

B.A. GANDHIAN SOCIAL WORK

SYLLABUS

(with effect from June 2015)



DEPARTMENT OF GANDHIAN THOUGHT AND PEACE SCIENCE

The Gandhigram Rural Institute – Deemed University

Gandhigram – 624 302 Tamil Nadu

DEPARTMENT OF GANDHIAN THOUGHT AND PEACE SCIENCE

B.A. GANDHIAN SOCIAL WORK

THE GANDHIGRAM RURAL INSTITUTE-DEEMED UNIVERSITY

GANDHIGRAM - 624 302

DEPARTMENT OF GANDHIAN THOUGHT AND PEACE SCIENCE

**B.A. GANDHIAN SOCIAL WORK (GSW)
COURSE PROFILE AND SCHEME OF EXAMINATIONS
First Semester**

	Course Code No.	Title of the Courses	No. of Credits	Hours	Marks		Total
					CFA	ESE	
L-I	15TAMU0101	Tamil	3	3	40	60	100
	15HIDU0101	Hindi					
	15MALU0101	Malayalam					
	15FREU0101	French					
L-II	15ENGU01X1	English	3	3	40	60	100
BL	15CHIU0001	Core Hindi	2	2	20	30	50
	15CTAU0001	Core Tamil					
FC	15GTPU0001	Gandhi's Life, Thought and Work	2	2	20	30	50
	15EXNU0001	Extension Education	2	2	20	30	50
CC	15GSWU0101	Introduction to Social Work	4	4	40	60	100
	15GSWU0102	Gandhian Concept and Approach to Social Work	4	4	40	60	100
	15GSWU0103	Voluntary Organizations and Social Work Practice	3	3	40	60	100
CNCC	15GSWU01F1	Field Visit	-	4	50	-	50
		Total	23	27			

Second Semester

L-I	15TAMU0202	Tamil	3	3	40	60	100
	15HIDU0202	Hindi					
	15MALU0202	Malayalam					
	15FREU0202	French					
L-II	15ENGU02X2	English	3	3	40	60	100
BL	15CHIU0002	Core Hindi	2	3	20	30	50
	15CTAU0002	Core Tamil					
FC	15NSSU0001	NSS	1	1	50	-	50
	15SHSU0001	Shanti Sena					
	15FATU0001	Fine Arts					
	15SPOU0001	Sports					
	15YOGU0001	Yoga	1	1	50	-	50
	15EVSU0001	Environmental Studies	3+1	3+2	40	60	100

CC	15GSWU0204	Fields and Methods of Social Work	2	2	20	30	50
	15GSWU0205	Social Mapping and Resource Mapping- Theory and Practice	4	4	40	60	100
AC	15HSCU02B1	Child and Youth Development	3	3	40	60	100
CNCC	15GSWU02F2	Field Visit	-	2	50		50
		Total	23	27			

Third Semester

L-I	15TAMU0303	Tamil					
	15HIDU0303	Hindi					
	15MALU0303	Malayalam	3	3	40	60	100
	15FREU0303	French					
L-II	15ENGU03X3	English	3	3	40	60	100
CC	15GSWU0306	Employment Planning and Training	3	3	40	60	100
	15GSWU0307	Village Swaraj and Sustainable Development	4	4	40	60	100
AC	15CWSU01B1	Gender and Social Institutions	3	3	40	60	100
NME		Non Major Electives	3	3	40	60	100
SS	15ENGU00C1	Communication and Soft Skills	2	2	20	30	50
VPP	15EXNU03V1	Village Placement Programme	2		50	-	50
CNCC	15GSWU03F3	Field Work	-	2	50	-	50
		Total	23	23			

Fourth Semester

AC	15APRU0001	Elements of Research Methods	3	3	40	60	100
	15GSWU0408	Common Property Resource Management : A Gandhian Perspective	3	3	40	60	100
CC	15GSWU0409	Panchayati Raj Institutions and Community Development	4	4	40	60	100
	15GSWU0410	Rehabilitation of Disabled	3	3	40	60	100
	15CSAU04C1	Computer Fundamentals and Office Automation	4	4	40	60	100
Electives	15GSWU04EX	Major Electives	3	3	40	60	100
CNCC	15GSWU04F4	Field Work	-	2	50	-	50
		Total	20	22			

Fifth Semester

CC	15GSWU0511	Basic Counseling Skills	4	4	40	60	100
	15GSWU0512	Essential Services for Rural Development	4	4	40	60	100
	15GSWU0513	Social Welfare Administration and Social Justice	4	4	40	60	100
Electives	15GSWU05EX	Major Electives	3	3	40	60	100
NME		Non Major Elective	3	3	40	60	100
SBE	15GSWU05ES	Skill Based Elective	2	2	20	30	50
CNCC	15GSWU05F5	Field Work	-	2	50	-	50
		Total	20	22			

Sixth Semester

CC	15GSWU0614	Training for Grass Root Level Personnel	4	4	40	60	100
	15GSWU0615	Analytical Study on Social Problems	4	4	40	60	100
	15GSWU0616	Disaster Management and Crisis Intervention	4	4	40	60	100
	15GSWU0617	Project Work	4	4	40	40+20	100
MC	15GSWU06MX	Modular Course	2	2	50	-	50
	15GSWU06MY	Modular Course	2	2	50	-	50
CNCC	15GSWU06F6	Field Work	-	2	50	-	50
Total			20	22			

LI&II- Languages, CH-Core Hindi, C – Core, A – Allied, F – Foundation, E – Major Elective, N – Non Major Elective, CS – Computer Skill, SS - Soft Skill, SBE – Skill Based Elective, M – Modular, CNCC – Compulsory non-Credit Courses. Semester-wise credits: 23+ 23+ 23 +20+ 20 + 20 – Total: 129. Semester-wise Marks: 650+700+700+600+550+500 - Total: 3700. For Project: 100 (40 External + 40Internal and 20 Viva voce)

Major Electives 15GSWU05EX

Course code	Title of the Course	No.of Credits	Hours	Marks		
				CFA	ESE	Total
15GSWU04EX	Gandhian Perspectives of Women'S Development	3	3	40	60	100
15GSWU05EY	Care for Elderly	3	3	40	60	100

Skill Based Electives

(SBE Courses offered by the Department during Odd semester)

Course code	Title of the Course	No.of Credits	Hours	Marks		
				CFA	ESE	Total
15GSWU05ES	Entrepreneurship Development	2	2	20	30	50

Modular Course

(Modular Courses offered by the Department during VI semester)

Course code	Title of the Course	No.of Credits	Hours	Marks		
				CFA	ESE	Total
15GSWU06M1	Societal Power for Conflict Resolution	2	2	50	-	50
15GSWU06M2	Life Skills for Social workers	2	2	50	-	50
15GSWU06M3	Bio village and self Reliance	2	2	50		50

First Semester

15GTPU0001 GANDHI'S LIFE, THOUGHT AND WORK (F)

Credits: 2

Objectives

1. To enable students to understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.
2. To develop character and attitude to follow Gandhian values and responsibilities in their personal and social life.

Specific Objectives of Learning:

This will make the students:

- To understand the life of Gandhiji in-depth.
- To get introduced to the relevant Gandhian philosophies.
- To apply the Gandhian concepts in the relevant context.
- To envision the Gandhian socio-economic, political and cultural ideas.
- To get educated on Gandhian lines in a multi-dimensional way.

Unit 1: Life of Gandhi in brief: Early life in India – London Phase – South African Adventure - Struggle for total freedom in India – Martyrdom

Unit II: Concepts of Gandhi's Philosophy, Truth and Nonviolence, Ends and Means, Right and Duties, Simply Living and High Thinking

Unit III: Gandhi's concepts and their applications: Sarvodaya, Satyagraha, Santhi Sena Constructive Work

Unit IV: Gandhian Vision of Society: Self and society-Communal harmony, removal of untouchability and Equality of sexes – Policies: Decentralization of power, Gram Swaraj (Panchayatui Raj) and good governance- Economics of Swadeshi, Trusteeship, Bread Labour and Self-employment.

Unit V: Gandhian Dimension of Education: Basic Education, Adult Education, Pluralism-Multilingualism, Religions and interfaith relations- Health; Diet, Nature Cure, Education on Health, Sanitation and Hygiene.

References:

- M.K. Gandhi: (1983), An Autography of the Story of My Experiments with Truth, Navajivan Publishing House, Ahmedabad.
- M.K. Gandhi: (1951), Satyagraha in South Africa: Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (1983), Construtive Programme” Its Meaning and Place. Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (1948) Key to Health, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (1949), Diet and Diet Reforms, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: Basic Education, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (2004), Village Industries, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (1962), Hindi Swaraj, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (2004), Trusteeship Dreams, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: (2001), India of my Dreams, Navajivan Publishing House, Ahamadabad.
- M.K. Gandhi: Self Restraint Vs. Self Indulgence, Navajivan Publishing House, Ahamadabad.
- Arunachalam:Gandhi: (1985), The Peace Maker,Gandhi Samarak Nidhi, Madurai
- R.R. Prabhu & UR Rao. The Mind of Mahatma Gandhi, Navajivan Publishing House.

15GSWU0101 INTRODUCTION TO SOCIAL WORK

Credits: 4

Objectives

To enable the students to understand the basic concept and meaning of Social work.

To expose the students on methods and fields of Social Work and to motivate them to become social worker.

Specific Objectives of Learning:

- To study the definition and characteristics of Social Work in depth.
- To get introduced to Social Work on Gandhian lines and professional ethics.
- To acquire specialization in the methods of Social Work.
- To gain knowledge in the fields of Social Work.
- To draw inspiration from the life of doyen Social Workers.

Unit I : Social work: Definition of Social work, Characteristics of Social work, Development of Social work in India, Principles of Social work, Social Welfare, Social Services.

Unit II: Social Work as a Profession -Philosophy of Social Work. Professional ethics in Social work – Gandhian perspectives of Social Work- Philosophy behind the Gandhian Social work.

Unit III: Methods of Social Work: Direct methods – Social Case Work – Social Group Work – Community Organization – Indirect Methods: Social Action – Social Work research – Social welfare administration.

Unit IV: Fields of Social Work- Importance of field work for Social Work- Fields of Social Work Family and child welfare, Medical Social Work, Correctional Social Work, Labour welfare, Community development [Urban and rural] settings.

Unit V: Case study of modern social workers: Medha Patkar, (Narmadha Project) Dr. T.S. Soundaram (Women and Child Welfare), Dr. G. Ramachandran (Educational and Rural Development) Krishnammal Jeganathan (Landless Workers) and P.V.Rajagopal (Tribal Welfare).

References:

- Friedlander W.A (1977) **Introduction to Social Welfare**, Prentice hall, New Delhi.
- Heimeath, C.H , (1964)**Indian Nationalism and Hindu Social Reform**, Oxford University Press, Bombay.
- Hazunden A.M (1964) **Social Welfare in India**, Asia Publishing House, Bombay,
- Compton Beulah, R.(1980) **Introduction to Social welfare and Social Work**, The Dosery Press, Illionis,
- Gore, M.S. (1965) **Social Work Education**, Asia Publishing House, Bombay,
- Chowdry, P.(1989) **Introduction to Social Work**, Athmaram & Sons, New Delhi,
- Das Gupta, S.(1992) **Towards a Philosophy of Social Work in India**, Popular, New Delhi.

15GSWU0102 GANDHIAN CONCEPT AND APPROACH TO SOCIAL WORK

Credits: 4

Objectives:

To gain knowledge on conceptual framework of Social work on Gandhian Perspective.

To create cadres to do social work with Gandhian values and ethics.

Specific Objectives of Learning:

- To study the history of Social Work from tradition to modernity in India
- To make them understand the scope and objectives of Social Work and the relevance of Gandhian Constructive Programmes.
- To understand the Gandhian concept and approach to Social Work and rural reconstruction.
- To teach the Gandhian approach to Community Development.
- To study the contribution of Gandhian movements in depth.

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| Unit I | Social work tradition in India, Social and Religious institutions as agencies of Social work, Emergence of reformers, Rationalistic and Humanistic approaches to social problems, Emergence of professional social work in India. |
| Unit II | Motivation for social work, Realisation of truth and non-violence, Ethical Religion Scope and objectives of social work, Passivism in social work, Gandhian emphasis on resistance to evil, Reconstruction of society and Constructive programmes. |
| Unit III | Gandhian concept and approach to social work and rural reconstruction- Gandhian values and social service-contribution of Gandhiji for social Change- Gandhiji as a Social worker. |
| Unit IV | Gandhian approach to Community development, Harijan-welfare, Labour welfare, Adivasi welfare, Women's welfare, Child and Youth welfare. |

Unit V Gandhian movements with special References to Bhoodan, Gramdan, Ekta Parishad, CHIPKO Movement and LAFTI.

References:

- Friedlander, W.A. (1977): Introduction of Social welfare, Prentice-hall, New Delhi.
- Heimeath C.H (1964) Indian Nationalism and Hindu Social Reform, Oxford University Press, Bombay, Hazunden A.M. : Social welfare in India, Asia Publishing House, Bombay.
- Prabhu Badrinath : Hindu Social Organization (Bombay Popular)
- Sama D.S: Hinduism through the ages, Bharatiya Vidya Bhavan, Bombay.
- Natarajan .S. Century of Social Reforms, Asia Publishing House, Bombay.
- Gandhi M.K. (1979): Social Service, Work and Reform (3 Vols) Navajivan Publishing House, Ahmedabad.
- Kumarappa. J. C. (1951): Gandhian Economic Thought, Vora & Co., Bombay,
- Misra. R. M. (1972): Bhoodan Movement in India, S. Chand & Co., Delhi.
- Dasgupta. S. (1967) (ed.): Towards a philosophy of Social Work in India, Popular Books Service, New Delhi.
- Palkhiwala. N. (1986): Relevance of Gandhi, Gandhi Peace Foundation, New Delhi.

15GSWU0103 VOLUNTARY ORGANIZATION AND SOCIAL WORK PRACTICE

Credit: 3

Objectives:

To know the concept and history of the voluntary organizations.

To expose the students on the voluntary actions for community development.

Specific Objectives of Learning:

- To bringout the concept of voluntary action and NGO
- To understand history and development of voluntarism and Gandhian constructive Programme.
- To cquire knowledge on organisaion Management of NGO
- To expose on Maintancece of records project unplamentaion.
- Make a specialized study on NGO by case analysis.

- Unit. I Conceptual framework: Voluntary action (individual and collective) – voluntary organizations – Non-Governmental organizations – Management of organizations – Changing concepts of voluntary action and organizations – NGOs as Societal Transformers
- Unit. II History of Development – Voluntary action and development of social work as profession – Gandhian constructive programme – Launching of community development programme – Professionalization in development related organizations – Incorporating changing realities into the professional domain of social work
- Unit. III Organizational Structure and Functioning of NGOs – Emerging trends – Functions and goals – organizational structure and byelaws – Methods and procedures involved in creating a public charitable trust and registering a society – Organizational leadership: nature and types – Process of formation of organizations – approaches and methodologies of work –partnership with government and people as stakeholders.

- Unit. IV Management: Resources mobilization and organizational behaviour, funding agencies: types and patterns of funding –project selection, project formulation and project implementation – management of programmes, personnel, resources, and office – budgeting, auditing, maintenance of records, organization of meetings – reporting and documentation
- Unit. V Case analysis of any organization – problems of organizations – voluntary action, organizations – role of a professional social worker in voluntary action and organization – visiting a model NGO and studying the management/ organizational framework for social work – Dialogue with successful NGO chief functionaries

References:

- Chowdhary D.P(1991) Profile of voluntary action in social welfare and development, New Delhi Siddhartha Press.
- Drucker, Peter, (1993) Managing the Non Profit Organisation, Delhi, Macmillan,
- Choudhary D.P., Voluntary Social Welfare in India, Sterling Publishers (P) Ltd.
- Gerldin M. (1967), The Voluntary Workers in Social Services, The Bedord Square Press of the NCS, George Allen & Won win.
- Choudhary, D. Paul, Voluntry efforts in social welfare and development, Siddhartha Publishers, New Delhi.
- Frenda M., (1985) Voluntary Association and Local Development, Young India Foundation, New Delhi.
- Lilith, N.V (1984), Voluntary Work in India, A Study of Volunteers in Welfare Agencies, New Delhi.
- Gangrade, K.D (1988) Social Work and Social Development, New Delhi, Northern Book Centre.
- PRIA, (1991) NGOs in India: A Critical Study, New Delhi, PRIA,
- PRIA, (1989) NGO – Government Relations, New Delhi, PRIA,
- Raiman Eva Schindler and Lippit, Ronald, (1977) The Volunteer Community, University Associates inc., California,
- Sharma, R.A (2000), Organisational Theory and Behaviour, Tata McGraw Hill Publishing Company Ltd., New Delhi.

15GSWU01F1 FIELD VISIT

SECOND SEMESTER

5SHSU0001 SHANTI SENA

15SHSU0001 FOUNDATION COURSE IN SHANTI SENA

Evaluation: Internal (Course Teacher)

Credit: One

Max Marks.50

Objectives:

To introduce the Concept of Shanti Sena (Peace Brigades) to the students

To give exposure and training to students in the skills needed for Shanti Sena

Specific Objectives of Learning:

This will enable the students to comprehend the concept of Shanti Sena and alternative defence in their social life

This will shape them to be peace makers in the context of growing violent conflicts.

Unit I : Shanti Sena: Meaning and conceptual frame work – historical development.

Unit II: Shanti Sena in India and abroad: Contributions of Mahatma Gandhiji, Khan Abdul Ghaffar Khan, Vinoba Bhave and Jeyaprakash Narayan.

Unit III: Organisation and functions of Shanti Sena: Shanti Kendras, All India Shanti Sena Mandal; Peaceful resolution of conflicts, Peace Making, Alternative to Defense and Violence.

Unit IV: Experiments in Modern times: World Peace Brigade, Peace Brigade International, U.N. Peace Keeping Force, Truth and Reconciliation Commission and Experiments of Gandhigram Rural Institute.

Unit V: Skills and Training for Shanti Sena: Skills of First Aid and Skills for disaster management, Peace Making Skills (Conflict Resolution and Counseling) and Transforming oneself into a Shanti Sainik.

References

Vinoba Bhave (1961), Shanti Sena, Akhil Bharat Sarva Seva Sangh Prakashan, Varanasi.

K.Arunachalam (1985), Gandhi - The Peace Maker, Gandhi Smarak Nidhi, Madurai.

Suresh Ram, Vinoba and his Mission, Sarva Seva Sangh Prakashan, Varanasi.

Narayana Desai, (1972), Towards Non-Violent Revolution, Sarva Seva Sangh Prakashan, Varanasi.

Naraya Desai, (1963), A Hand Book for Shanti Sainiks, Sarva Seva Sangh Prakashan, Varanasi.

Naraya Desai, (1962), Shanti Sena in India, Sarva Seva Sangh Prakashan, Varanasi.

Dr.N.Radhakrishnan, (1989), Gandhi and Youth: The Shanti Sena of GRI, Gandhigram Rural Institute, Gandhigram.

Dr.N.Radhakrishnan, (1997), Gandhian Nonviolence: A Trainer's Manual, Gandhi Smiriti and Darshan Samiti, New Delhi.

15GSWU0204 FIELDS AND METHODS OF SOCIAL WORK

Credit: 2

Objectives:

To enable the student to know about Fields and methods of Social work.

To gain knowledge on methods of Social work for doing community welfare work.

Specific Objectives of Learning:

- To gain basic knowledge about field work
- To understand the methods of different field work
- To Study different methods of social work
- To understand indirect method of social work and role of social worker
- To get acquainted with Gandhian Concept of Social work and Constructive Programme.

Unit: I. Field work (meaning and objective): Relevance of field work in Social work – problems related to field work.

Unit: II. Different fields of Social work: Need and its importance of field work. Role of Social worker in the field of Social work. Child welfare, women welfare, community welfare, medical and psychiatric Social work.

Unit: III. Direct methods of Social work: Case work, group work – community organization – definition, objectives principles and basic concepts. Role of Social worker in each method.

Unit: IV. Indirect methods of Social work: Social work administration, Social Action, and Social work. Research – Basic concepts characteristic need and importance of each method. Role of Social worker in each method.

Unit: V. Gandhian Concept of Social work: Constructive Programme and Community welfare – Role of Gandhian institution in the field of Social work – visit to any Gandhian institution of NGO and make a case study.

Reference:

- Bandopadhyaya J., (1959), Social and Political Thought of Gandhi, Bombay, Allied Publishers.
- Chakravarty M., (1995), The Gandhian Philosophy of Man, Harper, New Delhi.
- Dasgupta S., (Ed.), (1967), Towards a Philosophy of Social Work in India, Popular Book Service, New Delhi.
- Gandhi M.K., (1976). Social Service, Social Work and Reform (Vol.3, Navajivan Publishing House, Ahmedabad.
- Diwadi, Surendra Nath, (1995). Thoughts on Gandhi and Social Change, Gandhi Smriti and Gandhi Darshan Society, New Delhi.
- Ganguli B.N., (1972), Gandhi's Vision of Ideal Society, Andhra Mahila Sabha, Hyderabad.

15GSWU0205 SOCIAL MAPPING AND RESOURCE MAPPING - THEORY AND PRACTICE

Credit: 4

Objectives:

To enable the student to realize the need, importance and role of mapping techniques in the process of rural reconstruction and social work.

To acquire the relevant knowledge and skills in different mapping techniques to facilitate the community in their participatory action plan for change and development.

Specific Objectives of Learning:

- Explain the basic concept of conventional methods and Research.
- Defining the concept of Participatory Rural Appraisal
- To make the students to understand the different Mapping Modelling.
- To get the students exposed to the practical application of mapping.
- To acquire an indepth knowledge in Participatory Diagramming.

Unit.I: Conventional Methods and tools of Research: Their features, merits and demerits-rural development tourism.

Unit.II: Participatory –Learning and Action Definition. Features, principles, Attitude Favoring, participatory learning and Action, types of PRA.

Unit.III: Mapping and Modeling: Mapping of Participatory Mapping and Modeling – Types of maps: Transact Map, social Mapping, resource mapping Exercise-1 identify and prepare a model for any chosen problem.

Unit.IV: Practical: Application of mapping (Thematic Map), physical resource, identify community based organizations (CBOs)-time line-transact map-tree References ranking Exercise-to identify poor families and prepare a micro level model.

Unit.V: Participatory diagramming: application of diagramming – seasonal calendar, Venn diagram –pie diagram –flow diagram.

Suggested guidelines for practical:

- 1) Service villages of GRI may be used as a platform for social mapping and resource mapping for giving practical to the student.
- 2) The services of NGOs specialized in social mapping and resource mapping may be used for imparting practical to young professionals.

References:

Amitava Mukherjee, (1995). Participating Rural Appraisal Methods and Application in Rural Planning, Vikas Publishing House, New Delhi.

Narayanasamy, N. Dwaraki B.R. Boraian, M.P. Ramesh. R. (2000). Analysing Community Problems: Tentacles of participatory Methodology, Himalaya Publishing House, Bombay.

Robert Chamber, (1992). Rural Development: Putting the last first, Longman, London.

Somesh kumar, (2002). Methods for community participation, Sage publication, New Delhi.

Sophic Laws, Caroline Harpar and Rachell Maraws, (2003). Research for Development, Sage Publications, New Delhi.

15GSWU02F2 FIELD VISIT

THIRD SEMESTER

15GSWU0306 EMPLOYMENT PLANNING AND TRAINING

Credit: 3

Objectives

To enable the students to realize the place of employment planning and training within the larger context of poverty in its multifarious dimensions.

To orient the students about the different concepts and methods in the realm of manpower planning and training.

Specific Objectives of Learning:

- To teach the students the concept, characteristics, causes and effects of Rural employment, unemployment and under employment.
- To make the students acquire knowledge on the Human Poverty Index(HPI) and poverty alleviation programmes.
- To make an indepth study on Manpower Planning and its requirements.
- To expose the students on various pioneering Rural Development Training Institutions.
- To acquire practical knowledge through visiting various Employment Generating Institutions.

Unit.I Meaning of employment, unemployment and under employment – problems of unemployment and under employment – Characteristics, Causes and effects of Rural unemployment – Visualization of holistic solutions – Opportunities for employment avenues

- Unit.II Concept and meaning of Poverty – Uneven distribution of source of production, distribution and consumption – Human Poverty Index (HPI) – Poverty alleviation and income generation programmes – Planning for employment generation for the primary, secondary and tertiary sectors
- Unit.III Manpower planning: Concept, Definition – problems and limitations – Assessment and forecasting of manpower needs – manpower requirements – methods and steps in manpower planning
- Unit.IV Training for manpower: Concept, meaning and methods of training – Role of NIRD and SIRD – Selection process in manpower training. Local recruitment: Preparing candidates for applying and for interview – Development of managerial skills – Formula and techniques of training – Evaluation of the result of training in field practice
- Unit.V Practical: Case analysis based on the visit to select organizations involved in manpower training – District employment exchanges

Reference:

- Gupta.K.R, (2003), Rural Development in India Atlantic Publishing & distributors, Delhi.
- Kataar Sinh, (1986), Rural Development Principles, policies and Management, New Delhi.
- Madam G.R., (1990), India's Developing Villages, Allied Publishers Ltd., Madras.
- Rustom S. Davar, 1983. Personnel Management and Industrial Relations, Vikas Publishing house Pvt. Ltd., Delhi.
- Satya Sundaram.I, (2002), Rural Development, Himalaya Publishing House– Delhi.
- Sundaram K.P. and Rudar Dutt, Indian Economy Allied Publishers New Delhi.

15GSWU0307 VILLAGE SWARAJ AND SUSTAINABLE DEVELOPMENT

Credit: 4

Objectives:

To enable the students to understand the necessity of the Gandhian concept of Village Swaraj and its need.

To enable the students to realise the practical implications, limitations and opportunities for realizing the Village Swaraj through Sustainable Development.

Specific Objectives of Learning:

- To educate the students on the Gandhian concept and vision of Village Swaraj
- To give indepth knowledge on the New Panchayati Raj System
- To teach them the various approaches to Sustainable Development
- To understand the role of Gandhian Constructive Workers in Sustainable Development
- To orient the students towards gaining knowledge on the the role of Gandhian Constructive Workers and Institutions

Unit.I	Gandhian Vision of Village Swaraj – Concept of Village Swaraj– Village Swaraj as defined by Gandhiji - Need for Village Swaraj in the Indian Society – Basic Principles and importance of Village Swaraj.
Unit.II	Emergence of the New Panchayatai Raj System -- 73 rd & 74 th Amendment Acts and Village Swaraj – People’s Power – Role of Agriculture and Cattle Welfare – Khadi and Village Industries – Rural Transportation – Environmental Sanitation in the villages –Health and Hygiene in the villages
Unit.III	Various approaches to Sustainable Development – Ecologist’s Approach – Sociologist’s Approach – Economist’s Approach – Political Scientist’s Approach – Common Man’s Approach – Energy Economists’ Approach- Gandhian Approach to Sustainable Development.
Unit. IV	Role of Gandhian Constructive Workers – Role of Gandhian Institutions and Government Organizations in achieving Village Swaraj and Sustainable Development – Concept, Meaning and Objectives of Sustainable Development – Areas of Sustainable Development

Unit. V Self Study – Gandhian Vision of Village Swaraj and Sustainable Development – Retribution and Reality - Visit to Institutions working for Sustainable Development – Interaction/Dialogue with Gandhian Constructive Workers working towards Sustainable Development.

Reference:

- Dalal Clayton, D.D.Bari, Bass, Stephen (2002), *Sustainable Development Strategies: A Resource Book, Vol .I*, UNDP Earth Scan, New York.
- Gandhi M.K. (1962). **Village Swaraj**, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K. (1960). **Village Industries**, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K. (1939). **Hind Swaraj or Indian Home Rule**, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (1960). **Trusteeship**, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (1945). **Constructive Programme – Its Meaning and Place**, Navajivan Publishing House, Ahmedabad.
- Ganguli B.N., (1972). **Gandhi's Vision of Ideal Society**, Andhra Mahila Sabha, Hyderabad
- Patil V.T(ed)., (1983). **Studies on Gandhi**, Sterling Publishers Pvt. Ltd., New Delhi.
- Strange, Tracey & Bailey, Anne, (2008), *Sustainable Development – Linking Economy, Society, Environment*, Sterling Publishers, New York.
- Subramanian,R., (1986). **Integrated Rural Development**, Gandhigram Rural Institute, Gandhigram.
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NON MAJOR ELECTIVES

15EXNU03V1 VILLAGE PLACEMENT PROGRAMME

15GSWU03F3 FIELD WORK

FOURTH SEMESTER

15GSWU0408 COMMON PROPERTY RESOURCE MANAGEMENT: A GANDHIAN PERSPECTIVE

Credit: 3

Objectives:

To enable the student to understand and appreciate the need and importance of sharing and maintenance of village common property resources in judicious and equitable manner.

To acquire the ability to conserve the available resources effectively.

Specific Objectives of Learning:

- To make students understand about the common property resources.
- To learn the concept of watershed and watershed development programmes.
- To teach the students land use pattern
- To make the students to specialize in the types of forest resources
- To acquire an indepth knowledge on the management of Common Property Resources.

Unit. I Meaning, Nature and scope of common property Resources (CPR) and significance of common property resource-concept and types of resources- Natural resources – importance of Natural resources objectives of resource management.

Unit. II Water Resources: Water as a Resource-importance and necessity of water-water policy-concept of watershed, types of watersheds-watershed development programmes funded by government and other funding agency-Role of community in treating all water resource as common property

Unit. III Land and Livelihood: Land use pattern in India Tamil Nadu-Land ownership pattern-and reforms acts –Bhoodan movement – CHIPKO Movement- LAFTI- Role and responsibility of EKTAPARISHAD for promoting Land and livelihood of the poor.

- Unit. IV Concept of forest resource types of forest-economic and ecological importance of forest resources-livelihood of Tribal community problems-environmental movement for preserving eco system and natural resources-green peace movement-Eco watch world wide fund for (USA) nature-MSSRF.
- Unit. V Management of common property Resources: Case study of any two adopted village community one village which has water, land and minerals maintaining and controlling by village community and another one which has entirely maintain and control by the tribal community on forest resources

References:

- Jodha, K., (1992), Rural common property Resources: A growing crisis, London: Inter Institute for environment and Development.
- Katar Singh, (1994), Managing common property resources-principles and case: Oxford University Press New Delhi.
- Arthar Strahler.N., 1990), Introduction to Physical geography, Colombo University, Columbus.
- G. R. Mishra and B. K.Bajpa., (2001), Community participation in natural resource Management Rawat Publications, Jaipur,.
- Dhingra.I.C.,(1988), The Indian Economy-Resource Planning development and problems, Sultan Chand & Sons, New Delhi.

15GSWU0409 PANCHAYATI RAJ INSTITUTIONS AND COMMUNITY DEVELOPMENT

Credit: 4

Objectives:

To enable the students to understand the Gandhian concept of Panchayati Raj and its relevance in the present day context.

To guide the students to realise the practical aspects of Panchayati Raj for the promotion of Community Development.

Specific Objectives of Learning:

- To make them learn the holistic concept of Community Development
- To study in depth the history of the Panchayat Raj System in India
- To make them understand the Three Tier System of PRIs
- To acquire specialization on Local Self Governance, Participatory planning and the Gandhian concept of Village Swaraj
- To gain first hand knowledge on PRIs through Field visits.

Unit. 1: Inception and Introduction of Community Development Programme in India
Objectives of Community Development - Kinds of Community Development - Methods of Community Development Programme - Community Development Planning - Community Development Projects - Community Development Programmes - Community Development Schemes.

Unit. 2: Panchayati Raj Institutions in India – A historical study of PRIs before Indian Independence - Various Committees on PRIs in after Independence - Historic emergence of the New Panchayatiraj System - Salient Features of 73 and 74th Constitutional Amendment Act .

Unit. 3: Administrative set up of PRIs at various level – The Three Tier System -- Powers and Functions of Village Panchayats , Block and District Panchayats - Role of Gram Sabha- Financial Functions of PRI at various levels.

Unit. 4: Concept of Local Self Governance - Planning at Grassroots Level- Democratic Decentralization -Meaning, kinds and its methods - Decentralized Planning - People's Participation - Participatory Planning – Local Bodies as effective Centres of Rural development – Gandhian Concept of Village Swaraj – Two models of Rural Development : At the National Level and at the Local Level.

Unit. 5: A Field Visit to PRIs, Block Panchayat and Village Panchayat - Meeting the DRDA Officials and non officials – Visiting the implemented rural development programmes by government through PRIs.

References:

- Adisesiah M., Mukherjee P.S., Hegde R, Dasgupta A, & Fernandez G., (1994), *Decentralized Planning and Panchayati Raj*, Institute of Social Sciences, New Delhi.
- Choudhury R.D., & Jain S.P., Eds, (2001), *Emerging Patterns of Decentralised Rural Institutions, Vol. I & II*, NIRD, Hyderabad.
- Gandhi, M.K., (1963), *Village Swaraj*, Navajeevan Publishing House, Ahmedabad.
- Jain S.C. (1958), *Community Development and Panchayati Raj in India*, Allied Publishers, New Delhi.
- Maheswari.G. (2014), *Local Government in India*, Sapna Publishers, Bangalore.
- Palanithurai.G. (2004), *Dynamics of New Panchayati Raj System In India*, Concept Publishing Company, New Delhi.
- Sundeeep Joshi, (2000), *Panchayati Raj Institution and Poverty Alleviation*. Jain Book Agency, New Delhi.
- Theis J, & Grady H.M., (1991), *Participatory Rural Appraisal for Community Development*, IIED, London.
- Venkatakrishnan V., (1996), *Panchayati Raj Institutions and Rural Development in Tamilnadu: A Study with Special References to Town Panchayats*, University of Mysore, Mysore.

15GSWU0410 REHABILITATION OF DISABLED

Credit: 3

Objectives:

To make the students realize the need for accepting and dealing with the disabled as full-fledged members of the community.

To analyse the specific needs, avenues, and opportunities for rehabilitating the disabled in a productive manner.

Specific Objectives of Learning:

- To make the students to understand the perspectives in understanding the disabilities
- To acquire an in-depth knowledge on the rehabilitation services
- To understand fully the Disability Act and Persons with Disability
- To teach them about the local legends of the disabled
- To make an extensive field research on disability.

- Unit. I Perspectives in the understanding of disabilities – Concept and meaning of disability and rehabilitation – Differently abled – Typology and problems of disabled – Special cases of lepers and mentally challenged
- Unit. II Rehabilitation services – Historical development – Support for management – Creation of rehabilitation centres – Special provisions for disabled including reservation
- Unit. III Disability Act – Persons With Disability (PWD) 1995 – Panchayat and disabled – Role of voluntary organizations in caring, training and rehabilitation of disabled
- Unit. IV Local legends of disabled – Outstanding individuals with disability and institutions working for the cause of the development of the disabled – Integration of disabled with normal – Government programme for the disabled

Unit. V Field research on disability – visit to various centres/NGOs working for the disabled
– encountering with disabled leaders and disabled activists – Biography of any one or
two disabled persons or organizations – Case analysis

Reference:

Batra, S., (1981). Social Integration of the Blind, Concept Publishing Company, New Delhi.

Bhargavi V. Dawar, Mental Health from a Gender Perspective, Sage Publications, New Delhi.

Gajendra Gadkar, S.N. (Ed.). (1983). Disabled in India, Samaiya Publications, Bombay.

Goryl Abbrech, Katherine D. Seelman and Michael Bury, (2001). Handbook and Disability Studies, Sage Publications.

Mehta, D.S., (1983). Handbook of disabled in India, Allied Publishers, New Delhi.

Oliver, Micheal, (1983). Social Work with Disabled People, Macmillan, London.

Singh, A.N., (2001) Enabling the Differently Abled, Shipra Publishers, Vikas Marg, Shakarpur, New Delhi.

Taylor, I.W., (1970). International Society for rehabilitation of the Disabled, New York.

Vinod Kumar Mishra, Career Opportunities for the Disabled, Star Publications Pvt. Ltd., Ansaf Ali Road, New Delhi.

MAJOR ELECTIVES

15GSWU04E1 GANDHIAN PERSPECTIVES OF WOMEN'S DEVELOPMENT

Credit: 3

Objectives:

To make the students understand Gandhiji's views on women's development.

To train the students towards women's development and to create women's leadership.

Specific Objectives of Learning:

- To study the status of women in India
- To understand the problems of women in the family and society and to learn the Gandhian way of solving their problems.
- To equip them to learn the various Govt. and Non Governmental welfare programmes for women
- To make the students to specialize on the Gandhian Perspective of Women's development.
- To study the contribution of outstanding women towards Women's development.

Unit: I **Status of Women in India:** Women and Family, Social Structure and its Impact on women, Male sovereignty and violence against women.

Unit: II **Problems of women** in the family and society- Problems of working women – Problems of widows and deserted wives – Problems of women in getting Education and Employment - Problems in career development – Gandhian way of solving problems of Women.

Unit: III **Women welfare programmes:** Central/State Govt. Programmes- Women and Education – women's organization – feminism- women's movements – coordination and integration of women welfare services through NGOs/ Gandhian Institutions.

Unit: IV **Gandhian Perspective of Women's Development:** Gender Equality – Development of self -esteem – Equal partnership in the family – Education and Economic freedom – participation in political process and community Development - Development of women leadership through freedom struggle movement.

Unit: V **A study on women's Personalities:** Contribution of Dr.T.S.Soundaram, Mrs.Krishnammal Jeganathan, Dr.Muthulakshmi Reddy, Dr.Kousalyadevi and Mother Teresa to women's development.

References:

- M.K.Gandhi, (1954), Women and Social Injustice, Navajivan Publishing House, Ahmedabad.
- M.K. Gandhi (1943), To The Women, Navajivan Publishing House, Ahmedabad.
- M.K. Gandhi (1976) Social service, Work and Reform, Vol.2, Navajivan Publishing House, Ahmedabad.
- M.K. Gandhi (1945) Constructive Programme – its meaning and place, Navajivan Publishing House, Ahmedabad.
- Pushpa Joshi, (1988) Gandhi on Women, Navajivan Publishing House Ahmedabad.
- Vinoba (1995) Women's Power, Sarva Seva Sangh Prakashan, Rajghat, Varanasi. III edition.
- Journal of Rural Development
- Kurukshetra.

15GSWU04F4 FIELD WORK

FIFTH SEMESTER

15GSWU0511 BASIC COUNSELLING SKILLS

Credit: 4

Objectives:

To introduce the concept and relevance of counselling practices in different contexts

To imbibe the knowledge and skills needed for practicing counselling.

Specific Objectives of Learning:

This will enable the students to understand the importance of counselling at different levels.

This will equip them to use counselling skills in real life situations.

- Unit. I Definition of Counselling - Approaches in Counselling (directive, non-directive and eclectic) Indigenous methods and other related fields (Advising, guidance, Psychotherapy and Clinical Psychology) Counselling Ethics, counselling as relationship (role of counsellor and client). Counselling centres in rural settings.
- Unit. II Counselling Skills and process: Beginning phase - Establishing structure, Interaction, Active listening - Verbal and non-verbal communication, Silence and Reflection, Paraphrasing, Questioning and Confrontation.
- Unit. III Action Phase: Identifying concern, Goal setting, Long- term goal and short term goal, evaluating goal - Possible outcome and positive and negative consequences of goal, process of goal - sub goal, steps to goal, evaluating steps and implementation.
- Unit. IV The End Phase: Review, Evaluation, Referral and Termination..Group counselling - Meaning, purpose, structuring groups, process, advantages and limitations. Counselling.

Unit. V Special Groups: Career counselling and guidance, Counselling the youth, Counselling the alcoholics and drug addicts, Marriage counselling and Counselling the AIDS patients. Practical- : Role play and preparation of Verbatim – Report and presentation

Reference:

- S. Narayana Rao.(1997), *Counselling and Guidance*, Tata McGraw Hill Publishing Company Ltd., New Delhi.
- Dr.B.J. Prashantam.(1988), *.Indian Case Studies in Therapeutic Counselling*, Christian Counselling Centre, Vellur.
- Dr.Bryan Teixeira, Dr.B.Ananthi & Dr.S.Jeyapragasam, (2006), Text Book on Basic Counselling Skills, The Valliammal Institution, Madurai’
- J.M. Fuster.(1980), *Personal Counselling*, St.Paul Publications, Bombay.
- B.G. Barki and B. Mukhopadhy. (1991), *Guidance and Counselling: A Manner*, Sterling Publishers, New Delhi.
- D. John Antony, (2003), *Skills of Counselling*, Anugraha Publications, Nochiadaipatti, Dindigul.
- Indu Dave, (1991), *The Basic Essentials of Counselling*, Sterling Publishers, New Delhi.
- Fr. J. Currie. *Barefoot Counselling - A Primer in Building Relationship*, Asian Trading Corporation, Bangalore.
- R.R. Carkhuff, (1983), *The art of Helping*, Better yourself Book, Carkhuff Institute of Human Technology, Bombay.
- Eugene Kennedy & Sara C. Charles, (2001), *On Becoming A Counsellor*, Better Yourself Books, Mumbai.
- Harms E Schreiber. *Handbook of Counselling and Techniques*, Pergamon Press, Oxford.
- .Richard Nelson-Jones. *Practical Counselling and Helping Skills*, Better Yourself Books, Mumbai

15GSWU0512 ESSENTIAL SERVICES FOR RURAL DEVELOPMENT

Credit: 4

Objectives:

To understand the variety of services most essential for the overall development of the community.

To acquire the abilities to analyse, deliberate and also to visualize the most meaningful usage of the services to bring about quality community living.

Specific Objectives of Learning:

- To teach the students about Food security and Universal Public Distribution System
- To make the students understand different aspects of Rural Housing and Electrification
- To make the students acquire knowledge on the Aim, Role and importance of Education
- To make them to have an indepth knowledge on Rural Health, Transportation and Communication
- To teach them on different aspects of Rural Water Supply and Sanitation.

Unit. I **Food security:** - Meaning, Food Security measures, public distribution system, Nature and Structure – Universal Public Distribution System (UPDS) – Targeted Public Distribution System – Merits and Demerits.

Unit. II **Rural housing and electrification:-** Need for Rural Housing- Rural Housing policy in India- Present Status of Rural Housing at various levels, Green House scheme of Tamil Nadu Government and Indira Awaas Yojana (IAY) Scheme of Government of India - Electrification: –The present status of Rural Electrification, issue of free power supply in Rural India, issue of solar panels

Unit. III **Education:** Aim of Education, importance of education, Role of educational institutions – defects of present education – problems in education – adult education – current scenario - Basic Education Programmes – Nai Talim.

Unit. IV **Rural Health, Transport and Communication:** Major issues – primary health centre – Sub-centre – Doctors – population ratio – birth and death rate, Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR) – Positive medical personnel in the rural areas – Indigenous medical system and its role - Family welfare: Small family norms – maternal and child health indicators development. **Transport and Communication:** Types of road – the present status of Transport System, Concept of

PURA, Physical, Electronic, Knowledge and Business Connectivities, postal and other services – communication networking with the village and linking with world.

Unit. V **Rural Water Supply and Sanitation:** Protected water supply – Drinking Water Sources: Hand Pumps, open well, tank and river – Role of TWAD Board – **Sanitation:** Present status of Rural Sanitation, waste water disposal – toilet facilities – open air defecation, Government Programmes on Rural Sanitation.

Reference:

Katar Singh, (1986). **Rural Development Principles, Policies and Management**, Sage Publications, New Delhi.

Madan, G.R., (1990). **India's Developing villages**, Allied Publishers Ltd., Bombay.

Maheswari, (2002). **Local government in India**, Lakshmi Narain Agarwal, Agra.

Mukhi H.R., Rural Sociology, R.B. Publication, Delhi.

Planning Commission, (2002). **National Human Development Report**, Oxford University Press, New Delhi.

Satya Sundaram I., (2002). **Rural Development**, Himalaya Publishing House, Delhi.

15GSWU0513 SOCIAL WELFARE ADMINISTRATION AND SOCIAL JUSTICE

Credit : 4

Objectives:

To enable the students to understand the concept of Social Welfare Administration and its need in the present day context.

To train and make the students to realise the practical implications, limitations and perspectives of Social Welfare Administration

To make the students to study, understand and internalize the concept of Social Justice and work more effectively to achieve Social Justice.

Specific Objectives of Learning:

- To understand thoroughly the meaning, concept and definition of Social Work and Social Welfare Administration
- To acquire knowledge on various dimensions of Social Welfare Administration
- To have in-depth knowledge on Financial Administration and its various aspects.
- To get introduced to General Administration at various levels
- To acquire a thorough knowledge on Social Justice and Social Empowerment.

Unit. I: Introduction to Social Welfare -- Meaning, Concept and Definition of Social Work - Social Welfare, Social Agency and Social Welfare Administration – History of Social Welfare - Purpose of Social Welfare Administration.

Unit. II: Introduction to Social Welfare Administration -- Principles of Administration - Functions of Administration - Agency Administration – Registration, Organization, Policy Making and Planning - Personnel Administration - Executive Responsibility - Personnel Administration-Supervision Methods-Annual Reports.

Unit. III: Financial Administration - Importance of Budgeting – Finding Financial Resources - Financial Regulations – Importance of Grants-in-Aid for Social Welfare – The role of Community Chest – Need for Accounting and Auditing.

Unit. IV: General Administration - Maintenance of Buildings - Equipments and Stock – Maintenance of Office Records - Role volunteers in Welfare Services - Importance of Public Relation Work - Regulating Standards.

Unit. V: Introduction to Social Justice -- Social Justice and Empowerment – Definition of Social Justice – Justice in terms of distribution of Wealth, Opportunity and Privileges within the Society -- Corrective and Distributive Justice – Gandhian concept of Justice – Sarvodaya – Trusteeship.

References:

- Anil, Bhardwaj., (2002), *Welfare of Scheduled Castes in India*, Deep and Deep Publications, New Delhi
- Chopra, J.K., (2014), *Social Justice*, UBSPD, New Delhi.
- Chowdhry, D.Paul , (1992), *Social Welfare Administration*, Atma Ram & Sons, Delhi.
- Gupta, K.R., (2003), *Rural development in India*, Atlantic publishers & Distributors, New Delhi.
- Iyer, V.R. Krishna, (2008), *Social Justice – Sunset or Dawn*, Eastern Book Company, Delhi.
- Madan, G.R., (1990), *India's Developing Villages*, Allied publishers Ltd, Nagpur.
- Mukhi, H.R., (1992), *Rural Sociology*, R.R. Publications, Delhi
- Sachdeva.D.R.(2003) , *Social Welfare Administration in India*, Kitab Mahal agency New Delhi.
- Singh, Katar., (1999), *Rural Development* , Sage publication, New Delhi.

MAJOR ELECTIVE

15GSWU05E1 CARE FOR ELDERLY

Credit: 3

Objectives:

To enable the students understand the importance of the elderly in the life of the family and the community.

To develop the skills of identifying the specific needs of the aged and the possible efforts to meet the same.

Specific Objectives of Learning:

- To learn about different aspects of Geriatrics.
- To make an indepth study on the policy, provisions and position of the elderly people.
- To acquire knowledge on different aspects of Geriatric problems
- To specialize the role of Govt. and voluntary organizations in caring the elderly people.
- To have practical knowledge by visiting home for the aged and senior citizen homes.

Unit. I Geriatrics in India – Ageing process – Various aspects of aging process – Biological aging – Psychological aging – Economic aspects, social aspects and spiritual aspects of aging

Unit. II Policy and provisions for the elderly – Aging of the population – Position of the elderly people

Unit. III Geriatric problems – Economic, health, social, psychological and adjustment problems, disintegration of family, loneliness and isolation and depression

Unit.IV Role of Govt. and voluntary organizations in caring the elderly people – Help Age India – Structure and its functions

Unit. V Practicals – Visit to home for aged – Senior citizen homes, interaction with association for the aged, case analysis of any two aged homes.

Reference:

Ahuja, (1992) Social Problems in India, Rawat Publications, New Delhi.

Bond and et. al., (1993.) Ageing in Society – An Introduction to Social Gerontology, Sage Publications, New Delhi.

Chowdhary, Paul, (1992). Aging and the aged – A Source Book, Inter India Publications.

Dandekar, (1996). The Elderly in India, Sage publications, New Delhi.

Desai, (1982.) Aging in India, Tata Institute of Social Sciences, Bombay

Fisk Malcolm, (1986). Independence and the Elderly, New York.

Gurumurthy, K.G., (1998). The Aged in India, Reliance Publishing House.

Hookar Susan, (1990). Caring for elderly people – Understanding and practical help, Tavistock and Routledge Ltd., London.

Vijayakumar, (1998). Challenges before the elderly, M.D. Publications Ltd., New Delhi.

NON-MAJOR ELECTIVE

Credit: 3

Skill Based Elective

15GSWU05ES ENTREPRENEURSHIP DEVELOPMENT (SBE)

Credit: 2

Objectives:

1. To enable the students to comprehend the concept, characteristics and functions of entrepreneurship in a community setting.
2. Students are to develop the abilities to analyse the ramifications of rural entrepreneurship vis-a-vis over all development of the community leading to societal entrepreneurship.

Specific Objectives of Learning:

- To make a study on enterprensurship
- To understand environment, morivariation and growth of ED
- To acquire knowledge of women and Rural enterpreneship
- To specialize in Enterprenurship development programme and training
- To expose the role supporting agencies to industries.

Unit I: Meaning and definition of entrepreneur – Difference in entrepreneurship and professional management – Entrepreneurial functions. Role of entrepreneurship in socio-economic development of the community - Factors influencing entrepreneurial growth.

Unit II: Entrepreneurial environment – political, economical, social, technological, legal and cultural. Entrepreneurial attributes – Meaning of and factors in motivation – Growth of entrepreneurship in India.

Unit III: Types of entrepreneurs – Women entrepreneurs – Meaning, definition, profile and problems – Rural entrepreneurship – Meaning, methods, problems and development of rural entrepreneurship.

Unit IV: Process of entrepreneurship development – Meaning and objectives – EDP course - Contents pre-requisites, phases and operational problems – Training – Its importance and methods.

Unit V: Institutional Support Need. Case analysis of any two successful entrepreneurs from two different fields – SIDO, SISI, NSIC, SSID, NIESBUD, STEP, SFC, SIDBI, NABARAD, Commercial bank, DIC, CED, industrial estates and industrial incubators.

References:

Khanka S.S., (2001). **Entrepreneurial Development**. S. Chand & Company, Lateral Edition.

Akhoure M.M.P.& Vinod Gupta(1990). **Sustaining entrepreneurship**. NIESBUD, New Delhi.

Khanka. S.S., (1990). **Entrepreneurship in Small Scale industries**. Himalaya Publishing House, New Delhi.

Hadimani R.N., (1985). **Dynamics of Industrial entrepreneurship**, Ashish Publishing House, New Delhi.

Patak. H.T., (1976). **Entrepreneurship in India**, Easter Economist, Vol. 66, No. I, Jan 2,

Vasant Desai, **Dynamics of entrepreneurial Development and Management**, Himalaya

15GSWU05F5 FIELD WORK

SIXTH SEMESTER

15GSWU0614 TRAINING FOR GRASS ROOT LEVEL PERSONNEL

Credit: 4

Objectives:

To know the different kinds of training methods, techniques and Tools

To understand the students about various training centers, Institutions at National, Regional level.

Specific Objectives of Learning:

- To teach the students different aspects of Training
- To make the students acquire knowledge on the Methods, Techniques and Tools of Training.
- To have an indepth knowledge on Training and Development
- To make them understand the training for Grassroot level Personnel
- To make them know about the functions of Field Based Training Centres.

Unit I : Concept of Training: Concept of training, importance of training, areas of training, types of training, essentials of a good training.

Unit II : Methods, Techniques and Tools of Training: Seminar, conference, workshop, Workshop cum training, Group Discussions, Simulations, Role play, Case analysis, Active Lectures and Demonstration- OHP, slide projectors, blackboard, white board, audio and visual packages, computer and web based tools.

Unit III : Training and Development: Preparing Training modules – Methodology and its content – Training for the Development officials and elected body members – Role of NIRD and SIRD in providing training.

Unit IV : Training for the Grass root level personnel: Training for non- student youth under Nehru Yuva Kendras (NYK) and NGO's – Personality and Leadership training for Panchayat Presidents, chairman, ward members, and counselors – Training for SHG under various Training Institute.

Unit V: Field Based Training Centers: National Institute of Rural Development (NIRD), State Institute of Rural Development (SIRD), Rajiv Gandhi National Institute of Youth Development (RGIYD) Ekta, Parishad & CESC, Madurai, Gandhigram Trust, Agriculture Training Centre (KVK) and Training Centers of Non-Governmental Organization (NGOs) Field visit to some of the Training Institutions.

Reference:

- Srinivasa, M.P. (1999) Human Resource Training Paradigms and Need for change, Manak publication Pvt.Ltd., New Delhi.
- Arunachalam, K.(1981), Gandhian Approach to Rural Development, , Sarvodaya Illakiya Pannai, Madurai.
- Satya Sundaram, I.(2002), Rural Development, Himalaya Publishing House, Mumbai.
- Samitra, R.K.(2002), Krishi Vigyan Kendra – the Capacity builder of Farmers.
- Dhama O.P. & Bhat Nagar Education and Communication for Development, Oxford & IBH Publication Co.Ltd, New Delhi.
- Udai Pareek (2003) Training Instruments in HRD and OD, Tata Mc graw-Hill Publishing company Ltd., New Delhi.
- D.Paul Chowdhry : Handbook of Social Welfare, Atma Ram & Sons Ltd, New Delhi
- NIRD, (2001) Training of Trainers (TOT), National Institute of Rural Development, Hyderabad.

15GSWU0615 ANALYTICAL STUDY ON SOCIAL PROBLEMS

Credit: 4

Objectives:

To focus the students on various Social Problem in the Society.

To gain knowledge on identification of social problem and application of methods to solve the problems on Gandhian way.

Specific Objectives of Learning:

- To understand the meaning, causes approaches of Social Problem
- To get knowledge poverty and gandhian methods of eradication of poverty
- To study the causes of communal clash and Gandhian way of control the same
- To acquire knowledge on child abuse violence against women
- To obtain specialized knowledge on alcoholism, corruption ADS.

Unit I Social Problem-Meaning and concept - causes and types of social problems- approaches and theories of Social problems – Methods of Studying Social problems. Social Problems as visualized by Gandhi.

Unit II Poverty and unemployment-Causes of poverty and unemployment – Poverty Eradication of programmes of State and central Government - Gandhian way to control Rural poverty - Gandhian Constructive Programme of Khadi and village Industry to Eradicate rural poverty.

Unit III: Communalism: Meaning – Causes for communal clash – Role of police and state to Control communalism. Non-violent method of control communalism. Non – violent Methods of controlling communalism and promote communal harmony- Role of Shanti Sena in maintaining communal peace.

- Unit IV: Child abuse and Child Labour: Concept and Types of Child Abuse, Incidence of Child Abuse, Theoretical Explanations of Child Abuse, Effects of Abuse on Children, the Problems of Child Labour – Violence against Women: Nature, Extent and Characteristics of Violence against Women.
- Unit V Alcoholism, Corruption – AIDS-Evils of alcoholism and control methods – causes for corruption – measures to check and prevention of AIDS – basic idea of the disease – prevention and control - Pramacharyam and self – discipline – Seven Social Sins for purity in public life and leaven vows for personal life - Simple life and curtailment of wants . Role of Gandhian institution and Government in dealing the above issues.

Reference:

- Ram Ahuja, (2012) Social Problems in India, Rawat Publications, New Delhi.
- Satish Tiwari (Ed.)(2000) Social Justice and empowerment. Anmol Publications Pvt.Ltd., New Delhi.
- Gupta,N.L, [Ed.] (2000) Communal Riots in India, Gyan Publishing House, Delhi,.
- Asghar Ali Engineer,[Ed.] (1984) Communal Riots in Post-Independences India, Sangam Books India Ltd., Hyderabad.
- Mishra, R.P.Regional Development Planning in India. New Delhi.
- Singh, K (1986) Planning for Rural Resource Development. K.R.Publications, New Delhi.
- Madan, G.R. (1966) Indian Social Problems, Vol.I & II, Allied Publishers, Delhi.

15GSWU0616 DISASTER MANAGEMENT AND CRISIS INTERVENTION

Credits: 4

Objectives

To expose students to the various types of Disaster and Disaster Management techniques and works.

To study the relevance of Government and community participation in disaster management and the various methods and processes involved in disaster management.

Specific Objectives of Learning:

\ To enable the learners to understand his/ her role in the community and act as a member of disaster management team

To make the students to understand disaster as community calamity and the necessity to create a taskforce for undertaking Disaster Mitigation work.

Unit I: Meaning and Concept of Disaster. Causes and Effects of Disaster, Types of Disaster: Natural, Accidental and manmade. Types of disaster: Water related: flood, cyclone, Tsunami, Sea erosion. Weather related: Heat wave, Cold wave, Wind, Sand storm and Drought. Geological related: Earth quake, Landslide, Dam burst, Volcano & Forest Fire etc.

Unit. II Biological: Epidemics - Cholera, flue, AIDS, Pest attacks, cattle epidemics, Food poisoning. Chemical: Industrial smokes and effluents, Water and Poisonous Gas. Nuclear related: Nuclear accidents and disposal of nuclear wastes. Accidents related: Industries, Transport systems, super structures and buildings. Human Made: War and Terrorism -Bomb blast, mines, ethnic cleansing, forced migration and dislocation.

Unit, III: Meaning and Concept of Disaster Management – Pre-Disaster preparedness, Disaster Mitigation and Post-Disaster Management. Pre-Disaster preparedness: National policy on Disaster management and District Disaster management plan, Vulnerability

analyses, Community education and preparedness programme, Public awareness creation, mock drill exercise for evacuation and Forecasting and warning system.

- Unit. IV Disaster Mitigation: Evacuation, rescue, relief work and preventive work, crisis Intervention, Role of community, Armed forces, Government officials, NGOs, Hospitals and other relief agencies. Post Disaster management: Rehabilitation works- Physical and Psychological dimensions: providing food, water, shelter, other civil supplies, logistic support, Health and Sanitation programme and Counselling.
- Unit. V Skills and Training for Disaster Management: First Aid, Fire Fighting, communication skills, arranging temporary shelters, map reading, mobilization of personal and physical resources and decision making in emergency and high risk situation. Practicals - Case Studies and Case Analysis, Preparing Vulnerability Analysis report for Local area.

Reference:

- Chidambaratham Pillai, S., (2002), **Management Practice, International Institute of Medicals Management**, Post Box No.7162, E-32, Annanagar (East) Chennai.
- Choudhury, R.C. K.Prasada, (2001), **Disaster Management - Orissa Cyclones, Floods and Tidal Waves Disaster**, NIRD. Hyderabad. Rao,A.C. Jeva & B Chakravarthy.
- Dileep Kumar, K.,(2001), **Spiritual Dimension in Management**, Sai deep Cybargraphics, SVP Road, Mehakali, Andheri East , Mumbai.
- Pant, J.C., (2001), **Disaster Management Towards & National Response System**, India Literacy Board, Kanpur, Lucknow.
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15GSWU0617 PROJECT WORK

Credit: 4

MODULAR COURSES

15GSWU06M1 SOCIETAL POWER FOR CONFLICT RESOLUTION

Credit: 2

Objectives

To enable students to understand the strategies and importance of dealing with conflict

To learn the art of mobilizing the societal power in dealing with different types of conflicts

Specific Objectives of Learning:

To impart the techniques and methods of conflict resolution through social mobilization

To improvise the art of mobilizing people for dealing with the issues of community through nonviolent means

To apply different skills and techniques in dealing with conflicts and mobilizing masses

Unit. I Conflict - Definition, Sources, Stages- escalation and de-escalation, Cause and Effects of conflicts- constructive and destructive aspects of conflicts, conflicts and human rights violation, impacts of traditional and conventional methods of dealing with conflicts, Approaches in dealing with conflict: Conflict Management and Crisis Management, conflict prevention, Conflict Regulation, Conflict Reduction, Conflict Resolution and Conflict Transformation.

- Unit. II Reactions and Responses towards conflict: Five conflict management styles, Avoidance - fear and numbness, soothing, postponing, refugee, Competition-coercion, Legal and extra Legal methods, violence and war, accommodation – tolerance and adjustment, compromise – arbitration, and reconciliation collaboration – negotiation, mediation and hybride. Non compliance-strike and boycott,
- Unit. III Mobilization of societal power, sources of power, mobilization of societal power for common goodness - develop public awareness and pressure, sensitizing the bystanders, training camps and programmes, organizing peace marches, rallies, vigil, signature campaign, conferences, meetings and camps, peace talks : negotiations and mediations.
- Unit. IV Satyagraha/ Nonviolent Direct Actions: Evolution of Gandhian Satyagraha movements, noncooperation, civil disobedience, parallel establishments, nonviolent struggles in India and abroad, role of Human rights organizations and commissions in dealing with conflicts, Truth and Reconciliation in South Africa and other countries.
- Unit. V Skills and Techniques in Conflict Resolution - Skills for listening and communication, crisis intervention and situation control, dialogue, consultation, bargaining, diplomacy, lobby, persuasion and facilitation, drafting agreements and settlements, training in conflict resolution and transformation.

Reference:

- Gandhi, M.K., **Nonviolence in Peace and War**, Navajivan Publishing House, Ahemadabad.
- Gene Sharp, **The Politics of Nonviolent Action**, Poster Sergeant, Boston, USA.
- Kenneth E. Boulding, (1962), *Conflict and Defence*, Harper and Row Publishers, New York.
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- Paul Wehr, (1979),. *Conflict Regulation*, Westview Press, USA.
- Kurt Lewin. *Resolving Social Conflicts*, Harper & Row Brothers Publishers, New York.

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15GSWU06M2 LIFE SKILLS FOR SOCIAL WORKERS

Credits: 2

Objectives:

To enable the students to understand the significance of core Life Skills.

To acquire Life Skills to enhance the performance and quality of Social Work.

Specific Objectives of Learning:

To help the students to utilize life skills in their personal life and social sphere

To enable them to take effective decisions and handle problems

To develop interpersonal skills for promoting community living and effective working environment

Unit I. Life Skills - meaning and concept – Need for Life Skills - Kinds of Life skills: Social Skills, Thinking Skills and Emotional Skills – Integrated perspective of Life Skills – Life skills for social work professionals.

Unit II. **Thinking Skills** - Concept of thinking – thinking, feeling and behaving – need for Holistic and realistic thinking – **Creative and Critical Thinking** – their needs and different dimensions – Applications of holistic thinking in social work.

Unit III **Decision Making** – need for decisions, - steps and stages in decision making – decision making during crisis – obstacles in decision making. **Problem Solving** – problems as opportunities – steps and stages in problem solving.

Unit IV **Emotional Skills**: Definition, kinds of emotions – positive, negative and neutral – functions of emotions – effects of emotions - emotional awareness– Coping with Emotions – strategies and methods of coping emotions - **Coping with Stress**: definition, types of stress: eustress and distress– sources of stress – impacts of stress – coping strategies.

Unit V **Social Skills Self-Awareness**: Self concept – need for self awareness – self image – Self esteem – techniques and methods of understanding self: self introspection and appraisal, SWOC analysis and Johari window. **Empathy**: concept of empathy - empathy for interpersonal relations. **Effective Communication**: Definition – verbal and nonverbal – functions - barriers for communication – nonviolent communication. **Interpersonal Relationship**: need for interpersonal relations in work place and multi cultural society.

References :

- Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- RGNIYD. (2008). *Facilitators Manual on Enhancing Life Skills. Tamil Nadu*
- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Pierre Philippot & Robert S. Feldman, (2004) *The Regulation of Emotions*, Lawrence Erlbaum Associates Publishers, London.
- Daniel Goleman, (1996) *Emotional Intelligence*, Bantam Books, London.
- Cottrell Stella (2005). *Critical Thinking Skills Developing Effective Analysis and Argument*, Palgrave Macmillan Houndmills, Basingstoke, Hampshire RG21 6x5 and 175 Fifth Avenue, New York, N.Y. 10010
- Kendriya V. S., & UNFPA. (2005). *Life skills development in adolescent education: A training package for resource persons, master trainers and teachers*. New Delhi: KVS
- Robert J. Edelmenn, (1996) *Interpersonal Conflicts at Work*, University Press, Hyderabad, 2000.
- Ronald B Adler, Neil Towne, *Looking Out Looking In*. Harcourt Brace College Publisher, Orland, Florida.
- Marshall B. Rosenberg, (2000) *Nonviolent Communication: A Language of Compassion*, PuddleDancer Press, Encinitas, CA. ..
- Fisher,R and Ury.W, (1986) *Getting to Yes. Negotiating Agreement without Giving in*. London, Hutchinson Business Books Ltd.

On line sources

<http://www.lifeskillstraining.com>

<http://resheflsedu.blogspot.in/2013/01/coping-with-emotions.html>

<http://resheflsedu.blogspot.in/2013/01/correct-decisions-problem-solving.html>

15GSWU06M3 BIO-VILLAGE AND SELF-RELIANCE

Credits: 2

- Unit 1 Concept of Bio-village – Definition, Meaning, Origin and Growth of a bio-village, Recent development trends, Bio-village for sustainable development, Bio-village a pro-nature, pro-poor, pro-women development paradigm, Unique features of bio-village – self-reliance and self-sufficiency – scope and importance of bio-village – knowledge village
- Unit 2 Framework of a bio-village – Development of the components of survival co-dependent – **Food:** No meat, usage of green house and hydroponics technology in cultivation and other efficient food growing methods – **Water:** Clean portable water and water resource management – rain water harvest and watershed projects – **Shelter:** Using natural resources and preservation of energy and resources – **Energy:** Safe and feasible alternatives to nuclear power and fossil fuel – solar power, hydro power, wind power, geothermal power and biomass power – **Infrastructure and work:** Develop using decentralized infrastructure and most basic of tools like cables for electrical distribution, water pipes and communication for problem solving, clean transport and health care system
- Unit 3 Planning for a bio-village – Micro planning and micro enterprises, role of traditional technology – Eco preservation, training for skills upgradation, technological empowerment for income and employment generation – Assessing underused common property resources and integrated resource management system of both biophysical and human resources – Biotechnology – Biomedicine, Biofertilizer, Biopesticide etc. – Bioentrepreneurship and Biotourism – Inter-sectoral linkage of bio-village
- Unit 4 Multiple livelihood promotion and social mobilization, inter-sectoral linkage of bio-village – Govt. and other organizations – Role of voluntary organizations – NGOs and bio-village – Case studies of M.S.Swaminathan Foundation – Bio-village system in Orissa, Andhra and Tamil Nadu – Problems and constraints of a bio-village – Bio-village

and Millennium Development Goals (MDG) – Contribution of UNDP and World Bank for Bio-village

Unit 5 Practical: Visit to a bio-village – Pondicherry Bio-Centre – Kannivadi – Encounter/Dialogue with experts on bio-village – Case analysis of a bio-village– Role models – Agents of change in a bio-village – Video film etc.

References :

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Gary S. Moore, (1999). *Living with the Earth: Concepts in Environmental Health, Science*, Lawis Publication, Washington D.C.

Kevin Graham, Gary Chandler, (1996). *Environmental Heroes: Success Stories of People at Work for Earth*, Macmillan India Ltd., New Delhi.

Purohit, S.S. and R. Ranjan, (2003). *Ecology, Environment and Pollution*, Agrobios (India), Jodhpur.

M.S. Swaminathan - *Reaching the Unreached – Bio-Technology* - Website:

www.mssrf.org

15GSWU06F6 FIELD WORK
