENCES:**

- ❖ Prakash Ravi. & Devi Raeshwar (2001) : ‘**Social Work Practice**’, Jaipur, India Mangala Deep Publication
- ❖ Madan G.R. (2000) : ‘**Indian Social Problems-Social Disorganization and Reconstruction**’, New Delhi; Allied Publishers Limited.
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- ❖ Mudgal S.D. (1997) : ‘**An Introduction to Social Work**’, Jaipur, Book Enclave.
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- ❖ Chowdhry D.paul : ‘**Introduction to Social Work-History, Concept, Methods and Fields**’, Delhi; Atma Ram & Sons.
- ❖ Zastrow Charles (1991) : ‘**The Practice of Social Work**’, 4<sup>th</sup> Edition, Belmont, California; Wads Worth Publishing Company.

## **First Semester**

### **1C01 PSY General Psychology**

#### **OBJECTIVES**

- To provide understanding regarding basic Psychological processes
- To develop an understanding of various theories and factors associated with Motivation and emotion
- To provide basic knowledge about the personality, its determinants and theories
- To learn about basic cognitive processes

#### **Module 1: Introducing Psychology**

Definition of Psychology, Psychology as a science, Origin of Psychology, Aim of Psychology, scope of Psychology- branches and applications, Schools of Psychology, Perspectives of Psychology, Methods to study behaviour, Recent trends in Psychology

### **Module 2: Learning and Memory**

Definition, Trial and error learning, classical conditioning, operant conditioning, social cognitive learning, observational learning, applications of learning, Memory - types, models of memory, ways to improve memory, forgetting

### **Module 3: Motivation and Emotion**

Motivation: Definition and basic concepts, Types of Motivation- extrinsic and intrinsic Motivation, Types of motives- Biological motives (hunger, thirst, sleep, sex), Social motives (achievement, power, affiliation). Maslow's hierarchy of needs

Emotion: Definition, Types: Primary and Secondary emotions, Components of emotions- Cognitive, Physiological and behavioral components, Theories of emotion: James- Lange theory, Cannon- Bard theory, Schacter's two factor theory. Emotional intelligence

### **Module 4: Personality**

Definition, Origin of personality- early approaches to personality- Hippocrates, Sheldon, Ancient Indian typology (Gunas). Theories of personality- biological- evolutionary and genetics, psychodynamic- Freud, Jung, Adler, Horney, behavioural- Skinner, Bandura; cognitive- Kelly's personal construct theory: humanistic- Roger, Maslow; type and trait theories- Allport, Eysenck, Cattell, Type A and Type B, the big five theory

### **Module 5: Cognitive process**

Intelligence: definition, concept of IQ, nature versus nurture controversy, measurement of intelligence, artificial intelligence.

Reasoning: inductive and deductive reasoning; problem solving- steps, strategies, barriers to problem solving; decision making, creative thinking.

### **REFERENCES**

- Coon, D & Mitterer J. O. (2007). Introduction to Psychology. USA: Wadsworth
- Baron, R. A. (2004). Psychology (5<sup>th</sup> ed.). New Delhi: Pearson Education
- Cicarelli, S.K. & Meyer. G. E. (2008). Psychology. New Delhi: Pearson Education

### **Additional Reading**

- Morgan, King, Weisz & Schopler. (1986). Introduction to Psychology (7<sup>th</sup> ed.). Newyork: Mc GrawHill companies
- Weiten, W. (2008). Psychology themes and variations (8<sup>th</sup> ed.). USA: Wadsworth
- Kalat, J.W. (2011). Introduction to Psychology (9<sup>th</sup> ed.). USA: Wadsworth
- Glassman, W. E & Hadad, M. (2010). Approaches to Psychology (5<sup>th</sup> ed.). UK: Mc GrawHill Education
- Smith, Hoeksema, Fredrikson, Loftus. (2003). Atkinson & Hilgards Introduction to Psychology (14<sup>th</sup> ed.). USA: Wadsworth



### Question Paper Pattern

Section	Type of questions	No. of questions	Questions to be attended	Marks	Total Marks
A	One word questions	4	4	1	4
B	Short answer questions	10	7	2	14
C	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		<b>Total</b>			<b>40</b>

## II SEMESTER

### 2B 02 BSW WORKING WITH COMMUNITIES

#### OBJECTIVES:

Gain information of overall understanding about socioeconomic situation of individuals, groups and communities.

Develop an attitude and skills for participatory process.

Be equipped with different approaches in Community

Organization and Community Development programmes including project planning.

Develop an understanding of the Social Worker's role in Disaster Management

#### CONTENTS

##### Module-1

- Meaning & scope of community work: Meaning & definition of community, Types of communities: urban, rural & tribal, Dynamics in community, meaning & scope of community work, History of community work in India

## Module-2

- Community Organization

Meaning and definition of community organization, principles of community organization, Objectives of community organization, Organization techniques, Role of community worker: Guide, Enabler, Expert and Therapist.

## Module-3-

- Need of community work

The need for community work in India, Communalism in India, Disaster management: Disaster & development, Disaster in future , classification or types, impact of disaster management

## Module-4-

- Different approaches & community development programme

Approaches for community work, welfare & charity approaches, transformative approaches, Community Development Programmes in India, Panchayat Raj System & Development, Role of voluntary agencies in development

## Module-5

- Methods & techniques of community work, Project planning

Fact finding, Analysis, Planning, Evaluation

- Project Planning

## **REFERENCES:**

- ❖ Biddle, W.W. & Biddle, L.J (1965) : **‘The Community Development Process’**, New York, Holt, Rinehart and Winston
- ❖ Birmabaum, F.Coplon, J : **‘Crisis Intervention after a Natural Disaster’**, Social Case Work, Vol-54, No.9, 545-551.
- ❖ Desmond, D’Abreo : **‘From Development Worker to Activist’**, Mangalore, DEEDS.
- ❖ Dhama, O.P. & Bhatnagar, O.P. (1985) : **‘Education & Communication for Development’**, New Delhi: Oxford and IBH Publishing Company.  
Dhama O.P. : **‘Extension & Rural Development’**.
- ❖ Frizz, C.D. (1968) : **“Disaster”**, Sills D.(Ed) International Encyclopedia of Social Science.

- ❖ Gangrade, K.D. (1971) : **‘Community Organization in India’**, Bombay; Popular Prakashan
- ❖ Gangrade, K.D. and Dhadde : **‘Challenge and Response’**, Delhi; Rachna Publications
- ❖ Harper, E.B. and Dunham, A. (1959) : **‘Community Organization in Action’**, New York, Association Press
- ❖ Handerson, Paul and Thomas, David N.(Ed) (1981) : Readings in Community Work’, London, George Allen and Unwin Ltd.
- ❖ King, Clarence (1966) : **‘Working with People in Community’**, Action, New York, Association Press
- ❖ Lurie, Harry L. (1958) : **‘The Community Organization Method in Social Work Practice’** (Social Work Curriculam Study Vol. IV) U.S.A., Council of Social Work Education.
- ❖ Ross, Murray G. (1955) : **‘Community Organization: Theory and Practice’**, New York, Harper Brother
- ❖ Sanders, Irvin (1953) : **‘Making Good Communities Better’**, Bombay; Allied Pacific Pvt. Ltd

## II SEMESTER 2C02 PSY Complementary Course

### SOCIAL PSYCHOLOGY

#### Objectives

- *To enable students to understand the influence of social factors on individual behavior.*
- *To understand the social problems in terms of various social psychological theories.*
- *To provide the students with an overview of various social phenomenon*

#### Module 1: Introduction

Definition, social psychology as a science, focuses on the behavior of individual, causes of social behavior & thought. Brief history. Methods – systematic observation, correlation, experimental.

#### Module 2: Perception

Person Perception: Person perception-forming impressions of others, use of information, integrating impressions

Social perception: non verbal communication, attribution- understanding the causes of others behavior, theory of attribution-Kelly's theory

### **Module 3: Attitude, Stereotyping and prejudice**

Attitude: what is attitude? Components of attitude, how attitudes develop – classical conditioning, instrumental conditioning, observational learning, attitude maintenance and change

Stereotyping and prejudice: how members of different groups perceive inequality, nature and origin of stereotyping, prejudice

### **Module 4: Pro-social behavior**

Responding to an emergency, external and internal influences, theories and steps, ways to increase prosocial behaviour

### **Module 5: Social Influence and Social Relations**

Social Influence: Conformity; Compliance & obedience.

Social Relations: Interpersonal attraction: internal, external and interactive determinants of attraction;

### **REFERENCES:**

1. Baron. R.A, Branscombe.N.R, Byrne.D & Bhardwaj.G (2010), *Social Psychology*,12th ed. New Delhi; Pearson Education.
2. Myers, D. G. (1990). *Social psychology* (3rd ed.). New York : Mc Graw Hill, Inc.
3. Taylor.S.E, Peplau.A.L & Sears.D.O(2006), *Social Psychology*, 12th ed. New Delhi; Pearson Education.

### **Additional reading**

- Crisp, R.J. & Turner, R. N. (2012). *Essential Social Psychology* (2nd ed.). New Delhi, Sage South Asia Edition
- Delmater, J. D. & Myers, D. L. (2007). *Social Psychology* (6th ed.). USA: Thomson learning, Inc.
- Kassin, S., Fein, S., & Markus, H. R. (2008). *Social Psychology*. (7th ed.). NewYork: Houghton Mifflin company.
- Brown, J.D. (2006). *Social Psychology*. New York : Mc Graw- Hill companies, Inc.

## Question Paper Pattern

Section	Type of questions	No. of questions	Questions to be attempted	Marks	Total Marks
A	One word questions	4	4	1	4
B	Short Answer questions	10	7	2	14
C	Problem questions	6	4	3	12
D	Essay questions	4	2	5	10
		<b>Total</b>			<b>40</b>

### III SEMESTER

#### 3B04 BSW SOCIAL WELFARE ADMINISTRATION

#### OBJECTIVES:

- ❖ Develop an understanding of basic concepts of administration in the agency in the total frame of Social Work practice.
- ❖ Develop ability to apply the basic principles of Social Welfare Administration of agency functioning.
- ❖ Develop an understanding of the organization as a system

#### CONTENTS

##### **Module-1:**

- Concepts & definition

Definition & meaning of social welfare

Philosophy of social welfare

Evaluation of social welfare administration

Social welfare administration, social service, public administration in

India

Distinction between social work & social welfare

Approaches to social security: Social insurance, social assistance, public assistance

### **Module-2:**

- Welfare organization

India as a welfare state

Social welfare at local state & central government level

National welfare organizations

International welfare organizations working in India

- Principles & functions of social welfare administration
- Registration or incorporation of welfare agencies

The need, the procedure & conditions

### **Module-3:**

- Voluntary agencies

The organizational structure- Formal, informal, structured & unstructured

Role & responsibilities of President, Secretary, Treasurer & other office bearers in administration

- Committee: Meaning, Definition & Need

Principles of an affective committee

Types of committees and their functions

### **Module-4:**

- Central social welfare board: Objectives, compositions of the board, functions
- Grant in aid: Pre-requisites & criteria for receiving grant from the C.S.W.B
- Programmes of central social welfare board: Mahila Mandals Holiday camps, Socio-economic programmes, condensed course of education, Rural Welfare Schemes, Sponsored Schemes, Recent Trends.
- State social welfare advisory board: objectives, composition & functions
- Analysis and functioning of the welfare boards

## **Module -5**

- Agency administration: Concepts of administration, Management & organization as a system , constitution & by-laws
- Elements of administration : The executive responsibility, function & role; ‘POSDCORB’ (PLANNING, ORGANIZING, STAFFING, DIRECTING, COORDINATING, REPORTING, BUDGETING)
- General problems of voluntary organization
- Fund raising: Meaning, methods & scope

### **REFERENCES:**

- ❖ Compton R., Beulah (1980) : **‘Introduction to Social Welfare & Social Work: Structure, Function & Process’**, Illinois, The Dubey Press.
- ❖ Dev Rameshwari, Ravi Prakash Ed. (1998) : **‘Social Work and Social Welfare, Administration Methods and Practice’**, Vol-I, Jaipur, Mangal Deep Publications.
- ❖ Dev Rameshwari, Ravi Prakash Ed. (2001) : **‘Social Welfare Administration - Methods and Research’**, Jaipur, Mangal Deep Publications.
- ❖ Dubey S.N. (1972) : **‘Social Welfare Policy and Social Welfare Service’**, Some Issues, Bombay; Tata Institute of Social Sciences
- ❖ Dhamm, O.P. (1986) : **‘Extension and Rural Welfare’**, Bhopal; Ram Prasad and Sons
- ❖ Government of India (1968) : **‘Constitution and Social Work Encyclopedia of Social Work’**, Vol-1., New Delhi; Planning Commission of India.
- ❖ Sachedeva D.R. (1997) : **‘Social Welfare Administration’**, New Delhi, Kitab Mahal.
- ❖ Skimore R.A. (1995) : **‘Social Work Administration’**, Boston, Allyn & Bocan
- ❖ Tread, Ordway (1951) : **‘Art of Administration’**, New York; Mc.Graw Book Company Inc.
- ❖ Trecker H.B. (1971) : **‘Social Work Administration, Principles and Practices’**, New Delhi, Atma Ram & Sons
- ❖ White, Clyde, R. (1980) : **‘Administration for Public Welfare’**, New York, American Book Company



## COMPLEMENTARY COURSE – I

**Contact Hours: 108**

**(Credit -4)**

### 3C03 SOC PRINCIPLES OF SOCIOLOGY

#### **Objective**

1. To introduce the basic Concepts, Institutions and foundations of Sociology.
2. To impart basic skills in the application of sociology to the beginners.

#### **Module 1 Foundations of Sociology.**

**(18 hours)**

Origin and Development, Nature, Scope and importance of Sociology,  
Sociology and other social sciences: -Anthropology, Psychology, Economics, History  
and Political Science.  
Relevance of Applied Sociology in contemporary Society.

#### **Module II. Basic Concepts.**

**(20 hours)**

Society, Community, Association, Institution  
Social groups – Primary, Secondary groups.  
Social Processes – Conjunctive and Disjunctive Interaction processes

#### **Module III Individual and Society**

**(20 hours)**

Origin of Society - Theories  
Individual and Society, Culture and Personality  
Socialization - Definition, Functions, Theories, Stages and Agencies

#### **Module IV Basic Social Institutions**

**(20 hours)**

Marriage: - Meaning, forms, functions of marriage  
Family: - Definition, Types, Functions  
Kinship system:-Concepts, Usages, Decent systems

## Module V Social Stratification

(30 hours)

Meaning, Origin of Social Stratification, Social Mobility.

Major forms of Social Stratification –Caste, Class and Estate.

Caste system-Origin, merits and demerits, Inter dependence and changes in caste system.

Social Class - Development of Social Class, Criteria of Class distinction

Marxian and Veblen's theory of Social class.

### References:

- Giddens. Anthony : Sociology, Polity Press
- Rao Sankar . C.N : Sociology – S Chand Publications
- Fransis Abraham :An Introduction to Sociology
- Worsely Peter : Introducing Sociology
- Vidya Bhushan D.R., Sachdeva : Introduction to Sociology
- Gisbert : Fundamentals of Sociology
- MacIver&Page : Society –An Introductory Analysis
- Johnson M. Harry : Sociology –A Systematic Introduction
- Kingsley Davis: :Human Society
- T.B.Bottomore : Sociology
- Tony Bilton :Introductory Sociology
- Jamsen M.Henslin :Essentials of Sociology
- Advanced Readings**
- John Perry,Erna Perry :Contemporary Society An Introduction to Social Science
- Samir Dasgupta,Paulomi Saha :An Introduction to Sociology

## 3A11 COM (COMMON XI): DISASTER MANAGEMENT

**No. of Credits: 4**

**No. of Contact hours: 5 Hrs per week / 90 Hrs**

### **Course Objective:**

The main objective of the course is to study the emerging approaches in disaster reduction & management.

### **Module-I**

**Environmental Hazards, Environmental Disasters and Environmental Stress-** Meaning- Different types and classes of environmental hazards and disasters (10 Hours)

### **Module-II**

**Types of Environmental Hazards & Disasters** – Natural Hazards and Disasters- Planetary Hazards/ Disasters: (a) Endogenous Hazards: Volcanic Eruption–Earthquakes- Landslides. (b) Exogenous Hazards: Infrequent events - Cyclones – Lightning – Hailstorms Cumulative atmospheric hazards/ disasters: Floods – Droughts – Cold waves – Heat waves. Extra Planetary Hazards/ disasters. Man induced Hazards & Disasters: Physical hazards/ Disasters-Soil Erosion – Chemical hazards/ disasters: - Release of toxic chemicals, nuclear explosion-Biological hazards/ disasters - Population Explosion (22 Hours)

### **Module III**

**Phases of Disaster Management-** Three Stages: 1)Pre-disaster stage (Preparedness) – Preparing hazard zonation maps ,predictability/forecasting and warning- Preparing disaster preparedness plan - Land use zoning - Preparedness through (IEC) Information, education & Communication Pre-disaster stage (mitigation) - Disaster resistant house construction -Population reduction in vulnerable areas - Awareness. 2) Emergency stage-Rescue training for search & operation at national & regional level – Immediate relief – Assessment surveys.3) Post Disaster stage-Rehabilitation: Political, administrative aspect – social aspect – economic aspect – environmental aspect (20Hours)

### **Module-IV**

**Institutional Frame work-** Provision of immediate relief measures to disaster affected people – Prediction of hazards and disasters-measures of adjustment to natural hazards. Disaster Mitigation Institutions - Meteorological Observatory – Seismological Observatory- Volcano logy Institution- Hydrology Laboratory -.Industrial Safety Inspectorate – Institution of Urban & Regional Planners- Chambers of Architects- Engineering Council- National Standards Committee. Integrated Planning- Contingency management preparedness – Education on disasters – Community involvement – The adjustment of human population to natural hazards & disasters in the context of Kerala. Role of Media (20 Hours)

**References:**

1. R.B Singh(Ed) :Disaster Management, Rawat Publications, New Delhi
2. H.K Gupta(Ed) :Disaster Management, Universiters Press, India:
3. R.B Singh : Space Technology for Disaster Mitigation in India (INCED), University of Tokyo4.  
Dr. Satender :Disaster Management in Hills, Concept Publishing Co., New Delhi
5. M.C Gupta : Manuals on Natural Disaster Management in India, National Centre for Disaster Management, IIPA, New Delhi.
6. R.K Bhandani : An Overview on Natural and Man made Disaster & their 44 Reduction, CSIR, New Delhi.
7. Kates B.I & White G.F: The Environment as Hazards, Oxfords, New York
8. SavinderSingh : Environmental Geography, PrayagPustakBhavan
- 9.R.B Singh(Ed) :Environmental Geography, Heritage Publishers, New Delhi

**III Semester Reading on Indian constitution and Secular society and sustainable Environment**

**3 A 12 CMN (GENERAL)**

**OBJECTIVES:**

- ❖ To enable the students to grow in to responsible citizens taking pride in the secular and democratic traditions of the country
- ❖ To strengthen the values of citizenship and spirit of brotherhood and also to indoctrinate environmental awareness among students
- ❖ To give the students a general understanding of India's Constitution and secular traditions
- ❖ To inculcate a cosmopolitan outlook in the student and equip them to fight against various divisive forces in the society.

**CONTENTS**

Module-1

- Framing of Indian constitution, Historical background, Constituent assembly of India, Philosophical & political foundations of the Indian constitution

Module-2

- Union executives: President, Prime minister, Council of ministers
- Union legislature: Powers, Functions & recent trends in functioning, Lok Sabha, Rajya Sabha
- State government: Governor, Chief Minister, council of minister, legislature
- Judiciary : supreme Court, judicial review, writs, public interest litigation

Module-3

- Secularism: Meaning & definition, concept & practice, secular state & society, secularization & modernity
- Secularism -Connected political ideologies: Anarchism, Socialism, humanism
- challenges to secularis Casteism & communalism
- crisis of secularism in India

Gandhi's views on secularism

## **REFERENCES:**

- ❖ D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 2013.
- ❖ G. Austin: 'Working a Democratic Constitution – The Indian Experience' Delhi, Oxford University Press, 2000.
- ❖ S. K. Chaube: Constituent Assembly of India – Spring Board of Revolution, New Delhi, Peoples' Publishing House, 1973.
- ❖ S. Kaviraj : Politics in India, Delhi, OUP. 1998.
- ❖ W. H. Morris Jones: Government and Politics in India, Delhi, 1974.
- ❖ M. V. Pylee- Constitutional Government in India, Bombay, Asia Pub. House, 1977.
- ❖ M. V. Pylee – An Introduction to Constitution of India, New Delhi, Vikas, 1998.
- ❖ Brij Kishore Sharma: Introduction to the Constitution of India, Prentice Hall: New Delhi, 2005.
- ❖ B.L. Fadia : Indian Government and Politics, SahityaBhawan Publications: Agra, 2007.
- ❖ U. Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980.
- ❖ Ivor. Jennings, Some Characteristics of the Indian Constitution, London, Oxford University Press, 1953.
- ❖ S. Kashyap, Our Parliament, New Delhi, National Book Trust, 1992.
- ❖ G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
- ❖ Singh, M.P. and H. Roy (eds.), Indian Political System: Structure, Policies, Development, New Delhi, Jnanada Prakashan, 1995.

**IV Semester      4 B06 BSW   Health Care**

**OBJECTIVES:**

- To develop an understanding of health situation in India
- To develop an understanding of holistic concept of health

**CONTENTS**

Module:1

Health- Meaning, definition ,dimensions of health, changing concepts of health,determination of health ,indicators of health,responsibility for health

Module:2

Concepts of health care ,levels of health care, elements of primary health care, principles of primary health care, health status and problems of India and kerala.

Module:3

Public Health in Post independent Era ,Health sector Planning-five year plans ,National Health policy 2002,Steps for Evaluation of Health Services.

Module:4

International Health Agency ,World health organization (WHO), United Nations Children's Fund (UNICEF), Food and Agriculture Organization(FAO), International Labour Organization (ILO) ,World Bank, Non-Governmental and other agencies ,Rock Feller Foundation , Ford Foundation, Co-operative for Assistance and Relief Everywhere(CARE),International Red Cross.

Module :5

Modern Health Scenario, Life style diseases, Health and Cost –Insurance Coverage National Rural Health Mission(NRHM)



## **REFERENCES**

- Goel S. L. (1984) : '**Health Care Administration Levels and Aspects**', Sterling Publishers Pvt Ltd. Bangalore-560009.
- Jange Ward, Dorothy, James & Muriel (1981) : '**Winning Ways in HealthCare**', London: Addison- Wesley Publishing House.
- Mathur J S (1971) : '**Introduction to Social and Preventive Medicine**', Oxford and IBH Publishing Co. Mumbai.
  
- P Ghai : '**Management of Primart Health Care**', Interprint 16- A Naraiana II, New Delhi – 110028
- Park K : '**Park's Text Book of Preventive and Social Medicine**' ,M/S Banarasidas,1167, Prem Nagar, Jabalpur-482001
- **Pocket Health Guides**' - Delhi Pusthak Mahal.
- Ramachandran L, Dhamalingam J. (1996) : '**Health Education- A New Approach**', Vikas Publishing House Pvt Ltd
- The World book Desk : '**Home Facts**', Chicago , World Inc. Reference Set,1988
- Werner Davie (1977) : '**Where there is No Doctor**', U S A, The Hesperian Foundation
- Werner, David and Bill, Bower (1982) : '**Helping Health Workers Learn**', New Delhi Voluntary Health Association
- **JOURNALS:**
  - Health
  - Health Action

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## **IV SEMESTER**

### **4 A 14CMN HISTORY OF PHILOSOPHY OF SCIENCE**

#### **Module: I - History of Science**

Introduction to history of science, Relationship between science and philosophy, Difference between science and philosophy of science , Science and values, Myth and science.

#### **Module II Universe and Life – The Beginning**

Science as a Human Endeavour, Science and Values, Science and Myths, Science in the Ancient World, The Golden Age of Science in India, Universe as a System, Big Bang Theory, Exploring the Universe, Solar System, Origin and Evolution of Life, Evolution of Man

#### **Module: III - Emergence of Modern Science**

Science in the Medieval Times, Development of Science during Renaissance and the Industrial Revolution, Science in Colonial and Modern India, The Method of Science and the Nature of Scientific Knowledge

#### **Module: IV - Science, Technology and Development**

Science and Technology in Industry, Technology and Economic Development, Contemporary Developments in Science and Technology

#### **Reference**

Fara, Patricia (2009). *Science : a four thousand year history*. Oxford: Oxford University Press.

Feyerabend, Paul (2005). *Science, history of the philosophy*, Oxford: Oxford University Press.

Feynman, R.P. (1999). *The Pleasure of Finding Things Out: The Best Short Works of Richard P. Feynman*. Perseus Books Group.

Nola, Robert; Irzik, Gürol (2005). *Philosophy, science, education and culture*. Science & technology education library **28**. Springer.

Augros, Robert M., Stanciu, George N., "The New Story of Science: mind and the universe", Lake Bluff, Ill.: Regnery Gateway, c1984.

Gaukroger, Stephen (2006). *The Emergence of a Scientific Culture: Science and the Shaping of Modernity 1210–1685*. Oxford: Oxford University Press.

Kuhn, Thomas S. (2012). *The Structure of Scientific Revolutions*. 50th anniversary. Ian Hacking (intro.) (4th ed.). University of Chicago Press.

Mumford, Lewis. (2010). *Technics and Civilization*. University of Chicago Press

Rhodes, Richard. (2000). *Visions of Technology: A Century of Vital Debate about Machines, Systems, and the Human World*. Simon & Schuster

Teich, A.H. (2008). *Technology and the Future*. Wadsworth Publishing, 11th edition

Wright, R.T. (2008). *Technology*. Goodheart-Wilcox Company, 5th edition

McGrew, W. C (1992). *Chimpanzee Material Culture*. Cambridge u.a.: Cambridge Univ. Press.

Arnold, David (2004), *The New Cambridge History of India: Science, Technology and Medicine in Colonial India*, Cambridge University Press

Baber, Zaheer (1996), *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, State University of New York Press

Balasubramaniam, R. (2002), *Delhi Iron Pillar: New Insights*, Indian Institute of Advanced Studies

Broadbent, T. A. A. (1968), "Reviewed work(s): The History of Ancient Indian Mathematics by C. N. Srinivasiengar", *The Mathematical Gazette*

Ceccarelli, Marco (2000), *International Symposium on History of Machines and Mechanisms: Proceedings HMM Symposium*, Springer

Ghosh, Amalananda (1990), *An Encyclopaedia of Indian Archaeology*, Brill Academic Publishers

Hall, B. K.; Hallgrímsson, B., eds. (2008). *Strickberger's Evolution* (4th ed.). Jones & Bartlet

## 4A13 COM(COMMON XIII):ENTREPRENEURSHIP

**No.of Credits:4**

**No.of Contact hours: 90 Hours per week 5**

### **Objective:**

To help the students understand the concepts of entrepreneurship and to develop the Entrepreneurial skills among them.

### **Module I**

Concept of Entrepreneurship- meaning- definition- importance – Definition of an entrepreneur- Functions- Distinction between entrepreneur and a manager – types of entrepreneurs- Intrapreneur- Theories of entrepreneurship-Practices to entrepreneurship development –Concept of women entrepreneurship- problems of women entrepreneurs

(15 hours)

### **Module II**

Factors affecting Entrepreneurial Growth-Rural entrepreneurship-role of entrepreneur in Economic development

(4 hours)

### **Module III**

Entrepreneurial motivation – Motivating factors – Achievement Motivation – Entrepreneurial competencies –Developing competencies – Institutional efforts and role of Government in developing entrepreneurship- Entrepreneurship Development Programme (EDP) - Need- Objectives-Course content and curriculum of EDP – Phases of EDPs

(15  
hours)

### **Module IV**

Micro, Small & Medium Enterprises- MSMED Act 2006 - Characteristics- Objectives- Importance – MSMEs as a seed bed of entrepreneurship – Entrepreneurship incubators - Problems and prospects of MSMEs- Incentives and subsidies- Taxation benefits to MSMEs – Institutional finance to entrepreneurs – Preparation of Project Report for a Micro enterprise (General engineering unit/Bakery unit/Soda making unit/Mineral water unit/Garment unit/Pappad unit or the like)

(20hours)

### **Module V**

Institutional Support to Small Entrepreneurs- National Small Industries Corporation Ltd- Small Scale Industries Board- State Small Industries Development Corporations- MSME Institute-DICs- Industrial Estates- Specialized institutions- Technical Consultancy Organisations

## References

1. Entrepreneurial Development : P. Saravanavel
2. Entrepreneurial Development :C. B Gupta and N.P Sreenivasan
3. A complete Guide to Successful Entrepreneurship; G.N. Pandey
4. Business and Society Davis Keith and Williams C. Fredarick
5. Entrepreneurship : R.V. Badi& N V Badi
6. Entrepreneurship Development : S.S. Khanka
7. Entrepreneurship : Robert D Hisrich and Michael P Peters
8. Project Evaluation and Management :Singh and Mahadev
9. MS MED Act 2006

## COMPLEMENTARY COURSE – II

Contact Hours 108

(Credit -4)

### 4C04 SOC SOCIOLOGICAL ANALYSIS

#### Objective:

1. To provide a fundamental understanding of Human Societies.
2. To provide an idea on basic Sociological Concepts and different sociological perspective in analyzing society.

#### **Module 1. Types of Society**

**(15 hours)**

The Earliest Societies – Hunting and Gathering Societies  
Herding or Pastoral Societies.  
Horticultural Societies.  
Agrarian Societies.  
Pre- Industrial and Industrial Societies.

#### **Module II. Contributions of Social Thinkers**

**(35 hours)**

Auguste Comte-The Law of Three Stages, Hierarchy of Sciences, Positive Philosophy  
Herbert Spencer-Evolutionary Doctrine, Organic Analogy  
Emile Durkheim-Social Facts and Forms of Solidarity  
Max Weber-Theory of Social Action and Ideal Types  
Karl Marx-Historical Materialism and Class struggle

#### **Module III. Social Change**

**(20 hours)**

Meaning, Nature, Theories and Factors  
The role of Media in Social Change

#### **Module IV. Social Control**

**(15 hours)**

Meaning, Definition, Nature and functions of Social control.  
Types and Agencies of Social control- Formal and Informal – Folkways, Mores,  
Customs, Taboos, Law, Education

#### **Module V. Social Research-Stages**

**(23 hours)**

Formulation of Research Problem and Hypothesis  
Research Design-Sample Design, Data collection,-Primary and Secondary  
Methods of Data collection-Case Study, Survey, Interview, Questionnaire

## References:

- Shankar Rao C.N : Sociology – Primary Principles.
- Kingsley Davis : Human Society
- PeterWorsely :Introducing Sociology
- McIver and Page : Society on Introductory Analysis
- T.B.Bottomore : Sociology
- VidyaBhushan,D.R.Sachdeva : An Introduction toSociology
- Johnson. Harry .M : Sociology, A Systematic Introduction.
- Tony Bilton : Introductory Sociology
- Francis Abraham : An introduction to Sociology
- Jamen .M. Henslin : Essentials of Sociology
- Goode.WilliamI&P.KHatt :Methods in Social Research
- Kothari C.R. :Research Methodology-Methods and Techniques
- RamAhuja : ResearchMethods
- Jonarthan H.Turner :The Structure of Sociological Theory
- Sharms R.N. :Contemporary Sociological Theories
- Moore.Wilbert.E :Social Change
- Beteille,Andrew :Inequality and social change

## Advanced Readings

- Samir Dasgupta :Comparitive Sociology
- Elgin F.Hunt,David C.Colander : Social Science-An Introduction  
to the study of Society
- W.Lawrence Neuman : Social Research Methods-Quantitative and  
qualitative approaches
- Paramjit S.Judge : Foundation of Classical Sociological Theory

**V Semester**  
**5 B 08 BSW Social Work Research & Statistics**

- ❖ Develop ability to recognize and utilize research as a problem-solving process in Social Work practice.
- ❖ Develop ability to utilize the research process in terms of conducting a simple and need based survey.
- ❖ Develop ability to function as a member of research team, in the area of data processing in Research studies.
- ❖ Develop a scientific approach for a systematic procedure in the problem solving process

**CONTENTS**

Module:1

- Definition, Scope and Uses of Social Work Research
  - Definition of Research
  - Relevance of research for social work practices

Module:II

- Methods of Social Work Research:
  - Planning for a research study –identification of problem relevant to social work practice.
  - Specification of objectives and areas of study to be covered.

Module:III

- Problem identification and Formulation of Research Problem
  - Clarifications and explanation of concepts.
  - Identification of related variables.
  - Formulation of Hypothesis.
  - Identifying sources of data , preparation for data collection , and preparation of tools.



## **Module:IV**

### 4. Coverage:

- Definition of Population ,Universe, Need for sampling, Sampling Design Preparing for data collection

### 5. Methods of Data collection

- Observation ,Interview, and Questionnaire

### 6. Methods of Data processing

Editing, Classification, Coding, Tabulation, and Analysis

### 7. Research Report-Principles of Research Reporting.

## **Module:V**

### 8. Social Statistics:

Meaning of statistics and use of statistics in social work practice.

### 9. Central Tendency-Arithmetic Mean, Median ,Mode.

### 10.Presentation of Data:Frequency Tables,Charts,Graphs

### 11. Interpretation of statistical data.

## **REFERENCES**

- ❖ Asthans B.N. (1976) : '**Elements of Statistics**', Allahabad; Chaitanya Publishing House
- ❖ Bajpai S.R. (1976) : '**Methods of Social Survey and Research**', Kanur, Kitab Mahal
- ❖ Dev Rameshwari, Ravi Prakash Ed. (2001) : '**Social Welfare Administration - Methods and Research**', Jaipur, Mangal Deep Publications.
- ❖ Government of India (1968) : '**Social Research, Encyclopedia of Social Work**', Vol-2, New Delhi, Planning Commission of India.
- ❖ Young, Pauline, V. (1968) : '**Scientific Social Survey and Research**', New Delhi, Prentice Hall of India.

**V SEMESTER**  
**5 B 09 BSW Non Formal Education**

**OBJECTIVES:**

- To provide an overview of education and the different channels of education while focusing on the non formal stream of education.
- To critically analyse the formal system of education in India and thereby realize the need for non formal education.
- To understand the magnitude of the illiteracy problem in India and provide a glimpse of the Governmental efforts at creating illiteracy in the country.

**CONTENTS:**

**Module: I**

- Education: Meaning and importance of Education Objectives of Education
- Channels of Education: Informal, Formal and Non formal
- Formal Education in India: Critical Evaluation of Formal Education in India.
- Deschooling Movement: Concept of Deschooling, Ivan Illich and Deschooling society, Everett Reimer and other advocates of Deschooling.

**Module: II**

- Non Formal Education (NFE)
- Definition, characteristics and scope
- Objectives of NFE • Clientele of NFE
  - Agencies of NFE
  
- Formal v/s Non formal Education: Similarities and differences
  - Non formal educator: Crucial Role of Educator Qualities of a good Educator
- Non formal Education and development
- Need for non formal Education in India
  - NFE for National development

### Module III

- Illiteracy in India
- Definition of Literacy, Causes of Illiteracy, Methods of teaching Literacy
  - Functional Literacy: Concept of Functional and Functional Illiteracy
- Functional Literacy for Specific groups
- Eradication of Illiteracy: Govt. efforts at eradication, National literacy Mission

### Module: IV

- Non Formal education for children
  - Situation of children in India
  - School drop outs: Causes, NFE for Children
  - Non Formal Education for Youth
  - Profile of Youth in India
  - Leadership Training Programme for Youth
  - NFE Programme for Youth
  - Non Formal Education Programme for Women

### **REFERENCES:**

- Chandra, Arvinda Shah (1987) : **‘Non Formal Education for All’**, Sterling Publishers Pvt Ltd New Delhi 1987
- Dhama O., Pand O.P : **‘Education and Communication for Development’**  
○ Bhatnagar : New Delhi Oxford and IBH Publishing Co. 1985
- Dash M (2000) : **‘Education in India: Problems & Perspectives’**, New Delhi Atlantic Publishers & Distributors.
- Desrochers, John : **‘Education for Social Change’**, Bangalore CSA Publications, 1987
- Mohanty, S B : **‘Non Formal Education’**, Allahabad, Chug Publications, 1985

- Mohanty, Jaganath : ‘**Adult and Non Formal Education**’, New Delhi ( II Ed ) Deep and Deep Publications Pvt Ltd,2002
- Mookerji, Radha Kumud (1999) : ‘**Ancient Indian Education: Brahmanical and Buddhist**’, New Delhi, Cosmo Publications
- Naik J P : ‘**Some Perspectives on Non formal Education**’, New Delhi, Allie Publishers, 1977
- Shah B V & K B Shah : ‘**Sociology of Education**’, Jaipur, Rawat Publications, 1988.
- Shukla , P . D (1984) : ‘**Towards the New Pattern of Education in India**’, New Delhi, Sterling Publishers Pvt Ltd
- Sigh, R. P (1987) : ‘Non Formal Education: An Alternative Approach’, New Delhi, Sterling Publications Pvt Ltd.
- Venkateswaram, S. : ‘**Principles of Education**’, New Delhi, Vikas Publishing House Pvt Ltd. 1983.

➤ **JOURNALS**

- U G C : Journal Of Higher Education New Frontiers in Education

**V SEMESTER**

**5 B 10 BSW Panchayati Raj System**

**OBJECTIVES:**

- ❖ To understand the context, meaning and relevance of decentralized governance for urban, rural and tribal areas
- ❖ To develop knowledge about the structure and functioning of governing bodies at various levels.
- ❖ To understand contemporary issues and challenges in accessing governance bodies for people’s development

## **CONTENTS**

### **Module:1**

Democratic Decentralization Meaning , objectives and importance  
Governance: Meaning and structures

### **Module:2**

Concept and evaluation of panchayati Raj Historical development of the concept, national level committees in the evaluation of panchayati Raj (Balwantrai Mehta , Ashok Mehta, Singhvi committees.The Constitutional 73<sup>rd</sup> Amendment Background of and obstacles to its passage Review of 73<sup>rd</sup> Constitutional Amendment

### **Module:3**

The Function of Panchayati Raj Institution Structure , functions and powers at each level, revenue sources ,committees in village level Panchayati Raj bodies ,Gram Sabha(including Mahila Gram Sabha), its role and important ,Community participation in governance.

### **Module:4**

PESA (Panchayat Extension in scheduled Areas)

Context of its emergence and its significance , issues and challenges in its implementation for tribal self rule.

Role of PRIS In rural and tribal development Urban Governance.

### **Module:5**

Types of Urban Local Self Government in India

Municipal cooperation ,Municipal Council / Nagar Palika

Sources of Revenue

Structure ,powers and functions at each level

Committees and their functions

System of election to urban self Government

Ward committees and citizens participation

Relation of Urban Local Self Government with bodies of governance at the state level issues.

## **REFERENCES:**

- Alochana (2007), Gender, '**Women and Panchayat Raj**', Pune: Alochana Centre for Documentation and Research on Women
- Chahar, S.S. (Ed.) (2005) '**Governance of Grassroots Level in India**', New Delhi : Kanishka Publishers
- Devas, Nick and Others (2006) '**Urban Governance, Voice and Poverty in Developing World**' London : Earthscan
- Haldipur, R.N. Paramahansa V R K (Eds.) (1970) '**Local Government Institutions in India**', Hyderabad : National Institute of Community Development
- Hooja, Prakash and Hooja, Meenakshi (2007) '**Democratic Decentralization & Planning**', Jaipur : Rawat Publications
- Jain, S. C. (1967) '**Community Development & Panchayat Raj**', Madras : Allied Publishers Pvt. Ltd
- Kumar, Krishna, '**Direct Democracy & Village Governance**', New Delhi : Deep & Deep Publication
- Lele, Medha Kotwal, Kulkarni, Vandana '**Power and Empowerment**', Pune : Alochana Centre for Documentation and Research on Women
- Maheshwari, Shriram (1994-95) '**Local Government in India**', Agra : Laxminarayan Agarwal
- Mishra, S.N., Mishra Sweta and Pal, Chaitali (2000) '**Decentralized Planning and Panchayati Raj Institutions**', New Delhi: Mittal Publications
- Palenithurai, G. (Ed.) (1966), '**New Panchayati Raj System – Status and Prospects**', New Delhi : Kanishka Publishers

# OPEN COURSE

## V Semester

### 5D 01 BSW History and development of Social Work

#### OBJECTIVES:

- ❖ Understanding of the History of evolution of Social Work profession, both in India and the West.
- ❖ Develop insight into the origin and development of system approaches. Understand the values of Social Work and consciously apply those in practice.
- ❖ Develop ability to formulate a framework and apply skills for problem identification, nature of work, location tasks, skills for change and outline mode evaluation for an integrated approach to practice

#### CONTENTS:

Module 1 History of social work Europe and India, USA

Module 2 Social work meaning defining and principles, objectives, values

and Function

Module 3 Methods of social work primary-meaning, definition, objectives, characteristics, principles

Module 4. Secondary methods-meaning, definition, objectives, characteristics, principles

Module `5 Professional social work-concept, meaning, definition, difference between social work and Social service.

#### REFERENCES:

- ❖ Prakash Ravi. & Devi Raeshwar (2001) : '**Social Work Practice**', Jaipur, India Mangala Deep Publication
- ❖ Madan G.R. (2000) : '**Indian Social Problems-Social Disorganization and Reconstruction**', New Delhi; Allied Publishers Limited.
- ❖ Dubois Brenda and Miley Karla Krogsrud (1996) : '**Social Work An Empowering Profession**', Library of Congress Cataloguing- in- Publication Data
- ❖ Mudgal S.D. (1997) : '**An Introduction to Social Work**', Jaipur, Book Enclave.

- ❖ Trecker Harheigh B. (1975) : ‘**Social group Work : Principles and Practices**’, New York; Association Press.
- ❖ Sallee Alvin L. & Hoffman Kay.S. (1997) : ‘**Social Work Education: Today and Tomorrow**’, Jaipur, Book Enclave.
- ❖ Wadia A.R. (1961) : ‘**History and Philosophy of Social Work in India**’, Bombay, Allied Publishers Pvt. Ltd.
- ❖ Freidlander, Walter A. (1977) : ‘**Concepts and Methods of Social Work**’, New Delhi, Prentice Hall of India.
- ❖ Freidlander, Walter A. (1967) : ‘**Introduction to Social Welfare**’, New Delhi; Prentice Hall of India.
- ❖ Garrett Annette (1960) : ‘**Interviewing Its Principles and Methods**’, New York; Family service Association of America.
- ❖ Skidmore, Rex A. (1988) : ‘**Introduction to Social Work**’, New Jersey; Prentice Hall.
- ❖ Dubois Brenda and Miley Karla Krogsrud (1992) : ‘**Social Work An Empowering Profession**’, Library of Congress Cataloguing- in-Publication Data.
- ❖ Chowdhry D.paul : ‘**Introduction to Social Work-History, Concept, Methods and Fields**’, Delhi; Atma Ram & Sons.
- ❖ Zastrow Charles (1991) : ‘**The Practice of Social Work**’, 4<sup>th</sup> Edition, Belmont, California; Wads Worth Publishing Company.

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<b>Course Title:</b>	<b>KERALA ECONOMY</b>
<b>Course Category:</b>	<b>Open course</b>
<b>Credit:</b>	<b>2</b>
<b>Course Code:</b>	<b>: 5D02 ECO</b>
<b>Semester</b>	<b>:V</b>

### **Course Objectives**

This course will enable non economics students to understand the economy of Kerala in relation to national and international development. It will help the students to get a clear picture about the performance of Kerala economy from the period of state formation till post liberalisation period.

### **SYLLABUS**

#### **Module-I**

##### **Kerala in the National Economy**

Significant features of Kerala economy since state formation-Kerala as a developmental model: debates on the existence and sustainability of Kerala model

#### **Module II**

##### **Sectoral composition of Kerala economy**

Role of agriculture sector: debates on stagnation and growth – trends in the industrial sector- significance of service sector: health and education; banking sector- liberalisation policies and its impact on service sector.

#### **Module III**

##### **Developmental Issues in Kerala**

Demographic transition –Migration- Poverty- Unemployment- public distribution system- energy crisis- role of state in the process of development since 1990's- issues of privatisation- Decentralised governance and its impact on Kerala economy- impact of globalisation on Kerala economy.

### **References Books**

#### **Module I**

Jeffery Robin, 1992, *Politics, women and wellbeing, How Kerala became a model*, Oxford university press, Delhi

George k k, 1999, *Limits to Kerala model of development: an analysis of fiscal crisis and its implications*, centre for development studies Trivandrum

Joseph Tharamangalam, (ed) 2006, *Kerala the paradoxes of public action and development*, orient Longman

E T Mathew, *Features of Kerala Economy*, Economic and Political Weekly, Vol - XXX No. 49, December 09, 1995

Achin chakraborty, *Kerala's changing development narratives*, Economic and Political Weekly, Vol-XL, No: 6, February 05, 2005

KRG NAIR, *Kerala development experience*, Economic and Political Weekly, Vol - XL No. 30, July 23, 2005

### **Module II**

Jeromi P.D , *what ails Kerala economy?: a sectoral exploration*, Economic and Political Weekly, Vol-XXXVIII, no.16, April 19, 2003

K K subrahmanian, *Development paradox in Kerala, Analysis of industrial stagnation*, Economic and political weekly, Vol: XXV ,No: 37,September 15,1990.

Joseph Tharamangalam, (ed) 2006, *Kerala the paradoxes of public action and development*, orient Longman

### **Module III**

Josphe Tharamangalam, *Is food security in Kerala a Myth?*, Economic and Political Weekly, Vol-XLVI, no.20, may 14, 2011.

K J Joseph and K N Harilal, *Stagnation and revival of Kerala economy*, Economic and Political Weekly, Vol -XXXVIII, No: 23,june 07,2003

K P Kannan, *Agricultural development in an emerging non agrarian economy: kerala's challenges*, Economic and Political Weekly, Vol-XLVI, No: 09, February 26, 2011

N Jayaram, *Gulf Migration Impact on Kerala economy*, Economic and Political Weekly,Vol- XLVIII ,No: 09,March 02,2013

Jeffery Robin, 1992, *Politics, women and wellbeing, How Kerala became a model*, Oxford university press, Delhi

B A Prakash, *Gulf migration and its economic impact: The Kerala Experience state*, Economic and Political Weekly, Vol.XXXIII, No: 50, december12, 1998.

P Balakrishnan, *Land reforms and the question of food in Kerala*, Economic and political weekly, Vol.XXXIV, No.21, may 22 1999.

P D Jeromi, *Economic reforms in Kerala*, Economic and political weekly, Vol.XL, No: 30july 23, 2005

K P Kannan, *Declining incidence of poverty in kerala*, Economic and political weekly, Vol .XXX,No>41-42,October 14,1995

P N Mari Bhat S Irudaya Rajan, *Demographic transition in Kerala revisited*, Economic and political weekly, Vol - XXV No. 35-36, September 01, 1990

KPK, *Kerala's growing food deficit*, Economic and political weekly, Vol - XXII No. 18, May 02, 1987

Achin chakraborty, *Issues in social indicators, composite indices and inequality*, Economic and political weekly, Vol - XXXVII No. 13, March 30, 2002 |

## VI SEMESTER

### 6 B 12 BSW COMMUNICATION FOR DEVELOPMENT

- ❖ To study the basic knowledge of the concept, theories, and principles of the
- ❖ Development and Communication.
- ❖ To study the function and role of communication to support the rural and urban development.
- ❖ To study the context of development and its components & methodology in rural and urban development.
- ❖ To apply and integrate the communication and development theory as the strategic planning and managing in development programs or projects effectively.
- ❖ To study the contemporary models of the development communication for rural development program in the developing countries.

#### CONTENTS:

Module I Communication Philosophy meaning, Definition, Principles  
Communication Cycle, Barriers, Effective Communication

Module II. Development Communication

Overview the communication and development concept

Relationship of communication and development

Definition and concept of Development Communication

Characteristics function and roles of development communication as the social change perspective.

Module III Philosophy of Development Communication

Development communication Theories.

Module IV. Modes of communication social networking online communication

#### REFERENCES

- ❖ Berlo, David K. '**The Process of Communication**'. Holt, Rinehart and Winston., Inc., New York, 1960.
- ❖ Campbell, H James H. and Hal W. Hepler, '**Dimensions in Communication**, 1970.

- ❖ Jamias, Juan F. “ **The Philosophy of Development Communication**” in Juan F. Jamias (ed.) Readings in Development Communication. Los Banos: University of the Philippines, 1975.
- ❖ Halloran, James D. “**The International Research Experience**” in Rethinking Development Communication, Edited by Neville Jayaweera and Sarath Amunugama, AMIC, Singapore, 1987.
- ❖ Hanneman, Gerhend J. and william J. Mc Even.’ **Communication and Behavior**’. 1975.
- ❖ Kleinjans, Everett. ‘**Communication and Change in Developing Countries**’. Papers of the East-West Communication Institute, No.12, Honolulu: East-West Center, 1975.
- ❖ Maslog, Crispin C. and Juan F. Jamias, UP Los Banos Journal,’ **A Special Issue on Development Communication**’ VIII Nos. 1&2 January-June 1993 July-December 1993, UPLB Los Banos.
- ❖ Melkote, Srinivas R. ‘**Communication for Development in the Third World : Theory and Practice**’, Sage Publication Inc., 1991.
- ❖ Ongkiko, Ila Virginia C. and Flor, Alexander G. ‘**Introduction to Development Communication**’, Los Banos: SEAMEO SEARCA, 1998
- ❖ Quebral, Nora. “ **Development Communication**” In Juan F. Jamias (ed.), Readings in Development Communication. Los Banos: University of the Philippines.
- ❖ Rogers, Everette M. ‘**Communication and Development: Critical Perspectives**’. Beverly Hills: Sage Publications, 1976
- ❖ Rogers, Everette M. ‘**Diffusion of Innovations**’. Fifth Edition, New York: The Free Press, 2003.
- ❖ Rosario-Braid, Florangel. “ **A User-Oriented Communication Strategy.**” In F. Rosario-Braid (ed.) Communication Strategy for Productivity Improvement. Tokyo: Asian Productivity Organization, 1979.
- ❖ Rostow, W.W. ‘**The Stages of Economic Growth**’: A Non-Communist Manifesto. Cambridge: 1960.
- ❖ Sadanandan, K. ‘**Perspectives on Development Communication**’, 1993
- ❖ Schramm, W. ‘**The Science of Human Communication New Directions and New Findings in Communication Research**’, 1963

- ❖ Schramm, W. and D.Lerner.' **Communication and Change: the Last Ten Years and the Next'**. Honolulu, Hawaii: The University press of Hawaii, East West Center, 1976.
- ❖ Sommerlad, E. Lloyd, '**National Communication Systems: Some Policy Issues and Options'**. Paris, Unesco, 1975. 35p. bibl. (Unesco Reports and papers on mass communication no.74) Amic.
- ❖ Troidahl, '**Communication Study'** , 1968
- ❖ Unesco. Many Voice, One World. Final Report of the International Commission for the '**Study of Communication problems'** (The MacBride Commission) London:Kogan Page, 1980.
- ❖ Vollan and Jim Simmons, '**Development Communication'**'; A Resource Manual for Teaching, AMIC, Singapore, 1985.
- ❖ **JOURNALS**

- AMIC Media Asia, Asian Media Information & Communication Centre, Singapore.
- AIDCOM, The Journal of Development Communication Asian Institute for Development Communication Kaula Lumpur, Malaysia.

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## **VI Semester**

### **6 B 13 BSW Problems of Developing Societies**

#### **OBJECTIVES:**

- ❖ Develop an understanding of the systematic nature of poverty and its magnitude in the Indian society.
- ❖ Develop an interest and a growing consciousness in the study of problems and their inter-relationships.
- ❖ Develop the capacity to analyse problems, identify causes and implications of these problems in relation to heindividual, family and society.

- ❖ Develop the capacity for assessment of existing developmental approaches of Governmental and Non-Governmental organizations and considerations of appropriate strategies.
- ❖ Understand and evaluate the role of legislation in relation to development.
- ❖ Develop sensitivity and objectivity through the study and analysis of facts affecting the problem situation and commitment to work on it.

## **CONTENTS:**

### **Module: I**

Poverty :Concept, Meaning and Definition. An overview of Poverty situation in India.

The Critical Approaches to Concept of Poverty: Absolute Poverty, Relative Poverty, Culture of Poverty and Subjective Poverty. Poverty Line: Concept, Meaning and Definition. Approaches to measurement of Poverty Line. Basic need approach, Minimum Diet approach, Calorie sufficient approach, Arbitrary Income level approach. Recent trends- Augmented Poverty line, Human Development Index (HDI), Human Poverty Index (HPI). Plans and for Approaches of Government Alleviation of poverty.

### **Module II**

Globalization: Concept and Definition. Challenges and implications on poor and marginalized. Sustainable Development: Concept, Definition, Challenges and Means to sustainable intervention.

Unemployment: Concept, Meaning and Definition of Unemployment. General description of Unemployment situation in India. General classification of Unemployment. Theoretical Approaches to Unemployment Disguised Unemployment, Underemployment. Cause of Unemployment, Suggestions for control and removal of unemployment.

### **Module III**

Five Year plan approaches and Programmes for removal of unemployment.

FFW - Food for Work Programme.

NREP - National Rural Employment Programme.

RYSEM - Training of Rural Youth for Self Employment

Recent trends for removal of unemployment. Emergence of Self – Help Groups in India.

Concepts, Definition, Challenges. Its role and impact at local and state level.

### **Module: IV**

Population. General description of population in India.

Concept, Meaning and Definition: Fertility rate, Mortality rate.

Mortality rate in India: Age pattern of mortality, Infant mortality, Mortality trends.

Issues relating to Fertility and Birth rate in India.

Migration: pattern of Migration, its relevance.

India's Population Policies (1977) – Population Policy throughout Five Year Plan.

Family Planning Programme:

Organizational structure, Services, Education, Family Planning Targets.

Approaches to Family Planning Programme Implementation.

Methods of Family Planning. Current trends on Family Welfare.

### **Module: V**

Education: General description of situation of education in India  
Problems of Education Primary and Secondary level of Education.  
Problems relating to University Education, National Policy on Education (1986), new trends.

Housing: Concept, Meaning and Definition of Housing. Housing situation in India. Magnitude of Housing shortage; an over view.  
Issue relating to Housing shortage; causes of Housing shortage, Social effects of bad Housing Remedies.

### **REFERENCES:•**

- ❖ Ahuja, Ram (1999), '**Social Problems in India, New Delhi**', Rawat Publication, II Edition.
- ❖ Ashoka, Mitra (1978), '**India's Population; Aspects of Quality and Control**', Vol-II, New Delhi, Abhinav Publications.
- ❖ Agarwala, S.N. (1974), '**India's Population Problem**', New Delhi, Tata Mc.Graw Hill Publishing Company Ltd.

- ❖ Barreto, D. (1977), **“The Indian Situation”, Bangalore, C.S.A. Publication.**
- ❖ Chahar, S.S. (Ed.) (2005) **‘Governance of Grassroots Level in India’,**  
New Delhi : Kanishka Publishers
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Developing World’** London : Earthsca
  
- ❖ Haldipur, R.N. Paramahamsa V R K (Eds.) (1970) **‘Local Government  
Institutions in India’,** Hyderabad : National Institute of Community  
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Decentralization & Planning’,** Jaipur : Rawat Publications
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- ❖ Frizz, C.D. (1968), **Disaster”,** Sills D.(Ed) International Encyclopedia of  
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- ❖ Gangrade, K.D. (1971), **‘Community Organization in India’,** Bombay;  
Popular Prakashan
  
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Publications
  
- ❖ Harper, E.B. and Dunham, A. (1959), **‘Community Organization in  
Action’,** New York, Association Press
  
- ❖ Handerson, Paul and Thomas, David N.(Ed) (1981) : Readings in  
Community Work’, London, George Allen and Unwin Ltd.
  
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New York, Association Press
- ❖ Lurie, Harry L. (1958), **‘The Community Organization Method in Social  
Work Practice’** (Social Work Curriculum Study Vol. IV) U.S.A., Council  
of Social Work Education.



**VI SEMESTER 6B 14 BSW**  
**Weaker Sections of Indian Society**

**OBJECTIVES:**

- ❖ Understand historical process contributing to the low status of weaker sections in contemporary society.
- ❖ Develop ability to analyse the Social, Economical and Political situation of Weaker Sections.
- ❖ Develop knowledge and ability to assess the Governmental and Non-Governmental strategies used for the development of Weaker Sections.
- ❖ Develop sensitivity to the problems of Social inequality, injustice and commitment to work for the development of Weaker Sections.

**CONTENTS:**

Module: I

1. Meaning, Definition and Classification of Weaker Sections.
2. Historical process that has contributed to the low status of Weaker Sections.
3. Socio-Economic situation of Weaker Sections in India.
  4. Backward Class Commission and its task.
  5. Caste System in India. • Position of Various castes.
    - Merits and Demerits of Caste System.
    - Causes for Disintegration of Caste System.

Module: II

6. Definition and Problem of Scheduled Castes.
  7. Impact of Education of Scheduled Castes.
  8. Non-Governmental strategies used for Development of Scheduled Castes and to mitigate the problems of Untouchability.
  9. Constitutional provisions for S.C., S.T.
  10. Reservation Policy.
  11. Welfare Programmes by the Government for S.C. and S.T.

Module:III

12. Definition and Problems of Scheduled Tribe.
13. Tribal Economy.
14. Position of women among the S.T.
15. Non-Governmental strategies used for the Development of Scheduled Tribe.
16. Case Study • Adiyas Paniyars.

Module: IV

17. Minimum Needs Programme.
18. Bonded labour:
  - Problems, types of bonded labour, welfare measures by the Government.
19. Agricultural labourers: Socio-Economic status, Problems.
20. Unorganized labour: Socio-Economic status, Problems.
21. Functions of Social Worker in the field of Legal Aid.

Module: V

22. Women – Status of Indian Woman – then and now.
23. Analysis of the conditions of Indian Women from the Socio-Economic and Political points of view.
24. Non-Governmental Strategies used for the Development of Women.
25. Government Welfare Programme for Women.
26. Differently abled – a. Non-Governmental strategies used for the welfare of physically disabled  
b. Government Welfare Programme.

27. Role of Social Worker in the Welfare of Weaker Sections.

Syllabus 3

## **REFERENCES:**

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- ❖ Sachdeva, D.R. (1997) : '**Social Welfare Administration in India**', Allahabad, Kitab Mahal
- ❖ Kananaika, Jose (1985) : '**Seventh Plan and Development of Weaker Section**', New Delhi, Indian Social Institute
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- ❖ Kamble M.D. (1986) : '**Deprived Castes and Their Struggle for Equality**', New Delhi, Mittal Publications.
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- ❖ Nair Krishnan, J. (1975) : '**Social Work Education and Development of Weaker Sections**', ASSWS.
- ❖ Satyanarayana, Parvathamma C. : '**New Horizons and Scheduled Castes**', New Delhi, Ashish & Publishing House, 1984.
- ❖ Government of Karnataka (1986) : '**Report of the Backward Class Commission**', Bangalore.
- ❖ Malik, Suneila (1979) : '**Social Integration of Scheduled Caste**', New Delhi, Abhinav Publication.

## **JOURNALS:**

Asian Women Worker's Newsletter.

- He Fourth World – Journal of the Marginalized People.
- NISWASS.
- Manushi.
- Vikasini – The Journal of Women's Empowerment.
- Social Welfare.
  - Issues & Concerns.