

# **GURU NANAK COLLEGE (AUTONOMOUS)**

(Affiliated to University of Madras and Re-Accredited at 'A' Grade by NAAC)

Velachery Main Road, Velachery, Chennai – 600042.



## **Master of Social Work (MSW)**

(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)

## **Syllabus**

(For the candidates admitted in the Academic year 2017-18 and thereafter)

## **VISION**

To envision a 'person-centered social worker' approach in advocating with individuals, groups, families and communities for human dignity, human rights; and strengthening them for social justice and social inclusion in a changing global environment.

## **MISSION**

To provide a 'student-centered' educational environment; achieving excellence in professional education, research and service and encourage them to think critically towards enhancing the quality of life for individuals and communities; with a 'client-centered' approach and evidence-based practice.

## **PROGRAMME OUTCOME**

**PO1:** Provide knowledge and skills related to professional Social Work in Local, National and International level.

**PO2:** Develop critical understanding of various social issues prevailing in diverse contexts.

**PO3:** Equip with conceptual understanding and practical application of Social Work methods in diverse fields.

**PO4:** Acquire professional knowledge and skills based on Specialization - Community Development, Medical and Psychiatric Settings and Human Resource Management.

**PO5:** Apply the Social Work theories and techniques in specialized settings.

## **PROGRAMME SPECIFIC OUTCOMES**

**PSO 1:** To impart knowledge, skills, attitudes and values appropriate to the practices of Social Work Profession at all levels.

**PSO 2:** To facilitate interdisciplinary approach for better understanding of social problems, and work for the enhancement of the people in the society.

**COURSE STRUCTURE: 2017-19 BATCH**

Semester	Part	Course Component	Subject Name	Subject Code	Hours	Credits	Internal	External	Total
Semester - I	III	Core Paper- I	Social Work Profession	17PMSWC01	5	3	50	50	100
	III	Core Paper- II	Social Work with Individuals	17PMSWC02	5	3	50	50	100
	III	Core Paper- III	Social Work with Groups	16PMSWC03	5	3	50	50	100
	III	Elective - I	Sociology	17PMSWE01	5	2	50	50	100
	III	Elective - II	Psychology	17PMSWE02	5	2	50	50	100
	III	Core Paper – IV (Field Work)	Concurrent Field Work – I	17PMSWC04	3	6	50	50	100
	IV	Soft Skills -I	Essentials of Language and Communication Skills	16PGSLS01	2	2	50	50	100
		Rural Camp (In between the semester)							
<b>Total Credits -21, Total Hours/ week-30</b>									
Semester - II	III	Core Paper- V	Social Work with Communities and Social Action	16PMSWC05	5	3	50	50	100
	III	Core Paper- VI	Social Work Research and Statistics	17PMSWC06	5	3	50	50	100
	III	Core Paper- VII	Social Welfare Administration	17PMSWC07	5	3	50	50	100
	III	Elective - III	Social Policy and Social Legislation	17PMSWE03	4	2	50	50	100
	III	Elective - IV	Counselling	17PMSWE04	4	2	50	50	100
	III	Core Paper-VIII	Concurrent Field Work – II	17PMSWC08	4	6	50	50	100
	IV	Soft Skills –II	Computing Skills	16PGSLS02	3	2	50	50	100
IV		Summer Placement (After the second semester theory examination during summer vacation)	16PINT401		2				
<b>Total Credits -23, Total Hours/ Week-30</b>									
Semester - III	III	Core Paper- IX (Specialization Paper – I)	Mental Health and Psychiatric Disorders	16PMSWC09C	5	3	50	50	100
			Labor Legislation	16PMSWC09B					
			Rural Community Development	16PMSWC09A					
	III	Core Paper- X (Specialization Paper – 1I)	Public Health in India	16PMSWC10C	5	3	50	50	100
			Human Resource Management	16PMSWC10B					
			Development Economics	16PMSWC10A					
	III	Core Paper – XI (Specialization Paper – III)	Medical Social Work	16PMSWC11C	5	3	50	50	100
			Employee Relations and Welfare	16PMSWC11B					
			Working With Children and Youth	16PMSWC11A					

III	Elective – V (Specialization Paper – IV)	Strategic HR Management	16PMSWE05B	5	2	50	50	100	
		International Social Work	16PMSWE05A						
III	Elective – VI (Specialization Paper – V)	Quality Management	16PMSWE06B	5	2	50	50	100	
		Social Entrepreneurship	16PMSWE06A						
III	Core Paper – XII (Field Work)	Concurrent Field Work - III	16PMSWC12	3	6	50	50	100	
IV	Soft Skills -III	Managerial Skills	16PGSLS03	2	2	50	50	100	
		Study Tour			1				
<b>Total Credits -22, Total Hours/ Week-30</b>									
Semester - IV	III	Core Paper - XIII (Specialization Paper – VI)	Psychiatric Social Work	16PMSWC13C	5	3	50	50	100
			Organizational Behaviour	16PMSWC13B					
			Urban Community Development	16PMSWC13A					
	III	Core Paper – XIV (Specialization Paper – VII)	Therapeutic Interventions in Social Work Practice	16PMSWC14C	5	3	50	50	100
			Organization Development	16PMSWC14B					
			Dalit and Tribal Development	16PMSWC14A					
	III	Core Paper -XV (Specialization Paper –VIII)	Hospital Administration	16PMSWC15C	5	3	50	50	100
			Human Resource Development	16PMSWC15B					
			Women Development	16PMSWC15A					
	IV	Interdisciplinary (Common Paper)	Corporate Social Governance & Corporate Social Responsibility	16PMSWE07	5	2	50	50	100
	Core Paper – XVI (Field Work)	Research Project	16PMSWC16	5	6	50	50	100	
	Core Paper – XVII (Field Work)	Concurrent Field Work – IV	16PMSWC17	3	6	50	50	100	
	Soft Skill - IV	Spoken and Presentation Skills	16PGSLS04	2	2	50	50	100	
		Block Placement (At the end of 4th Semester)			2				
<b>Total Credits -27, Total Hours/ Week-30</b>									
<b>OVERALL CREDIT TOTAL = 93</b>									

# **SEMESTER-I**

## CORE- I

### SOCIAL WORK PROFESSION

<b>SUBJECT CODE :17PMSWC01</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

#### OBJECTIVES:

1. To gain understanding about social work and related concepts.
2. To provide information about evolution of social works in west and in India and its emergence as a profession.
3. To recognize the needs and important of social work education and training.
4. To understand various models of professional practices and its applications.
5. To gain insight into personality requirements and code of ethics.

#### UNIT-I: Introduction to Social Work

(12 hours)

Social Work: Definition, characteristics, meaning, Voluntary and Professional Social Work, Nature of Social Work- Scope, functions and goals, introduction to methods, levels of practice and fields of practice. Meaning and Definition; Social Work as a Profession; Basic Concepts; Goals and Functions; Methods and Fields, Origin and Growth of the Profession in India: Scope of Professional Practice Problems and Status, International/National Bodies and Forums.

Concepts related to Social Work: Social service, Social Welfare, Social Reforms, Social Movements, Social Action, Social Development and Social Empowerment.

Religio–philosophical foundation of Social Work in India: Historical beginnings of Social Work in the West, History of Voluntary Social Work and Professional Social Work in India, Constitutional Safeguards; Social Reform Movements, Christian Missionaries,, Gandhian Social Work, India as a Welfare State, Role and Contributions of Voluntary Organizations, NGOs and CSOs, Emergence of International Social Work.

#### UNIT-II: Philosophical Base for Social Work

(12 hours)

**Values and Beliefs:** Respect for the Person, for Differences, for Individual's Right to Self-Determination and Self-Expression, Respect for Democratic Values and Diversity, Belief in the Value and Dignity of the Human Being, Uniqueness of Individuals, Groups and Community, Individual's Right to Fulfillment and Self-Actualization, Right for Equality, Reciprocal Rights and Responsibilities of Individuals and Society, Capacity of Individuals and Communities to Change.

**Principles:** Acceptance, Individualization, Confidentiality, Client Participation, Non-Judgmental Attitude, Controlled Emotional Involvement.

**Code of Ethics:** Need and Purpose, Evolution of Code of Ethics, Declaration of Ethics for Social Workers (SWEF -1997). International Association of Social Work-IASSW-2004

**UNIT-III: Social Work Ideologies, Theoretical Foundations: (10 hours)**

Ideologies: Philanthropy, Humanitarianism, Welfarism, Socialism, Democracy, Marxism, Equality, Human Rights and Social Justice.

Theories and Practice Models: Welfare, Developmental, Empowerment and Advocacy Models, Evolution from Welfare and Development to Rights Based Approaches

Approaches: Remedial, Rehabilitative, Preventive and Promotive Approaches, Rights Based, Participatory, Indigenous Approaches, Anti-Discriminatory Practice

**UNIT-IV: Social Work Education (5 hours)**

Social Work Education: Components in the Social Work Curriculum, Importance of Fieldwork and Supervision; Problems and Status; Professional Bodies/Forums in Education and Practice at International, National and State levels, Role and function of the IFSW and IASSW, Curriculum Recommendations of UGC for Social Work Education in India.

**UNIT-V: International Social Work (6 hours)**

Concept, Definition and Meaning, Global Issues and Need for International Practice, Basic Concepts, Principles and Assumptions; Values, Beliefs and Goals; Practice Levels and Sectors; Global Forces Influencing International Practice

Approaches: Personal, Social, Developmental, Global; Multicultural, International and Transnational Practice Models; Global Agenda; Global Standards

Role of International Agencies: UN Agencies, INGOs and Human Rights Organizations; International Service-Delivery Programmes; Skills for International Practice; Dilemmas in International Practice.

**Methodology of Teaching:**

Lectures, Reading materials, Discussions, Assignment, Case analysis, Field work and News clippings

**Suggested reading**

1. Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol:1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhine hart and Winston, New York
3. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai
4. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi
5. Gangrade K D: Dimensions of Social Work in India, Marwah publication, New Delhi
6. Gore M S: Social Work and Social Work Education, Asia Publishing House
7. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi

8. Khinduka S K: Social Work in India, Sarvodaya Sahitya Samaj, Rajasthan
9. Paul Chowdry: Introduction to social work, Atma Ram and Sons, New Delhi
10. Wadai A R: History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David & Manohar Pawar: International Social Work, Vistaar, New Dehli
12. Malcom Payne, 2005, 3<sup>rd</sup> ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio – Philosophical foundation, Rawat Publication, New Delhi.
14. Franus. J. Turner, Diffrential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.
15. Sanjay Bhattacharya, 2008, Social Work – an Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>



**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit – 5	1	

## CORE- II

### SOCIAL WORK WITH INDIVIDUALS

<b>SUBJECT CODE: 17PMSWC02</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

#### Objectives:

1. To understand case work as a method of social work and to understand values and principles of working with individuals.
2. To develop the ability to critically analyze problems of individuals and factors affecting them.
3. To enhance understanding of the basic concepts, tools and techniques in working with individuals in problem solving and in development work.
4. Develop appropriate skills and attitudes to work with individuals.
5. To identify the various situations and settings where the methods could be used in the context of social realities of the country.

#### Unit I:

**(6 hours)**

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

#### Unit II:

**(8 hours)**

Case Worker-Client Relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; Principles of client-worker relationship; Obstacles in client worker relationship...Importance of Interpersonal Relationship/Communication (IPR).

#### Unit III:

**(7 hours)**

Case Work process: Intake Study: Interviewing (types, purpose, skills, techniques and principles of interviewing). Home visits, Collateral contacts Assessment/Social Diagnosis: Use of genograms and Eco maps. Treatment / Intervention, Evaluation, Termination.

#### Unit IV:

**(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Cognitive Behaviour Modification, Functional and development of an Eclectic model for practice, Recording in case Work: meaning, source and types-process records- Analytic and Narrative record and its components; summative records, etc; principles of recording.

#### Unit V:

**(9 hours)**

Application of Social Case Work in different settings and Clientele groups; Medical and Psychiatric setting- mentally retarded Shelter homes; Mental Rehabilitation centre, de-addiction centre, Mental

Health and Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and child Welfare settings, Family and child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. CaseWork practice in Community Settings, self-help groups, Medical, Community and Correctional settings, Industries; Problems and Limitation. Skills, roles and responsibilities of Social case worker.

**Teaching Methodology:**

Classroom discussion, paper exercise, group activities, simulations, role plays, assignment/seminars.

**Suggested reading:**

1. Alfred, Kadushin. (1972). *the Social Work Interview*. New York, NY: Columbia University Press.
2. Battacharya, Sanjay. (2008). *Social work: Psycho-Social Health aspect*.
3. Florence, Hollis. (1964). *Case Work – A Psychosocial Therapy*. New York, NY: Random House.
4. Mathew, Grace. (1992). *An Introduction to Social Case Work Bombay*. Mumbai, Mumbai: Tata Institute of Social Science.
5. Pearlman, Helen, H. (1957). *Social Case Work- A Problem Solving process*. Chicago, University of Chicago Press.
6. Robert & Robert Nee. (1970). *Theories of social case work*. (ed) Chicago, University of Chicago Press.
7. Russell, M.N. (1990). *Clinical social work: Research and Practice*. Newbury Park, Sage.
8. Samalley, & Elizabeth, Ruth. (1971). *Theory of Social Work Practice*. New York, NY: Columbia univ. press.
9. Sundel and Sundel. (1999). *Behaviour Modification in the Human Service*. Newbury Park, Sage.
10. Timms, Noel. (1972). *Records in social work*. Rutledge & Kegan Paul.
11. Timms, Noel. (1964). *Social case Work: Principle and practice*. London, Rutledge and Kegan Paul.
12. Tilbury, D.E.F. (1977). *Case work in context- A Basic for Practice*. Oxford, Pergamon Press.
13. Trievithick. (2005). *Social Work Skills, A Practice Hand Book*, London, Open University Press.
14. William, Jordan. (1970). *Client Worker Transactions*. London, London: Rutledge & Kegan Paul.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5		

## CORE - III

### SOCIAL WORK WITH GROUPS

<b>SUBJECT CODE: 16PMSWC03</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

#### OBJECTIVES:

1. To understand group work as a method of social work and to understand values and principles of working with groups.
2. To develop the ability to critically analyse problems of groups and factors affecting them.
3. To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work
4. Develop appropriate skills and attitude to work with group
5. To identify the various situations and settings where the methods could be used in the context of social realities of the country.

#### Unit I:

**(8 hours)**

Social Group Work: Assumption, purpose, principles, and values of groups work, and historical development of group work; Group work as a method of social work. Theoretical basis of group work. Social Group: Definition, characteristics, types of groups and characteristics of effective groups. Group Formation Phases: Forming-Storming, Norming, Performing, Adjourning.

#### Unit II:

**(10 hours)**

Group Dynamics-definition, functions and basic assumptions of group dynamics. Group Process: bonds, acceptance, isolation, rejection, sub-group formation, clique, and new comers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communications within groups. Sociometry and sociogram.

#### Unit III:

**(15 hours)**

Group work process: i. Planning Phase: Selection of members, composing group orienting the members, preparing the environment, ii. Beginning Phase- preparing for group work, First Meeting, goals setting, motivation, Assessment of communication and interaction, iii. Middle Phase: Intervening with group members, problem solving, Dealing with difficult members, Ending Phase: Evaluation-group work evaluation and criteria for good group work Termination, Follow-up.

#### Unit IV:

**(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: support, Educational, Growth, Therapy and socialization group. Group work recording: purpose, types and principles of group work recording

#### Unit V:

**(15 hours)**

Group Work Setting and Practice: Skills of a group workers, Application of Group work method in different setting: community setting, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, families and child welfare setting and the aged homes, schools, correctional institutional, industries.

**Teaching Methodology:** Classroom discussion, paper exercises, group activities, simulations, role plays assignment/seminars.

**Suggested reading:**

1. Corey, Gerald. (2000). *Theory and practice of group counseling*. London, UK: Wordsworth.
2. Corey, Gerald & Corey, Schneider (1992). *Group : process and Practice*. New York, NY: brooks and Cole.
3. Garvin, Charles, D. (1989) *Contemporary group work*, New Jersey, US: prentice Hall.
4. Johnson and Johnson. (1982). *Joining Together: Group theory and Group Skills*. New Delhi, New Delhi: Premier Publishing.
5. Konkpka, Gisela. (1972). *Social group work –A helping process*. Engle Wood Cliffs, prentice Hall.
6. Lawrence, Shulman. (1979) *Skills of helping Individual and Groups*, Chicago, US: Peacock Publisher.
7. Ronald, Toseland, &Robert, Rivas.(2001).*Introduce to group work practice*, London, UK: Allyn and Bascon.
8. Siddiqy, H.Y. (2008). *Group work: Theories and Practices*. Rawat Publications.
9. Tom, Douglas. (1972). *Group Process in social Work*. Chichester, UK:Willey.
10. Whitaker, Dorothy Stock. (1985).*Using groups to help people*.
11. Zastrow, Charles. (1985). *Social Work with Groups*, Chicago, US: Nelson Hall.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

## ELECTIVE - I

### SOCIOLOGY

<b>SUBJECT CODE: 17PMSWE01</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### OBJECTIVES:

1. To provide the student of social work a sociological perspective on Indian society, its structure and dynamics.
2. To sensitize the students of social work to the pressing social issues present in the Indian Society.
3. To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.
4. To understand the perspectives of persons with different cultural, ethnic and social background.
5. To enable students define and compare basic theoretical orientations, how these reflect historical and cultural context, and how they can be applied to social reality.

#### Unit I:

(5 hours)

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, social structure and Social System. Relationship of sociology with social work. Social Process (co-operation, competition, conflicts, accommodation, assimilation and acculturation).

#### Unit II:

(6 hours)

Concept, Functions and Elements of culture- norms, folkways, mores, institutions and laws. Institution: Concept, Function and types of Institution (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institution. Changing Trends in these institutions and their institution and their impact on Indian society.

#### Unit III:

(6 hours)

Concept, needs, means of social control-formal and informal. Agencies of social control-values, norms, folkways, custom, mores, law and fashion.

#### Unit IV:

(7 hours)

Social Changes- Meaning, theories, factors, processes. Social changes in India. Social movements-meaning, causes, types. Major Social movements in India- Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, Kisan Movement, Self- respect movement, Naxalbari movement, Religious movements.

#### Unit V:

(6 hours)



Social problems-meaning, causes and consequences.General social problems-terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly. Development issues arising out of liberalization, privatization and globalization.Legislative approach to social problems.

**Teaching Methodology:**

Lectures, Reading material, Discussions, Assignments, Case analysis, Field work and News clippings

**Suggested reading:**

1. Bhusan, Vidya & Deva Sach, D.R. (2005). *An Introduction to sociology*.Allahabad, UP: Kitab Mahal Publications.
2. Duberman, Lucile and Clayton.*Sociology—focus on society*. A.Hartjen.
3. Gidden, Antony. (2001). *Sociology*.Cambridge. UK: Polity Press.
4. Madhan,G.R. (1973). *Indian social Problems*. Allied Pacific pvt Ltd.
5. Richard.T., & Schaefer, Lamm. P. & Robert.(1995). *Sociology*.New York. NY: Mc. Graw Hill Inc.
6. Srinivas, M.N., (1963). *Social changes in modern India*. University of Calcutta.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

## ELECTIVE - II

### PSYCHOLOGY

<b>SUBJECT CODE : 17PMSWE02</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### OBJECTIVES:

1. To understand the evolution of personality across individual life span
2. To understand stress and management of the same
3. To equip the student with a broad knowledge of abnormal behavior with specific reference to select abnormal behavior.
4. To facilitate the integration of above knowledge with social work practice.
5. To enable the students how the psychological theories and principles may be applied to individual, societal and global issues.

#### Unit I: Psychology

(6 hours)

Definition of Psychology and its importance and role in social work practice. Scientific basis of psychology. Definition of behaviour. Psychology as a study of individual difference and observable behaviour. Brief history and Fields' of Psychology.

#### Unit II: Psychology functions

(6 hours)

Perception and learning-perceptual process, learning theories, application of learning, concept formation; Thinking- concept, thought process; Memory- process, encoding, retention, retrieval, forgetting. Motivation and Emotion- concepts, theories, types; Attitude- formation, maintenance, attitude and behaviour.

#### Unit III: Life span of an Individual-conception-old age

(6 hours)

Conception , Infancy, Babyhood, Childhood, Adolescence, Adulthood, Middle Age, Old age Definition of the period, development tasks, Physical and social development. Psychological moral changes in each phase of psychosocial Development.

#### Unit IV: Personality Theories

(6 hours)

Sigmund Freud- Psychoanalytic theory and ego defense mechanisms. Skinner- Behaviour theory and behaviour modification techniques, Individual/humanistic theories- Maslow and Roger.

#### Unit V: Mental Health and Mental Disorders.

(6 Hours)

Definition and types of Frustration and Conflict. Stress- definition, types. Definition of Stressors. Stress management techniques, Concept of mental health mental Disorders, Mental Retardation.

#### Teaching Methodology:

Lectures, Reading material, Discussions, Assignment, Case analysis, Field work and news clipping

### Suggested reading

1. Coon, Dennis. (1977). *Introduction to Psychology, Exploration and Application*.
2. Coon, Dennis. (1980). *Introduction to psychology*. Watts & Company.
3. Gross, Richard. (2<sup>nd</sup> ed), D. *Psychology – The Science of Mind and Behaviour*. Hodder and Strongton.
4. Hjelle, Larry, A., Ziegler, Daniell J., (1981). *Personality theories*. McGraw-Hill.
5. Hurlock, Elizabeth, B. (1980). *Developmental psychology: Life-span Approach*. McGraw-Hill.
6. Morgan and King. (6<sup>th</sup> ed), (1979). *Introduction to psychology*. McGraw Hill.
7. Seven Pathways, Bruno, Frank, J., (1983). *Adjustment and Personal Growth*. John & Wiley sons, Inc.
8. Sarason, Irwing, Sarson, Barbara, R., (3<sup>rd</sup> ed). (1980). *Abnormal Psychology*. Prentice Hall.
9. Steinberg, L., & Huebner, Max. (1996). *Adolescence Munchen*.
10. Watts & Glencoe. (4<sup>th</sup> ed). *Understanding Human Behaviour*. McGraw Hill.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

## CORE – IV

### CONCURRENT FIELD WORK - I

<b>SUBJECT CODE : 17PMSWC04</b>	<b>PRACTICAL</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 6</b>	<b>DAYS: 25 Days</b>

#### Components of semester I Concurrent field work.

The above mentioned objectives will be achieved by providing the following three different types of learning opportunity vis-à-vis components of first semester concurrent field work.

#### COMPONENT NO.1

#### *OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES*

No. of visits: 8

#### **Component objectives:**

1. To get exposure to different social issues and social welfare agencies.
2. To get acquainted with structure, functioning and staffing patterns and activities of the organization.
3. To observe and develop a spirit of enquiry.
4. To participate in a group decision
5. To make use of the supervision & guidance in understanding the social issues.
6. To document the outcome of visits.

#### **Process:**

The students accompanied by a faculty member shall visit pre-identified agencies in different areas like disability, health, old age, children, women, rural & urban and industrial communities. The students are expected to observe & enquire about

1. Background and field of work of the agency.
2. Place and role of the agency in the society
3. Aims, objectives and programmes implemented
4. Types of Beneficiaries/Target groups
5. Administrative structure, departmentalization, staffing pattern.
6. Funding and resource mobilization
7. Problems and issues faced by the organization
8. Condition and problems of the inmates / beneficiaries.

During their observation visits and document the same. The learning and outcome of each visit to be evaluated through a group conference under the supervision of a faculty member.

**Skills to be developed:**

Observation / learning skills: Communication / presentation skills; Interpersonal skills;

To make use of the supervision inputs and to develop documentation skills.

**COMPONENT No.2*****RURAL CAMP.******Duration: on camp 1 Week.***

The actual rural camp is preceded by two weeks of camp preparation to actual camp. This will include pilot visit to the village (s) for identification of the camp site, project to be implemented, and to liaise with local community, various NGO's and Government department to conduct the rural camp in a particular place.

**Objectives:**

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development project after identify local need
4. To help them develop capacities and attitude suitable for a group living.
5. To inculcate the spirit of working in a team.

**Process:**

The entire class shall be divided into various groups called committees, namely Project, Transport, food, medical, housekeeping and Health, Finance and the like. Student coordinate and members will be nominated to these committees. For overall coordination two students camp leader will also be elected.

Faculty member as camp director and supervisor in charge of the respective committees will guide, facilitate the working committee.

There by the whole class to plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of camp.

The whole process will be documented and evaluated by the class in the terms of camp experience, outcome and learning with reference to the objective specified.

**Skills to be developed:**

Skills pertaining to: Group living, Planning, Co-ordination, participation, cooperation, capacity to organize, resource mobilization, sense of responsibility, self-evaluation.

## SOFT SKILLS – I

### ESSENTIALS OF LANGUAGE AND COMMUNICATION SKILLS

<b>SUBJECT CODE : 16PGSLS01</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### Objectives:

1. Enable students to convert the conceptual understanding of communication in to everyday life.
2. Train students to ground concept / ideas in their own experience..
3. Create a learner-language interface enabling students to exercise control over language use.
4. Sensitize students to the nuances of the four basic communication skills-Listening, speaking, Reading and Writing

**UNIT –I :** Twinning functions of Listening and Speaking.

**UNIT-II:** Twinning functions of reading and writing.

**UNIT-III:** Individual communication.

**UNIT-IV:** Intermediary communication.

**UNIT-V:** Social communication; Media and communication, alternate media.

#### Recommended Texts:

1. Shuttle Keith, Wind & Elliot, Elizabeth. *Writing, Researching and Communicating: communication skills for the Information Age*. 3<sup>rd</sup> reprint, Tata McGraw Hill, Australia, 1999.
2. Dignen, Flinders & Sweeney. *English 365*. Cambridge University Press.
3. Goleman, Daniel. *Working with Emotional Intelligence*. Bantarn books, New York, 1998.
4. Jones, Leo & Richard Alexander. *New International Business English*. Cambridge University Press, 2003.

Websites: [www.tatamcgrawhill.com/sites/007060988](http://www.tatamcgrawhill.com/sites/007060988).



# **SEMESTER-II**

**CORE – V**

**SOCIAL WORK WITH COMMUNITIES AND SOCIAL ACTION**

<b>SUBJECT CODE : 16PMSWC05</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To develop an understanding of the concepts related to working with communities and processes involved in it.
2. To make students understand the use and practice of community organization in various fields of work.
3. To provide the knowledge about the role of social worker in social changes and social development.
4. To familiarize the emerging trends and experiment in community organization.
5. To introduce various aspects of social action as an effective method of social work.

**UNIT I:**

**(9 hours)**

Community: meaning, types, students and dynamics. Community organization: definition, objectives, principles, approaches, historical development, community organization as a method of social work. Similarities and dissimilarities between Community organization and Community development. Community Leadership: concept, types of leadership and power structure of community.

**UNIT II:**

**(9 hours)**

Phases in community organization: study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation. Method: locality development, social planning and Social action. Skills of community organization.

**UNIT III:**

**(9 hours)**

Application of community organization in different fields. Emerging trends and experiment in community organization. Models of community organization: Saulo- Alinsky, Paulo-Frerie and Gandhian model.

**UNIT IV:**

**(9 hours)**

Social Action: meaning, definition, objectives, principles, scope, processes, method, skills and strategies of social action such as public interest litigation, advocacy, lobbying etc., social action for social changes and development.

**UNIT V:**

**(9 hours)**

Social legislation through social action. Social problems and social action. Role of social worker in social action. Contribution of contemporary social activists.

**Teaching methodology:**

Lectures, reading material, discussions, assignment, case analysis, field work and news clippings.

**Suggested reading:**

1. Murray, Ross, G., (1985). *Community organization: Theory and Principles*, New York, NY: Harper and Row.
2. Gore, M.S., (1994). *Family and the rights of the Individual*. New Delhi. New Delhi: NIPCCD.
3. Dunham, Arthur E. *Community organization in India*. Bombay, Bombay: Popular Prakashan.
4. Marshall, Clinard, B. *Slums and community development*. New York, NY: free Press.
5. Kuppusamy, *social change in India*. New Delhi, New Delhi: Vikas Publishing house.
6. Christoper, A.J., & William, Thomas.(2006). *Community Organization and Social Action*. New Delhi, New Delhi: Himalaya Publication House.
7. Mizrani, Terry, & Davis, Larry, E. (ed), (20<sup>th</sup>ed), *Encyclopedia of social work*, , vol:1-4, New York, NY: NASW press, Oxford University Press.
8. *Encyclopedia of social work*. Government of India, New Delhi.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE – VI**

**SOCIALWORK RESEARCH AND STATISTICS**

<b>SUBJECT CODE: 17PMSWC06</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To highlight the relevance of research for social work
2. To study the various facets of the research process with special emphasis on quantitative
3. research
4. To hone the skills in undertaking research and in writing about the same.
5. To develop an understanding about the scientific approach to human inquiry
6. To acquire the skills for data analyses and research writing.

**Unit 1: Introduction**

**(9 hours)**

Meaning: Research, social research and social work research; scope and objectives of social work research; social work research ethics; relevance of research for social work; approaches to research: quantitative and qualitative research

Introduction to qualitative research: meaning, characteristics and methods (case study, focus group, diaries, documents). Approaches - mixed method approach, historical approach. Concept of participatory and development research.

**Unit 2: problem Conceptualization and Research Design**

**(9 hours)**

Research process. Identifying the research issue- selecting the specific research problem-reviewing literature –formulating the objectives-clarifying the concepts, variables:

Conceptualization and operationalisation- formulating hypothesis. Research design: Meaning, types.

**Unit 3: Data Collection**

**(9 hours)**

Data: Meaning, Sources: Primary and Secondary, Tools: Observation, Questionnaires

Interview Schedule, Interview Guide, Group Interviews, Focus Group discussion. Pilot study and Pretesting of the tools. Scaling Techniques: concept and types (Likert, Thurston). Reliability and validity of tools. Selection of Sample: Meaning of Sample, Universe, Sampling Method (probability and non probability) techniques. Usage of Internet in data collection.

**Unit 4: Data Processing and Analysis**

**(9 hours)**

Content checking- Editing data- classification – coding –Tabulation-Analysis- Presentation – Interpretation. Levels of Measurements (nominal, ordinal, interval and ratio) .Types of data analysis –

Univariate, Bivariate, multivariate Analysis. Descriptive Statistics: Percentages, Measures of Central Tendency [Mean, Median, Mode], Measures of Dispersion [Range, Mean Deviation, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-square Test (concept and application) & t Test (concept). Concept of time series analysis. Use of Computers for Statistical Analysis-Statistical Packages available.

**Unit 5: Data Presentation & Interpretation and Research writing (9 hours)**

Data Presentation & Data Interpretation: Meaning and Need.

Research Writing: Research Reporting: Format of a research report- writing research proposal – writing research abstracts- referencing styles.

**Teaching Methodology:**

Lectures, Reading material, Discussions, Assignments, Case analysis, Field work and News clippings

**Suggested reading**

1. Duane, Monette, R. & Thomas, Sullivan, J. (1998). *Applied social Research: Tool for Human Services*. New York, NY: Harcourt Brace College Pub.
2. Gupta, S.C. *Fundamentals of Statistics*, Himalaya Publication Co.
3. Goode, William.J &Paul K.Hatt.*Methods in Social Research*. New York, NY: Mc.Graw Hills.
4. Gopal, M.B.*An Introduction to Research Procedure in Social Science*. Bombay, Bombay: Asia Publication House.
5. Kothari, C.R.(1997). *Research Methodology, Method and Techniques*, New Delhi, New Delhi : Vishwa Prakashan.
6. Ramachandran, P.(1990).*Issues in Social Research in India*.Bombay, TISS.
7. Ramachandran, P. (1993).*Survey Research for social work*. Bombay, Bombay: Institute for Community Organization Research.
8. Rubbin, Allen and Babbie, Earl.(2004). *Research Methods for Social Work with infotrac*.California, US Thomposon and Wadsworth Publishing.
9. Wilkinson, T.S &Bhandarkar, P.L.*Method and Techniques in social Research*. Himalaya Publications.
10. Young, Pauline. V.*Scientific social Survey and Research*.

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

## CORE - VII

### SOCIAL WELFARE ADMINISTRATION

<b>SUBJECT CODE : 17PMSWC07</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

#### OBJECTIVES:

1. To acquire Knowledge of the basic process of administration
2. To understand the procedures and policies involved in establishing and maintaining social welfare organizations
3. To develop skills to participate positively in administrative process
4. To understand the organizational and administrative structure of social welfare programme at each and every level of implementing organization
5. To provide effective social welfare services to the needy and suffering

#### UNIT - I

(9 Hours)

Social Welfare Administration: Basic concepts scope, principles, public administration and social Work Administration as a method of social work. Distinction between social administration, social work administration. Social security administration and other forms of administration. Traditional forms of Social Welfare: Charity, mutual-aid, religious organizations; community support network; Development impact on human existence.

#### UNIT – II

(9 Hours)

Social Welfare Organizations: Concept, nature and types. Administration of social welfare services; Structure and functions of social welfare organizations, Principles of administration in social welfare. Policy and Programmes of Social Welfare in India with special reference to weaker sections. Social Work Agency: Organizational structure Boards and committees: Executive: Functions & Qualities - Administrative Process: policy formation, Planning decision making, Co-ordination, Communication.

#### UNIT – III

(9 hours)

Social Welfare Administration Process : Planning- Organization, Staffing, Orientation, Placement,.Allocation of responsibilities. Organizational Communication, Decision making, Coordination-impact assessment, Monitoring, Evaluation- Public Relations and Networking. Office administration: office management and maintenance of records. Project Proposal Writing.

#### UNIT -IV

(9 hours)

Financial Administration : Fund raising practice-community resource mobilization. Grant in aid



from state and central government. Rules regarding investment-preparation of Annual budget, Accounting and Auditing – Accounts and Record maintenance.

#### **UNIT -V**

**(9 hours)**

A study of: Central Social Welfare Board, State Social Welfare advisory Boards – Indian Council of Social Welfare – Indian Council of Child Welfare- Nehru yuvak Kendra – Y.M.C.A –C.A.SA. – C.A.R.E. Ministry, Department of Social Welfare--Role of voluntary agencies in social welfare, problems faced by voluntary agencies. Co-ordination and co-operation between voluntary and government welfare agencies.

#### **Teaching Methodology:**

Lectures, Reading material, Discussions, Assignments, Case analysis, Field work and News clippings.

#### **Suggested reading:**

1. Allison, M. & Kaye, J. (2005). *Strategic Planning for Nonprofit Organizations*. 2nd ed. New York, NY: John Wiley & Sons.
2. Chowdry, Paul. (1992). *Social Welfare Administration*. New Delhi, New Delhi: Atma Ram and Sons.
3. Dimitto, D.M. (1991). *Social Welfare: Politics and Public Policy*. New Jersey, NY: Prentice Hall.
4. Edwards, R., & Yankey, J., & Altpeter, M. (Eds.). (1998). *Skills for Effective Management of Nonprofit Organizations*. Washington, DC: NASW Press.
5. Proehl, R. (2001). *Organizational Change in the Human Services*. Thousand Oaks, CA: Sage Publications.
6. Sankaran & Rodrigues, (1983). *Handbook for the Management of Voluntary Organisations*. Chennai, CH: Alpha Publications.
7. Shanmugavelayutham, K. (1998). *Social Legislation and Social Change*. Chennai, CH: Vazha Valamudan Publishers,.
8. Sullivan, Michael. (1987). *Sociology and Social Welfare*. Winchester, USA: Allen and Unwin.

#### **JOURNALS :**

- Combat law
- Economic and Political Weekly
- Women's collective
- Social Scientist

#### **WEBSITES:**

- a. [www.supremecourtfindia.nic.in](http://www.supremecourtfindia.nic.in)

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit - 5	1	

## ELECTIVE - III

### SOCIAL POLICY AND SOCIAL LEGISLATIONS

<b>SUBJECT CODE : 17PMSWE03</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### OBJECTIVES

1. To understand social policies in India in terms of themes, trends and deliveries.
2. To explore the relationship between state, market and civil society in formulating various models of inclusive policies.
3. To understand the significance of various Social Legislations
4. Define public policy and other related terms
5. Analyze the importance of public policy

#### UNIT I

**(6 Hours)**

Genealogy of Welfare State - Concepts: Rights, Justice, Citizenship, and Welfare State - Relationship between Civil society, State, Governance and Development – various critiques of Welfare State theories - typologies of welfare state regimes – globalization and welfare states.

#### UNIT I

**(6 Hours)**

Introducing Social policy and Social legislation. Post-colonial Welfare State: Policy making processes and structures in India – The role of Executive, Legislature and judiciary-Political parties, Pressure groups, Non-Governmental Organizations, Mass Media. Policy implementation: The role of Governmental agencies - the participation of Non-governmental organizations and citizens participation-Problems in implementation of policy-Analysis of different policies of the Central and State Governments. Liberalism, Globalization and changing nature of social policy in India.

#### UNIT III

**(6 Hours)**

Child Marriage restrained (Amendment) Act, 2006; Child Labour (Prohibition and Regulation) Act, 1986; Central Adoption Resource Agency Guidelines, 1991; Pre Conception and Pre-Natal Diagnostic Techniques Act (Prohibition of Sex Selection), 1994. The Juvenile Justice (Care and Protection of Children), Act 2000; Right of Children to Free and Compulsory Education Act. 2009; Women: Prevention of Immoral Traffic Act, 1956; Dowry Prohibition Act, 1961; Medical Termination of Pregnancy Act, 1978; Indecent Representation of Women Act, 1986; Domestic Violence Act, 2005. Sexual Harassment in Work Place prohibition & redressal 2013.

#### UNIT IV

**(6 Hours)**

Bonded Labour System (Abolition) Act, 1976; The Mental Health Act, 1986; The SC/ST (Prevention of Atrocities) Act, 1989 & Rules 1995, The Persons with Disabilities (Equal Protection of Rights And Opportunity and Full Participation) Act, 1995; The Unorganized Workers' Social Security Act, 2008.

## UNIT V

(6 Hours)

Protection of Human Rights Act, 1993; Consumer Protection Act, 1986; Right to information Act, 2005; Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Environment protection Act, 1986; Public Interest Litigation, Legal Aid in India.

### REFERENCES:

1. Alcock, A. Erskine and May. (eds), (2003). *The Student's Companion to Social Policy*. (2<sup>nd</sup>ed). Blackwell.
2. Clasen, J. (ed.). (1999). *Comparative Social Policy: Concepts, Theories and Methods*. Oxford: Blackwell.
3. Harihar, Bhattacharya., Partha, Sarkar and Angshuman, Kar. (eds). (2009). *The Politics of Social Exclusion in India*. Routledge, Democracy at the Crossroads.
4. James, Midgley and Michelle Livermore (eds). (2009). *The Handbook of Social Policy*. Sage Publication Kurien. *Growth and Justice*. (1992). Madras Oxford University Press.
5. Lewis, Gail et al (ed.) (2000). *Rethinking Social Policy*. London: Sage.
6. Marshall, T.H. (1975). *Social Policy in the Twentieth Century*. London: Hutchinson & Co
7. Pierson, Christopher and Castles, Francis (ed). (2006). *The Welfare State: Reader*. Cambridge: Polity Press.
8. Sainsbury, D. (ed.), (1999). *Gender and Welfare Regimes*. Oxford: Oxford University Press.
9. Sundarum, R.M., (1987). *Growth and Income Distribution in India*. New Delhi, New Delhi Policy and Performance Since Independence, Sage.
10. Vivekanandan, B. & Nimmi Kurian (eds), (2005). *Welfare State and the Future*. Hampshire: Palgrave Macmillan.
11. Williams. (1989). *Social Policy: A Critical Introduction*. Polity Press.

### PERIODICALS & JOURNALS :

- Journal of Comparative Social Policy
- Journal of Comparative Social Welfare
- Combat law
- Economic and Political Weekly
- Women's collective
- Social Scientist

### WEBSITES:

1. [www.supremecourtindia.nic.in](http://www.supremecourtindia.nic.in)
2. [www.judis.nic.in](http://www.judis.nic.in)
3. [www.pucl.org](http://www.pucl.org)
4. [www.lawyerscollective.org](http://www.lawyerscollective.org)

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**ELECTIVE - IV**  
**COUNSELLING**

<b>SUBJECT CODE : 17PMSWE04</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS:30</b>

**OBJECTIVES:**

1. To introduce the students to the concept, definition and need for Counseling.
2. To equip the students on the emerging areas of Counseling.
3. To equip the students on the skills and techniques of Counseling.
4. To learn the core elements that facilitates counseling
5. To determine environmental circumstances that may or may not affect the counseling Process

**UNIT – I**

**(6 hours)**

Counseling – Definition, objectives. Qualities of a counselor. Theoretical approaches of counseling. Individual Vs group counseling – Ethics in counseling.

**UNIT – II**

**(6 hours)**

Counseling skills and its process. Skills: Relationship, Sympathy Vs. Empathy and problem solving, decision making, behavior modification skills. Process: Steps, Techniques and Interventions. Skill Model.

**UNIT – III**

**(6 hours)**

Life span Counseling / Counseling with different age groups..

**UNIT – IV**

**(6 hours)**

Counseling for managing changes – Migrants, Refugees and Work place Counseling organizational changes etc. Counseling at different situations – Trauma care, Communal riots, Rape victims, Martial, Family, Alcoholic and their family, Counselling clients with Suicide ideation, Deaddiction counselling and AIDS. counselling in terminal Situations.crisis counseling, school counseling, Career Counselling.

**UNIT – V**

**(6 hours)**

Ethics in counseling – Code of Ethics and Practice of Counseling. Issues and situations. Counseling in emergency Disaster Situations.

**Teaching methodology:** Lectures, interactive discussion, Group assignment/ discussion, providing, reading, material for reflection and discussion, Article/news item reviews, Field based case studies/discussions and analysis. Field visits/guest lectures. Demonstration: Role Play and mock exercises.

**Suggested reading:**

1. Dave, Mearns. (1997). *Person Centered Counseling Training*. New Delhi, New Delhi: Sage Publications.
2. Joyce & Charlotte, Sills; (2002). *Skills in Gestalt Counselling & Psychotherapy*. New Delhi, New Delhi: sage publications.
3. Michael, Carroll.(1996). *Workplace counseling: A systematic approach to employee care*. New Delhi, New Delhi: Sage publications..
4. Naryana, Rao. S. (1991). *Counseling & Guidance*. (2<sup>nd</sup> ed). New Delhi, New Delhi: Tata Mcgrawhill publishing company Ltd.
5. Ray, Wolfe & Windy Dryden.(1996). *Handbook of Counseling Psychology*. New Delhi, New Delhi: Sage Publications.
6. Ramanth, Sharma. & Rachana, Sharma. (2004). *Guidance and Counselling in India*. New Delhi: Atlantic publishers and Distributors.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit - 5	1	



## CORE - VIII

### CONCURRENT FIELD WORK – II

<b>SUBJECT CODE : 17PMSWC08</b>	<b>FIELD WORK</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 6</b>	<b>DAYS: 25 days</b>

#### Objectives

The broad aim of concurrent field work at this stage (First year – II Semester) is to provide opportunities to the students for applying the knowledge and the information gained in the class room to reality situations. It also provides an opportunity to:

1. Working with communities, groups, individuals / families and manage Organizations tasks.
2. To provide an opportunity for learning skills through the practices of primary methods of social work (case work, group work and community organization).
3. To inculcate professional growth and development.
4. To conduct counseling/home visits.
5. To prepare records.

#### Areas of learning:

Concurrent practice learning tasks are listed in six areas. They are,

1. Understanding both the agency and the clients as systems.
2. Developing knowledge of administrative procedures, programme management and utilizing these skills in practice.
3. Developing skills of problem solving process and practice based research.
4. Using instruction to learning practice.
5. Developing as a professional person.

#### Process:

- Weekly two days agency visits.
- Recording.
- Faculty –student individual conference / supervisory conferences.

**SOFT SKILLS –II**  
**COMPUTING SKILLS**

<b>SUBJECT CODE : 16PGSLS02</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**OBJECTIVES:**

The major objective in introducing the computer skills course is to impart training for students in Microsoft Office which has different components like MS-Word,Excel,Access,Power point etc., at two levels based on their knowledge and exposure. It provides essential skills for the user to get adapted to any work environment ,as most of the systems in any work place have MS Office installed for their day to day activities.The course is highly practice oriented rather than regular class room teaching

**UNIT – I: Word processing:**

Formatting – Paragraph and character styles, templates and wizards, table and contents and indexes, cross referencing; Tables and Columns-Creating manipulating and statistical – databases – creating, sorting, filtering and linking.

**UNIT – II: Spreadsheets.**

Workbook, Building, Modifying, navigating; Workbook, Auto fill, copying and moving cells, inserting and deleting rows, printing; Formulas and functions – trouble shooting formulas, Functions and its forms like data base, financial, logical, references. mathematical and statistical data base – Creating, sorting, filtering and linking.

**UNIT – III : Presentations**

Power point – exploring, creating and editing slides, inserting tables and charts – special effects – clip art, creating and drawing shapes, inserting multimedia content – presentations – planning, animation, handouts, slide – show.

**UNIT – IV : Data bases.**

Access – Components, creating a data base and project, import and exporting, customizing; tables – creating and setting fields; Queries – Types, creating, Wizard, Reports – creating and layout.

**UNIT – V : Information management.**

Outlook- Starting ,closing, contacts, tool bars , file management ; e-mail reading composing, responding ,attachments, signature, junk – mail, tasks-screen, sorting, creating, deleting. Assigning, updating, scheduling- calendar.

Note: All units need an approach through practical exposure.

**References**

1. Mansfiels, Ron. *Working in Microsoft Office*. Tata McGraw Hill.
2. Davis, Guy Hart. *Microsoft Excel 2007*. Tata McGraw Hill.

### Examination

1. Internal assessment could be based on theory and / or practical.
2. End semester is based on practical.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 1 out of 3 questions (each in 1200 words)	21-24	20	<b>40</b>

### Distribution of Questions:

Sections	Units	No. of Questions	
		Theory	Problems
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit - 5	1	

**COURSE COMPONENT**  
**SUMMER PLACEMENT**

<b>SUBJECT CODE : 16PINT401</b>	<b>INTERNSHIP</b>	<b>MARKS:-</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>1 Month</b>

At the end of 1 year during summer vacation, the students should do internship (non- supervised) for a period of 30 days in an agency / industry related to his / her specialization so as to utilize the summer vacation fruitfully to develop the professional self in one-self.

**OBJECTIVES:**

1. Knowing about the basics of the working of an industrial organization/ social welfare organizations.
2. Experiencing direct practice with the client systems and the management operations of the work of the setting.
3. Integrating theoretical learning with the practice.
4. Exploring the possibilities and area for carrying out Research project to be carried out at the later stage of the course, and
5. Experience self in the role of the professional worker.

**Process:**

1. The learner must volunteer to locate a setting (own choice) about two or three Months in advance and explore the possibilities of a 4 week practice learning practice placement.
2. The practice learning setting should preferably have a professionally trained social worker on the team of a staff.
3. The learner is to record the learning and submit comprehensive report (in the format provided by the department) at the beginning of the II academic year both to the department (compulsory) and to the setting (on requirement).
4. Also, each student is expected to make a presentation on the placement experiencing before the class and faculty (in the format provided by the department).
5. In the report a Joining & Completion certificate obtained from the agency has to be compulsorily Enclosed.

# **SEMESTER-III**

## COMMUNITY DEVELOPMENT

### CORE - X

### SPECIALIZATION PAPER – I

### RURAL COMMUNITY DEVELOPMENT

<b>SUBJECT CODE : 16PMSWC09A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

#### **OBJECTIVES:**

1. To understand the rural communities and the need for rural community Development
2. To provide knowledge of the various methods, programmes, strategies and developmental efforts towards rural community development.
3. To understand the role and contribution of professional social work in Development process

#### **Unit-I**

**(5 hours)**

Community development- definition, concepts, objectives, history of community development  
Rural development- Rural community development, concepts, definition, objectives, principles, approaches. Gandhian Ideology on village/ rural development, Gandhian ideology and Karl Marx. ; Model of China, Indonesia, Philippines.

#### **Unit-II**

**(12 hours)**

Early period of Rural reconstruction programmes schemes: Sriniketan, Marthandom, Gurgaon, Baroda, Firka, Etawah, Nilokheri.

Post independent rural development programmes& schemes: Pradhan Mantri Gram Sadak Yojana, Swarna Jayanthi Gram Swarozgar Yojana, SampoommaGrameenRozgarYojana, National Food for Work Programme, Jai Prakash Rozgar Guarantee Yojana, Antyodaya, Minimum Needs Programme, Rural Water Supply Programme, Rural Sanitation Programme, IndraAwasYojana, Accelerated Irrigation Benefit Programme, Water Shed Development Programme, Accelerated Rural Electrification Programme, Integrated Rural Energy Programme, Pradhan MantriGramodavaYojana, PURA, NERG

Rural resources for development

Land, water, forest, live stock, bio-energy, human resources. Land reforms, Land tenure, Ceiling act, Agriculture and rural development.

#### **Unit-III**

**(10 hours)**

Analysis of rural problems: Poverty, rural bondedness, unemployment and under Employment, casteism, housing, illiteracy, conservation, agricultural laborers, marginal and small farmers. Concept of feminization of poverty – measuring poverty; Participatory rural approach (PRA); Poverty groups and poverty alleviation programmes- SC, ST's, BC's.

Primary health care in rural areas: Definition, Human development index (HDI), Constitutional provisions and national policies, right to health, national health policies 1983&2002, reports on PHC Bhore committee (1946), Shrivastav committee (1975), Community health care, health care service levels (primary, secondary, tertiary)

#### **Unit-IV**

**(10hours)**

Political structure & Politics: Central-various cabinets/ministries, structure and functions Related to community development

State- Legislative assembly, various ministries structure and functions related to community development Rural administrative structure- Panchayatraj institutions amendments 73rd & 74th, Tamilnadu Panchayat Act 1958. Democratic decentralization.

#### **Unit-V**

**(8 hours)**

Rural marketing &rural credits: Market system grading and weighment.

Rural credit facilities-specific needs of rural credit, micro-finance, and expectations of credit seekers. Rural credit banks-NABARD, SCBS, DCCB, P ACS, commercial banks, Regional rural banks (RRB).

Role of a community development worker in rural community development. Public- private partnership in rural development.

#### **Teaching methodology**

Lecture, Discussion, Assignment, seminar, Documentary films, Exposure visits, Case Studies presentation

#### **Suggested readings**

1. Datt & Sundaram. *Indian economy*. New Delhi, New Delhi: S.Chand co.
2. Jain. C.M. & Cangan. T. *Rural development in India*
3. Karaley,G.N. (2005). *Integrated Approach to Development Policies, Programmes and Strategies*.New Delhi, New Delhi: Concept Publishing Company.
4. Madan.G.R.*Changing pattern of Indian villages*.
5. Mukarji. B.*Community development in India*.
6. Reddy, Venkata. *Rural development in India*. Mumbai, Mumbai: Himalaya Publishing House.

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	



**CORE - X**

**SPECIALIZATION PAPER – II**

**DEVELOPMENT ECONOMICS**

<b>SUBJECT CODE : 16PMSWC10A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To help the students to gain an insight about Indian Economy.
2. To get a grasp about Human resources and economic development
3. To gain knowledge about the role of agriculture and industry in economic development.
4. To gain knowledge about globalization and implications of international agencies on economic development.

**Unit I: Concept of Development**

**(9 hours)**

Concept of Developed and Developing economies. Basic characteristics of the Indian economy, Major issues of development. Women as contributors to Development. Importance of knowledge of economics for social work practice.

**Unit II: Human Development and MDG**

**(9 hours)**

Millennium Development Goals and targets. Concept and measures of Human Development, Human Development Index, Gender Development Index, Gender Empowerment Measure. Human Development in India and states.

**UNIT III: Agriculture and Economy**

**(9 hours)**

Agriculture and Economy: place of agriculture, causes for low productivity, farm size, fragmentation of holdings, cooperative forming, concept of food security and self Sufficiency, Green revolution and Mechanization of agriculture, Agriculture policy

**UNIT IV: Industry and Development**

**(9 hours)**

Industry and economy: role of industrialization, pattern of industrialization, definition and role of public and private sector, IT sector, Service sector, small scale industry, village and cottage industry. Five year plans and Current industry policy-central and state and Special Economic Zones-issues and implications.

**UNIT V: Globalization and WTO**

**(9 hours)**

Globalization and its impact on Indian economy, World Bank, GATT, TRIPS, WTO-mission, Principles and functions and impact of WTO on economy.

### Methodology of Teaching:

Lectures, Reading material, Discussions, Assignments, Case analysis, Field work and news clippings.

### Suggested reading

1. Datt, Ruddar. & Sundaram.(1999). *Indian Economy*. KPM. Sultan Chand.
2. Dhandekar. (1994). *Indian Economy 1947 – 92: Agriculture*. V M sagarPublications.
3. Patel, Surendra, J.(1995). *Indian Economy towards the 21st Century*. Universal lawPublication.
4. Parik, Kirit. & Radhakrishna, (2005) *Indian Development Report*. OUP.
5. World Development reports,(2009). World Bank Publication. OxfordUniversity Press.
6. Human development Reports UNDP publication.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE - XI**

**SPECIALIZATION PAPER – III**

**WORKING WITH CHILDREN AND YOUTH**

<b>SUBJECT CODE : 16PMSWC11A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To sensitize the students on the problems of children and youth in the society
2. To develop an understanding of the need and importance for child and youth Development
3. To enhance understanding of the role of social work in child and youth welfare

**UNIT-I**

**(9 hours)**

Definition of Child and Youth. Demographic profile of the children and youth in India; Rural urban differences; Importance statistics related to the status of children in India and Tamilnadu; female child in India; Gender differences in child rearing and socialization. Socialization of youth: Influence of family peer, neighborhood, Reference groups religion. Impact of westernization, modernization and urbanization

**UNIT-II**

**(9 hours)**

Health and nutritional status and need of children and youth, Health Services-ICDS, MCH, School health and NGO Programmes; role of UNICEF and WHO; Various types of health intervention for children. Educational status and needs of children; the problems in education universal primary Education- SSA, Transits School Social Work- objective Activities.

**UNIT-III**

**(9 hours)**

Children in especially difficult circumstances: the destitute and abandoned children- Services for the destitute child- Institutional and Non-institutional- Foster Care and Adoption, delinquent child- Juvenile justice system; child trafficking-dimensions and Interventions; Child Abuse: Dimensions, Causes and interventions; Street and Working Children: causes interventions (Govt. and NGO), children of sex workers, Displaced Children, Natural Disasters and children living with HIV/AIDS, Children of prisoners.

**UNIT-IV**

**(9 hours)**

Children and youth in of special care: Physically challenged children – extend, Causes, policies and programmes, other interventions; mentally challenged children- types, interventions’ Emotionally challenged children: types, intervention’, Child Guidance Clinic Specific problems of youth: Unemployment and Youth unrest behavioral problems: Drugs abuse, alcoholism, suicide and sexual issues. Functional disorders: Eating disorders, obesity. Emotional problem: Identity crisis, Alienation, career conflict.

## UNIT-V

(9 hours)

Constitutional safe guards, National Policy, Plan Action, State and Central Government Programmes for children UN Charter for child rights, laws relating to Children, Child rights advocacy. Government and NGO programmes for children and youth in India-Nehru YuvaKendra , Rajeev Gandhi National Institute for Youth Development.

### Teaching Methodology

Class discussion, Assignments/ Paper presentation, Field visits, Documentaries

### Suggested Reading

1. DCI. (1997). *International Standards concerning Child Right*. Geneva, DCI.
2. Devi, Lakshmi. (ed).(1998).*Child and Family Welfare*.New Delhi, New Delhi: Anmol Publications.
3. Gandhi, Anjali. (1996). *School Social Work*. New Delhi, New Delhi: Common Wealth Publishers.
4. Gore. M.S. (1978). *Indian Youth-Process of Socialization*. New Delhi, New Delhi: VYK.
5. Mander, Harsh & Rao, Vidya (1996).*An agenda for Caring, Interventions for Marginalized groups*. New Delhi, VHAI.
6. Muralidar, Nair &Ram. (1989). Indian youth-A profile.
7. MSSRF (1994). *Policy for the Young Children in Tamilnadu*. Chennai,
8. MSSRF. NIPCCD. (2002). *The Child in India-A Statistical Profile*, NIPCCD, New Delhi.
9. Paul, Fred. M. (1992). *Youth in a Changing Society*. New York, NY: Rout ledge and Kegan Paul.
10. Rane, Asha. (1994). *Street Children : A Challenge to the Social Work Profession*. Bombay, TISS.
11. Thirupathi. S.N.(ed). (1996).*Child Labour in India*.New Delhi, New Delhi: Discovery Publishing House.
12. UNICEF. (1994). *The Child and the Law*.New Delhi, New Delhi: UNICEF.

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**SPECIALIZATION : HUMAN RESOURCE MANAGEMENT [HRM]**

**CORE - IX**

**SPECIALIZATION PAPER – I**

**LABOUR LEGISLATIONS**

<b>SUBJECT CODE : 16PMSWC09B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

- 1.To help the students to learn basic facts concerning Labour Law
- 2.To enable them to realize the need to have suitable skills for the practice of Labor Law
- 3.To assist the students to acquire attitudes those are apt in the practice of Labor Law

**UNIT-I: Introduction**

**(9hours)**

Labour Law in Indian constitution, industrial jurisprudence  
Labour law distinguished from Industrial Law

**Unit-II: Legislation pertaining to working conditions**

**(9 hours)**

The Factories Act 1948  
The Industrial Employment (Standing orders) Act 1946  
The Tamil Nadu Shops and Establishment Act 1947  
The Contract Labour (Regulation and Abolition) Act 1970  
Catering and Establishment Act

**Unit III: Wage Legislations**

**(9 hours)**

The Payment of Wages Act 1936  
The Minimum Wages Act 1948  
The Payment of Bonus Act 1965  
The Equal remuneration Act 1976

**Unit IV: Social security legislations**

**(9 hours)**

The Employee's state Insurance Act 1948  
The Employees Provident Fund and Miscellaneous Provisions Act 1952  
The Maternity Benefit Act 1961  
The Payment of Gratuity Act 1972

**Unit V: Industrial Relations Legislations**

**(9 hours)**

The Industrial Dispute Act 1947  
The Trade Union Act 1926

## Teaching Methodology

Lectures, assignment, seminar, guest lectures, Case laws presentation and discussions

## Suggested reading

1. Relevant Bare Acts
2. Kapoor,N.D.,(2001). *Hand Book of Industrial Law*. Sultan Chand & sons.
3. Kapoor,N.D.,(2002). *Elements of Industrial Law*. Sultan Chand & sons.
4. Srivastava.S.C.(1994). *Industrial Relations and Labour Laws*. Vikas Publishing House Pvt Ltd
5. Taxman's (2001). *Labour Laws*. Taxman Allied Services P Ltd.

## Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>



**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE - X**

**SPECIALIZATION PAPER – II**

**HUMAN RESOURCE MANAGEMENT**

<b>SUBJECT CODE : 16PMSWC10B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To introduce the students to the different functional areas of HRM & HRD.
2. To impart necessary skills to manage the HR.
3. To sensitize the students on the emerging trends in the field of HR.

**UNIT: I**

**(9 hours)**

Management: Concepts, Objectives, Scopes and functions; Human Resource Management (HRM) & Human Resource development (HRD)-Concept clarification –P.M., HRM & HRD; Objective and scope –HRM& HRD as part of general management HR-Challenges and opportunities.HR policies, Procedures and programmes. Roles and Responsibilities of HR Manager.

**UNIT-II**

**(9hours)**

Human Resource Planning (HRP); Job analysis and Job design; Recruitment, selection, placement procedures; psychometric tests. Job changes and employee retention; Career planning and career development, succession planning, Dual career, repatriates.

**UNIT-III**

**(9hours)**

Compensation Management: Job Evaluation-Assessing job worth and developing wage structures. Wage salary administration, wage policy, wage boards; Incentives, Performance based pay & employee benefits; Executive compensation and International compensation. Personnel taxation. Current trends in compensation management-Employee Stock Option Plan.

**UNIT-IV**

**(9hours)**

Performance Appraisal & Potential Appraisal-Methods Performance appraisal;Traditional and modern Methods 360 degree appraisal. Performance counselling; Performance management. Employee motivation; Managing discipline; Grievance handling. Managing employee health and safety-Quality of Work Life (QWL);

**UNIT-V**

**(9hours)**

Employee separation – retirement, resignation, dismissal and VRS.

HR Audit. HRIS & HR Consultancy & HR Outsourcing, Global HRM and future of HRM.

**Teaching method**

Lecture, assignments, seminar, group discussions, management gains and gust lecture case study.

**Suggested readings**

1. Bhattacharya, Dipak Kumar, (2002). *Human Resources Management*. New Delhi, Excel Books.
2. Bhatia. S.K.(2006). *Human Resource Management-Competitive advantage*. New Delhi, Deep & Deep Publication Pvt. Ltd.
3. Jyothi, P. and Venkatesh, D.N.(2006). *Human Resource Management*. New Delhi, Oxford University Press.
4. Rao, T.V. (2016). *Performance Management: Towards organizational Excellence*. India: Sage Publications.
5. Aswathappa. (2010). *Human Resource Management*. Tata McGraw-Hill Education.

**Journals:**

1. Harvard Business Review
2. HRM Review
3. HRD times
4. Human Capital
5. Indian Journal of Industrial Relation.
6. Indian Journal of Social Work
7. Indian Journal of Training and Development
8. Indian management
9. Personnel Today
10. Corporate Governance.

**Magazines:**

1. Business Today
2. Business World
3. Business India
4. Economic and Political weekly

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>

<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>
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**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**CORE - XI**

**SPECIALIZATION PAPER – III**

**EMPLOYEE RELATIONS AND WELFARE**

<b>SUBJECT CODE : 16PMSWC11B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To provide knowledge on the industrial relation system in India.
2. To familiarize the students with the various IR process.
3. To give insight in to the concept of welfare & social and organizational responses thereof

**UNIT-I : Industrial Relations (9 hours)**

Concept; Stake holders; Characteristics of a model industrial relation (IR) system. Emerging trends in IR; Employee Relations across organizations in different sectors; Impact of Globalization and liberalization on IR . IR systems and issues in India, USA, Russia & Europe.

**UNIT-II : IR Climate (9 hours)**

Industrial conflict: Meaning, Causes, Consequences, manifestations, Interventions (Statutory and Non Statutory machinery for prevents and settlement dispute) Industrial Peace

**UNIT-III : Proactive & Reactive IR (9 hours)**

Collective Bargaining: Meaning, objectives, process, skills; Grievance redressal -Meaning and process: Employee discipline – Meaning & disciplinary procedures Employee empowerment- Meaning and mechanism

**UNIT-IV : Employee Welfare (9 hours)**

Employee welfare: Meaning, Objectives, Philosophy, Scope, limitations and types of employee welfare. Statutory and Non-statutory welfare measures

**UNIT-V : Social Security (9 hours)**

Concept, need types and schemes for the organized sector in India. Social Security in India and other countries.

### **Additional Reading (Does not form part of assessment)**

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL

### **Teaching Methodology**

Lecture, General reading, Discussions, Assignments, Case analysis, filed work, News Clippings.

### **Suggested Readings**

1. Mamoria, Dr. C.B. & Mamoria, Dr. S. *Dynamics of Industrial Relations*. Himalaya Publishing House.
2. Nair, N.G & Nair, Lata. (2001). *Personnel Management and Industrial Relations*. New Delhi, Sultan Chand and Co. Publishing House Pvt .Ltd.
3. Pylee M.V. & George, Simon. (1995). *Industrial Relation and Personnel Management*. Vikas.
4. Ratnam, Venkatta. C.S., (2001). *Globalization and Labor Management relation*. Response Books.
5. Roberts, B.C. *Industrial relation- Contemporary Problems and Perspectives*. Asia Publishing House
6. Scott, Bill. *The skill of Negotiating*. Mumbai, Jayco Publishing house.
7. Sharma, A.M., *Industrial Relation: Conceptual & Legal framework*. Himalaya Publishing House.
8. Sinha, G.P. & Sinha, P.R.L, *Industrial Relation and Labor Legislation*. Oxford and IBH Company.
9. Tandon, S. K, *Collective bargaining and the Indian Scene*. Sultan Chand Publications.

### **Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3		
	Unit – 4	1	
	Unit - 5	1	

**ELECTIVE - V**

**SPECIALIZATION PAPER – IV [FOR HRM ONLY]**

**STRATEGIC HUMAN RESOURCE MANAGEMENT**

<b>SUBJECT CODE : 16PMSWE05B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To introduce to the students emerging field of strategic management.
2. To help the student to understand the nature of the changing global business environment and role of HR in it.
3. To enable the students to appreciate the various method and techniques of strategic Human Resource Management.

**Unit-I: Strategic Management**

**(9 hours)**

Fundamental elements of strategy-Vision, Mission, Goals and objectives; Forms of Strategy-Intended and realized strategies; use of the strategic management Process Rational Planning, instrumentalism and organizational learning; Difference between Strategic management and other types of management. Recruitment Strategies, compensation strategies, Evaluation strategies and Retention strategies.

**Unit-II: Strategic Human Resource Management (SHRM)**

**(9 hours)**

Major trends in organizations and business environment in HRM Engineering challenges to Human Resource Management: Strategic Perspective in Human Resource Management; Concept, Aims and foundations of SHRM- Evolutionary stages, theories and models of SHRM.

**Unit-III: Emerging trends & SHRM**

**(9 hours)**

Human Resource Environment: Technology and organization structure- Management trends – Demographic trends- utilization of human resources- International developments-Human resource legal environment.

**Unit-IV: Integrating Strategy and HRM**

**(9 hours)**

Strategy role of Human resource planning , efficient use of human resource; Dealing With employee selection, surpluses and employees shortages. Talentship management, Employee value proposition. Reward and development system code strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: High Performance Practices**

**(9 hours)**



Individual practices & Systems high performance human resource practices Performance management; Human resource evaluation. HR Scorecard using MBO, SPolicy deployment for aligning HRM with Business.

Teaching methods:

Lecture, Guest lecture, seminar and Assignments , Group discussion, Case study.

### Suggested readings

1. Bhatia S.K. (2006). *Human Resource Management-A competitive advantage*. New Delhi (658.3 B): Publishing Pvt. Ltd.
2. Greer, Charles. R. (2001). *Strategic Human Resource Management- A General Managerial approach*. (2nd Edn), New delhi: (658.3 G). Pearson Education (Singapore) Pvt. Ltd.
3. Miller, Alex., & Dess, Gregory G., (1996). *Strategic Management* (2nd Edn)., New York (658.3 M) McGraw-Hill Companies Inc.
4. Sadler, Philips. (2004). *Strategic Management*. (2nd Edn), New Delhi (658.4 S). Kogan Page India Pvt. Ltd.
5. Shurma, Anuradha & Khandekar, Aradhana. *Human Resource Management -An Indian Perspective*, New Delhi (658.3A): Response Books.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**ELECTIVE PAPER - VI**  
**SPECIALISATION PAPER – V [FOR HRM ONLY]**  
**QUALITY MANAGEMENT**

<b>SUBJECT CODE : 16PMSWE06B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**OBJECTIVES:**

- 1.To introduce the students to the basic concepts of quality management
- 2.To provide an overview of the various quality interventions
- 3.To highlight the relevant of quality for human resource management

**Unit-I: Introduction to Quality**

**(6 hours)**

QUALITY concept, dimensions, determinants, benefits. Quality gurus (frederactaylor, Shewart, Deming, Juran, Feigenbaum, Crosby, Ishikawa, Taguchi, Shingo) and their key Contributions. Awards and prices for quality (Baldiige, deming). Quality function Deployment (QFD).

**Unit-II : Quality management**

**(6 hours)**

Quality management- Concepts and principles. Approaches to quality management(Quality control& Quality Assurance) Quality control: Concept and tools- old and new; seven old quality control tools (check Sheet, pareto chart, flow chart cause and effect diagram, histogram scatter diagram,Control char)- Meaning and applications. Seven new quality control tools (AffinityDiagram, relations diagram, tree diagram, metrics diagram, L-shaped metrics, arrow diagram Process decision programme chart).

**UNIT-III: QUALITY ASSURANCE INITIATIVES**

**(6 hours)**

Quality assurance – concept and means- ISO – International Standard Organisation(The organization, benefit, ISO 9000 Standards, ISO 1400 Standard Applications),COPC (Customer Operations Performance Ccentre) Inc Standards (Meaning and Scope), Six sigma (concept objectives benefits and application).

**UNIT-IV: TOTAL QUALITY MANAGEMENT**

**(6 hours)**

Meaning, principles by Edward Deming, key elements (Ethics, Integrity, trust, Training, team work,leadership, reorganization, communication).

**UNIT-V: QUALITY AND PEOPLE MANAGEMENT**

**(6 hours)**

Quality in the human resource function. Meaning, important and benefits People capacity maturity model (PCMM- meaning objectives, levels, process areas).Teaching methodology Lecture, General reading , discussions, assignments, case analysis, field work, news Clippings.

**Teaching methods:**

Lecture, Guest lecture, seminar and Assignments , Group discussion, Case study.

**Suggested Readings**

- 1 .Bedy, Kanishka. (2006). *Quality management*. Oxford University Press.
- 2 .Chandran., S.A. (1985). *Quality circles – Ess Publications*
- 3 .Greg, et, Bounds., al. (1994 ). *Beyond total quality management :toward The emerging paradigm*. Max Webber Verlag Munchen.
- 4 .Gopal, Kanji K., & Asher, Mike. (1996). *100 methods for total quality Management*. Sagar Publications.
- 5 .Joel, Rose, E. (1995). *Total Quality management*. Vanitha publication.
- 6 .Michael, George. L. (2002). *Lean 6 sigma : Combining 6 sigma quality with lean speed*. Tata McGraw: Hill Publishing company Ltd.
- 7 .Michael, George.L. (2003). *Lean six sigma for service: How to Use Lean speed and six sigma quality to improve services and transactions*. Tata Mc Graw: Hill publishing.
- 8 .Lal , meera. (1994). *Quality management through quality circles- an Indian model*. Authors Press.
- 9.Sontakey, D.R (1997).ISO 900 Quality system an over view .CBWE

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**SPECIALIZATION : MEDICAL AND PSYCHIATRIC SOCIAL WORK**

**CORE - X**

**SPECIALIZATION PAPER – 1**

**PAPER TITLE: MENTAL HEALTH AND PSYCHIATRIC DISORDERS**

<b>SUBJECT CODE : 16PMSWC13C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To acquire knowledge of the phenomenology, symptomatology and treatment of Common Mental Disorders.
2. To develop skills in identifying Mental Disorders in Health Care and Community settings.
3. To develop the capacity of the student to apply knowledge and skills of the methods of Professional Social Work, as a member of the Mental Health Team, in
4. Field Work setting in Psychiatry

**UNIT I**

**(9 Hours)**

History of Psychiatry- Concept of Mental Health- Mental Health in India- Mental Health Problems- Changing Trends in Mental Health Care- View of Mental Health and well-being.

**UNIT II**

**(9 Hours)**

Psychiatric Interviewing - Case History, Taking and Mental State Examination- Psycho-Social and Multidimensional- Use of Mental Health Scales in assessment and intervention.

**UNIT III**

**(9 Hours)**

Mental Disorders overview of classification of mental Disorders – ICD 10, DSM, Study of the Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Organic Mental Disorders- Mental and Behavioral Disorders due to psychoactive substance use, Schizophrenia, Mood (Affective Disorders),

**UNIT IV**

**(9 Hours)**

Neurotic stress related and somatoform disorders. Study of the Clinical Signs, Symptoms, Causes and Treatment of: Behavioral syndromes associated with physiological disturbances. Disorders of adult personality and behaviour- Mental Retardation- Disorders of Psychological Development Behavioral and emotional disorders with onset in childhood and adolescence- suicide, sexual Disorders.

**UNIT V**

**(9 Hours)**

Mental Health Act 1987, Person with Disabilities Act, 1995, Socio-cultural factors in Psychiatry – Magico-religious practices – Cultural beliefs – Stigma.

**Teaching methods:**

Lecture, Guest lecture, seminar and Assignments , Group discussion, Case study.

**Suggested Readings:**

1. Bhugra ,Gopinath., & Vikram Patel., (2005). *Handbook of Psychiatry- A South Asian Perspective*. Mumbai: Byword Viva Publishers Pvt. Ltd.
2. Coleman, & James, (1996). *Abnormal Psychology Modern Life*. Mumbai: Tarapore Vala and Sons.
3. Kaplan , Harold, I., & Sadock, B.J., (1989). *Comprehensive Text Book of Psychiatry*. London: Williams & Wilkins, Baltimore.
4. Kapur, M., (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications.
5. Mane, & Gandevia., (1998). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
6. WHO. (2004). *The ICD-10 Classification of Mental and Behavioral Disorders,*
7. *Diagnostic Criteria for Research*, AITBS Publishers and Distributors, Delhi
8. Ahuja Neraj, (2002), *A short textbook of psychiatry*, 5<sup>th</sup> Edition, New Delhi.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	



**CORE - X**  
**SPECIALIZATION PAPER – II**  
**PUBLIC HEALTH IN INDIA**

<b>SUBJECT CODE : 16PMSWC10C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To develop an understanding of multidimensional approach to Health.
2. To understand the administration of the basic health infrastructure in the country
3. To relate the knowledge of Social Work practice to Public Health situation in India.

**UNIT I** **( 9 Hours)**

Understanding Health: Definition- A critical review of various interpretations of health. Introduction to Public Health & Epidemiology. Socio Political, economic and cultural factors influencing health. Preventive, Promotive and Rehabilitative aspects of Public Health. Various systems of medicine practiced in India.

**UNIT II** **(9 Hours)**

Community Health: Principles, Models of Intervention and the role of Professional Social Worker. Rural and Urban health in India: Health Status, Health Problems and Health Services with specific focus on marginalized and vulnerable groups.

**UNIT III** **(9 Hours)**

National Health Programmes-Health Policies and Committees. Legislations pertaining to Health – A critical review. Health administration and Planning: Structure and Functions at National and State and District levels- Primary Health Centres - Corporation and Municipal health services. Hospital Administration and Management.

**UNIT IV** **(9 Hours)**

Understanding health from the Human Rights perspective – Environment issues and health – Media and health. Health Movements and Campaigns. Role and Specific skills required for Medical Social Work Practice.

**UNIT V** **(9 Hours)**

Partners in Preventive, Promotive and Rehabilitative aspects of health care: Non-Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. Latest reports of National and International Organisations working in the area of Health. Current review and analysis from scientific journals, health magazines.

**Teaching methods:**

Lecture, Guest lecture, seminar and Assignments , Group discussion, Case study.

### Suggested Readings :

1. Ajit. (2005). *Social Dimensions of Health*. New Delhi: Rawat Publications.
2. Bajpai. (1998). *Social Work Perspectives on Health*. New Delhi: Rawat Publications.
3. Mishra. (2000). *Indian Health Report*. New Delhi: Oxford University Press.
4. Narayana. (1997). *Health and Development*. New Delhi: Rawat Publications.
5. Park & Park. (2003). *Textbook of preventive and social medicine*.
6. Pokrana. (1994). *Social Beliefs, Cultural Practices in Health and Disease*. New Delhi: Rawat Publications.

### Websites

1. [www.who.org](http://www.who.org) World Health Reports (1995-22050)
2. [www.tnhealth.org](http://www.tnhealth.org) Annual Report
3. [www.mohfw.nic.in](http://www.mohfw.nic.in) Annual Report
4. [www.nfhsindia.org](http://www.nfhsindia.org) National Family Health Survey, India
5. [www.vhai.org](http://www.vhai.org) State of India's health report, Report of independent Commission on health in India and other reports.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE - XI**  
**SPECILIZATION PAPER – III**  
**MEDICAL SOCIAL WORK**

<b>SUBJECT CODE : 16PMSWC11C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To enable the students to develop appropriate values, knowledge, skills and techniques for effective Social Work practice in the field of Health.
2. To enable the students to understand the psycho- socio- cultural realities associated with patient care in the Hospital and Community setting.
3. To acquire the knowledge with respect to the inter-disciplinary approach for persons with disease and disability.

**UNIT I**

**(10 Hours)**

Medical Social Work: Definition and Objectives, Historical Development of Medical Social Work in the West and in India, Need for Medical Social Work in our Country, Current trends in Medical Social Work in India. Difference between Medical Social Work and Medical Sociology. Definition and important concepts. Concept of patient as a person : Patient as a whole, Social Assessment of patient's family, Preparation of Social Case Work history (With examples from field work practice), Patient's Rights and Medical Ethics, Psycho-Social Problems of patients and families during the process of treatment and hospitalization,

**UNIT II**

**(8 Hours)**

Organisation and Administration of Medical Social Work in a Hospital Setting- Role of the Medical Social Workers in the Department- Staff Developmental Programmes for Medical Social Workers- Application of various Social Work Methods in Hospital Setting- Specific skills required for Medical Social Work Practice.

**UNIT III**

**(10 Hours)**

Concept of long term hospitalization: Impact of long term hospitalization on the patients and the families- Role and Functions of Medical Social Worker : Rural and Urban Community Settings, Promoting health needs and functions, Maternity and Children's Hospital, Cancer, Chronic Illness (Diabetes, Nephritis, Cardio-Vascular Disorders, HIV/ AIDS, Tuberculosis) Blood Bank, Organ Transplant Centers, Trauma Care Centers, Palliative care, Hospice settings, NGOs managing Health Services and Hospitals.

**UNIT IV**

**(9 Hours)**

Concept of Disability: Causes, Management and Rehabilitation of Physical Disabilities-Rehabilitation : Definition, Objectives, Principles, Approaches and Models - Community Based Rehabilitation - Multi Disciplinary approaches in Medical Social Work: Importance of Team Work and Case Conference.

## **UNIT V**

**(8 Hours)**

Field work in the Medical Social Work Practices- Role of the trainee- Importance of Recording and Supervision-Evaluating the current trends in the Field Work practices- Measures to strengthen Field Work practice- Inter-Disciplinary Studied, Health Insurance, Medical Social Work Research.

### **Teaching methods:**

Lecture, Guest lecture, seminar and Assignments , Group discussion, Case study.

### **Suggested Readings :**

1. Ahuja, Ram. (2006). *Social Problems in India*. New Delhi: Rawat Publication.
2. Blaxter, Mildred. (2004). *Key Concepts on Health*. New Delhi: Polity Publishers.
3. Bradshaw & Bradshaw. (2004). *Health Policy for Health Care Professional*. New Delhi: Sage Publications.
4. Brannon & Feist. (2000). *Health Psychology*. Toronto: TLARC Publication..
5. Dowding & Barr. (2002). *Managing in Health Care*. London: Pearson Education Ltd.
6. Dziegielewski, Sophia, (2003). *Changing Phase of Health Care, Social Series II Education*. New Delhi: Sara book.
7. Ghelert, Sarah. (2006). *Hand book of Health Social Work*. London: John Wiley & Co.
8. Sirohi, Anand. (2005). *Modern Perspectives in Social Work*. New Delhi: Dominant Publishers.
9. Cockerham, William. C. (1998). *Medical Sociology*. New Jersey: Prentice Hall.
10. Zastrow, Charles. (2000). *Introduction to Social Work and Social Welfare*. Belmont: Wadsworth Publication.

### **JOURNALS:**

Health Action, CHAI, Secunderabad.

Health Care Law, ICFAI, Hyderabad.

Health for the Millions, VHAI, New Delhi.

Indian Journal of Social Work, TISS, Mumbai.

Journal of Indian Council of Medical Research.

Social Welfare, CSWB, New Delhi.

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**ELECTIVE- V**  
**SPECIALIZATION PAPER – IV [FOR CD AND MPSW]**  
**INTERNATIONAL SOCIAL WORK**

<b>SUBJECT CODE : 16PMSWE05A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**OBJECTIVES:**

1. To develop an understanding of the concepts of Social Work and International Social Work.
2. To make Students understanding the importance of utilizing an integrated perspective approach.
3. To provide the knowledge of the global context to International Social Work.
4. To familiarize the specific in International Social Work.
5. To give knowledge of some key programmes and strategies.

**Unit-I**

**(6 hours)**

Introduction -Definition, Features and scope of International Social Work, Concept development: social inequality social capital, Sustainable Development, structural adjustments, human development, capability approach. Diversity issues.

**Unit-II**

**(6 hours)**

Integrated perspective approach: global, human rights, ecological and social development perspectives. Basic programmes and strategies for international Social Work – Introduction, empowerment, capacity building, self-help and Self-reliance, social cohesion, income generation and community development. Challenges for International social Work for the Twenty First Century.

**Unit-III**

**(6 hours)**

Perspective on Poverty: Global poverty and deveopment–current dimensions and trend, various types of facets of poverty, Globalization and poverty, Poverty and thedevelopment process, Poverty measurement and indicators Alleviation policy and programmes.

**Unit-IV**

**(6 hours)**

Conflict and post conflict reconstruction-Extend and nature of modern conflict, Post- conflicts situation, post –conflict reconstruction agenda, Humanitarian Aid, Strategies for post conflict situations. Some Key areas of International Social Work in post-conflict situation, strengthening people’s capacities rebuilding Community displacements and Forced Migration-Forced migration: presenting Situation and

its back ground, Nature of forced migration in the contemporary World, Specific aspects of International Social Work's involvement in forced Migration situation- Trauma Counseling programs, social and recreation, Psychosocial programme, refuge women, repatriation programmes.

### **Unit-V**

**(6 hours)**

Tools for Development- Socio-economic / livelihood analysis, PRA/Palmetto, Policy analysis, Budget analysis, Gender analysis, stake holder analysis. Participatory project planning, Monitoring and Evaluation – Project Cycle, Logical Framework Approach.

### **Teaching methodology**

Class Lectures, Discussion, Assignments/ paper Presentation, Guest Lectures.

### **Suggested Readings**

1. Axin, G.H., & Axinn, N.W. (1997). *Collaboration in International Rural Development*. A Practioners Hand Book. New Delhi, India: sage
2. Cox,D., & Power, M. (2006). *International Social: Issues, Strategies and Programmes*. New Delhi : Vistaar Publications.
3. IFAD,IARF, MYRADA (Eds.,Pub), (2001). *Enhancing Ownership and Sustainability*. A Resource Book on Participation.
4. Metteri, Anna., & Kroger, Teppo., Pohjola, Anneli. Pirkko-LiisaRauhala (Edts). (2004). *Social Work Visions from around the Globe*, Haowath University Press.
5. Ramanathan, Chathapuram. S., & Link, Rosemary. J. (1998). *All Our Futures: Principles & Resources for social work practice in social era*. USA,Wards worth Publications.
6. UNDP-Human Development Reports 2000 Onwards Bank- World Development Report since 2000 Oxford Press Chennai.



**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	



## ELECTIVE - VI

### SPECIALIZATION PAPER – V [FOR CD AND MPSW]

#### SOCIAL ENTREPRENEURSHIP

<b>SUBJECT CODE : 16PMSWE06A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### OBJECTIVES:

1. To provide an understanding nature and process of social entrepreneurship development.
2. To motivate students to go for entrepreneurship development

#### **Unit-I: Social Entrepreneurship and social entrepreneur**

**(6 hours)**

Social entrepreneurship – Concepts, definition, nature and characteristics and scope, Historical development Social Entrepreneur: concepts, Definitions, types, characteristics, competence Determinants of entrepreneurial successes, Stages to become an efficient entrepreneur, Development models, importance of an entrepreneur, entrepreneurs in economic development.

#### **UNIT-II : Growth Strategies of social entrepreneur and entrepreneur development**

**(6 Hours)**

Programmes (EDP) Factors Influencing entrepreneurial group factors affecting entrepreneurial growth. Developing the entrepreneurship plan- Environmental assessment, Role of NGO in Promoting entrepreneurship, NGO's network, intervention, support system etc.

#### **Unit-III: Women Social entrepreneurship**

**(6 Hours)**

Definition, Environmental analysis, Challenges, strategies, Empowerment, factor's related to success and failure, self-help group, legal issues, initiatives or promotion of women social entrepreneurship, family support dual role, role conflict, resource, available problems; Rural entrepreneurship, small scale industry (SSI); Growth of SSI sector- exports.

#### **Unit-IV: Setting up of small business enterprise**

**(6 Hours)**

Identifying the business opportunities, formalities for setting up of small business Enterprise, Environment pollution related clearance, strategies adopted importance of Financial management, working capital management, accounting and book keeping Financial statement importance of marketing, customer relationship management, Marketing services, human relations management, etc., Micro enterprise development.

#### **Unit- V: Entrepreneurial support system.**

**(6 Hours)**

Small industries development bank of India (SIDBI), National Small industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship development institute of India, National Institute for Entrepreneurship Of small business development, State financial corporation (SFCS), Commercial Banks, District Industries Centers (DICS), National Institute of Small Industries Extension Training (NISIET), State trading corporation of India (STC), Chamber of Commerce and industry and industrial associations, confederation of Indian industry (CII).

### **Practical Exposure:**

Visit to the small scale industry successful enterprise.

To meet the successful entrepreneurs, supporting NGO's

Project- Case studies

**Teaching methodology :** Lecture, Discussion, seminars ,assignments, documentary, films, field visits, presentation Of case studies of successful Entrepreneurship, interviews with Entrepreneurs.

### **Suggested reading**

1. Anil Kumar. S. (2003). *Entrepreneurship*. New age International Publishers Ltd. New Delhi.
2. Charantimath, Poornima. (2006). *Entrepreneurship Development small business Enterprises*. Dorling Kindersley India Pvt ltd.
3. Kuratko, Ronald, F. (2001). *Entrepreneurship: A Contemporary approach*. London: Harcour College publishers.
4. Mohan, S., & R. Elangovan. (2006). *Current trends in Entrepreneurship*. New Delhi. Deep & deep Publication Pvt. Ltd.
5. Singh, Jasmer Saini. (2005). *Entrepreneurship Development programmes and practices*. New Delhi: Deep & deep Publication Pvt Ltd.
6. Gupts, M.C. (1987). *Entrepreneurship in small scale industry*. Anmol Publications New Delhi.
7. Industrial policy resolutions- Govt of India Publication Small in Beautiful-E.F.
8. Schumacher, Harper & Row, New York 1972.
9. Small business finance – a simple –approach- Lambden Johnc & target.
10. David, 1990 (Pitman Publishing, Landon).
11. The journal of Entrepreneurship –vol-15,no-2.

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
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<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE - XII**

**[FOR ALL SPECIALIZATIONS]**

**CONCURRENT FIELD WORK-III**

<b>SUBJECT CODE : 16PMSWC12</b>	<b>FIELD WORK</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 6</b>	<b>DAYS: 25 Days</b>

**Specific objectives:**

Common:

1. To study and understand the working of an agency.
2. To study and understand the agency's goals, policies and philosophy.
3. To understand analyze the person in the environment.
4. To develop skills in documentation.

For Social Work Specialization:

1. To understand needs of various groups and the agencies response to meet these needs.
2. To study the impact of the need(need –fulfilment gap)/disease/problem/disability on the individual family and society
3. To participate in the activities of the agency.
4. To practice the methods of social work in the agency
5. To develop the personal and professional self.

For HR Specialization:

1. To gain the knowledge on the business environment.
2. To get an exposure on the HR department and its functional areas
3. To get hands-on training in the HR functional areas
4. To practice the methods of social work in the agency
5. To develop the personal and professional self.

**SOFT SKILLS-III**  
**MANAGERIAL SKILLS**

<b>SUBJECT CODE : 16PGSLS03</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS:2</b>	<b>TOTAL HOURS: 30</b>

**OBJECTIVES:**

1. To help students to understand the mechanism of stress particularly negative emotions such as an anxiety, anger and depression for effective management
2. To introduce the basic concepts of body language for conflict management
3. To give inputs on some of the important interpersonal skills such as group decision making, negotiation and leadership skills
4. To make students learn and practice the steps in time management
5. To impart training for empowerment thereby encouraging the students to become successful entrepreneur

**UNIT-I: Stress Management**

Definitions and manifestation of stress. Stress coping ability stress inoculation Training, Management of various forms of fear (examination fear, stage fear or public Speaking anxiety), depression and anger.

**Unit –II : Conflict Management Skills**

Types of Conflict(Intra personal, intra group and intra group conflicts). Basic concepts cues, Signals, symbols and secrets of body language. Significance of body language in Communication and assertiveness training, conflict stimulation and conflict resolution techniques for effective management.

**Unit –III : Interpersonal Skills**

Group Decision Making(Strength and weakness).Developing characteristics of Charismatic and transformational leadership. Emotional intelligence and leader shipEffectiveness- Self-awareness, Self-management, self-motivation, empathy and socialSkills. Negotiation skills-preparation and planning, definition ground rules,clarification and justification, bargaining and problem solving, closure and implementation.

**Unit –IV: Time management**

Time wasters – procrastination. Time management personality profile. Time management Tips and strategies. Advantages of time management.

### **Unit-V: Towards Empowerment:**

Stimulating innovation and change-coping with ‘temporariness.’ Network culture. Power tactics and power in groups(coalition).managerial empowerment and entrepreneurship. Prevention of moral dwarfism especially terrorism. Altruism(pro social behavioral/helping behavior). Spiritually (clarifications)practices-toleration of fellow human being expression.

### ***Practical training***

Relaxation exercises- Western ( Autogenic Relaxation ) and Indian techniques. Role Play. Transactional analysis.

### ***References***

1. Hurlock E.B. (2006). *Personality Development*. (28<sup>th</sup> reprint). Tata McGraw Hill.
2. Robbins S.B. (2005). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
3. Smith, B.(2004). *Body Language*. Delhi: Rohan Book Company.
4. Swaminathan V.D & Kaliappan K.V. (2001).*Psychology for Effective Living*. Chennai: The Madras Psychological Society.

## COURSE COMPONENT

### STUDY TOUR

<b>SUBJECT CODE :</b>	<b>FIELD VISIT</b>	<b>MARKS</b>
<b>SEMESTER: III</b>	<b>CREDITS: 1</b>	<b>TOTAL DAYS: 7</b>

In the study tour component the learners are provided learning opportunity related to their areas of specialization in different other locations (geographical, social and cultural) outside their own locality. This arrangement provides them an opportunity to meet different people and to come to know different systems of service delivery / institutions.

#### **Process:**

1. Learners are helped to participate in planning, implementing and evaluating the experience with the help of the faculty.
2. Since it will be a mid- semester arrangement it will have to be considered as a part of the field work that particular semester and reports are to be submitted on the visits made.
3. In this process learners are helped in planning, implementing and evaluating learning experiences.

#### **Skill development:**

Acquire skills in planning ,organizing and evaluation of the study tour, learn conscious use of time, communication skills, team spirit, handling relationships ,conflicts and differences of opinions ,decisions makings, evaluation, appreciation ,sharing resources, sharing tasks, coping skills in problem situations with cooperation and coordination.

#### **Suggested readings:**

1. UGC Model Curriculam on Social Work Education, UGC, New Delhi,2001.
2. Field Work Manual, Madras School of Social Work, 2008-2009.



# **SEMESTER-IV**

**SPECIALIZATION : COMMUNITY DEVELOPMENT  
CORE - XIII**

**SPECIALIZATION PAPER – VI  
URBAN COMMUNITY DEVELOPMENT**

<b>SUBJECT CODE : 16PMSWC13A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To enable students gain an understanding of concepts related to urban development.
2. To help students understand urban poverty and related issues.
3. To provide an overview of development strategies in the urban context.

**Unit I**

**(9 hours)**

Concepts: Industrialisation, Urbanisation, Urbanism, Urban area, Suburb , Exurb, Urban sprawl, Slums, Squatter settlement, Ghetto; Urban development, Urban Community Development. Urban agglomerations, Metro & Megalopolis. Urbanization theories.

**Unit II**

**(9 hours)**

Urban Problems: Definition , causes, consequence- Migrants, Housing ,Transport ,Slums, Displacement ,Gated communities . Slum improvement and housing for the poor: strategies , Govt. programmes – Tamil Nadu Slum Clearance Board, NGO interventions, Critical assessment of interventions.

**Unit III**

**(9 hours)**

Urban Development and Urban Community Development in India: Delhi and Hyderabad projects; TNUDP, Jawaharlal Nehru Urban Renewal Mission, TN Urban development Fund. Role of Govt.agencies such as HUDCO, Corporation of Chennai and CMDA. Urban Local Government- Municipalities, Corporations – structure and functions. 74th amendment. Critical assessment of the effectiveness of Govt. intervention – NBO, TNIUS role and functions.

**Unit IV**

**(9 hours)**

Marginalized groups in Urban area: Urban displaced / evicted : causes, consequences ,interventions; Street and Working Children ; Homeless in Chennai, Trafficked women and children ; Specific Issues: Pollution and Solid waste management in Urban areas; Disaster management in urban areas.

**Unit V**

**(9 hours)**

Social work and urban community development : roles of the community development professional: conscientization, organizing, developing local leadership, conflict resolution ,enhancing peoples participation advocacy, capacity building.

## Teaching Methodology

Class discussion, Group assignments, Field visits, Case studies.

### Suggested reading

1. Davis, Milk. (2006). *Planet of slums*, London and New York. Verso.
2. Desai & Pillai. (1972). *Slums and Urbanisation*. Bombay: Popular.
3. Bhattacharya, B. (1979). *Urban Development in India*. New Delhi: Shree publishing.
4. Bose, Ashish. (1971). *India's Urbanisation*. New Delhi: McGraw Hill.
5. Mohanty, Bidyut. (1993). *Urbanisation in Developing countries,ISS and Concept*. New Delhi.
6. Clinard, Marshall. B. (1972 ), *Slums and Urban Community Development*. New York: The Free Press.
7. Neuwirth, Robert. (2005). *Shadow Cities:A Billion Squatters; A New Urban World*. Routledge. New York and London.

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE - XIV**

**SPECIALIZATION PAPER – VII**

**PAPER TITLE: DALIT AND TRIBAL DEVELOPMENT**

<b>SUBJECT CODE : 16PMSWC14A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To understand the current status of dalit and tribal communities.
2. To gain knowledge on the process of dalit and tribal disempowerment.
3. To learn strategies and processes of dalit and tribal empowerment.
4. To know about national and international efforts towards dalit and tribal empowerment.

**Unit I Dalits and Development**

**(9 hours)**

Understanding caste, oppression and oppressive practices in acaste society; Untouchability; Social Exclusion and Inclusion, Dalits in south asian countries; Development and under development of Dalits-Social Sector Expenditure and Development of Dalits; Access to Health and Education and right to development- status and comparison with non Dalits.

**Unit II Dalits and Constitution**

**(9 hours)**

Constitutional protection; State and Civil Society in Dalit empowerment; Government Programmes; Protection of Civil Rights Act, Elimination of Racial Discrimination under the UN Commission Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

**Unit III Tribal Communities**

**(9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines; tribal social systems and structures; belief systems,culture-indigenouvs.mainstream;perspectivesontribalsinsocial sciences; International Indigenous/Tribal communities; Tribal Self determination; Tribal Social Work-formulation, approaches, concepts and strategies.

**Unit IV Tribal Issues**

**(9 hours)**

Globalisation and tribals; labour relations and exploitation; politics of tribal welfare and development; issues of governance facing tribals; education; health; food security; land rights; disaster; development displacement resettlement, rehabilitation; religion and its impact on Tribals; natural resource management and sustainable development; livelihood; agriculture and rural markets; peace and conflict; social movements and protest; reservation and positive discrimination; tribal sub-plan; Special component plan.

## Unit V Social Work with Dalits and Tribals

(9 hours)

Social Work Methods for Dalit and Tribal persons: Social analyses; advocacy; social activism; networking; micro/macro planning; leadership building and cadre based organisations; social mobilisation. Fair-trade; arts and craft manufacturing and marketing; sustainable livelihood management; organizing political movement; skills of individual and community conscientisation processes.

### Teaching Methodology

Class discussion, Group assignments, Field visits, Case studies.

### Suggested Readings

1. Danda Ajith, K. (1991). *Tribal Economy in India*. Inter-India Publications, Delhi.
2. Alexander, K.C., & et.al. (1991). *Tribals; Rehabilitation and development*. Jaipur, Rawat publications.
3. Singh, Kumar Awadesh. (2003). *Dynamics of Tribal Economy*, New Delhi: Serial Publications.
4. Deogaonkar, S.G, (1994). *Tribal Administration and Development*. New Delhi, Concept Publishing Company.
5. Thakur, Devendra & et.al, (1995). *Role of Voluntary organizations in Tribal Development*, NewDelhi, Deep andDeep Publications.
6. Government of India.(2001). *Report of the Steering Committee on Empowering the Scheduled Tribes*, Planning Commission, Delhi.
7. Kumar, B.B. (1998). *TheTribal Societies ofIndia*. Osmon, Delhi.
8. Tiwari, P.D. & Trpathi R.S. (ed). (1992). *Dimensions of Scheduled Tribes Development in India*. Uppal Publishing House, Delhi.
9. Singh, K.S., (1982). *Tribal Movements in India*. (Vol. 2), Manohar Publications, Delhi,
10. Pandian, Soundra. M. (2000). *Tribal Development in India*, Anmol Publications Pvt.Ltd., New Delhi,
11. Sikidar, Sujit. (1991). *Economic Development of Tribal India*, Ashish Publishing House, New Delhi.
12. Banarjee Shankar, Thara., & Budhadeb, Chaudari. (1990). (Ed.), *Tribal transformation in India*. Vol.II. Inter India Publications, New Delhi.
13. Kamble, N.D, (1981). *Atrocities on Scheduled Castesin Post Independent India*, Ashis Publishing House, New Delhi.
14. Judgean, Paramjit. S. & Gurpreet Bal, D. (2009). *Mapping of Dalits*. Rawat Publications, Jaipur.
15. Sinha, R.K. (1986). *Alienation among Scheduled Castes*. Manasa Publications, Delhi
16. Singh, K.S. (1997). *Scheduled Castes*. Oxford University Press. Delhi.
17. Sukhdeo, Thorat. (2009). *Dalits in India: Search for Common Identity*. Sage Publications, New Delhi.
18. Ambedkar, B.R. (1948). *The Untouchables*. Delhi: Amrit.
19. Beteille, Andre. (1996). *Caste, Class and Power*. New Delhi: Oxford UniversityPress.
20. Freeman,J.M. (1979). *Untouchables-An Indian History*. London: GeorgeAllenand Unwin.
21. Ganguli, Debjani. (2005). *Caste and Dalit Lifeworlds:PostcolonialPerspectives*. New

Delhi: Orient Longman.

22. Mohanty, R.P. (2003). *Dalits Development and Change: An Empirical Study*. New Delhi: Discovery Publishing House.

23. Paswan, & Dr.Sanjoyand, Jaideva, Dr.Pramanshi. (2003). *Encyclopedia of Dalits in India*. Delhi: Kalpaz Publications.

24. Zelliott, Eleanor. (2005). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

25. Ambedkar, B.R. Annihilation of Caste

### Journals

Seminar, Social Action, Economic and Political Weekly

### Question Paper Pattern:

Section	Question Component	Numbers	Marks	Total
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		<b>Theory</b>	<b>Problems</b>
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	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	



**CORE - XV**

**SPECIALIZATION PAPER – VIII**

**PAPER TITLE: WOMEN DEVELOPMENT**

<b>SUBJECT CODE : 16PMSWC15A</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To develop an understanding of the perspective of women and development in Indian society.
2. To develop a capacity to examine the social systems that affect women in meeting growth needs and special needs.
3. To develop an ability to identify areas of work with women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women apart of the developmental process

**Unit I Status of Women**

**(10 hours)**

Concept of development with reference to women; Women in development, women and development, Gender in development– meaning, strategic and practical needs; Patriarchy and patriarchal structures in India; Feminism and Women’s movements. Gender analysis and its framework: Moser Framework , Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Womens Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, GID, GAD. Gender Mainstreaming, Gender budgeting. Self Help Groups: benefits, procedures and best practices.

**Unit II Education and Employment**

**(9 hours)**

Education :Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women’s education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women’s labour, feminization of poverty, multiple roles of women.

**Unit III Women and Health**

**(8 hours)**

Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and impact on health, access to health services. HIV/AIDS and impact on women in India.

**Unit IV Women in difficult circumstances**

**(9 hours)**

Women in difficult circumstances: sexwork, female headed households, women and displacement,

women and disasters/riots and war, violence against women, transgender. Legal rights of women (salient features only): Marriage, divorce, maintenance, inheritance, adoption, employment, maternity benefits. Legal provisions: Dowry, sati, rape, violence, harassment, trafficking.

### **Unit V International Conventions**

**(9 hours)**

International conventions and efforts: CEDAW, Beijing Conference, International organizations and policies. Development programmes for women-Government policies and programmes for women-State and Center; Constitutional provisions; reservations for women. Best practices, Conventions, Committees, Policies and programmes. Role of National and State Women's Commissions

### **Suggested Readings**

1. Bhasin, K. (1984). *Women and media—analysis, alternatives and actions*, Kalifor Women, New Delhi.
2. Blumberg & Dwaraki (1980). *India's educated women: options and constraints*, New Delhi: Hindustan Publishing corporation.
3. Devendar, Kiran . (1985). *Status and position of women in India*. New Delhi: Shakthi Books.
4. Hamilton. (1992). *The liberation of women: a study of patriarchy*. George Allenand Unwin, London.
5. ICSSR (1985). *Status of women in India- report of the National Commission*. New Delhi: Allied publishers.
6. Kanhere, U.S. (1995). *Women and Socialization*. New Delhi: Mittal Publishers.
7. Kaushik, Susheela. (1993). *Women's Oppression: patterns and perspective*, Shakti Books, New Delhi.
8. LWF. (1990). *Women's Human Rights*. Lutheran World Foundation, Geneva.
9. Desai, Neera. (1987). *Women and society in India*, Ajanta Publications, New Delhi
10. UshaRao(1983), *Women in Development Society*, Ashish Publishing house, NewDelhi.
11. ShramShakthi, 1989.

**Question Paper Pattern:**

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		Theory	Problems
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	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**CORE - XIII**

**SPECIALIZATION PAPER – VI**

**PAPER TITLE: ORGANISATION BEHAVIOUR**

<b>SUBJECT CODE : 16PMSWC13B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To help students to gain knowledge about the dynamics of human behavior in organization setup.
2. To enable them to gain understanding on the factors influencing human behavior in Organization.
3. To import necessary skills essential for the management of human behavior in organizations.

**Unit I : Introduction to organization Behaviour (9 hours)**

Organization behavior: Concept, Definition, Relevance, Scope, Emerging trends (knowledge organizations, Learning organizations, organizational structuring). Challenging (Diversity, Ethics). Theoretical Framework of organizational behavior (Cognitive, Behaviour, Social learning)

**Unit II: Foundations of Individual Behaviour ( Micro- perspective) (9 hours)**

Meaning and implication to organization behavior. Perception, Personality, Values and Attitudes, Learning and reinforcement, Organization commitment, Motives, Goal setting, Reward systems ,Job satisfaction, Morale, Stress.

**Unit III: Foundations of Group and Team Behaviour (Meso – Perspective) (9 hours)**

Teams Nature, features, difference between teams and groups, types, factors influencing effective functioning of teams, informal work groups, power (meaning & types) political behavior (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

**Unit IV: Key pillars of Organisational Behaviour (9 hours)**

Motivation: Meaning, Need, Theories (Maslow, Herberg, Alderfer, Vroom, Attribution theories). Organisation strategies for Motivation.

Leadership : Meaning Attributes of a good leader, leadership styles, Theories (trait theory, Path-Goal theory, Contingency theory, transformational leadership theories, Daniel Goldman theory of EQ & leadership)

**Unit V: Foundation of organization Behaviour ( Macro Perspective ) (9 hours)**

Communication Meaning ,Types , Facilities, Barriers); Decision-making ; Organizational culture ; Organizational climate; Organizational citizenship Behaviour; Whistle –blowing behavior.Organisational Development. Role of behavioral Scientist power and conflict management.

**Teaching methods**

Lecture, Case studies, assignments, seminars, group discussion, management games and guest lectures.

**Suggested Reading**

1. Newstrom, John W., & Davis, Keith. (1997). *Organisational Behaviour*. (10<sup>th</sup> Ed). McGraw Hill New York.
2. Robbins, Stephen. B. (1996). *Organisational Behaviour*. (7<sup>th</sup> Ed). Prentice Hall of India pvt. Ltd. New Delhi.
3. Fred Luthans, (1998). *Organisational Behaviour*. (8<sup>th</sup> Ed). Irwin McGraw Hill, Boston.
4. Rao, V.S.P., & Narayana, P.S. (1994). *Organisational Theory and Behaviour*. Kanoark Publishers pvt, Delhi.

**Journals & Magazines**

Harvard Business Review, HRM, Review, HRD times, Human Capital, Indian Journal of Industrial Relations, Indian Journal of Social Work, Indian journal of Training and development, Indian Management, Personnel Today, Corporate Governance and Organizational Behaviour.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE– XIV**  
**SPECIALIZATION PAPER - VII**  
**PAPER TITLE: ORGANISATIONAL DEVELOPMENT**

<b>SUBJECT CODE : 16PMSWC13B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To help the students to build knowledge on OD
2. To help the students to develop skill in implementation of OD practices.
3. To increase the level of inter-personel trust among employees.
4. To confront problems instead of neglecting them.

**UNIT I : INTRODUCTION (9 hours)**

General Introduction, Objectives, Characteristics, History and Trends in OD.

**UNIT II : Management of change (9 hours)**

Introduction to Management of change. Process of managing Organizational change, Managing Resistance to change. Strategies and guidelines for imparting change, theories and approaches to planned change.

**UNIT III – The process of organization development (9 hours)**

Entering, Contracting, Diagnosing, Collecting, Analysis and feeding diagnostic Information; Designing Intervention ;Leading and Managing Changes ;Evaluating and Institutionalizing Intervention; Measuring Intervention and change.

**UNIT IV – Human process intervention (9 hours)**

Interpersonal and group processes approaches – T groups ,teams and team building ;Organization process approach – Inter group relations Interventions, Meetings and Conflict Management

**UNIT V – Techno structural interventions (9 hours)**

Restructuring Organizations; Employee Involvement; Work Design.Organisational development and Approaches.

**Teaching methodology**

Lecturers ,Case studies, assignments, seminars, group discussion, management games and guest lecturers.

### **Suggested reading**

1. Bhatia S.K. *Management of change and organizational development – innovative approach.*
2. Basotiag. R., & Sharma K.K, *Management of organization development.*
3. Ramnarayan., Rao, T.V. & Singh, Kuldeep. *Organization development – Interventions and Strategies.*
4. Amuthalakshmi. Prof. Umachandran, M.D.S.Prabu. *Interventions in Indian Business.*
5. Comings & Worley. *Organizational development and change.*
6. P.Lynton, & PareekUdai. *Organizational information for policy makers and change managers – Role.*
7. P. Lynton, PreekUdai. *Training for organizational transformation – Role.*
8. Mac Milan. *Organizational development and human resource development.*

### **Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>



**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE– XV**  
**SPECIALIZATION PAPER - VIII**  
**PAPER TITLE: HUMAN RESOURCE DEVELOPMENT**

<b>SUBJECT CODE : 16PMSWC15B</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To enable the students to understand the concepts and functions of Human Resource Management.
2. To sensitize the students on the emerging trends in the field of HRD.
3. To provide the students the attitude and skills for employment in the field of human Resource Development

**UNIT – I : Introduction.**

**( 5 Hours)**

Concept and boundaries of Human Resource system; Functions of HR system; HRM,HRD& HR Function – Concept clarification ; Evolution of HRD : HRD in USA,HRD orientations of Japan and India ; Asian trends ; Liberalization of Indian industries & HRD.

HRD system and sub- systems ; Elements of good HRD ; Goals of HRD; Place of HRD in Industry – Integrating HRD with corporate plan ,HRD challenges in the corporate sector – Challenges for HR champions ; HRD & the future ; HRD as a profession and Professionalization of HRD in India – Professional bodies.

**UNIT – II : HRD Department & Functions**

**(10 Hours)**

Functions of HRD managers; The HRD Matrix. HRD competencies checklist for HR professionals; HRD practices in Indian organizations.Theory building in HRD Profession ; HRD function – Global models & Indian experiences : Pareek and Rao’s framework ,Strategies HR framework approach, Integrative framework, HRD score card approach. PCMM approach ; Integrating HRD with corporate plan; Future strategies for HR managers to become effective.

**Unit – III : HRD Processes & Instruments – I:**

**( 10 Hours)**

Role analysis and development exercises; Performance planning ,Performance analysis & review ,Performance counseling & Interpersonal feed back; Induction training, Training and Job rotation ; Potential appraisal & Development; Career planning & Development ; Self – renewal & Institution building exercises; Personal growth laboratories ; Quality circles & other team based activities ; Task forces ; Managerial learning networks.

**UNIT – IV : HRD processes & Instruments – II:**

**( 10 Hours)**

360 Degree feed back ( or ) Multirater assessment and feedback systems ( MAFS) objectives ,advantages – RSDQ model of 360 degree feed back – Effectiveness of 360 degree feedback.

Change & its management; knowledge management ; leadership and leadership development ; Management development development ; mentors & modeling ; Organizational commitment ,Organizational development .Organizational learning & learning organizations.

Computerized Human Resource Information System

**UNIT – V: Approaches to evaluate the HR function & its impact” ( 10 Hours)**

The balance score card approach ; The Strategies HR framework ; The Integrative approach; Arthur Anderson’s Human Capital Appraisal approach ; HRD score card.

HRD audit: Basic concepts & components ; Methodology – Individual interviews , Group interviews , observations ,questionnaire, writing HRD audit report. Role in business improvement ,Limitations.

HRD styles & culture – OCTAPACE culture . Work values. Award winning HRD companies in India.

**Teaching methodology:**

Lecturer, assignments, group discussion ,presentations ,case study.

**Suggested readings:**

1. KUAMR SINGH, SANJEEV. (2008). *Human Resorce Development : HRD – IR Interface Approach*. Atlantic Publishers & Distributors, Delhi.
2. SILVERA. D.M. (1990). *Human Resource Development. The Indian Experience*, New India Publications, New Delhi.
3. RAO. T.V. (1990). *The HRD Missionary – Role and functions of HRD managers & HRD Departments*. Oxford IBH Publishing co., New Delhi.
4. RAO.T.V & PEREIA D.F. *Recent Experiments in HRD*. Oxford & IBH Publishing Co., Delhi.
5. RAO.T.V. *Future of HRD*. Macmillian, Delhi.
6. RAO.T.V. (1999). *HRD Audit*. Response Books, Delhi.
7. SURESH VYAS. (1988). *HRD Priorities*. Pointed publishers, jaipur.
8. MARGARET ANNE REID,HARYBARRINGTON. (2007). *Human Resources Developoment*. (7<sup>th</sup>edn) Pinnacle, Delhi.
9. UDAI PAREEK, & RAO T.V. (2006). *Designing & Managing Human Resource systems*. (3<sup>rd</sup>edn), Oxford & IBH Publishing Co., New Delhi.
10. INDIAN INSTITUTE OF BANKERS. (2003).*Organization Development & HRD*. ( for CAIIB Exam). MacMillain India Ltd.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**SPECIALIZATION : MEDICAL AND PSYCHIATRIC SOCIAL WORK**

**CORE- XIII**

**SPECIALIZATION PAPER - VI**

**PAPER TITLE: PSYCHIATRIC SOCIAL WORK**

<b>SUBJECT CODE : 16PMSWC13C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To develop the knowledge of Psychosocial Treatment Methods for persons with Mental and Emotional Disorders.
2. To acquire knowledge of Institutional and Extra-mural approaches to provision of Mental Health Services.
3. To acquire knowledge and skill in the practice of Community Psychiatry and Rehabilitation

**UNIT I**

**(5 Hours)**

Psychiatric Social Work as a field of Social Work in India. Historical Development of Psychiatric Social Work in U.K., U.S.A. and India.

**UNIT II**

**(15 Hours)**

The concept of psychiatric patient, Family and mental illness. Diagnosis in Psychiatric Social Work. Social Case Work, Social Group Work and Family Therapy in Psychiatric setting.

**UNIT III**

**(5 Hours)**

The Mental Hospital as a social system: Partial hospitalization. Therapeutic community.

**UNIT IV**

**(5 Hours)**

Functions of the Psychiatric Social Worker in the following: Psychiatric Out-Patient Department and Psychiatric Ward (in-patients) in the Government General Hospitals, Day Hospitals, Child Guidance Clinics, Epilepsy Clinics, Adolescent Clinics, Neuroses Clinics, Geriatric Clinics.

**UNIT V**

**(5 Hours)**

Rehabilitation of Chronic Mentally ill Patients. Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes, Limitations faced by the Psychiatric Social Worker in the field and solutions for the same.

**REFERENCES :**

- Daver, Bhargavi, (1999). *Mental Health of Indian Women*, Sage Publications, New Delhi
- Daver, Bhargavi, (2001). *Mental Health from a Gender Perspective*. Sage Publications, New Delhi
- Dhanda, Amita, (1999). *Legal Order and Mental Disorder*. Sage Publications, New Delhi

- Kapur, Malavika, (1997). *Mental Health in Indian Schools*. Sage Publications, New Delhi
- Verma, Ratna, (1991). *Psychiatric Social Work in India*. Sage Publications, New Delhi
- World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems
- WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
- [www.who.org](http://www.who.org)

**Question Paper Pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE– XIV**  
**SPECIALIZATION PAPER - VII**

**PAPER TITLE: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK PRACTICE**

<b>SUBJECT CODE : 16PMSWC14C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. To enable the student to understand the basic Principles underlying various forms of Psycho Social Intervention techniques in Clinical Settings.
2. To facilitate the development of skills in Practicing various psychosocial interventions while working with patients, their families and communities.
3. To initiate the student into integrating indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics of Professional Intervention.

**UNIT I**

**(9 Hours)**

Clinical Setting-Definition, Types, Models of Clinical Practice, Psycho- Social Therapies- Definition, Types, Emerging Trends in Holistic treatment.

**UNIT II**

**(9 Hours)**

Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in Clinical setting- Emerging trends. Use of Advanced Counseling Techniques in clinical setting- Behaviour Therapy-Cognitive Therapy- Gestalt Therapy.

**UNIT III**

**(9 Hours)**

Psychotherapy- Definition, Techniques - Application of CBT in Clinical Settings- Interpersonal Therapy- Psychoanalysis- Role of Social Worker.

**UNIT IV**

**(9 Hours)**

Indigenous therapeutic Techniques- Yoga, Meditation, Spiritual Healing and Relaxation Therapy

**UNIT V**

**(9 Hours)**

Current trends in Healing- Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, PTSD Therapy- Use of Art Based Therapies in the healing Process.

**REFERENCES:**

1. Egan, Gerard. (2006). *The skilled helper: A problem management and opportunity, Development Approach to helping*, Wadsworth publishers, Boston, USA.
2. Hamilton, Gordon. (1955). *Theory and Practice of Social Case Work*. Columbia University Press, New York, USA .
3. Helen, (1995). *Social Case Work: A Problem Solving Process*. The University of Chicago Press, Chicago, USA.



4. Konopka, (1983). *Social Group Work: A helping Process*. Prentice Hall, New Jersey, USA.
5. Lapworth, Phil, (2001). *Integration in Counselling and Psychotherapy: Developing a personal approach*. Sage Publications, New Delhi.
6. Mangal, S.K. (2006). *An Introduction to Psychology*. Sterling Publishers Pvt. Ltd.
7. Windy, Dryden. (2002). *Handbook of Individual Therapy*. Sage Publications, New Delhi.
8. Coleman, *Comprehensive Textbook of Abnormal Psychology*.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit - 5	1	

**CORE– XV**  
**SPECIALIZATION PAPER - VIII**  
**PAPER TITLE: HOSPITAL ADMINISTRATION**

<b>SUBJECT CODE : 16PMSWC15C</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 3</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

1. The aim of this course is to enable the students to understand the principles and practice of management and its application in hospitals.
2. At the end of the course the students would be able to accept professional management practice in different healthcare units.
3. Understand the integrated approach in management and application of Information Technology in Hospitals.
4. Manage service organizations by accepting the inbuilt challenges manage hospitals by understanding the complexity, levels and role of hospital administrator
5. Understand the current issues that have an implication in hospital administration.

**Unit I: Management Concepts and Theories:**

**(4 hours)**

Management and Organizations, Management Role Levels of Managers and Management Skills, **Management Functions and Process Planning** Organizing Staffing Directing Controlling

**Unit II:**

**(9 hours)**

**Services, organization of clinical services and support services:-** Organization and Administration of various clinical services - Outpatient service - Inpatient Services -Emergency Services - Operation Theater - ICUs - super Specialty Service including their utilization study - Nursing Care and Ward Management. Imaging - CSSD - Laboratory - Blood Bank - diet - Medical Records - Mortuary - Pharmacy -Admission and Discharge Procedure - Billing Procedure - Bio Medical Equipments Planning.

**Unit III:**

**(10 hours)**

The need for Information systems – the Increasing Value of Information Technology – the Networking of computing – Business Process Reengineering – IT as a tool for competitive advantage. Medical records - Role of Medical Records in Health Care Delivery – General Medical Records Standards and Policies –Legal Aspects of Medical Records –Medical Audit Computerization of Medical Records – Information Needs in the Hospital – sources of Health Information – User of Health and Hospital Data.

**Unit IV**

**(4 hours)**

**Hospital Management: Levels and Roles** Governing Board, Executive Board and Advisory Board CEO, Medical Administration, Nursing Administration and Hospital Administration Middle Level Managers in Hospital and their Responsibilities.

**Unit V**

**(10 hours)**

**Health, Dimensions of Health**, Indicators of Health , Types of Healthcare Organizations, Composition of Health Sector, Types of Care, Pyramidal Structure of Health Services, Hospitals, Types of Hospitals and Role of Hospital in Healthcare, Complexity of Hospital Organization. - Health Insurance and Managing Health Care - Medical audit - Hazard and Safety in a hospital Setup.

**Unit VI**

**(8 hours)**

**Current Issues in Healthcare:** Accreditation, Tele health, Health Tourism, Health Insurance and Managed Care, Disaster Management ,Hospital Wastes Management-Bio- Medical Waste Management - Organ Transplantation - Rehabilitation Services

**Textbooks**

- 1 Robbins, Stephen P. & Coulter, Mary. **Management**. New Delhi: Prentice Hall of India Pvt. Ltd.
- 2 Park.J.E. & Park, K. **Textbook of Preventive and Social Medicine**. M/S Banarsidas Bhanot Publishers, Jabalpur.
- 3 Elaine La Monica, **Management in Health Care** (Macmillan Press Ltd, London)

**Reference**

1. Berman, Peter. (1995). *Health Sector Reform in Developing Countries.*, Harvard University Press.
2. Francis, C.M. & et al. *Hospital Administration*. Jayapee Brothers Medical Publishers Pvt. Ltd. New Delhi.
3. Srinivasan.S (ed.), *Management Process in Health Care*. Voluntary Health Association of India. New Delhi.
- 4.Paton, Colum. *Health Policy and Management - The health care Agenda in a British political context*. Chapman & Hall Publication (Madras).
5. Reinke, William A. (1988). *Health Planning For Effective Management*. Oxford University Press.
6. James A.O'Brien. *Management Information System*. Tata Mc-graw Hill.
- 7.. Srinivasan.A.V. *Managing a Modern Hospital*. Response Books
8. Smith, Jack. *Health Management Information System*. Open University Publication, U.K.
9. Sakharkar, B.M. *Principles of Hospital Administration and Planning* (Jaypee Brothers Medical Publishers Pvt. Ltd., New Delhi)

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit - 5	1	

**INTERDISCIPLINARY PAPER**

**COMMON PAPER FOR ALL STUDENTS**

**PAPER TITLE: CORPORATE SOCIAL GOVERNANCE & CORPORATE SOCIAL RESPONSIBILITIES**

<b>SUBJECT CODE : 16PMSWE07</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

**OBJECTIVES:**

1. To provide the knowledge of corporate social responsibility in the business world.
2. To make the students to understand the business ethics and corporate social responsibility in global scenario.
3. To familiarize the emerging management in CSR and the policies.
4. To make them to become a CSR – social workers.

**UNIT:I**

**(4 Hours)**

CSR-Definition ,concepts and need .Concentration areas of CSR. Corporate social responsibility in India. Triple bottom approach and sustainable development.

**UNIT – II**

**(6 Hours)**

Business ethics and corporate social responsibility in global scenario: CSR- business ethics, corporate governance ,ethical decision – making in different culture, consumer protection ,environment protection, gender issues in multi- culturalism, ethics and corruption.

**UNIT- III**

**(4 Hours)**

Corporate community participation & role and skills of social worker in CSR: Corporate ,NGO, Government ,Citizen ,need for partnership ,need assessment . Role and skills- Advocacy ,administration ,marketing ,mediating ,budgeting ,organizing, documenting presenting ,public speaking, teaching ,supervising ,writing.

**UNIT – IV**

**(6 Hours)**

Tools of CSR: MDGs, Global Compact ,GRI ,Human Rights,SA8000, aa1000, Fair Trade, ISO 26000. Role of Social Worker in Corporate social Responsibility – Indian companies Act 2013.

**UNIT – V**

**(10 Hours)**

National and International CSR activities. Case studies and seminar presentation of CSR Initiative : UNILEVER India. ITC lever, Orchid Chemicals, Vestas Pvt Ltd, TVS Srinivasan Services Trust, Pepsico India Ltd, Nokia, Starbucks.

**Methodology of teaching:**

Lectures, Reading materials, Discussions, assignments, field visits, news clippings.

**Suggested readings:**

1. *The business of social responsibility*. Bangalore (2000). Harsh Shrivastava Books for change.
2. *Corporate social responsibility – concepts and cases*. (2005). CV. Baxi.
3. .Mahmoudi. M. Dr. (2005). *Global strategic management*. Deep & Deep Publications pvt.Ltd. Delhi.
4. Bhatia. S.K. (2005). *International Human resource management – Global perspective*, Delhi: Deep & Deep Publications Pvt. ltd.

**Journals**

1. Harvard business review- corporate social responsibility getting the logic right ,vol 84,issue 12,2006.
2. Indian journal of social work – CSR in the globalized business environment ,vol 66,issue 2 ,2005.
3. Indian journal of Industrial relations – CSR : present practice and future possibilities ,vol 40,issue 4,2005.

**Question Paper Pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition/Principle</b> Answer any 10 out of 12 Questions (Each in 50 words)	1-12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 8 questions (each in 300 words)	13-20	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions (each in 1200 words)	21-24	20	<b>40</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
<b>Section A</b>	Unit – 1	2	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	3	
	Unit – 5	2	
<b>Section B</b>	Unit – 1	1	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	1	
<b>Section C</b>	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5		



**CORE- XVI**  
**RESEARCH PROJECT**

<b>SUBJECT CODE : 16PMSWC16</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 6</b>	<b>TOTAL HOURS: 45</b>

**OBJECTIVES:**

The board aim of the Research Project is to give the students necessary training to:

1. Formulate a research problem relevant to their area of specialization.
2. Develop hypothesis
3. Construct tools for data collection
4. Gain data collection experience
5. Develop skills in analyzing and interpreting the data
6. Develop report writing skills
7. Inculcate the interest in them writing research articles.

**Process:**

During the IV Semester period every student is required to complete a research project (empirical study) under the supervision and guidance of a faculty of the department who will guide the students on topics related to their specialization area.

Whatever be the area of their specialization the research projects need to reflect the aspects of social work education and practice in it.

Every completed research report(2 copies) certified by the respective faculty supervisor enclosed with the project completion certificate ( obtained from the industry / agency ) need to be submitted to the Controller of examinations section on or before March 31st of the academic year.

## CORE–XVII

### CONCURRENT FIELD WORK – IV

<b>SUBJECT CODE : 16PMSWC17</b>	<b>FIELD WORK</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 6</b>	<b>DAYS: 25 Days</b>

The broad aim is to continue the opportunities provided for students to apply the knowledge learnt in the class room situations and to plan, implement and evaluate these experiences while working with organizations, individuals, groups and communities. This will be in keeping with the agency's philosophy, policy and goals and use of guided supervision.

**OBJECTIVES: To Read, understand, develop and trace the execution of programs written in C language.**

1. To understand needs of various groups and the agencies response to meet these needs.
2. To study the impact of the need (need - fulfillment gap)/ disease/problem/disability on the individual family and society.
3. To participate in the activities of the agency
4. To participate the methods of social work agency
5. To develop the personal and professional self.

**HR specialization specific:**

1. To gain knowledge on the business environment
2. To get an exposure on the HR department and its functional areas
3. To get hands-on training in the HR functional areas
4. To carry out mini- projects of interest for the organization and the individual student
5. To practice the methods of social work agency
6. To develop the personal and professional self.

## SOFT SKILLS – IV

### SPOKEN AND PRESENTATION SKILLS

<b>SUBJECT CODE :</b> <b>16PGSLS04</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>TOTAL HOURS: 30</b>

#### OBJECTIVES

1. Coach students to identify, classify and apply relevant skill sets.
2. Illustrate role of skills in real-life situations with case studies, role play etc.,
3. Translate performance of skills into efficient habits.
4. Enables the students to perceive cultural codes involved in presentation and design language performance accordingly.
5. Contributing to people quality of work life through top class training modules.

**UNIT-I:** General knowledge and presentation.

**UNIT-II:** Special language and Presentation.

**UNIT-III:** Professional communication skills for presentation.

#### Recommended books:

1. Andrews, Sudhor. *How to Succeed in Interviews*. (21st reprint). New Delhi, New Delhi: Tata McGraw Hill.
2. Cathcart, Robert, S. & Samovar Larry, A. (1970). *Small Group Communication: A Reader*. (5th Ed), WMC Brown Publishers, IOWA.
3. Monippally, Matthukutty, M. (2001). *Business communication strategies*. (11th reprint), New Delhi, New Delhi: Tata McGraw Hill.
4. Tamblyn, Doni and Sharyn Weiss. (2004). *THE Big Book of Humorous Training Games*. New Delhi, New Delhi: Tata McGraw Hill.

## COURSE COMPONENT

### BLOCK PLACEMENT

<b>SUBJECT CODE :</b>	<b>INTERNSHIP</b>	<b>MARKS:-</b>
<b>SEMESTER: III</b>	<b>CREDITS: 2</b>	<b>DAYS: 25 Days</b>

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specially selected by the student and in social work practice and experience self in that role.

#### **OBJECTIVES:**

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of HR professional / professional social worker.

#### **Process:**

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately before the end of the IV semester.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue block field work completion certificates.