

GURU NANAK COLLEGE (AUTONOMOUS)

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

Guru Nanak Salai, Velachery, Chennai – 600042.



Master of Social Work (MSW)

(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)

Syllabus

(For the candidates admitted in the Academic year 2020-21 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 2020-22 BATCH

Semester	Part	Course Component	Subject Name	Subject Code	Hours	Credits	Internal	External	Total
Semester - I	II I	Core Paper- I	Social Work Profession	19PMSW301	5	3	5 0	5 0	100
	II I	Core Paper- II	Social Work with Individuals	19PMSW302	5	3	5 0	5 0	100
	II I	Core Paper- III	Social Work with Groups	19PMSW303	5	3	5 0	5 0	100
	II I	Elective - I	Sociology	19PMSW304	5	2	5 0	5 0	100
	II I	Elective - II	Psychology	19PMSW305	5	2	5 0	5 0	100
	II I	Core Paper – IV (Field Work)	Concurrent Field Work – I	19PMSW306	3	6	5 0	5 0	100
	I V	Soft Skills -I	Personality Enrichment	19PGSL401	2	2	5 0	5 0	100
			Rural Camp (In between the semester)						
Total Credits -21, Total Hours/Week-30									
Semester - II	II I	Core Paper- V	Social Work with Communities and Social Action	19PMSW307	5	3	5 0	5 0	100
	II I	Core Paper- VI	Social Work Research and Statistics	19PMSW308	5	3	5 0	5 0	100
	II I	Core Paper- VII	Social Welfare Administration	19PMSW309	5	3	5 0	5 0	100
	II I	Elective - III	Social Policy and Social Legislation	19PMSW310	4	2	5 0	5 0	100
	II I	Elective - IV	Gender and Development	19PMSW311	4	2	5 0	5 0	100
	II I	Core Paper- VIII	Concurrent Field Work – II	19PMSW312	4	6	5 0	5 0	100
	I V	Soft Skills – II	Computing Skills	19PGSL402	3	2	5 0	5 0	100
	I V		Summer Placement (After the second semester theory examination during summer vacation)	19PINT401		2			
Total Credits -23, Total Hours/ Week-30									
Semester - III	II I	Core Paper- IX (Specialization Paper – I)	Rural Community Development	19PMSW313A	5	3	5 0	5 0	100
			Labor Legislation	19PMSW313B					
			Mental Health and Psychiatric Disorders	19PMSW313C					
	II I	Core Paper- X (Specialization Paper – 1I)	Development and Social Work Practice	19PMSW314A	5	3	5 0	5 0	100
			Human Resource Management	19PMSW314B					
		Public Health in India	19PMSW314C						

II I	Core Paper – XI (Specialization Paper – III)	Working with Children And Youth	19PMSW315 A	5	3	5 0	5 0	100	
		Employee Relations and Welfare	19PMSW315B						
		Medical Social Work	19PMSW315C						
	II I	Elective – V (Specialization Paper – IV)	Counselling	19PMSW316	5	2	5 0	5 0	100
	II I	Elective – VI (Specialization Paper – V)	Social Entrepreneurship	19PMSW317 A	5	2	5 0	5 0	100
			Quality Management	19PMSW317B					
II I	Core Paper – XII (Field Work)	Concurrent Field Work - Iii	19PMSW318	3	6	5 0	5 0	100	
I V	Soft Skills - III	Self and Time Management Skill	19PGSL403	2	2	5 0	5 0	100	
		Study Tour			1				
Total Credits -22, Total Hours/ Week-30									
Semester - IV	II I	Core Paper - XIII (Specialization Paper – VI)	Psychiatric Social Work	19PMSW319C	5	3	5 0	5 0	100
			Organisational Behaviour	19PMSW319B					
			Urban Community Development	19PMSW319 A					
	II I	Core Paper – XIV (Specialization Paper – VII)	Therapeutic Interventions in Social Work Practice	19PMSW320C	5	3	5 0	5 0	100
			Organizational Development	19PMSW320B					
			Dalit And Tribal Development	19PMSW320 A					
	II I	Core Paper - XV (Specialization Paper – VIII)	Hospital Administration	19PMSW321C	5	3	5 0	5 0	100
			Human Resource Development	19PMSW321B					
			Management of Non Governmental Organisations	19PMSW321 A					
	I V	Interdisciplinary (Common Paper)	Corporate Governance and Corporate Social Responsibility	19PMSW322	5	2	5 0	5 0	100
	Core Paper – XVI (Field Work)	Research Project	19PMSW323	5	6	5 0	5 0	100	
	Core Paper – XVII (Field Work)	Concurrent Field Work - Iv	19PMSW324	3	6	5 0	5 0	100	
	Soft Skill - IV	Spoken and Presentation Skills	19PGSL404	2	2	5 0	5 0	100	
		Block Placement (At the end of 4th Semester)			2				
Total Credits -27, Total Hours/ Week-30									
OVERALL CREDIT TOTAL = 93									

SEMESTER - I

CORE - I

SOCIAL WORK PROFESSION

SUBJECT CODE :19PMSW301	THEORY	MARKS 100
SEMESTER: I	CREDITS: 3	TOTAL HOURS: 45

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 importance 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, 20thed, 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, 3rd 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, Differential Diagnosis & treatment in Social Work, 2nded, 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – II

SOCIAL WORK WITH INDIVIDUALS

SUBJECT CODE :19PMSW302	THEORY	MARKS 100
SEMESTER: I	CREDITS: 3	TOTAL HOURS: 45

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). *Behavior 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE - III

SOCIAL WORK WITH GROUPS

SUBJECT CODE:19PMSW303	THEORY	MARKS 100
SEMESTER: I	CREDITS: 3	TOTAL HOURS: 45

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. Konkpkka, 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: Willety.
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:

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Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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		Theory	Problems
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3		
	Unit – 4	1	
	Unit – 5	1	

ELECTIVE - I

SOCIOLOGY

SUBJECT CODE :19PMSW304	THEORY	MARKS 100
SEMESTER: I	CREDITS: 2	TOTAL HOURS: 30

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: Introduction

(5 hours)

Sociology: Definition, Nature, and Importance. Fundamental concepts: Society, Social Group, Community, Association, Institution, Organization, Social Disorganization, Social Structure, and Social System. Relationship of sociology with social work. Social Process - Co-operation, Competition, Conflicts, Accommodation, Assimilation and Acculturation.

Unit II: Culture

(6 hours)

Concept, Functions and Elements of culture- values, norms, folkways, mores and laws. Theory of Cultural Lag by William F. Ogburn. Institution: Concept, Function and Types of Institution (Religious, Economic, Educational, Family, Polity. Changing Trends in these institutions and their institution and their impact on Indian society.

Unit III: Social Control

(6 hours)

Concept, needs, Means of Social Control-Formal and Informal Means. Agencies of Social Control – Formal and Informal Agencies (values, norms, folkways, custom, mores and law).

Unit IV: Social Change

(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 (Save Narmada Movement), Dalit movement, Consumer movement, Women's movement, Kisan Movement (Farmers' Movement), Self- respect movement, Naxalbari movement, Religious movements. Impact of Social Movements on the Indian Society

Unit V: Social Problems

(6 hours)

Social problems – meaning, causes and consequences. General Social Problems-Terrorism, Health, Environmental Degradation, Unemployment, Poverty, Illiteracy. Displacement, Migration, Corruption, Alcohol & Drug Abuse, Deviance, Violence, Crime, Honor Killings. Problems faced by women, children, SC/ST, Elderly, Transgenders, and Differently Abled. 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. Harlembos, Michael, *Sociology: Themes & Perspectives* (2014) New York: Collins
2. Shankar Rao, C. N., *Introduction to Sociology* (2005) New Delhi: S. Chand & Publications
3. Ritzer, George, *Sociological Theory* (1999) Jaipur: Rawat Publications
4. Scott, John, *Oxford Dictionary of Sociology* (2004) Oxford: Oxford University Press
5. Giddens, Antony, *Sociology* (2001) Cambridge: Polity Press
6. Srinivas, M.N., *Social Changes in Modern India* (1963) Calcutta: University of Calcutta
7. Bhusan, Vidya & Deva Sach, D.R. (2005). *An Introduction to sociology*. Allahabad, UP: Kitab Mahal Publications.
8. Duberman, Lucile and Clayton. *Sociology—focus on society*. A.Hartjen.
9. Madhan, G.R. (1973). *Indian social Problems*. Allied Pacific pvt Ltd.
10. Richard.T., & Schaefer, Lamm. P. & Robert. (1995). *Sociology*. New York. NY: Mc. Graw Hill Inc.

Question paper pattern:

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TOTAL MARKS				100

Distribution of Questions:

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Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

ELECTIVE - II

PSYCHOLOGY

SUBJECT CODE :19PMSW305	THEORY	MARKS 100
SEMESTER: I	CREDITS: 2	TOTAL HOURS: 30

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: Definition, Principle and 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. Challenges in each stage (Erik Erikson)

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: Stress and Mental Health.

(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. Mangal S.K (1998). General Psychology, Sterling Publishers Private Limited, New Delhi
2. Hurlock, Elizabeth, B. (1980). *Developmental psychology: Life-span Approach*. McGraw-Hill.
3. Coon, Dennis. (1977). *Introduction to Psychology, Exploration and Application*.
4. Coon, Dennis. (1980). *Introduction to psychology*. Watts & Company.

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

Question paper pattern:

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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CONCURRENT FIELD WORK – I

SUBJECT CODE :19PMSW306	FIELD WORK	MARKS 100
SEMESTER: I	CREDITS: 6	8 to 10 Visits

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:

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 – 1

PAPER TITLE: PERSONALITY ENRICHMENT

SUBJECT CODE :19PGSL401	THEORY	MARKS 100
SEMESTER: I	CREDITS: 2	TOTAL HOURS: 30

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*. 3rd reprint, Tata McGraw Hill,Austrilia, 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.

CORE – V

SOCIAL WORK WITH COMMUNITIES AND SOCIAL ACTION

SUBJECT CODE : 19PMSW307	THEORY	MARKS 100
SEMESTER: II	CREDITS: 3	TOTAL HOURS: 45

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

(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. Christopher, A.J., & William, Thomas.(2006).*Community Organization and Social Action*. New Delhi, New Delhi: Himalaya Publication House.
7. Mizrani, Terry, & Davis, Larry, E. (ed), (20thed), *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	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – VI

SOCIALWORK RESEARCH AND STATISTICS

SUBJECT CODE :19PMSW308	THEORY	MARKS 100
SEMESTER: II	CREDITS: 3	TOTAL HOURS: 45

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 research
3. To hone the skills in undertaking research and in writing about the same.
4. To develop an understanding about the scientific approach to human inquiry
5. To acquire the skills for data analyses and research writing.

Unit I: Introduction

(9 hours)

Meaning: Research, Social Research, Scientific Research and Social Work Research; Scope and Objectives of Social Work Research; Types of Research, Social Work Research Ethics; Relevance of Research for Social Work; Approaches to Research- Quantitative and Qualitative Research.

Unit II: 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, Constructs, Formulating Hypothesis. Research design: Meaning, Types.

Unit III: Tools of Data Collection and Sampling Techniques

(9 hours)

Sample Design – Selection of Sample: Meaning of Sample, Universe, Sampling Method (probability and non probability) techniques. Pilot study and Pretesting of the tools. Scaling Techniques: concept and types(L.L. Thurstone and Likert Scale) Reliability and validity of tools. Methods of Data Collection - Meaning, Sources: Primary and Secondary, Tools: Observation, Questionnaires. Interview Schedule, Interview Guide, Group Interviews, Mailed questionnaire, Introduction to qualitative research: meaning, characteristics, strategies and methods (observation, interviews, documents and audio visual material). Approaches - Mixed Method Approach, Historical Approach, Concept of Participatory and Development Research.

Unit IV: Data Processing and Analysis

(9 hours)

Content checking- Editing data- Classification – Coding –Tabulation-Analysis.Data Presentation, Data Interpretation.Levels of Measurements (nominal, ordinal, interval and ratio).Types of Analysis - Univariate, Bivariate, multivariate.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.

Use of Computers for Statistical Analysis- IBM SPSS, EXCEL.

Unit V: Research Proposal and Report Format**(9 hours)**

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. C. R. Kothari 2004, Research Methodology: Methods and Techniques, New Age International Publishers (P) Ltd, New Delhi.
2. Ram Ahuja (2009), Research Methods, Rawat Publications, New Delhi.
3. SaravanavelP(2009) Research Methodology, KitabMahal, Allahabad.
4. Navnitham PA, business statistics, Jai Publishers, Trichy
5. Henn M, Weinstein M, Foard N (2006), A short introduction to Social Research, sage Publications India Pvt Ltd, New Delhi.
6. Duane, Monette, R. & Thomas, Sullivan, J. (1998). *Applied social Research: Tool for Human Services*. New York, NY: Harcourt Brace College Pub.
7. Gupta, S.C. *Fundamentals of Statistics*, Himalaya Publication Co.
8. Goode, William.J &Paul K.Hatt.*Methods in Social Research*. New York, NY: Mc.Graw Hills.
9. Gopal, M.B.*An Introduction to Research Procedure in Social Science*. Bombay, Bombay: Asia Publication House.
10. Kothari, C.R.(1997). *Research Methodology, Method and Techniques*, New Delhi, New Delhi : Vishwa Prakashan.
11. Ramachandran, P.(1990).*Issues in Social Research in India*.Bombay, TISS.
12. Ramachandran, P. (1993).*Survey Research for social work*. Bombay, Bombay: Institute for Community Organization Research.
13. Rubbin, Allen and Babbie, Earl.(2004). *Research Methods for Social Work with infotrac*.California, US Thomposon and Wadsworth Publishing.
14. Wilkinson, T.S &Bhandarkar, P.L.*Method and Techniques in social Research*. Himalaya Publications.
15. Young, Pauline. V.*Scientific social Survey and Research*.

Question paper pattern

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

CORE – VII

SOCIAL WELFARE ADMINISTRATION

SUBJECT CODE :19PMSW309	THEORY	MARKS 100
SEMESTER: II	CREDITS: 3	TOTAL HOURS: 45

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:

1. www.supremecourtfindia.nic.in

Question paper pattern:

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	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

ELECTIVE - III

SOCIAL POLICY AND SOCIAL LEGISLATIONS

SUBJECT CODE :19PMSW310	THEORY	MARKS 100
SEMESTER: II	CREDITS: 2	TOTAL HOURS: 30

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: Welfare State

(6 Hours)

Welfare State - Concepts: Rights, Justice, Citizenship, and Welfare State. Relationship between Civil society, State, Governance and Development. Types of Welfare State, Globalization and Welfare State. Critique of Welfare State Theories

UNIT II: Social Policy and Social Legislation

(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. Role of Political parties, Pressure groups, Non-Governmental Organizations, Mass Media. Policy implementation: The role of Governmental agencies, Role of Non-governmental organizations (NGOs), citizens participation, and Social Workers. Problems in implementation of policies. Policies at the Central and State Government Levels (with reference to Women, Children, Disabled and Disadvantaged). Liberalism, Globalization and changing nature of social policy in India.

UNIT III: Social Legislations related to Children

(6 Hours)

The Prohibition of Child Marriage Act, 2006. Child Labour (Prohibition & Regulation) Amendment Act, 2016. Pre-Conception & Pre-Natal Diagnostic Techniques Act (Prohibition of Sex Selection), 2003. The Juvenile Justice (Care and Protection of Children) Act, 2015. Right of Children to Free & Compulsory Education Act, 2009 or Right to Education Act, 2009. Central Adoption Resource Agency Guidelines, 1991. The Protection of Children from Sexual Offences Act, 2012.

Social Legislations related to Women: The Immoral Traffic (Prevention) Amendment Act, 2006. Dowry Prohibition Act, 1961. Medical Termination of Pregnancy Act, 2014. Indecent Representation of Women (Prohibition) Act, 1986. Protection of Women from Domestic Violence Act, 2005. Sexual Harassment in Workplace (Prevention, Prohibition & Redressal) Act, 2013.

UNIT IV: Social Legislations for Weaker Sections

(6 Hours)

Bonded Labour System (Abolition) Act, 1976; The Mental Health Act, 2017; The SC/ST (Prevention of Atrocities) Act 2014. The Rights of Persons with Disabilities Act, 2016; The Unorganized Workers' Social Security Act, 2008.

UNIT V: Human Rights

(6 Hours)

Fundamental Rights & Human Rights in the Indian Constitution. Protection of Human Rights Act, 1993; Consumer Protection Act, 1986; Right to information Act, 2005; Mahatma Gandhi National Rural Employment Guarantee Act, 2005(MGNREGA). Environment Protection Act,1986; Public Interest Litigation (PIL).

Suggested reading:

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

13. Periodicals and Journals

Journal of Comparative Social Policy
 Journal of Comparative Social Welfare
 Economic and Political Weekly
 Women's Collective
 Social Scientist

WEBSITES:

1. www.supremecourtindia.nic.in
2. www.judis.nic.in
3. www.pucl.org
4. www.lawyerscollective.org

Question paper pattern:

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TOTAL MARKS				100

Distribution of Questions:

Sections	Units	No. of Questions	
		Theory	Problems
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	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit – 5	1	

ELECTIVE – IV

GENDER AND DEVELOPMENT

SUBJECT CODE :19PMSW311	THEORY	MARKS 100
SEMESTER: II	CREDITS: 2	TOTAL HOURS: 30

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; Sex, Gender, Sex Ratio, Gender Census, Gender and development– meaning, strategic and practical needs. Gender Census, Women in Development (WID), Gender Institutions and Development Database (GID). Gender Mainstreaming, Gender budgeting. Self Help Groups: benefits, procedures and best practices.

Patriarchy and patriarchal structures in India; Feminism and Women’s movements- Madar sangam, Chipko Movement, Objectivism. Gender analysis frameworks: Moser Gender planning Framework (Carolyn Moser), Social Relations Approach (Naila Kabeer), Harvard Analytical Framework/Gender Roles Framework, Gender Analysis Matrix (Rani Parker), Women’s Empowerment Framework (Sarah Longwe).

Unit II: Education and Employment

(5 hours)

Education: Differences between male and female children 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 (capitalist patriarchy), trends, exploitation of women, marginalization and casualization of women’s labor, feminization of poverty, and multiple roles of women - Role conflict.

Unit III: Women and Health

(3 hours)

Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and impact on health, HIV/AIDS and impact on women in India. Access to health services - government policies and NGO efforts.

Unit IV: Women in difficult circumstances

(5 hours)

Women in difficult circumstances: prostitution, 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

(7 hours)

International conventions and efforts: programs for women - State and Center, Role of National and State Women's Commissions, Development programs for women-Government policies and; Constitutional provisions; reservations for women, Convention for the Elimination of all forms of Discrimination Against Women (CEDAW), Beijing Declaration.

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, Roberta (2014). *liberation of women: a study of patriarchy and capitalism* Routledge (New York).
5. Ministry of Women and development- Annual report 2017-18: <http://wcd.nic.in/annual-report>
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 and Thakkar (2001). *Women in Indian society*, National book trust. New Delhi
10. M.KoteswaraRao (2005). *Empowerment of women in India*. Discovery publication house. New Delhi

CORE – VIII

CONCURRENT FIELD WORK – II

SUBJECT CODE :19PMSW312	FIELD WORK	MARKS 100
SEMESTER: II	CREDITS: 6	25 Days

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

PAPER TITLE: COMPUTING SKILLS

SUBJECT CODE :19PGSL402	THEORY	MARKS 100
SEMESTER: II	CREDITS: 2	TOTAL HOURS: 30

OBJECTIVES:

1. 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.
2. 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.
3. 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

COURSE COMPONENT

SUMMER PLACEMENT

SUBJECT CODE : 19PINT401	INTERNSHIP	MARKS: -
SEMESTER: II	CREDITS: 2	25 Days

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.

SPECIALIZATION : COMMUNITY DEVELOPMENT

CORE – IX

SPECIALIZATION PAPER – I

PAPER TITLE: RURAL COMMUNITY DEVELOPMENT

SUBJECT CODE :19PMSW313A	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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, Sampoomma Grameen Rozgar Yojana, National Food for Work Programme, Jai Prakash Rozgar Guarantee Yojana, Antyodaya, Minimum Needs Programme, Rural Water Supply Programme, Rural Sanitation Programme, Indra Awas Yojana, Accelerated Irrigation Benefit Programme, Water Shed Development Programme, Accelerated Rural Electrification Programme, Integrated Rural Energy Programme, Pradhan Mantri Gramodaya Yojana, PURA, NERF. 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**(10 hours)**

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- Panchayati Raj institutions amendments 73rd & 74th, Tamil Nadu Panchayat Act 1958. Democratic decentralization.

Unit V**(8 hours)**

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

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:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE - X

SPECIALIZATION PAPER – II

DEVELOPMENT AND SOCIAL WORK PRACTICE

SUBJECT CODE :19PMSW314A	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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)

Developed and Developing Economies – Concept, Theories, Processes. Indian Economy – Characteristics/Features, Issues of Development. Women as Contributors of Development. Unorganized Sector & Unemployment in Indian Economy. Relationship between Economics and Social Work.

Unit II: Human Development, Sustainable Development Goals

(9 hours)

Development Indices – Human Development Index, Gender Development Index, Gender Empowerment Measure, Poverty Index, Hunger Index. Human Development in India. Millennium Development Goals – Concept, Targets. Sustainable Development Goals – Concept, Targets, Indian Application of SDGs.

UNIT III: Agriculture and Economy

(9 hours)

Indian Agriculture – Introduction, Features, Primary Sector occupations. Low Agricultural Productivity – Causes, Land Fragmentation, Farm Size, Climate Change. Solution - Cooperative farming, Food Security, Food Grain Self-Sufficiency, Food Sovereignty. Policies for Agricultural Development – Green Revolution, Second Green Revolution, Organic Farming, Mechanization of Agriculture, New Agricultural Techniques, Current Agricultural Policies.

UNIT IV: Industry and Development

(9 hours)

Industrial Sector in Indian Economy – Introduction, Features. Industrialization in Indian Economy – Development of Secondary and Tertiary Sector (Service Sector and IT). Public, Private Sectors of Indian Economy. Small Scale Industries – Village and Cottage Industries, Contribution to Indian Economy, Five Year Plans, Industrial Policy (Central Government Level & State Government Level Policy), Planning Commission, NITI Aayog (National Institution for Transforming India). Special Economic Zones (SEZ) – Introduction, Features, Issues

UNIT V: Globalization & World Trade Organization (WTO)

(9 hours)

Globalization – Concept, Effect on Indian Economy. World Trade Organization (WTO) – Principals, Functions, Impact. Other International Bodies – World Bank, General Agreement on Tariffs & Trade (GATT), Trade Related Aspects of Intellectual Property Rights (TRIPS), International Monetary Fund (IMF).

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. Sagar Publications.
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. Oxford University Press.
6. Human development Reports UNDP publication.
7. Jalan, Bimal *The Indian Economy: Problems & Prospects* (2006) New Delhi: Penguin

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Distribution of Questions:

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	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3		
	Unit – 4	1	
	Unit –5	1	

CORE - XI

SPECIALIZATION PAPER – III

WORKING WITH CHILDREN AND YOUTH

SUBJECT CODE :19PMSW315A	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 Tamil Nadu; 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 programs, 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 Yuva Kendra, Rajiv 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 Tamil Nadu*. 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 Childre: 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:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

Sections	Units	No. of Questions	
		Theory	Problems
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	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5		

SPECIALIZATION: HUMAN RESOURCE MANAGEMENT [HRM]

CORE – IX

SPECIALIZATION PAPER – I

LABOUR LEGISLATIONS

SUBJECT CODE :19PMSW313B	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 Laws 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

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

CORE – X

SPECIALIZATION PAPER – II

HUMAN RESOURCE MANAGEMENT

SUBJECT CODE :19PMSW314B	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 Councelling; Performance Management. Employee Motivation; Managing Discipline; Grievance Handling. Managing Employee Health and Safety-Quality of Work Life (QWL);

UNIT V

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, OxfordUniversity 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – XI

SPECIALIZATION PAPER – III

EMPLOYEE RELATIONS AND WELFARE

SUBJECT CODE :19PMSW315B	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 prevention 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:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

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

[FOR HRM ONLY]

QUALITY MANAGEMENT

SUBJECT CODE:19PMSW317B	THEORY	MARKS 100
SEMESTER: III	CREDITS: 2	TOTAL HOURS: 30

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 relevance 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 Prizes 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
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Sections	Units	No. of Questions	
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	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
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	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit –5	1	

SPECIALIZATION : MEDICAL AND PSYCHIATRIC SOCIAL WORK

CORE – IX

SPECIALIZATION PAPER – 1

MENTAL HEALTH AND PSYCHIATRIC DISORDERS

SUBJECT CODE :19PMSW313C	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 Assessment, Use of Mental Health Scales in assessment.

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) (Mania, Depression, Bipolar, RDD).

UNIT IV

(9 Hours)

Neurotic stress related and somatoform disorders(Phobia, General Anxiety Disorder, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Dissociative Conversion, Somatization, hypochondriacal, Somatoform autonomic dysfunction); Study of the Clinical Signs, Symptoms, Causes and Treatment of: Behavioral syndromes associated with physiological disturbances(eating, sleep, Sexual dysfunction); Disorders of adult personality and behavior; Mental Retardation; Disorders of Psychological Development(speech & Language, articulation, epilepsy, Scholastic, spelling, arithmetic, Motor function, Pervasive developmental Childhood Autism); Behavioral and emotional disorders with onset in childhood and adolescence(Hyperkinetic, conduct disorder, emotional, separation anxiety); Addictive Behaviour- Social Media ,Selfitis, gambling, Television addiction)

UNIT V

(9 Hours)

Mental Health Care Act 2017; Rights of Persons with Disabilities (RPWD) Act, 2016; Narcotic drugs and Psychotropic Substances Act 1985, *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. NirajAhuja (2011), A short textbook of psychiatry, 7th Edition, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
2. MangalS.K(2015), Abnormal Psychology, Sterling Publishers (p) Ltd, New Delhi.
3. The ICD-10 Classification of Mental and Behavioural disorders (2004), A.I.T.B.S. Publishers & Distributors, New Delhi.
4. Bhugra ,Gopinath., & Vikram Patel., (2005). *Handbook of Psychiatry- A South Asian Perspective*. Mumbai: Byword Viva Publishers Pvt. Ltd.
5. Coleman, & James, (1996). *Abnormal Psychology Modern Life*. Mumbai: Tarapore Vala and Sons.
6. Kaplan , Harold, I., & Sadock, B.J., (1989). *Comprehensive Text Book of Psychiatry*. London: Williams & Wilkins, Baltimore.
7. Kapur, M., (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications.
8. Mane, & Gandevia., (1998). *Mental Health in India: Issues and Concerns*. Mumbai: Tata Institute of Social Sciences.
9. WHO. (2004). The ICD-10 Classification of Mental and Behavioral Disorders,
10. Diagnostic Criteria for Research, AITBS Publishers and Distributors, Delhi
11. Ahuja Neraj, (2002), A short textbook of psychiatry, 5th Edition, New Delhi.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – X

SPECIALIZATION PAPER – II

PUBLIC HEALTH IN INDIA

SUBJECT CODE :19PMSW314C	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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 World Health Reports (1995-22050)
2. www.tnhealth.org Annual Report
3. www.mohfw.nic.in Annual Report
4. www.nfhsindia.org National Family Health Survey, India
5. 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	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – XII

SPECILIZATION PAPER – III

MEDICAL SOCIAL WORK

SUBJECT CODE :19PMSW315C	THEORY	MARKS 100
SEMESTER: III	CREDITS: 3	TOTAL HOURS: 45

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:

1. Health Action, CHAI, Secunderabad.
2. Health Care Law, ICFAI, Hyderabad.
3. Health for the Millions, VHAI, New Delhi.
4. Indian Journal of Social Work, TISS, Mumbai.
5. Journal of Indian Council of Medical Research.
6. Social Welfare, CSWB, New Delhi.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

ELECTIVE - V

[FOR CD AND MPSW]

SOCIAL ENTREPRENEURSHIP

SUBJECT CODE :19PMSW317A	THEORY	MARKS 100
SEMESTER: III	CREDITS: 2	TOTAL HOURS: 30

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:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

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	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

EXTRADISCIPLINARY-1

COMMON FOR ALL

COUNSELLING

SUBJECT CODE :19PMSW316	THEORY	MARKS 100
SEMESTER: III	CREDITS: 2	TOTAL HOURS: 30

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 learn the counselling approaches in different settings

UNIT I

(6 hours)

Counseling – Definition, Objectives. Qualities of a Counselor. Individual Vs Group Counseling, Difference between Counselling, Case Work & Psycho-therapy, Ethics in counseling – Code of Ethics & Practice of Counselling.

UNIT II

(6 hours)

Counseling skills ,**Counselling Process, Stages in Counselling**, Techniques in Counselling, Egan’s Skilled Helper Model.

UNIT III

(6 hours)

Counselling Approaches: Person Centered, Rational Emotive Behavioural Therapy, Transactional Analysis. Alternative Therapies: Art Therapy, Yoga/Meditation.

UNIT IV

(6 hours)

Counseling in different situations –Industrial/Work place, Martial, Family, De-addiction counselling. Counselling in terminal Situations. Crisis Counseling, Terminal Illness (Palliative, Hospice, AIDS, Cancer), School Counseling, Career Counselling, Grief Counselling. Suicidal Counselling.

UNIT V

(6 hours)

Counseling in emergency and Disaster Situations (Migrants, Refugees, Trauma CARE, Victims of Communal Riots).

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*. (2nd 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. Ramanath, Sharma. & Rachana, Sharma. (2004). *Guidance and Counselling in India*. New Delhi: Atlantic publishers and Distributors.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – XII

[FOR ALL SPECIALIZATIONS]

CONCURRENT FIELD WORK-III

SUBJECT CODE :19PMSW318	FIELD WORK	MARKS 100
SEMESTER: III	CREDITS: 6	DAYS: 25 Days

General Objectives

Second year (III and IV semester) field work in specific is focused and specialized Setting based. The broad aim is to provide opportunities for students to apply the knowledge learnt in the class room situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. This will be in keeping with the Agency's philosophy, policy and goals and use of guided supervision.

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 –fulfillment 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.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

SOFT SKILLS-III

MANAGERIAL SKILLS

SUBJECT CODE :19PGSL403	THEORY	MARKS 100
SEMESTER: III	CREDITS: 2	TOTAL HOURS: 30

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*. (28th 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.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

COURSE COMPONENT

STUDY TOUR

SUBJECT CODE	FIELD VISIT	MARKS
SEMESTER: III	CREDITS: 1	4-5 Days

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.

OBJECTIVES:

To develop the ability to analyze a problem and develop an algorithm to solve it using C Programming

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 – IV

URBAN COMMUNITY DEVELOPMENT

SUBJECT CODE :19PMSW319A	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

Objectives:

1. Design action research to constantly understand of the issues of the slum dwellers and pavement dwellers.
2. Plan appropriate program for the development of communities living in urban slums.
3. Create awareness among community to utilize the state and central government projects for the welfare of Urban Poor. Eg. CMDA, IAY etc.
4. Demonstrate leadership skills and become agents of social change among the slum dwellers.
5. Design perfect strategies and programs for the development of the urban poor.

Unit I: Concepts of Urbanization

(9 hours)

Industrialization, Urbanization, Urban Area, Suburb, Urbanism, Urban Sprawl, Exurb, Slums, Squatter Settlement, Ghetto, Metro, Megalopolis, Urban Agglomerations, Planned Cities
Urban Development – Introduction, Urban Community Development, Urbanization Theories – Centre-Periphery Theory, Concentric Zone Theory (Ernest Burgess), Sector Theory (1939, Homer Hoyt), Multiple Nuclei Theory (1945, Harris and Ullman)

Unit II: Urban Problems

(9 hours)

Urban Problems – Definition, Causes, Consequences. Migration (mass and forced), Housing Problems, Transportation Problems, Slums, Displacement. Gated Community, Slum Improvement, Government Programs.

Unit III: Urban Community Development in India

(9 hours)

Urban Local Government Bodies – Municipalities, Corporations, Structure & Functions, 74th Amendment Act, 1992, National Buildings Organization (NBO), Tamil Nadu Institute of Urban Studies (TNIUS) – Role & Functions. Role of Government in Urban Development – Housing & Urban Development Corporation (HUDCO), Corporation of Chennai, Chennai Metropolitan Development Authority (CMDA), Other Urban Development projects- Delhi & Hyderabad Projects, Jawaharlal Nehru Urban Renewal Mission, Tamil Nadu Urban Development Fund, Tamil Nadu Urban Development Project.

Unit IV: Marginalized Groups in Urban Areas

(9 hours)

Marginalized Groups - Urban Displaced, Street & Working Children, Homeless, Human Trafficking of Women and Children. Other Problems – Pollution, Solid Waste Management, Disaster Management.

Unit V: Social Work and Urban Community Development

(9 hours)

Role of Community Development Professional – Conscientization, Organizing, Developing Local Leadership, Conflict Resolution, Peoples’ Participation & Advocacy, NGO Intervention, Slum Clearance Board

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 Urbanization*. Bombay: Popular.
3. Bhattacharya, B. (1979). *Urban Development in India*. New Delhi: Shree publishing.
4. Bose, Ashish. (1971). *India’s Urbanization*. New Delhi: McGraw Hill.
5. Mohanty, Bidyut. (1993). *Urbanization 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	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE- IVX

SPECIALIZATION PAPER – V

DALIT AND TRIBAL DEVELOPMENT

SUBJECT CODE :19PMSW320A	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

Objectives

1. Identify needs and issues Dalits and Tribal communities in South Asian region.
2. Capacitate the communities to utilize the schemes and facilities provided by the government and civil societies for the development of the Dalits and Tribal communities
3. Apply strategies for resilience of the Dalit and Tribal community from economic and social vulnerabilities using constitutional backup.
4. Effectively plan micro and macro projects for the development of the Dalit and Tribal communities.
5. Formulate strategies to promote Trade for the art and craft work produced by the tribal communities enhancing their livelihood sustainability.

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-indigenousvs.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*, New Delhi, Deep and Deep Publications.
6. Government of India.(2001). *Report of the Steering Committee on Empowering the Scheduled Tribes*, Planning Commission, Delhi.
7. Kumar, B.B. (1998). *The Tribal Societies of India*. 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 Castes in 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 University Press.
20. Freeman, J.M. (1979). *Untouchables-An Indian History*. London: George Allen and Unwin.
21. Ganguli, Debjani. (2005). *Caste and Dalit Lifeworlds: Postcolonial Perspectives*. 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
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

Sections	Units	No. of Questions	
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Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit –5	1	

CORE – XV

SPECIALIZATION PAPER – VI

MANAGEMENT OF NON GOVERNMENTAL ORGANISATIONS

SUBJECT CODE :19PMSW321A	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

Objectives:

- CO 1 : Demonstrate the skill required to start and manage an organisation
- CO 2 : Create appropriate strategies for project planning
- CO 3 : Analyse and execute best management process for effective and efficient functioning of NGO
- CO 4 : Evaluate the current issues' in development organisation
- CO 5 : Using Indigenous method in developing an organisation

UNIT I

(7 hours)

Historical Development of NGOs, Definition, Meaning, Characteristics, Types, Voluntary Organisation, Community Based Organisation, Movements, Groups, Trusts, Civil Society Agencies, Registration of Voluntary Organisations, Certificate of Incorporation, Certificate of Commencement of Business, By-laws, Memorandum of Association, Articles of Association, Board, Trustee, Committees, Executive Committee, Adhoc Committees, Duties and Responsibilities of Office Bearers, President, Secretary, Treasurer, Vice President, Joint Secretary, Managing Trustee, Share Holders, Stake Holders, Target Groups and Partners in Development. Conduct of Meetings, Preparation of Agenda, Minutes of Meetings, Resolutions and Quorum.

UNIT II

(5 Hours)

Laws related to NGOs: Society Registration Act 1860, Trust Act of 1912, Cooperative Societies Act 1912, Foreign Contribution Regulation Act, Income Tax Act. Companies Act 1956, National Policy on Voluntary Sector 2007

UNIT III

(8 Hours)

Accounting and NGOs - Book Keeping and Accounting, Definition, Meaning, Types of Accounts, Golden Rules of Accounting, Single Entry System and Double Entry System of Book Keeping Banking, Types of Bank Accounts, Pass Book, Cheque Book, Bank Reconciliation Statement, Books of Accounts, Cash Book, Journal and Ledger, Negotiable Instruments, Bill of Exchange, Vouchers, Receipt Books, Assets, Liabilities, Capital Expenditure, Revenue Expenditure, Deferred Revenue Expenditure, Budgeting, Administrative Cost, Programme Cost, Final Accounts of Non Trading Concerns, Trial Balance, Receipts and Payments Account, Income and Expenditure Account, Balance Sheet, Auditing, Definition, Types, Auditors Report.

UNIT IV

(6 Hours)

Project Planning: Baseline Survey, Participatory Project Planning Techniques, PRA, RRA, Need Assessment, Logical Frame Work Analysis, Centralised Planning Vs. Decentralised Planning, Bottom Up Planning, Micro Plan, Grassroots Plan, Alternate Planning, Pro poor Planning, Expectations, Key Result Areas Tangible / Intangible, Project Evaluation. Proposal Writing for the Programmes of Central and State Governments - Social Welfare Board, Department of Social Defence and Donor Agencies. Report Writing: Interim Report, Term Reports and Completion Report.

UNIT V

(4 Hours)

Management Process: Concept and Principles of Management, Operational Management, Personnel Management, Material Management, Fund Raising, Information Management and Time Management. Organisational Behaviour; Individual in an Organisation - Groups in Organisation- Group Behaviour, Leadership and Team Building, - Organisational Process Communication, Supervision, Organizational Change and Development.

Suggested Readings

1. Brown, Andrew, 1970 Management Development and MBO, Sonalaya Publications, Bombay
2. Chandra, Snehalata, 2003 Guidelines for NGOs Management in India, Kanishka Publishers, New Delhi
3. Chambers, R, 1994 The Origins and Practice of Participatory Rural Appraisal, World Bank · Keith Davis, 1964 Readings in Human Relations, Mc Graw Hill Book
4. Lewis & Wallace, 2000 New roles and Relevance; Development of NGOs and Challenge of change, Kumarian press, Chennai.
5. Paul Samuel, Managing Development Programmes, The Lessons of Success, Boulder Co West View Press, Washington.
6. Padaki & Manjulika, 2005 Management Development in Non-Profit Organisation, Sage Publications, New Delhi
7. Roy Sam, M, 2002 Project planning and Management focusing on Proposal writing, CHAI, Secunderabad.
8. Sen, Amartya, 2005 Human Rights and Human Development, UNDP Human Development Report

Question paper pattern:

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Distribution of Questions:

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	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1		
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

SPECIALIZATION : HUMAN RESOURCE MANAGEMENT

CORE – XIII

SPECIALIZATION PAPER – IV

ORGANISATIONAL BEHAVIOUR

SUBJECT CODE :19PMSW319B	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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 impart necessary skills essential for the management of human behavior in organizations.

Unit I : Introduction to organizational Behaviour (9 hours)

Organizational 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 organizational behavior. Perception, Personality, Values and Attitudes, Learning and reinforcement, Organizational 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, Herzberg, 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*. (10th Ed). McGraw Hill New York.
2. Robbins, Stephen. B. (1996). *Organisational Behaviour*. (7th Ed). Prentice Hall of India pvt. Ltd. New Delhi.
3. Fred Luthans, (1998). *Organisational Behaviour*. (8th 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
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TOTAL MARKS				100

Distribution of Questions:

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	Unit – 4	2	
	Unit – 5	2	
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	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit – 5	1	

CORE – XIV

SPECIALIZATION PAPER – V

ORGANISATIONAL DEVELOPMENT

SUBJECT CODE :19PMSW320B	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
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TOTAL MARKS				100

Distribution of Questions:

Sections	Units	No. of Questions	
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	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit –5		

CORE – XV

SPECIALIZATION PAPER – VI

HUMAN RESOURCE DEVELOPMENT

SUBJECT CODE :19PMSW321B	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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. KUMAR 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*. (7thedn) Pinnacle, Delhi.
9. UDAI PAREEK, & RAO T.V. (2006). *Designing & Managing Human Resource systems*. (3rdedn), Oxford & IBH Publishing Co., New Delhi.
10. INDIAN INSTITUTE OF BANKERS. (2003).*Organization Development & HRD*. (for CAIIB Exam). MacMillain India Ltd.

Question paper pattern:

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	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

SPECIALIZATION : MEDICAL AND PSYCHIATRIC SOCIAL WORK

CORE – XIII

SPECIALIZATION PAPER - IV

PSYCHIATRIC SOCIAL WORK

SUBJECT CODE :19PMSW319C	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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 :

1. Daver, Bhargavi, (1999). *Mental Health of Indian Women*, Sage Publications, New Delhi
2. Daver, Bhargavi, (2001). *Mental Health from a Gender Perspective*. Sage Publications, New Delhi
3. Dhanda, Amita, (1999). *Legal Order and Mental Disorder*. Sage Publications, New Delhi
4. Kapur, Malavika, (1997). *Mental Health in Indian Schools*. Sage Publications, New Delhi
5. Verma, Ratna, (1991). *Psychiatric Social Work in India*. Sage Publications, New Delhi
6. World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems

7. WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.
8. www.who.org

Question paper pattern:

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	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

CORE – XVI

SPECIALIZATION PAPER – V

THERAPEUTIC INTERVENTIONS IN SOCIAL WORK PRACTICE

SUBJECT CODE :19PMSW320C	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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)

Therapeutic intervention: Meaning, Concept. Clinical Social Work Practice: Definition. Models in Clinical Social Work Practice: Task Centered Model, Strength based Model, Resilience model. Community based Psychosocial Rehabilitation.

UNIT II

(9 Hours)

Role of Clinical Social work Practice in different setting: Mental Health, HIV/AIDS, Deaddiction, Diabetics, Coronary Heart disease, Neurology, Nephrology, Oncology, Tuberculosis.

UNIT III

(9 Hours)

Therapeutic Approaches, Types of Psychosocial Treatment:Cognitive Therapy, Behaviour Therapy, Interpersonal Therapy, Psychoanalysis, Gestalt Therapy, Group Therapy, Tele-counseling, Mindfulness, Transactional Analysis.

UNIT IV

(9 Hours)

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

UNIT V

(9 Hours)

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

REFERENCES:

1. Joseph Waalsh(2010), Direct Social Work Practice Theoretical Perspectives, Cengage Learning India Private Limited, New Delhi. ISBN-13:978-81-315-1375-0
2. Sekar, Parthasarathy, Muralidhar (2011), Handbook of Psychiatric Social Work, NIMHANS Publication.
3. Egan, Gerard. (2006). *The skilled helper: A problem management and opportunity, Develpoment Approach to helping*, Wadsworth publishers, Boston, USA.
4. Hamilton, Gordon. (1955). *Theory and Practice of Social Case Work*. Columbia University Press, New York, USA .

5. Helen, (1995). *Social Case Work: A Problem Solving Process*. The University of Chicago Press, Chicago, USA.
6. Konopka, (1983). *Social Group Work: A helping Process*. Prentice Hall, New Jersey, USA.
7. Lapworth, Phil, (2001). *Integration in Counselling and Psychotherapy: Developing a personal approach*. Sage publications, New Delhi.
8. Mangal, S.K. (2006). *An Introduction to Psychology*. Sterling Publishers Pvt. Ltd.
9. Windy, Dryden. (2002). *Handbook of Individual Therapy*. Sage Publications, New Delhi.
10. Coleman, *Comprehensive Textbook of Abnormal Psychology*.

Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	Definition / Principles Answer any 10 out of 12 questions	1 – 12	2	20
Section B	Short Answer Answer any 5 out of 8 questions	13–20	8	40
Section C	Essay Answer any 2 out of 4 questions	21– 24	20	40
TOTAL MARKS				100

Distribution of Questions:

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

CORE – XVII

SPECIALIZATION PAPER – VI

HOSPITAL ADMINISTRATION

SUBJECT CODE :19PMSW321C	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 3	TOTAL HOURS: 45

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

(4 hours)

Management Concepts and Theories: 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 contact.* 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:

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	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4		
	Unit – 5	1	

EXTRA DISCIPLINARY - II

COMMON PAPER FOR ALL STUDENTS

CORPORATE GOVERNANCE & CORPORATE SOCIAL RESPONSIBILITIES

SUBJECT CODE :19PMSW322	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 2	TOTAL HOURS: 30

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:

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	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	1	
	Unit – 2		
	Unit – 3	1	
	Unit – 4	1	
	Unit –5	1	

CORE – XVI

RESEARCH PROJECT

SUBJECT CODE :19PMSW323	THEORY	MARKS 100
SEMESTER: I	CREDITS: 6	TOTAL HOURS: 45

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.

To develop the ability to analyze a problem and develop an algorithm to solve it using C Programming

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

SUBJECT CODE :19PMSW324	FIELD WORK	MARKS 100
SEMESTER: IV	CREDITS: 6	DAYS: 25 Days

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:

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

Social work specialization specific:

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

SUBJECT CODE :19PGSL404	THEORY	MARKS 100
SEMESTER: IV	CREDITS: 2	TOTAL HOURS: 30

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

SUBJECT CODE :-	INTERNSHIP	MARKS: -
SEMESTER: IV	CREDITS: 2	DAYS: 30 Days

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 daywork.
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 socialworker.

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.