



# MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600 008

College Off. : 28192824 / 5126 Principal : 28195125

E-Mail : principal@mssw.in Website : [www.mssw.in](http://www.mssw.in)

**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

**Principal**

Metric ID:1.1.3

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

*Dr. S. Raja Samuel*  
29/11/2021

**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**

Principal

Madras School of Social Work (Autonomous)

No.32, Casa Major Road,

Egmore, Chennai - 600 008.



Courses focus on SD - Skill Development, EN- Entrepreneurship, EM- Employability						
Semester	Course Code	Title of the Course	EM	EN	SD	Pg.No.in curriculum
First Semester	MS/15C/101	Social Work Profession	Yes		Yes	12
	MS/15C/102	Social Work with Individuals	Yes		Yes	15
	MS/15C/103	Social Work with Groups	Yes	Yes	Yes	17
	MS/15ID/104	Sociology			Yes	19
	MS/15 ID/105	Psychology			Yes	21
	MS/15C/106	Field Work -I	Yes		Yes	23
	MS/15 S/107	Soft Skills-I			Yes	27
Second Semester	MS/15C/201	Social Work with	Yes	Yes	Yes	30
	MS/15C/202	Social Research and	Yes	Yes	Yes	33
	MS/15C/203 A	Social Policy & Planning	Yes		Yes	35
	MS/15C/203 B	Human Resource	Yes		Yes	38
	MS/16 ID/204	Basics of Counselling	Yes		Yes	40
	MS/15 ID/205	Management of	Yes	Yes	Yes	42
	MS/15E/206 A	Social Legislation (CD &	Yes		Yes	44
	MS/16E/206 B	Labour Legislation – I	Yes			46
	MS/15C/207	Field Work –II	Yes		Yes	48
	MS/15S/208	Soft Skills–II			Yes	49
	MS/16R/209	Summer Placement	Yes		Yes	51
Third Semester	MS/15C/301A	Rural Development And Governance		Yes		11
	MS/15C/301B	Labour Legislation – II	Yes		Yes	31
	MS/15C/301C	Mental Health and Psychiatric Social Work	Yes		Yes	21
	MS/15C/302A	Dalit And Tribal Empowerment			Yes	13
	MS/15C/302B	Strategic Human Resource Management	Yes	Yes		33
	MS/15C/302C	Medical Social Work	Yes		Yes	23
	MS/15C/303A	Community Development – Approaches and Tools*	Yes		Yes	15,25
	MS/15C/303B	Organizational Behaviour	Yes		Yes	35
	MS/15C/304A	Women And Development		Yes		17

	MS/15C/304B	Employee Relations & Welfare	Yes	Yes	Yes	37
	MS/15C/304C	Social Work With Families And Senior Citizens			Yes	27
	MS/15ID/305A	Disaster Management & Environmental Social			Yes	19,29
	MS/15ID/305B	Performance Management	Yes	Yes	Yes	39
	MS/15C/306	Research Project - I	Yes	Yes	Yes	41
	MS/15C/307	Field Work – III	Yes	Yes	Yes	42
	MS/15S/308	Soft Skills – III	Yes		Yes	45
	MS/15R/309	Participation in Professional Forum	Yes			46
Fourth Semester	MS/15C/401A	Urban Development And Governance	Yes	Yes	Yes	47
	MS/15C/401B	Organizational Change & Development	Yes		Yes	64
	MS/15C/401C	Clinical Social Work	Yes		Yes	55
	MS/15C/402A	Social Work With Children & Youth	Yes		Yes	49
	MS/15C/402B	Learning & Development	Yes		Yes	65
	MS/15C/402C	Therapeutic Interventions in Social Work	Yes		Yes	58
	MS/15C/403A	Community Health*	Yes		Yes	51,60
	MS/15C/403B	International Human Resource Management	Yes	Yes	Yes	67
	MS/15ID/404A	Social Entrepreneurship	Yes	Yes		53
	MS/15ID/404B	Compensation Management	Yes	Yes	Yes	69
	MS/15ID/404C	Disability and Social Work	Yes		Yes	62
	MS/15C/405	Research Project – II	Yes	Yes	Yes	71
	MS/15C/406	Field Work – IV	Yes	Yes	Yes	72
	MS/15S/407	Soft Skills – IV			Yes	74

MS/15R/408	Block Placement	Yes			75
MS/15R/409	Participation in Professional Forum Activities – II	Yes			76





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**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

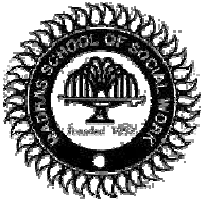
**Principal**

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
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# **MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

Blue colour-courses focusing on Employability

Green Colour-courses focusing on skill development

Yellow colour -courses focusing on Entrepreneurship

**I Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Academic Year 2016-17 onwards)**

## Table of Contents

	Subject	PageNo
	About the Programme	3
	Syllabus Matrix	7
SEMESTER -I	Social Work Profession	12
	Social Work with Individuals	15
	Social Work with Groups	17
	Sociology	19
	Psychology	21
	Field Work -I	23
	Soft Skills-I	27
	SEMESTER -II	Social Work with Communities
Social Research and Statistics		33
Social Policy & Planning (CD & MPSW)		35
Human Resource Management (HRM)		38
Basics of Counselling		40
Management of Organizations		42
Social Legislation (CD & MPSW)		44
Labour Legislation – I (HRM)		46
Field Work –II		48
Soft Skills–II		49
Summer Placement		51
	Regulations	53

## **ABOUT THE PROGRAMME**

### **1. INTRODUCTION:**

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

### **2. OBJECTIVES OF THE COURSE:**

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

### **3. PATTERN OF THE COURSE:**

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement & end of course Block placement. (As course completion requirements)

5. The students should also undergo the Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### 4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### 5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.



### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary <i>Soft skill I</i>	Theory	2	2	2	3	4	6		
		-	1	2	2	Only ICA	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
		Elective	Theory	1	2	2	3	2		
	<i>Soft skill II</i>	-	1	2	2	Only ICA	2			
Record Course	<i>Summer placement</i>	--	--	-	--	2				
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
		<i>Soft skill III</i>	-	1	2	2	Only ICA	2		
Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--			
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
		<i>Soft skill IV</i>	-	1	2	2	Only ICA	2		
Record Course	<i>Block Placement</i>	--	--	-	--	--	--			
		Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>			-----			<b>71</b>	<b>24</b>	<b>95</b>	

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	MS/15C/101	Social Work Profession	3	45	3	50	50	100
2.	MS/15C/102	Social Work with Individuals	3	45	3	50	50	100
3.	MS/15C/103	Social work with Groups	3	45	3	50	50	100
4.	MS/15 ID/104	Sociology	2	30	3	50	50	100
5.	MS/15 ID/105	Psychology	2	30	3	50	50	100
6.	MS/15C/106	Field Work I	6	--	--	50	50	100
7.	MS/15 S/107	Soft skills I – Personal and Interpersonal Connect	2	30	1	50	--	50
<b>TOTAL CREDITS</b>			<b>21</b>	----				

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	MS/15C/201	Social Work with Communities	3	45	3	50	50	100
9	MS/15C/202	Social Research and Statistics	3	45	3	50	50	100
10.	MS/15C/203A	Social Policy & Planning (CD & MPSW)	3	45	3	50	50	100
	MS/15C/203B	Human Resource Management (HRM)						
11.	MS/16ID/204	Basics of Counselling	2	30	3	50	50	100
12.	MS/15ID/205	Management of Organizations	2	30	3	50	50	100
13.	MS/15E/206A	Social Legislation (CD & MPSW)	2	30	3	50	50	100
	MS/16E/206B	Labour Legislation – I (HRM)						
14.	MS/15C/207	Field Work II - Concurrent	6	--	6	50	50	100
15.	MS/15S/208	Soft skills II – Leadership and Team Building (OBT)	2	30	1	50	--	50
16.	MS/15R/209	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL CREDITS</b>			<b>25</b>	-----				

### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	MS/15C/301 A/B MS/16C/301 C	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	MS/15C/302/ A,B,C	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	MS/15C/303/ A,B	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	MS/15C/304/ A,B,C	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	MS/15ID/305 /A,B	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	MS/15C/306	Research Project-I*	4	--	--	50	50	100
23	MS/15C/307	Field Work III	6	--	--	50	50	100
24	MS/15S/308	Soft skills III – Career and Workplace Competencies	2	30	1	50	--	50
25	MS/15R/309	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one-time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for MS/15R/309 and MS/15R/409 will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	MS/15C/ 401/A,B,C	<b>Specialization Paper-5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	MS/15C/ 402/A,B,C	<b>Specialization Paper-6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	MS/15C/ 403/A,B	<b>Specialization Paper-7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	MS/15ID/ 404/A,B,C	<b>Inter-disciplinary Paper -2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	MS/15C/ 405	Research Project II	4	--	--	50	50	100
31.	MS/15C/ 406	Field Work IV	6	--	--	50	50	100
32.	MS/15S/ 407	Soft Skills IV – Specialization Competencies	2	30	--	50	--	50
33.	MS/15R/ 408	Block Placement (After 4 <sup>th</sup> Semester Theory Exams)	--	--	--	No marks. Only a requirement for Course Completion.		
34.	MS/15R/ 409	Participation in Professional Forum Activities-II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.*

### C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I • Observation • Rural Camp • Project	24	180	6
II	Field Work II • Concurrent	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III • Concurrent	24	180	6
IV	Field Work IV • Block Pattern	24	180	6
	<i>Block Placement*</i>	1 month	-	-
Total		96**	720**	26

\*No Marks. Course completion requirement only. Block placement will be after 4<sup>th</sup> Semester ESE.

\*\*Summer & Block internships not included

# **SEMESTER -I**



**Course 1: SOCIAL WORK PROFESSION**

**(Subject code: MS/15 C/101)**

**Credits: 3**

**Lecture hours: 45**

**Objectives**

- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

**UNIT- I: Introduction**

**(9 hours)**

**Social work:** Definition, Nature, characteristics, functions, values, principles, goals and scope.

Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

**UNIT – II Social Work Practice.**

**(10 hours)**

**Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice**

**Fields of Social Work:** Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights.

**Social Work as a profession:** Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

**Unit –III: Theories and models of Social Work**

**(10 hours)**

**Theories and Perspectives:** Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory,

Psychodynamic theory, Transpersonal theory and Rational choice theory.

**Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT-IV: Social reform and Social movements in India (9 hours)**

**Indian social reformers and their contributions:** Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoole. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

**UNIT-V: Social Welfare Programmes. (7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India). Social work and sustainable development.

***Suggested reading***

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart 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 Publications, 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, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David & Manohar Pawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3<sup>rd</sup>ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.

15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing Company.
17. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
18. Wolfer, T.A. (2005) An Introduction to Decision cases and case method learning. In T.A. Wolfer & T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
19. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
20. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1, 1-22.

\* \* \*

**Course 2 : SOCIAL WORK WITH INDIVIDUALS**

**(Code: MS / 15C / 102)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(6 hours)**

Case Work: Concepts, objectives/purpose/its 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 Case worker Client Relationship**

**(8 hours)**

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional 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 Case Work Process**

**(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 ecomaps. Treatment/ Intervention, Evaluation, Termination

**Unit IV Case Work Approaches**

**(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in

Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

### **Unit-V Case Work in Various Settings**

**(11 hours)**

Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

#### ***Suggested reading***

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William I (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; Columbia Univ. press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, Newbury Park.
10. Tilbury; D.E.F (1977), Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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**Course 3: SOCIAL WORK WITH GROUPS**

**(Code: MS / 15 C / 103)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

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

**Unit I Groups and Group Work**

**(8 hours)**

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

**Unit II Group Dynamics**

**(10 hours)**

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram.

**Unit III Group Work process**

**(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 Meetings-interviewing, Ground rules for group work meetings, goal 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 Group Work Models and Types****(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

**Unit V Group Work in various settings****(5 hours)**

Group Work Settings and Practice: **Skills of a group worker**, **Application of group work method in different settings**; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

***Suggested reading***

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

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*Course 4: SOCIOLOGY***(Code: MS / 15 ID / 104)****Credits: 2****Teaching hours: 30****Objectives:**

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- **To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.**

**Unit- I: Introduction****(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

**Unit- II: Institution, Culture and Society****(6 hours)**

Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

**Unit- III: Social Control****(4 hours)**

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

**Unit- IV: Social Change and Social Movements****(5 hours)**

Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V: Social Problems and developmental issues****(10 hours)**

Social problems – meaning, causes and consequences. General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly.

Developmental issues – issues arising out of liberalization, globalization and privatization. Legislative approach to social problems.

***Suggested reading***

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Giddens. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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*Course 5: PSYCHOLOGY*

**Code: (MS / 15ID/ 105)**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To understand the evolution of personality across individual life span
- To understand stress and management of the same
- To equip the student with a broad knowledge of abnormal behavior with specific reference to select abnormal behavior
- **To facilitate the integration of above knowledge with social work practice**

**Unit I-Psychology**

**(5 hours)**

**Psychology:** Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Structuralism and Functionalism, Gestalt psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

**Behavior-**Definition , Psychology as a study of individual differences and observable behaviour , Normalcy and abnormalcy.

**Attitude-** formation, maintenance, attitude and behavior

**Unit II- 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 ,emotional and social development -  
Personality development..

**Unit III- Learning & Memory**

**(6 hours)**

**Learning:** Nature of Learning Process. Basic Principles and Types, Classical and Operant Conditioning, Thorndike's Trial and Error Theory, Gestalt Theory of Insight, and Bandura's Observational Learning Theory. Factors Influencing Learning.

**Memory:** The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

**Unit-IV – Emotion & Motivation**

**(6 hours)**

**Emotion:** Nature and Dimensions . Development, Expression and Control of Emotions. Theories: James-Lange, Cannon-Bard, Schachter and Singer, Lazarus, Lindsley's Activation Theory. Physiological Correlations of Emotion. Culture and Emotion.

**Motivation** : Nature, need, instinct, Biogenic motives : Hunger : Acquired drives. Sociogenic: Aggression.

**Unit V- Thinking & Perception**

**(7 hours)**

**Thinking:** Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.

**Perception:** Psychophysics: Problems and Methods: Minimal stimulus change, Constant stimuli, Average error. Attentional process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception : Cognitive and Motivational.

**Personality:** Concept, Psychoanalytic Theory, Murray's Personology, Cattell's Factor Theory, Stimulus Response theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

***Suggested reading***

1. Understanding Human Behaviour- 4<sup>th</sup> Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D , 2<sup>nd</sup> Edition, Hodder and Strongton
3. Introduction to Psychology- Morgan and King,6<sup>th</sup> edition, 1979, McGraw Hill
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts & Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B, 1980,McGraw-Hill
6. Adjustment And Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, Hjelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hills-date N.J. (U.S.A.).
9. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S. Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

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**Course 6: FIELD WORK- I****(Code: MS / 15C/ 106)****Credits: 6****Minimum No. of days: 24 (Two days a week)****Overall objectives:**

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- **Understand the basic skills required for the practice of social work, and**
- **To encourage the learner to become a professional social worker.**

**Components of Semester I Concurrent field work.**

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

**COMPONENT NO.1*****OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.*****No. of visits: 6****Duration: 6 Days (1 week)****Component objectives:**

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.
- To make use of the supervision & guidance in understanding social issues.
- 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

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is 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; documentation skills.

**COMPONENT No.2*****RURAL CAMP.***

**Duration: Pre-camp Preparation- 8 field work days +On camp : 7 days.**

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

**Objectives:**

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.

4. To help them develop capacities and attitudes suitable for 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, House keeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

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

**COMPONENT No.3**

***PROJECT FIELD WORK.***

**Duration: 8 Field Work days over one month.**

**Objective:**

Project field work is a unique component of the field work programme adopting the model of **"Instruction- Training- Skill development- Presentation"** by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

**Process:**

In this component the students will be given an opportunity to learn community interaction and presentation skills through:



- 1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
- 2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
- 3) Presentation and Documentation of the project undertaken.

**Skills to be developed:**

- Basic skills necessary for social work practice such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

***Suggested readings:***

Field Work Manual , Madras School of Social Work, 2008-2009

**Note:**

*Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.*

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*Course 7: SOFT SKILLS -I*

(Code: MS / 15 S / 107)

**FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To enable the students to analyse their self and create positive self.
- To sensitize students to the nuances of the four basic **communication skills- Listening**, Speaking, Reading and Writing.
- To enable students to understand others.

**Unit I: Understanding self through a SWOT**

- What /why/ how of Self Esteem /self-awareness/
- How to create Positive self concept
- SWOT analysis of self

**Unit II: **Communication****

What /Why/How of Communication

One to one communication

- Work place communication
- Assertive communication
- Importance of listening in communication

**Unit III: **Presentation skills****

- Public speaking
- Speaking in the meeting
- Speaking during the interview

**Unit IV: Interpersonal Skills I**

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

**Unit V: Interpersonal Skills II**

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

***Suggested readings:***

1. Swaminathan V.D and Kaliappan K.V., “Psychology for Effective Living,” The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., “Organizational Behavior,” Prentice Hall of India, New Delhi, 2005.

***Examination***

Based on Theory and / or practicals.

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## **SEMESTER – II**

**Course 8: SOCIAL WORK WITH COMMUNITIES.**  
(Code: MS/15 C/201)

**Credits: 3**

**Lecture hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(9 hours)**

**Community:** Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership:** Concept and types of leadership in community.

**Community organization:** Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

**Unit II Phases and Models of Community Organisation**

**(9 hours)**

**Community organization as a Para-political Process:** Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

**Phases in community organization:** Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

**Skills in Community Organization:** Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

**Unit III Approaches, Methods and Models of Community Organization (9 hours)**

**Approaches:** General content, specific content and process objective.

**Models:** Locality Development, Social Planning and Social Action.

**Methods:** Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.

Application of community organization in different settings, emerging trends and experiments.

#### **Unit IV Social Action**

**(9 hours)**

**Social Action:** Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

#### **Unit V Strategies and Tactics of Social Action.**

**(9 hours)**

**Strategies and Tactics:** Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

#### ***Suggested reading***

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- Encyclopedia of social work, Government of India, New Delhi.
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from <http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf>
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).

- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.
- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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**Course 9: SOCIAL RESEARCH AND STATISTICS.**

**(Code: MS/ 15 C/202)**

**Credits : 3**

**Teaching hours : 45**

**Objectives:**

- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- **To hone the skills in undertaking research and in writing about the same.**

**Unit I: Introduction**

**(5 hours)**

Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

**UNIT II: Problem Conceptualization & Research Design**

**(9 hours)**

Research process. Identifying the research issue - selecting the specific research problem - reviewing literature - formulating the objectives - variables: Conceptualization and operationalisation - formulating hypothesis. Research Design: Meaning, Types.

**UNIT III: Data Collection:**

**(9 hours)**

- Data: Meaning, Sources: Primary & Secondary.
- **Tools of data collection:** Observation, Questionnaire, Interview Schedule, Interview Guide, Case Study, In-depth Interview and Focus Group Discussion.
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- **Usage of internet in data collection.**

**UNIT IV: **Data Processing and Analysis****

**(9 hours)**

Data Processing: Content checking – Data cleaning – Coding – Analysis. Types of data analysis - Univariate, Bivariate, Multivariate Analysis. Difference between Descriptive Statistics and Inferential Statistics.

Concept and application of Measures of Central Tendency [Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test.

Statistical Packages available for Quantitative Data Analysis.



**UNIT V: Data Presentation & Interpretation and Research Writing (9 hours)**

Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. **Research Writing**: Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

***Suggested reading***

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

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**Course 10 A: SOCIAL POLICY AND PLANNING**

**(For CD & MPSW Specialization)**

**(Code: MS/15C/203A)**

**Credits : 3**

**Teaching Hours: 45**

**Objectives:**

- To understand the issues in social development.
- To gain knowledge of policies in India and planning process in India.
- To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

**Unit I: Concepts and Definitions**

**9 hours**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

**Unit II: Social Policy in India**

**9 hours**

Sources of Policy : Indian Constitution- Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive;. Policy Formulation Process.

**Unit III: Role of various Actors in Policy Formulation**

**9 hours**

State, International organizations (UN, WTO. World Bank), Pressure Groups. Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces: Role of Social Work Profession vis-a-vis Social Policy, Policy Changes in Post Reform Period, Policy advocacy: analysis and budget analysis as tool of policy advocacy

**Unit IV: Planning process in India**

**9 hours**

Concept of Planning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, Monitoring, Midterm Review and

Evaluation of the Five Years' Plans; Democratic Decentralization and Micro-level Planning.

**Unit V: Social development policies and programmes** **9 hours**

Rural Development, Urban Development, Health, Education, Population and Family Welfare, Environment and Ecology, Poverty Alleviation. **Overview of the policies and programmes for the segments of population:** Children, differently abled Women Youth. Scheduled castes and Scheduled tribe. Review of India's Development Planning and Experience in Achieving Poverty Alleviation and Distributive Justice.

***Suggested readings:***

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). *Administration Politics and development in India*, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum*. Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India*. Sage Publications. New Delhi.
5. Chaturvedi T. N. (1984), *Planning and Its Implementation*, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) *Social Policy in India*, Broadway House, London
7. Ganapathy R.S. and others (1985), *Public Policy and Policy Analysis in India*
8. Gol. Five-Year Plan - T'to 10\*, Planning Commission of India, New Delhi
9. Gokhale S D (1979) *Integrated Social Policy :- India. New Development c Polity end Planning* Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
11. Jacob K. K (1989), *Social Policy in India*, ASSWI. Himanshu Publications. Udaipur.
12. Kabra Kamal Nayan (2004) *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
13. Kulkarni P. D. (1997). 'What is development oriented welfare?' *Social Issues in Development*, Uppal Publishing House. New Delhi
14. Kulkarni P.D & Nanavatty Meher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,
15. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House. Mumbai
16. NIRD (2001) "Decentralized Planning", *India Panchayat Raj Report*
17. Patil P.B. (1989), *Panchayat Raj. District Planning and Rural Development*, Yashwantrao Chavan Partishtan, Mumbai (Marathi)

18. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
19. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications. New Delhi
20. Sharma P. N. (1993), *Social Planning: Concepts and techniques*. Print house, Lucknow
21. Sovani N.V (1979) 'Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi

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**Course 10 B: HUMAN RESOURCE MANAGEMENT**  
**(For HRM Specialization)**  
**Code: MS/15C/203B)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- **To lay the foundation for a deeper understanding of and practice in the field of human resource management.**

**UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)**

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT – II: ACQUISITION OF HUMAN RESOURCES (9 hours)**

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.

Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. **Strategies for effective career development.**

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

**UNIT – IV: MOTIVATION OF HUMAN RESOURCES (9 hours)**

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

**Employee engagement - concept and strategies**

**UNIT – V: MAINTENANCE OF HUMAN RESOURCES (9 hours)**

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits).

Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. **Employee Retention Strategies**

***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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*Course 11: BASICS OF COUNSELLING*

**(Code: MS/16ID/204)**

**2 Credits**

**Teaching Hours 30**

**Objectives**

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the emerging needs of counselling
- To equip the students on the skills, techniques and process of counselling

**Unit 1 Counselling foundations (5 hours)**

Definitions, objectives, scope and types of counselling, various influences on counselling, characteristics of counselling, qualities of a Counsellor.

**Unit 2 Counselling Process and models (5 hours)**

Counselling Process: Stages of Counselling, Diagnosis, therapeutic process, Counselling Interventions and termination.

Counselling models: Integrative Perspective, Eclectic Model, Gerard Egan's Model, Carkhuff's Model of Counselling, Multicultural Counselling Theory.

**Unit 3 Counselling Relationship, Counselling Skills & Techniques (5 hours)**

Counselling relationship: Regard, Respect, Authenticity, Empathy & genuineness.

Skills & Techniques: Listening, Observing, Interviewing skills, Non-verbal & verbal skills, Assertiveness skills, Facilitation skills, Clarifying problems, information giving, Summarizing, Challenging, Facilitation.

**Unit 4 Ethics and issues in counselling (5 hours)**

Counselling as a profession, Ethical standards of counselling, Relevance of counselling in social work practice. Problems in counselling, Issues of counsellor: Confidentiality, over involvement, sympathy vs. empathy, Record keeping, Supervision, Burn out, Stress, Value addition, Client signals of danger.

**Unit 5 Counselling in different settings (10 hours)**

**Family:** Marital, Familial counselling

**Health setting:** Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

**Educational setting:** School counselling, drop out counselling, delinquent counselling, career counselling

**Work place counselling:** Employee and Employer counselling

**Community setting:** Migrants, refugees, socially and economically disadvantaged and disaster.

### **Teaching Methodology**

Lectures, interactive discussions, group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, field visits/guest lectures: Role play and mock exercises.

### **Suggested Reading**

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi
2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.
3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi
4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersey
5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.
6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi
7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi
8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6<sup>th</sup> edition, Brooks / Cole,a part of Cengage Learning
9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson



*Course 12: MANAGEMENT OF ORGANIZATIONS*

(Code: MS/15ID/205)

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To provide an overview of organization and administration of an organization.
- **To impart necessary skill for the management of organizations.**
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

**UNIT I: Basic Concepts of Organization. (6 hours)**

Elements of Organization, Organizational Objectives, Organization Structure (Principles, Advantages and Disadvantages) - by function; by product; geographical market; network; virtual.

**UNIT-II : Evolution of Management Thought. (8 hours)**

Classical approach- (Scientific Management - F.W.Taylor, Henri Fayol, Bureaucratic Theory- Max Weber), Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argyris, Douglas McGregor, M P Follet, Abraham Maslow), System Approach (open/closed / synergy/entropy), Management Science Approach , Contingency Approach, New Management Thought - Theory Z (William Ouchi).

**UNIT III: Functions of Management (6 hours)**

Functions of Management – Planning, Organizing, Staffing, Directing, Coordination and Control.

**Operational Areas:** Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management,

**UNIT IV - Introduction to Non-Profit Organization (5 hours)**

Non-profit organization: Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization under Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.

**UNIT V – Management of Non-profit Organizations (5 hours)**

**Project proposal writing. Fund raising principles and practices, accountability** of funds and donor management. Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

***Suggested reading:***

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
3. Sherlekar.S.A,Heredia R.A. et al., “Industrial Organization and Management”, Himalaya Publishing House, Bombay,1979.
4. Gupta C.B., “Organisation and Management” Sultan Chand & Sons, New Delhi, 1998.
5. Joseph L. Massie, “Essentials of Management”, Prentice Hall of India Ltd, New Delhi, 1973.
6. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir, “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-2004
8. Robin Lall 2004 The Dynamics of NGO’s New Delhi, Dominant Publishers.
9. Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
10. Sooryamoorthy R and Gangrade K.D 2006 NGOs in India-A cross Sectional study New Delhi: Rawat.
11. Vetrivel Surendra 1999 Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
12. Prasanna chandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
13. Vasant Desai Project Management, Himalaya Publishing House Mumbai - 400 004, 1997.

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*Course 13 A: SOCIAL LEGISLATION*  
(Code: MS/15E/206A)

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impart knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing social legislation for social transformation.
- To expose them to law enforcement institutions.

**Unit I**

**(4 hours)**

**Introduction:** Judicial system in India. Role of police as a custodian of law. Role of social workers in promotion of social justice, human rights through social legislation. Legal Provisions: Free legal aid, Public interest litigation, Lok adalat.

**Unit II**

**(6 hours)**

**Personal Laws:** Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Christian Marriage Act 1955, Laws pertaining to Marriage, Divorce, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Court Act 1984. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, The Protection of Civil Rights (PCR) Act, 1955

**Unit III**

**(7 hours)**

**Women and Law:** Dowry Prohibition Act 1961, Medical Termination of Pregnancy Act 1978, Prevention of Immoral Traffic Act 1956, TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1999, Indecent representation of women Act 1986, Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

**Unit IV**

**(6 hours)**

**Children and Law:** Juvenile Justice Act 2000, Child Labour Abolition and Regulation Act 1986, Central Adoption Resource Agency Guidelines 1991, Prenatal Diagnostic Techniques Act 1994.

**Unit V**

**(7 hours)**

**Social Problems and Law:** Transplant of Human Organs Act 1994, Persons with Disabilities Act 1995, Mental Health Act 1986, Right to Information Act 2005, Rural Employment Guarantee Act 2005, Cyber Crime Laws. Maintenance and Welfare of Parents and Senior Citizens Act, 2007

### **Suggested reading**

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, vazhga Valamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, new Delhi.
3. Acharya, Basu Durga Das introduction to the Constrtution of India, New Delhi : Prenttce Hall of India Pvt. Ltd., (7\*\Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan
6. Diwan. Paras &Diwan, Peeyush (1994} Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Company.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law
12. Publication Co. Ltd.
13. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
14. Mathew, P. D. (1993) Constitution ot India Simplified, New Delhi : Indian Social
15. Institute.
16. Pradhan. V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (T<sup>1</sup>
17. Edition).
18. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
19. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
20. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep &Deep Publications.
21. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
22. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
23. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
24. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep &Deep Publications
25. Siddiqi, Fatima E. & Ranganathan Sarala:Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 &Part 2), New Delhi: Kanishka Publcation.

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**Course 13 B: LABOUR LEGISLATIONS I**  
**For HRM Specialisation Students**

(Code: MS/16E/206B)

**Total Credits : 2**

**Teaching Hours : 30 Hrs**

**Objectives:**

- To help the students to learn the fundamentals of Labour legislations
- To give inputs to the students on the Indian Constitution and its relevance to Labour Legislations.
- To assist the students in understanding the legal aspects of HR and its impact on the business activities.

**UNIT I Fundamentals of Labour Legislation (4 hours)**

Concept of Labour Legislation – Objectives and Need for Labour Legislation  
 Classification of Labour Legislation namely Regulative Labour Legislations, Protective Labour Legislations, Wage-related Labour Legislations, Social Security Legislations, Welfare related Labour Legislations & other important Acts.

**UNIT II – Indian Constitution and Labour Legislation (4 hours)**

Indian Constitution vis-à-vis Labour Legislations – Fundamental Rights – Art 16,19,23,24  
 & Directive Principles of State Policy- Art 39,41,42,43,43A  
 Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

**UNIT III - Protective Labour Legislations (9 hours)**

The Factories Act, 1948  
 The Tamil Nadu Shops and Establishment Act, 1947.

**Unit IV - Regulative & Wage related Legislations (6 hours)**

Industrial Employment (Standing Orders) Act, 1946  
 The Equal Remuneration Act, 1976

**Unit V – Welfare-related Labour Legislations****(7 hours)**

The Child Labour (Prohibition and Regulation) Act, 1986

The Tamil Nadu Industrial Establishment (National & Festival Holidays) Act, 1958

The Tamil Nadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act, 1981

The Tamil Nadu Labour Welfare Fund Act, 1972

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

**The Companies Act, 1956 (2013)**

The Indian Contract Act, 1872

**Suggested Readings:**

1. Relevant Bare Acts
2. N.D.Kapoor, “Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman’s “Labour Laws” Taxman Allied services P Ltd, 2001
4. [www.Labour.nic.in](http://www.Labour.nic.in)
5. [www.mca.gov.in](http://www.mca.gov.in)

**Journals & Case Laws:**

- [Law teller](#)
- [Legal News & Views](#)
- [Indian Factories & Labour Reports](#)
- [Labour Law Reporter](#)

**Course 14: FIELD WORK - II**

**(Code: MS /15 C/ 207)**

**Credits: 6**

**No. of days: 30 (Two days a week)**

**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:

- **Work with communities, groups, individuals / families and managing organization tasks.**
- **Learn skills through the practices of primary methods of social work** (case work, group work and community organization).
- **Inculcate professional growth and development.**

**Areas of learning:**

Concurrent practice learning tasks are listed below:

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.

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*Course 15: SOFT SKILLS -II*

(Code: MS / 15 S / 208)

**FOCUS AREA: LEADERSHIP & TEAM BUILDING**

**Credits: 2**

**Teaching Hours: 30**

**Objective:**

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

UNIT – I

**INTERPERSONAL SKILLS** – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

**CONFLICT MANAGEMENT** – attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

**TEAM BUILDING** -1: – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

**TEAM BUILDING** -2: - Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

**LEADERSHIP** – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.



## REFERENCES

- Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.
- Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.
- Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.
- Leil Lowndes. (2003). How to talk to anyone. New Delhi:Tata McGraw-Hill Company Limited.
- Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited.
- Peter R. Scholtes. (1998). The Leader’s Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.
- Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.
- Stephen R. Covey. (2011) The leader in me. Free Press.

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**Course 16: SUMMER PLACEMENT**

**(Code: MS / 15 R / 209)**

**Credit: 1**

**No. of days: One month (continuously)**

*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 oneself.*

**Objectives:**

1. Knowing about the basics of the working of an industrial organization / social welfare organization.
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 areas 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 a 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 experiences before the class and faculty (in the format provided by the department).

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# **REGULATIONS**

### I-ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory** (The student should obtain the passing minimum (i.e., 50% for Post-Graduation programmes) in each component of the ICA.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

**I semester (ICA Break up):**

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

**I semester (ESE Break up):**

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
 Agency Supervisor: 20 marks

**III & IV semesters:**

III & IV Semester total marks 100: (ICA 50 & ESE 50)

ICA 50 marks (components)

- Mid-Field Work presentation 10 marks  
 End-Field Work presentation 10 marks  
 Faculty Supervisor 30 marks

ESE 50 marks (components)

- Agency supervisor 10 marks  
 Report 10 marks  
 Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II - FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work****a) Field Work:**

**III Semester – Concurrent Pattern (inclusive of Study Visits)**

**IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

**III RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as 'Research Project – I' & 'Research Project – II'.

**III SEMESTER- RESEARCH PROJECT -I****Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

**External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

**External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

**Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

**Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives &amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	Total	25

### **IV SEMESTER – RESEARCH PROJECT -II**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study



- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

#### **Assessment criteria for skill lab:**

The skill lab is treated as a 2 credit paper with 50 marks (ICA 50 marks)

ICA assessment pattern: Attendance 20 marks @ 5 marks for each day's attendance  
30 Marks for written report/ test /viva-voce examination.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

**Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. It is essential to get 50% in each component of the ICA (Test, In-class Test & Take Home Assignment) separately to pass in ICA. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS.****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 & 3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

### **PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

#### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

#### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

**II Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Academic Year 2016-17 onwards)**

## Table of Contents

		<b>Subject</b>	<b>Page No</b>	
		About the Programme	3	
		Syllabus Matrix	7	
<b>SEMESTER - III</b>	<b>CD</b>	Rural Development And Governance	11	
		Dalit And Tribal Empowerment	13	
		Community Development – Approaches and Tools	15	
		Women And Development	17	
		Disaster Management & Environmental Social Work	19	
	<b>MPSW</b>	Mental Health and Psychiatric Social Work	21	
		Medical Social Work	23	
		Community Development – Approaches and Tools	25	
		Social Work With Families And Senior Citizens	27	
		Disaster Management & Environmental Social Work	29	
	<b>HRM</b>	Labour Legislations – II	31	
		Strategic Human Resource Management	33	
		Organizational Behaviour	35	
		Employee Relations & Welfare	37	
		Performance Management	39	
	<b>COMMON</b>	Research Project - I	41	
		Field Work – III	42	
		Soft Skills – III	45	
		Participation in Professional Forum Activities – I	46	
	<b>SEMESTER - IV</b>	<b>CD</b>	Urban Development And Governance	47
Social Work With Children & Youth			49	
Community Health			51	
Social Entrepreneurship			53	
<b>MPSW</b>		Clinical Social Work	55	
		Therapeutic Interventions in Social Work	58	
		Community Health	60	
		Disability and Social Work	62	
<b>HRM</b>		Organizational Change & Development	64	
		Learning & Development	65	
		International Human Resource Management	67	
		Compensation Management	69	
<b>COMMON</b>		Research Project – II	71	
		Field Work – IV	72	
		Soft Skills – IV	74	
		Block Placement	75	
		Participation in Professional Forum Activities – II	76	
			Regulations	77

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement & end of course Block placement. (As course completion requirements)

5. The students should also undergo the Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### **4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### **5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.



### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	Only ICA	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	Only ICA	2			
	Record Course	<i>Summer placement</i>	--	--	-	--	2			
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	Only ICA	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--		--	
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	Only ICA	2			
	Record Course	<i>Block Placement</i>	--	--	-	--	--			
		Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--		--	
<b>TOTAL</b>		-----						<b>71</b>	<b>24</b>	<b>95</b>

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	MS/15C/101	Social Work Profession	3	45	3	50	50	100
2.	MS/15C/102	Social Work with Individuals	3	45	3	50	50	100
3.	MS/15C/103	Social work with Groups	3	45	3	50	50	100
4.	MS/15 ID/104	Sociology	2	30	3	50	50	100
5.	MS/15 ID/105	Psychology	2	30	3	50	50	100
6.	MS/15C/106	Field Work I	6	--	--	50	50	100
7.	MS/15 S/107	Soft skills I – Personal and Interpersonal Connect	2	30	1	50	--	50
<b>TOTAL CREDITS</b>			<b>21</b>	----				

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	MS/15C/201	Social Work with Communities	3	45	3	50	50	100
9	MS/15C/202	Social Research and Statistics	3	45	3	50	50	100
10.	MS/15C/203A MS/15C/203B	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	MS/16ID/204	Basics of Counselling	2	30	3	50	50	100
12.	MS/15ID/205	Management of Organizations	2	30	3	50	50	100
13.	MS/15E/206A MS/16E/206B	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	MS/15C/207	Field Work II - Concurrent	6	--	6	50	50	100
15.	MS/15S/208	Soft skills II – Leadership and Team Building (OBT)	2	30	1	50	--	50
16.	MS/15R/209	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL</b>			<b>25</b>	-----				
<b>CREDITS</b>								

### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	MS/15C/301 A/B MS/16C/301 C	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	MS/15C/302/ A,B,C	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	MS/15C/303/ A,B	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	MS/15C/304/ A,B,C	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	MS/15ID/305 /A,B	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	MS/15C/306	Research Project-I*	4	--	--	50	50	100
23	MS/15C/307	Field Work III	6	--	--	50	50	100
24	MS/15S/308	Soft skills III – Career and Workplace Competencies	2	30	1	50	--	50
25	MS/15R/309	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one-time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for MS/15R/309 and MS/15R/409 will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
26.	MS/15C/ 401/A,B,C	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	MS/15C/ 402/A,B,C	<b>Specialization Paper–6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	MS/15C/ 403/A,B	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	MS/15ID/ 404/A,B,C	<b>Inter-disciplinary Paper –2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	MS/15C/ 405	Research Project II	4	--	--	50	50	100
31.	MS/15C/ 406	Field Work IV	6	--	--	50	50	100
32.	MS/15S/ 407	Soft Skills IV – Specialization Competencies	2	30	--	50	--	50
33.	MS/15R/ 408	Block Placement (After 4 <sup>th</sup> Semester Theory Exams)	--	--	--	No marks. Only a requirement for Course Completion.		
34.	MS/15R/ 409	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.*

## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
	<i>Block Placement*</i>	1 month	-	-
Total		96**	720**	26

\*No Marks. Course completion requirement only. Block placement will be after 4<sup>th</sup> Semester ESE.

\*\*Summer & Block internships not included

## **SEMESTER - III**

### **COMMUNITY DEVELOPMENT SPECIALIZATION**

#### **RURAL DEVELOPMENT AND GOVERNANCE**

**MS/15C/301A**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards Rural development.
- To understand the role and contribution of professional social work in the developmental process.

#### **Unit I Rural community and its Issues**

**(10 Hours)**

Rural community: Definition, types, Characteristics, power structure. **Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture labourer, marginal and small farmers.** Growing urbanization, Industrialisation, Globalization, migration and consequent social erosion. Watershed Management – water users association. Organic Farming – concept and problems. **Role of Women in Rural Development.**

#### **Unit-II Rural Development Programmes**

**(10 hours)**

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). projects Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National **Rural Employment Guarantee Act, 2005.** Indira Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, NRHM (National Rural Health Mission).

#### **Unit - III Rural Community Development & Social Work Application (10hours)**

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

**Unit IV Rural Administration****(8 hours)**

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

**Unit V Rural Governance****(7 Hours)**

Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73<sup>rd</sup> amendment.

**Suggested Readings**

1. Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi.
2. Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd.,
3. Desai, A.R., (1971), Rural Sociology, popular press, Bombay.
4. Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEW DELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.

**DALIT AND TRIBAL EMPOWERMENT**  
**MS/15C/302A**

**Credits: 3**

**Teaching hours: 45**

**Objectives**

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

**Unit I Dalits and Development (9 hours)**

Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits- Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

**Unit II Tribal Communities (9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines. tribal social systems and structures: belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination.

**Unit III Tribal Issues and Development (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 IV Constitutional Safeguards for Dalits (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 on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

**Unit V Social Work practice for Dalits and Tribal Empowerment (9 hours)**

Social Work Methods for Dalit and Tribal persons: Social analyses, advocacy, social activism, networking, micro/macro planning. leadership building and cadre based organizations, social mobilization, Fair-trade, arts and craft manufacturing and marketing, sustainable livelihood management, organising political movement, skills of individual and community conscientisation processes. Tribal Social Work- formulation, approaches, concepts and strategies.



### Suggested Readings

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi,.
2. Alexander K.C et.al, 1991. Tribals; Rehabilitation and development, Rawat publications, Jaipur,
3. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi,
4. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi,
5. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi,
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. P.D. Tiwari and R.S. Trpathi (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. Soundra Pandian. M. 2000. Tribal Development in India, Anmol Publications Pvt. Ltd., New Delhi,
11. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House, New Delhi,
12. Thara Shankar Banarjee, in 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. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.
15. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi
16. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi.
17. Thorat Sukhdeo, 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 Life worlds: 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. Sanjoy and 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, BR, Annihilation of Caste

### Journals

Seminar, Social Action, Economic and Political Weekly

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## **COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS**

**MS/15C/303A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach (10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action (8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment (8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning (10 hours)**

Community **Planning Tools**: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

**Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.**

**Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.**

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **WOMEN AND DEVELOPMENT**

**MS/15C/304A**

**Credits: 3**

**Teaching hours: 45**

### **Objectives:**

- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To examine the social systems that affect women in meeting growth needs and special needs.

### **Unit 1 Status of Women**

**( 8 hours)**

Concept of development with reference to women: Women in development, women and development, Gender in development – meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. **Feminism and its types**. Women's movements. **UN-Women**.

### **Unit II Education, Employment and Health**

**(10hours)**

Education : Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women's education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women's labour, feminization of poverty, multiple roles of women. Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and access to health services. HIV/AIDS and impact on women in India. **Female Genital Mutilation**.

### **Unit III Gender Analysis and Framework**

**( 8 hours)**

Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. **Self Help Groups**: benefits, procedures and best practices.

### **Unit IV Women in difficult circumstances**

**(9 hours)**

Women in difficult circumstances: sex work, 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.

**Unit V National and International Efforts**

**(10 hours)**

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

**Suggested Readings**

1. Bhasin, K (1984), Women and media – analysis, alternatives and actions, Kali for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women : options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton r (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India- report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
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. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

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## **DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK**

**MS/15ID/305A**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief** Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK MS/15C/301B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To introduce the students to the concepts and historical development of the field of Psychiatry
- To impart knowledge on the various psychiatric disorders and the role of social worker
- To provide knowledge on Emerging researches in mental health

**Unit I: Introduction**

**(6 Hours)**

Concept of Normality & Abnormality; **Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry.**

Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India & Abroad. Mental health problems in India. Misconceptions about mental illnesses.

**Unit II: Classification & Assessment of Mental Health Disorders (10 Hours)**

Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, **Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, Mental status examination, Formulation of psychosocial diagnosis,** Use of computers in assessment.

**Unit-III: Psychiatric Illness & Disorders.**

**(10 Hours)**

Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional (Non-Organic)

**Organic Mental Disorders:** Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.

**Toxic:** Symptoms of Mental and Behavioural disorders due to Psychoactive Substance Use.

**Functional (Non Organic) Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

**Unit-IV: Behavioural Disorders and Child hood Disorders**

**(12 Hours)**

**Behaviour disorders:** Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders



**Common Mental Health Problems and Disorders in Children:** Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism. Behavioural and Emotional disorders.

Role of Psychiatric Social Workers. Limitations and difficulties faced in psychiatric social work practice.

### **Unit V: Research in Mental Health**

**(7 Hours)**

**Emerging research in mental health.** WHO Evidence based researches in Mental Health. Difficulties in practice informed research & research informed practice. Analysis of Existing Policies related to Mental Health.

### **Suggested Readings**

- Children with developmental disabilities – Venkatesan S. sage 2004
- Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
- Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- Edward, Understanding mental retardation, Cambridge University press, London, 1986
- Gaird R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- John, Howells G ; Modern perspective in International Child Psychiatry , Brunner & Mazel publication, New York, 1971
- Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rinehart & Winston, New York, 1961.
- Roberts N, Mental Health and Mental Illness, Routledge & Kegan Paul, London, 1967 Zigar.
- Verma, Ratna, Psychiatric Social Work in India, Sage Publication, New Delhi, 1991
- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.
- Morrison, J. (2014). The first interview, 4th edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352, 355 pages.
- Morrison, J. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians, 2nd edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352. 313 pages.

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**MEDICAL SOCIAL WORK**  
**MS/15C/302B**

**Credits: 3**

**Teaching hours: 45**

**Objectives**

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

**Unit – I: Concepts**

**(8 hours)**

**Concept and Definition:** Health, Hygiene, diseases, Illness and Handicap.

**Medical Social Work:** Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad.

**Organization and administration of medical social work departments in hospitals in the State and Central Government organizations.**

**Unit – II: Health Care Models**

**(9 hours)**

**Healthcare Models:** Preventive, Curative, Promotional Model. Integrative Model and Development Model. Holistic Approach to Health, **Alternative System of Health** - AYUSH (Ayurveda, Unani, Siddha, Yoga, meditation, Naturopathy). **Health Education:** Concept and Principle, Models, Methods and Techniques. Health Empowerment & Social marketing.

**Unit – III: Role of Social Worker**

**(10 hours)**

**Patient as a person:** **Concept of patient as a person**, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Concept of long-term hospitalization, Impact of long-term hospitalization on the patients and the families. Teamwork and Multidisciplinary approach in health care.

**Role and Functions of Medical Social Worker:** **Counselling and Rehabilitation - patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases.** Promoting health needs and functions of Rural and Urban Community Settings.

**Unit – IV: Diseases**

**(10 hours)**

**Major communicable diseases:** TB, STD, **HIV/AIDS, UTI**, Polio, Diarrheal Diseases, **Vector Borne Disease**, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI).

**Major non communicable diseases:** Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma.

### **Psychosocial Problems and the role of medical social worker in dealing patients:**

Physically Challenged, Nutritional Disorders, Occupational Health problems, Women's Health problems, Pediatric Health problems and Geriatric Health problems

### **Unit - V : Medical Social Work practice in different settings (8 hours)**

**Medical social work practice in different settings:** Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers. Hospice, Special Clinics and Community Health use of Volunteers, Social Support and Self Help groups. Role of Medical Social Worker in Hospital settings. Problems encountered by Medical Social Workers in the field.

### **Suggested Readings**

- Anderson R. & Bury M. (eds) (1988), *Living with chronic illness - The Experience of Patients and their families*, Unwin Hyman, London.
- Bajpai P. K. (ed.) (1997), *Social Work Perspectives in Health*, Rawat Publications, Delhi.
- Barlett H. M. (1961), *Social Work Practice in the health field*; National Association of social workers, New York.
- Blaxter, Mildred (2004) *Key Concepts on Health*, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004) *Health Policy for Health Care Professional*, Sage Publications, New Delhi.
- Brannon & Feist, (2000) *Health Psychology*, TLARC Publication, Toronto.
- Crowley M. F., (1967), *A New look at nutrition*; Pitman Medical Publishing Co., Ltd., London.
- Dowding & Barr, (2002) *Managing in Health Care*, Pearson Education Ltd. London
- Dziegielewski, Sophia, 2003 *Changing Phase of Health Care*, Social Series II Education, Sarabook, New Delhi.
- Field M., (1963), *Patients are people - A Medical-Social Approach to Prolonged Illness*, Columbia University Press, New York.
- Gambrell E., (1997), *Delhi Social work in the 21st century*, Pineforge press, New Delhi.
- Golstein D., (1955), *Expanding horizons in medical social work*, The University of Chicago Press, Chicago.
- Pokarno K. L., (1996), *Social Beliefs, Cultural Practices in Health and diseases*; Rawat Publications, Delhi.
- Pathak, S. H., (1961) *Medical Social Work in India*, Delhi School of Social Work, New Delhi.
- Park and Park, 21<sup>st</sup> Edition, 2011 *Preventive and Social Medicine*, Banarsidas Bhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 *Hand book of Health Social Work*, John Wiley & Co., London

### **JOURNALS:**

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi
- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

## COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS

**MS/15C/303A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach (10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action (8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment (8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning (10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS**

**MS/15C/304B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

**Unit I: Theoretical and conceptual framework for understanding family (9 hrs)**

Family definition, Marriage, **Types of families**, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

**Unit II Family dynamics (10 hrs)**

**Trends in the changing family systems**, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, **Family life cycle and Family development theory**. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

**Unit III Challenges of family (8 hrs)**

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers  
Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.  
Family Intervention: **Genogram**, **Methods of assessment**, Rehabilitation, Crisis intervention, strengths and resilience

**Unit IV Senior citizens and their Health status (8 hrs)**

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

**Unit V Social work interventions (10 hrs)**

Social work interventions: Institutional services-Homes, Hospices, Non-Institutional Services –Day care, Recreation, Help line , Family counselling: Geriatric/ Gerontological Social Work.

**Suggested Readings**

1. Desai M (1994) Family and Intervention: a course compendium, TISS Bombay
2. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
3. Dandekar(1996)The Elderly in India, Sage, New Delhi
4. Desai and Raju(2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Krishnan & Mahadevan (1992)The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing

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**DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK  
MS/15ID/305A**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

**Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

**UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

**UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

**UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.



**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## **HUMAN RESOURCES MANAGEMENT SPECIALIZATION**

### **LABOUR LEGISLATIONS-II**

MS/16C/301C

**Total Credits : 3**

**Teaching Hours: 45 Hrs**

**Objectives:**

- **To equip the students with the necessary knowledge on the statutory compliance concerning the labour force.**
- To introduce the students to labour legislations pertaining to Industrial Relations and working conditions in the organised sector.
- **To impart knowledge of labour legislations pertaining to wages, social security and welfare in the organised sector.**

**UNIT I - Legislations related to Industrial Relations (10 hours)**

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

**UNIT II - Legislations related to Working conditions (7 hours)**

The Tamil Nadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

Apprentices Act, 1961

**UNIT III - Legislations related to Social Security (11 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

The Payment of Gratuity Act, 1972

**UNIT IV - Legislations related to Wages (9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

**Unit V - Legislations related to Welfare of Labour and Women (8 hours)**

Welfare provisions of

- The Plantation Act, 1951
- The Mines Act, 1952
- The Motor Transport Workers Act, 1961
- The Dock Workers (Safety, Health and Welfare) Act, 1986

The Contract Labour (Regulation and Abolition) Act, 1970

The Maternity Benefit Act, 1961

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

**Additional Reading :( Does not form part of Assessment)**

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

**Suggested Readings:**

1. Relevant Bare Acts
2. N.D.Kapoor, “Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman’s “Labour Laws” Taxman Allied services P Ltd, 2001
4. [www.Labour.nic.in](http://www.Labour.nic.in)
5. [www.mca.gov.in](http://www.mca.gov.in)

**Journals:**

Law Teller, Legal News & Views, Indian Factories & Labour Report, Labour Law Report

**STRATEGIC HUMAN RESOURCE MANAGEMENT**  
**MS/15C/302C**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

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

**Unit-I: Strategic management (9 hours)**

Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

**Unit-II: Strategic Human Resource Management (SHRM) (9 hours)**

SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations ;Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource : Technology and organization structure- Management trends- Demographic trends - Utilization of human resources- International developments- Human resource legal environment.

**Unit-III: Process, Theories and Models (9 hours)**

Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

**Unit-IV: Integrating strategy and HRM (9 hours)**

Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: Practices, Ethics of SHRM (9 hours)**

Employee value propositions Individual practices & Systems of high performance human resource practices; Ethics – Concept, importance and Code of SHRM ethics, CSR strategy.

### **Suggested Readings**

1. Charles R. Greer, “Strategic Human Resource Management- A general managerial approach” (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
2. Alex Miller and Gregory G. Dess, “ Strategic Management” ( 2ndEdn), McGraw – Hill Companies Inc., New York, 1996 ( 658.M)
3. Philip Sadler, “Strategic management,” (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)
4. Bhatia S.K., Human Resource Management- A competitive Advantage,” Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 ( 658.3B)
5. Anuradha Sharma and Aradhana Khandekar, “Human Resource Management – An Indian Perspective,” Response Books, New Delhi, 2006. (658.3A)
6. Anna Tavis, Richard Vosburgh, and Ed Gubman –“Point Counterpoint: New Perspectives on People & Strategy”2012, , Paperback,ISBN: 978-1-58644-276-7
7. Mike Losey, Sue Meisinger, and Dave Ulrich-“ The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow”2005, Hardcover,ISBN: 0471677914

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## ORGANIZATIONAL BEHAVIOUR MS/15C/303B

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

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

**Unit I: Introduction to Organization Behavior (5 hours)**

Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

**Unit II: Foundations of Individual Behavior (Micro-perspective) (12 hours)**

Biographical characteristics; Perception - meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

**Unit III: Foundations of Group and Team Behavior (Meso-Perspective) (10 hours)**

Groups (types of groups, stages of group development, group properties, groupthink, groupshift) Teams (Nature, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

**Unit IV: Key Pillars of Organization Behavior (12 hours)**

**Motivation:** Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).

**Leadership:** Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.

**Unit V: Foundations of Organization Behavior (Macro Perspective) (6 hours)**

Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

**Suggested Readings**

1. Robbins, S.P., Judge, T.A., Snaghi, S. (2007). “Organizational Behavior:” (12<sup>th</sup> Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.
2. Luthans, F. (2010). “Organizational Behavior” (12<sup>th</sup> Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10<sup>th</sup> Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, “Organization Theory and Behavior” Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, “Organizational Behavior” (10<sup>th</sup> Ed) McGraw Hill, New York, 1997.

***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

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## EMPLOYEE RELATIONS AND WELFARE MS/15C/304C

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

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

Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

**UNIT – II: I.R. Climate (9 hours)**

Industrial Conflict: Meaning, causes, consequences, manifestations, **interventions** (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

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

Collective bargaining: Meaning, objectives, process, **skills**.  
**Grievance redressal – meaning and process**; Principles of effective grievance redressal.  
 Employee discipline – meaning and need; Misconduct – concept and list; **disciplinary action** – procedure, hot stove rule of administering discipline, principles of natural justice.  
**Employee empowerment** – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers’ participation in management – meaning and range. Concept of industrial democracy.

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

**Employee welfare**: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

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

Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

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

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.



### Suggested Readings

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

### Website

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from [www.ilo.org/public/libdoc/ilo/2004/104B09\\_362\\_engl.pdf](http://www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf).

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**PERFORMANCE MANAGEMENT**  
**MS/15ID/305B**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

**UNIT-I: Introduction & Developing Performance Plan (6 Hours)**

**Definition and basic concept of performance and performance management.**

Setting Relevant and Realistic Goals with Employees: Development and Contents of a Performance Plan for group/team and individuals: Strategies in developing performance plan. Models and theories of performance management. Balance Score Card.

**UNIT- II: Performance Feedback (5 Hours)**

Developing system to source feedback (Positive, Negative and Just Right); Classification of feedback (qualitative and quantitative); Evaluating and using feedback for improving employees performance.

**Unit – III: Guidelines for Performance Reviews (5 Hours)**

Guidelines for conducting Performance Appraisals and reviews; Performance flow Chart based on Market Analysis: Conducting Employee 360 Degree Performance Reviews; Trends in performance appraisal. Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.

**UNIT-IV: Employee Performance Appraisals (Performance Reviews) (9 Hours)**

Preparatory steps for Employee Performance Appraisals, Formation of management Teams for Performance Reviews, Implementation of the Performance Appraisal Systems - Key Performance Indicator (KPI), Business Intelligence monitor, Focus Group discussion, Attitude Surveys, Competency Analysis, Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software). Performance Appraisal's Best Practices.

**Unit – V: Rewarding Mechanism in Performance Appraisal (5 Hours)**

**Methods and techniques in Rewarding Employees Performance.** Reward management Addressing Employee Performance problems / issues. Mentoring, coaching and **training non performers improving employee's commitment.**

Linking performance with compensation. Performance Related Pay (PRP)

**References:**

1. E-reward survey of performance Management Practice, E-reward, Stockport 118 Performance management, (2005)
2. Armstrong, M, and Baron, A, performance Management: The new realities, Institute of Personnel and development, London (1998)
3. Ward P., 360- Degree Feed Back, Institute of Personnel and Development, London, (1997)
4. Handy L., Devine, M and Health, L 360 – Degree Feedback: Unguided missile or powerful weapon? Ashridge Management Group, Berkhamsted (1996)
5. Armstrong, M and Baron, A managing performance: Performance Management in action CIPD, London (2004).

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**RESEARCH PROJECT – I**  
**MS/15C/306**

**Credits: 4**

**Duration: 90 days**

**Objectives:**

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.

**Unit-1 :**

Completion of tasks relating to-

- a) Research area identification ( In the area of specialization chosen)
- b) Research problem formulation. ( 30 days)

**Unit-II:**

Completion of tasks relating to-

- c) Completion of Introductory chapter (Chapter I)
- d) Completion of Review of Literature (Chapter II) (30 days)

**Unit-III:**

Completion of tasks relating to-

- e) Identification of research field / agency & obtaining necessary approval / permission to conduct research.
- f) Working out appropriate Research methodology (Chapter III).
- g) Construction of tool of data collection
- h) Submission of typed copy of report on the above components & obtaining approval from the research supervisor. ( 30 days)

**Suggested Readings**

Research Manual, Madras School of Social Work, 2011

**FIELD WORK- III**  
**MS/15C/307**

**Credits: 6**

**No. of days: 25- to 30 days**  
**(Concurrent Pattern)**

The broad aim of this course work is to provide opportunities for students to apply the knowledge learnt in the class room situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

- (i) Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.
- (ii) Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organisations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and **learn their best practices**. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organisations with much rigour and specialization focus. It will be considered as a part of the field work of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in **planning, implementing** and **evaluating learning** experiences under the guidance of the teachers.

- (iii) Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the

organizational set up the students are expected to work with organization system, individuals, groups and communities and to **get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).**

### **General objectives:**

1. **To provide the students actual field exposure and working experience in their area of specialization.**
2. **To develop their ability to interact with the agency officials, community, and governmental / non-governmental organizations with which the organization is associated with.**
3. **To gain practical knowledge / experience for their professional development.**

### **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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

### **For Community Development Specialization:**

During this semester students will be placed in any one of the **community based organizations** working in the area of community development. They are expected to:

1. Develop understanding of the community, its structure, resources and characteristics.
2. Develop skills to analyse perceptions of community regarding their problems, needs and issues affecting their lives.
3. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
4. Develop skills in problem solving and intervention in the person-environment context.
5. Develop skills in research and evaluation.

### **For Medical and Psychiatric Social work Specialization:**

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:

1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.

4. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

### **For HR Specialization:**

During this semester students will be placed in any one of the *industries relating to manufacturing sector*. They are expected to:

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 practice the methods of social work in the agency.
5. To develop the personal and professional self.

### **Evaluation**

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

**SOFT SKILLS- III**  
**MS/15S/308**

**FOCUS AREA: CAREER & WORK PLACE COMPETENCIES**

**Credits: 2**

**Teaching Hours: 30**

**Course objectives:**

- To facilitate the transition of students from education to workplace setting.
- To enhance the employability of students.
- To equip the students ready for the workplace.

**Course content:**

- CV preparation
- Participation in GDs
- Interview – personal and technical
- Aptitude tests
- Case study, analysis and discussion
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- Workplace etiquette



**PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I  
MS/15R/309**

**Credits: Nil**

**Required for course completion – No. of Sessions: 3 per semester**

**Objectives:**

- To facilitate students' learning through professional forum activities.
- **To facilitate professional networking.**

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## **SEMESTER - IV**

### **COMMUNITY DEVELOPMENT SPECIALIZATION**

#### **URBAN DEVELOPMENT AND GOVERNANCE**

MS/15C/401A

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

#### **Unit I Concepts and Definitions (10 hrs)**

- a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
- b. Urban Problems: Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition, causes, characteristics, functions, classification, approaches to slum development.
- c. Migration – concept, causes, types and theories.

#### **Unit II Urbanization and Issues (5 hrs)**

Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganised labour: child labour, women labour and construction workers and the role of urban poor in urban development.

#### **Unit III Urban Community development (10 hrs)**

Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; Application of social work method in urban development.

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District - Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

#### **Unit IV Urban Development Administration (10 hrs)**

Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration -Corporations,

Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); **Role of Voluntary Agencies in Urban Development.**

### **Unit V Urban Development Programmes (10 hrs)**

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, **good governance and cities**, concepts of accountability, impact of good governance.

### **Suggested Readings**

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

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## **SOCIAL WORK WITH CHILDREN AND YOUTH**

**MS/15C/402A**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To sensitise the students on the problems of children and youth in the society.
- To develop an understanding of the need and importance for child and youth development.
- To enhance understanding of the **role of social work in child and youth welfare settings.**

### **Unit I Demographic Profile (9 hours)**

Demographic profile of children and youth in India; rural – urban differences; important statistics related to the status of children in India and Tamil Nadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

### **Unit II Health and Education (9 hours)**

Health and nutritional status and needs 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; problems in education; Universal primary education – SSA, Transit schools, School Social Work – objectives, activities.

### **Unit III Children and Youth in Difficult Circumstances (9 hours)**

Children and Youth in especially difficult circumstances: 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, Children living with HIV/AIDS, Children of Prisoners.

### **Unit IV Special problems (9 hours)**

Children and youth in need of special care: Physically challenged children – extent, causes, **policies and programmes, other interventions;** Mentally challenged children – types, interventions’ Emotionally challenged children : types, interventions; Child Guidance Clinic

Specific problems of youth: behavioural problems such as drug abuse, alcoholism, suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. **Skill training and employment.**

### **Unit V Constitutional Safeguards (9 hours)**

*MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards*

Constitutional safeguards, National Policy, National Policy for Children, Draft National Policy for Youth. Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice, Child Welfare Committee, Child rights advocacy. Government and NGO programmes for Youth in India.

### **Suggested Readings**

1. NIPCCD (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi
2. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
3. UNICEF (1994) The Child and the Law, UNICEF, New Delhi
4. MSSRF (1994) Policy for the Young Child in Tamil Nadu, MSSRF, Chennai
5. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
6. Tripathy SN ed. (1996) Child Labour in India, Discovery Publishing house, New Delhi
7. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
8. DCI, (1997) International Standards concerning Child Rights, DCI, Geneva
9. Anjali Gandhi (1996) School Social Work, Commonwealth Publishers, New Delhi
10. Fred M Paul (1992), Youth in a Changing Society, Routledge and Kegan Paul, New York
11. Gore M S (1978) Indian Youth – Process of Socialization, VYK, New delhi
12. Nair, Muralidhar and Ram (1989) Indian Youth - a profile.

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## **COMMUNITY HEALTH**

**MS/15C/403A**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- **To provide an understanding on programme planning and education for different target groups about handling of their health problems.**
- **To develop a holistic and integrated approach to social work practice in the field of health.**

### **Unit I Community Health**

**(9 Hours)**

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.

Constitutional Provisions for Health and Right to Health.

### **Unit II Community Health Care**

**(9 Hours)**

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of **Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12<sup>th</sup> Five Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

### **Unit III Legislations pertaining to Health**

**(9 Hours)**

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, Persons with Disability Act,1995, Environment

Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

**Unit IV National Health programmes: (9 Hours)**

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of International Health organizations in health care field-** WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

**Suggested Readings**

- Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee U. (1977), Health Administration in Metropolis, Abhinav Publications, New Delhi.
- Bose A & Desai PB (1982), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Charms M.P. & Schaeffer M.J. (1983), Health Care Organization—A Model for Management, Prentice Hall Inc., New Jersey.
- Hanlon J.H. (1975), Principles of Public Health Administration, C.V. Mosby Co. Tokyo.
- Javaratham J. (ed.) (1993), Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Miller D., (1976), Dimensions of Community Health, C Brown Co.
- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Park and Park, 21<sup>st</sup> Edition, 2011 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
- Pandey R & Kahere V. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
- Philips D.R. (1990), Health & Health care in the third world, Long man Scientific and technical, New York.
- VHAI, Where there is no Doctor.

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**SOCIAL ENTREPRENEURSHIP**  
**MS/15ID/404A**

**Credits : 2**

**Teaching Hours: 30**

**Objectives:**

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

**Unit – I: Social entrepreneurship and social entrepreneur. (6 Hrs)**

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.

Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, 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 programmes (EDP). (6 Hrs)**

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 Hrs)**

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self – Help Groups, Legal issues, Initiatives for 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 Hrs)**

Identifying the business opportunity, 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 Hrs)**

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), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

**Practical exposure:**

Visits to the small scale industries - successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

**Suggested Readings**

1. Entrepreneurship development programmes and practice – Jasmer Singh saini, Deep & Deep publications pvt.Ltd, New Delhi, Yr 2005.
2. Current trends in entrepreneurship – S. Mohan, R. Elangovan, Deep & Deep Publications pvt. Ltd, New Delhi, Yr – 2006
3. Entrepreneurship development – S.Anil kumar, New age international publishers Ltd, New Delhi, Yr – 2003
4. Entrepreneurship: A contemporary approach – Donald F. Kuratko – Harcourt College publishers, London – 2001
5. Entrepreneurship development small business enterprises – Poornima Charantimath – Dorling Kindersley (India) pvt.Ltd , Yr – 2006
6. Entrepreneurship in small scale industry – Gupta M.C (Anmol publications), New Delhi, 1987
7. Industrial Policy Resolutions – Government of India publication
8. Small is Beautiful – E.F.Schumacher, Harper and Row, New York, 1972
9. Small Business Finance – A Simple approach – Lambden, Johnc & Targett, David, 1990 (Pitman publishing, London)
10. The journal of Entrepreneurship – Vol – 15, No – 2.

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## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **CLINICAL SOCIAL WORK**

#### **MS/15C/401B**

**Credits: 3**

**Lecture hours: 45**

#### **Objectives:**

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

#### **Unit I Introduction**

**(9 hours)**

Clinical social work: Meaning & Definition, Goal & Objectives, Scope Historical development, values & concepts underlying clinical social work practice. NASW Standards & behaviours for the practice of clinical social work. Health care policy and health care insurances. Core Competencies, techniques and Careers in Clinical Social Work practice.

#### **Unit II Differential Diagnosis, Assessment and techniques**

**(9 hours)**

Diagnosis and Assessment: Concept & Definition, assessment, role of one assessing, the involvement of one assessed, expertise **skills and goals of assessment. Assessment** in complete treatment process.

Types of assessment: Case study – biopsychosocial, genogram, ecomap, risk factors, suicide/homicide, psych testing, drug/alcohol, spirituality/religion, strength and capability, mini mental status examination. Differential Diagnosis.

#### **Unit III Approaches, Theories and Models**

**(9 hours)**

Comprehensive assessment (biopsychosocial-spiritual model). Integral primary care, Four Quadrant model. Chronic care model (Wagner). Self determination theory (Ryan

&Deci). Motivational Interviewing. 5A's model. Patient self management. Patient activation. IMPACT model. SBIRT model. Trans-theoretical model. Continuum of collaboration. Shared care. Common factors model (Duncan, Miller & Hubble Wampold). Multidisciplinary communication. **Strength based assessment.** Solution focus & brief therapy. Integrative medicine. Complementary and alternative therapies. Health care management (Lorig). Stress Vulnerability model.

#### **Unit IV Clinical social work in various settings (9 hours)**

Clinical Social Work & Direct Social Services. Practice of clinical social work in different setting: Family service agencies, child welfare agencies, school settings, correctional institutions, general hospital settings & de-addiction centers, industrial settings, non-traditional mental health services, national & international charitable organization. Working with multi-disciplinary team, industrial health services, law and ethics relating to clinical social work, clinical social worker as case manager evidence based social worker.

#### **Unit V Promotion, Prevention, Treatment and Rehabilitation (9 hours)**

Definition: Promotion, Prevention, Treatment & Rehabilitation. Engage in research informed practice & practice informed research, barriers to treatment. Stages of change. Spontaneous/Natural recovery. Court mandated treatment. **Self awareness, self care and critical reflections**

#### ***Suggested reading***

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). Direct social work practice: Theory and skills (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
2. Ludwig, A. (1985). Cognitive processes associated with "spontaneous" recovery from alcoholism. *Journal of Studies on Alcohol*, 46, 53-58.
3. Whitten, L. (2006). Court-mandated treatment works as well as voluntary. *NIDA Notes*, 20(6), 1&6.
4. Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient hospital settings: what should we do? . *Alcoholism: Clinical and experimental research* , 34(12), 2004-2010.
5. Introduction ASAM, New Definition of addiction
6. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
7. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
8. Morrison, J. (1995). *DSM-IV Made Easy*. New York, N.Y.: Guilford Press.

9. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
10. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.
11. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press
12. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
13. Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
14. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
15. Pomerantz, A.S., Corson, J.A. & Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. J ClinPsychol Med Settings, 16, 40-46.
16. Thielke, S., Vannoy, S., & Unutzer, J. (2007). Integrating mental health and primary care. Primary Care: Clinics in Office Practice, 34, 571–592.
17. Dall, A. (2011). Integrated Primary Care and Behavioral Health Services: Can the Model Succeed? A literature review on models, evidence-based practices and lessons learned for community clinics and health centers, and county specialty mental health programs. Retrieved July 30, 2012 from <http://www.ibhp.org/uploads/file/lit%20review%20integrated%20care%20final.pdf>

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**THERAPEUTIC INTERVENTIONS IN SOCIAL WORK**  
**MS/15C/402B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psychosocial interventions while working with patients, their families and communities.
- 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 Introduction and Overview**

**(10 hours)**

**Counselling:** counseling process, Values & Ethics in Counselling. **Therapy:** Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, Skills, Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy,

**Phases of therapy:** **Early phase**-rapport, the therapist as a teacher, therapeutic contract-phases of contract, limit setting. **Middle phase:** the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. **Final phase:** planning for termination, the work of the final phase, feelings reactions to termination.

**Unit II Psycho- Social Therapies**

**(10 hours)**

**Therapeutic Counseling & Psychotherapy:** Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures

**Psycho-Social Therapies:** Definition, Types, Emerging Trends in Holistic treatment.

**Cognitive and behavioural therapies :** Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. **Psychoanalytical and psychodynamic therapies:** Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

**Unit III**

**(12 hours)**

**Humanistic therapies:** Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

**Arts therapies :** Art therapy/Art psychotherapy, Drama therapy, Music therapy

**Other therapies :** Couple Therapy, RET & REBT, Behaviour Modification, Psychodrama,

and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness, Play therapy and Psychosexual therapy. Role of Social Worker.

#### **UNIT IV Indigenous and Current Techniques**

**(7 hours)**

**Indigenous therapeutic Techniques :** Yoga, Meditation, Spiritual Healing and Relaxation Therapy. **Emerging trends in Healing-** Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process.

#### **UNIT V Rehabilitation**

**(6 hours)**

**Rehabilitation:** Definition, principles, need and importance. Options in rehabilitation- Hospital based- quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc.

**Community based rehabilitation:** Meaning and Definition, Objectives, Approaches, components, importance and Scope in Mental Health.

**Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.**

#### **Suggested Reading**

1. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
2. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA
3. Coleman, Comprehensive Textbook of Abnormal Psychology
4. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
5. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersey, USA
6. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
7. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.
8. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA
9. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
10. Robert, WR and Robert H N,ED, Theories of Social Case Work
11. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
12. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New york

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## **COMMUNITY HEALTH**

**MS/15C/403A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45 Objectives**

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

### **Unit I Community Health**

**(9 Hours)**

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.  
Constitutional Provisions for Health and Right to Health.

### **Unit II Community Health Care**

**(9 Hours)**

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of Professional Social Worker in community health systems.

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12<sup>th</sup> Five Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

### **Unit III Legislations pertaining to Health**

**(9 Hours)**

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, **Persons with Disability** Act,1995, Environment Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

**Unit IV National Health programmes: (9 Hours)**

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of International Health organizations in health care field-** WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, **Educational and Religious Institutions. National and International Organisations working in the area of Health.**

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

**Suggested Readings**

- Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee U. (1977), Health Administration in Metropolis, Abhinav Publications, New Delhi.
- Bose A & Desai PB (1982), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Charns M.P. & Schaeffer M.J. (1983), Health Care Organization—A Model for Management, Prentice Hall Inc., New Jersey.
- Hanlon J.H. (1975), Principles of Public Health Administration, C.V. Mosby Co. Tokyo.
- Javaratham J. (ed.) (1993), Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Miller D., (1976), Dimensions of Community Health, C Brown Co.
- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Park and Park, 21<sup>st</sup> Edition, 2011 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
- Pandey R. & Kahere V. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
- Philips D.R. (1990), Health & Health care in the third world, Long man Scientific and technical, New York.
- VHAI, Where there is no Doctor.

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**DISABILITY AND SOCIAL WORK**  
**MS/15ID/404B**

**Credits: 2**

**Teaching hours: 30**

**Objective:**

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare , and rehabilitation services to the disabled.

**Unit I : Introduction to Disability (4 hours)**

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability.

Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

**Unit II: Classification of Disability (6 hours)**

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, assessment, impact on child's development and adult.

Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

**Unit III: Needs and problems of Persons with Disability (7 hours)**

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. Role of Social Worker in rehabilitation of Person with Disability and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

#### **Unit IV: Education and Employment for Disabled (7 hours)**

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children (IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Tele care, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

#### **Unit-V : Rights and Entitlements Of The Disabled – Laws & Institutes (6 hours)**

Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, Mental health act 1987, The rehabilitation council of India Act(RCT) 1992, The persons with disability Act 1995 (PWD), The national trust act (1999), Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

#### **Suggested Readings**

- Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka, Pub, New Delhi, 2005
- Dr. Jose Murickan S.J, Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerela federation of the blind, 1995
- Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration, 2004
- James E. Yasseldyke, Bob Algozzine, Martha Thyrlo: Critical Issues in special education, Kanishka Pub, New Delhi.
- Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
- Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya, Coimbatore, 2000.
- Text book for BED special education, MPBHOJ University, Bhopal.

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## **HUMAN RESOURCE MANAGEMENT SPECIALIZATION**

### **ORGANIZATIONAL CHANGE AND DEVELOPMENT MS/15C/401C**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To help the students to build knowledge on OD
- **To help the students to develop skill in implementation of OD practices.**
- To gain knowledge about the concepts of Change Management

#### **UNIT I: Management of Change (9 hours)**

Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

#### **UNIT II: Organization Development (9 hours)**

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

#### **UNIT III - The Process of Organization Development (9 hours)**

Phases of OD Programme **(Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation)**. Institutionalizing Intervention; Measuring Intervention.

#### **UNIT IV - Human Process Intervention (9 hours)**

Individual Based: Coaching and Counseling, Behaviour Modelling  
Group based: Self-Directed work Team, Conflict management  
Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

#### **UNIT V - Techno Structural Interventions (9 hours)**

Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

#### **Suggested Readings**

1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6<sup>th</sup> Ed. by Wendell L French and Cecil H. Bell, Jr
2. Management of change and organizational development – innovative Approach –Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V. Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

***MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards***

## **LEARNING AND DEVELOPMENT**

**MS/15C/402C**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

### **UNIT – I: INTRODUCTION TO LEARNING**

**(9 hours)**

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

### **UNIT –II: TRAINING**

**(9 hours)**

Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

### **UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS (9 hrs)**

**Training Needs Assessment:** Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

**Training Methods:** Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), Computer-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training.

### **UNIT –IV: TRAINING EVALUATION**

**(9 hours)**

Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirkpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Output] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

#### **UNIT –V: EMPLOYEE DEVELOPMENT**

**(9 hours)**

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). **Career development** – Career Management System (Self-assessment, reality check, goal setting, action planning).

#### ***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

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**INTERNATIONAL HUMAN RESOURCE MANAGEMENT**  
**MS/15C/403B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

**UNIT-I: Globalization and International Business. (9 hours)**

Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.

Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

**UNIT-II: International / Global Human Resource Management. (9 hours)**

Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management.

Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

**UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)**

Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.

Aligning Training and Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.

Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

**UNIT-IV: International Compensation. (9 hours)**

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

**UNIT-V: Contemporary Issues in IHRM. (9 hours)**

The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict.

Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. **Women in international management. IHRM in developing countries- IHRM in 21<sup>st</sup> century.**

**Suggested Readings**

1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi.
2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd.,
3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006.
4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

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## **COMPENSATION MANAGEMENT**

**MS/15ID/404C**

**Credits: 2**

**Teaching Hours: 30**

### **OBJECTIVES:**

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

### **UNIT 1 Concepts related to Compensation (6 hours)**

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

### **UNIT 2 Compensation Management (6 hours)**

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

### **UNIT 3 Variable Pay and Executive Compensation (6 hours)**

**Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans,** Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

### **UNIT 4 Managing Employee Benefits (6 hours)**

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.



**UNIT-5 Legal aspects****(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- **designing a benefits package.**

**Self Study / Extra Inputs:**

Software for payroll processing

**Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)**

**References:**

1. Compensation & Reward Management, BD Singh, Excel Books
2. Compensation, Milkovich & Newman, TMH
3. Strategic Compensation, Joseph J. Martocchio, 3rd Edition, Pearson Education
4. Compensation Management in a Knowledge based world, Richard I. Anderson, 10th edition, Pearson Education
5. Compensation Management, Er Soni Shyam Singh, Excel Books.

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**RESEARCH PROJECT – II**  
**MS/15C/405**

**Credits: 4**

**Duration: 90 days**

**Objectives:**

- To introduce and to provide hands on training to the students on the various sampling procedures.
- **To impart data collection skills**
- **To develop their ability to analyse the data they have collected.**
- **To develop their scientific writing.**
- To enable them in preparing research reports.

**Unit-1 :** (30 days)

Completion of tasks relating to-

1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

**Unit-II:** (30 days)

Completion of tasks relating to-

4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

**Unit-III:** (30 days)

Completion of tasks relating to-

7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

**Suggested Readings**

Research Manual, Madras School of Social Work, 2011

**FIELD WORK- IV**  
**MS/15C/406**

**Credits: 6**

**No. of days: 25- to 30 days**  
**(Block Field work Pattern)**

The broad aim of this course work is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT / Service / Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization) for the specified period of time.

In the organizational set up aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

**Community Development:**

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.

1. To understand the implementation of development projects and programmes of the Government / NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

**Medical and Psychiatric Social Work**

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of Corporate organizations.

1. To understand the psychiatric social work setting and the client's need and problems.

2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counselling and associated projects.
5. To develop the essential communication, liaison and networking skills.

### **Human Resource Management:**

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

### **Evaluation**

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

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**SOFT SKILLS- IV**  
**MS/15S/407**  
**FOCUS AREA: SPECIALISATION COMPETENCIES**

**Credits: 2**

**Teaching Hours: 30**

The objective of 4<sup>th</sup> semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Powerpoint
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising

**BLOCK PLACEMENT**  
**MS/15R/408**

**Credits: Nil – Required for Course Completion**  
**(After IV Semester Examinations)**

**Duration: 1 Month**

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 specialty in social work practice selected by the student and experience self in that role. It is also aimed at facilitating the passing out student to look out for employment opportunities.

**Objectives:**

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

**Process:**

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) 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. The student should also furnish Block Field Work completion certificate from the organisation.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date.

**PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II**  
**MS/15R/409**

**Credits: Nil**

**Required for course completion (No. of sessions: 3 per semester)**

**Objectives:**

- To facilitate students' learning through professional forum activities.
- **To facilitate professional networking.**

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## REGULATIONS

### I-ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory** (The student should obtain the passing minimum (i.e., 50% for Post-Graduation programmes) in each component of the ICA.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

##### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

##### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
     Agency Supervisor: 20 marks

##### III & IV semesters:

III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks

ESE 50 marks (components)



Agency supervisor	10 marks
Report	10 marks
Viva	30 marks

### iii. II Year - Research Project I & II:

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

### II - FIELD WORK NORMS:

#### General:

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

### I MSW (I &II Semester) Field Work

#### a) Observation visit:

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

#### b) Rural camp:

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

#### c) Project work:

##### Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by

the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

## **II MSW (III & IV Semester) Field Work**

**a) Field Work:**

**III Semester – Concurrent Pattern (inclusive of Study Visits)**

**IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**

HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)

End of Course Block placement (Specialized institutions / Student Choice)

### **Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

### **III SEMESTER- RESEARCH PROJECT -I**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables

- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives &amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>

## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academican from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters (III,IV,V&amp;VI)</b>	10
2	<b>Methodology, Data Analysis &amp; Presentation etc.</b>	10
3	<b>Response to Questions</b>	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

#### **Assessment criteria for skill lab:**

The skill lab is treated as a 2 credit paper with 50 marks (ICA 50 marks)

ICA assessment pattern: Attendance 20 marks @ 5 marks for each day's attendance  
30 Marks for written report/ test /viva-voce examination.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. It is essential to get 50% in each component of the ICA (Test, In-class Test & Take Home Assignment) separately to pass in ICA. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

#### **Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

#### **Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

### **PATTERN OF QUESTION PAPERS.**

#### **P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

#### **P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)**

**(FOR 2 & 3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

**IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

**INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

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**Courses focus on SD - Skill Development, EN- Entrepreneurship, EM- Employability**

Semester	Course Code	Title of the Course	EM	EN	SD	Pg.No.in curriculum
First Semester	MS/15C/101	Social Work Profession	Yes		Yes	12
	MS/15C/102	Social Work with Individuals	Yes		Yes	15
	MS/15C/103	Social Work with Groups	Yes	Yes	Yes	17
	MS/20 ID/104	Sociology			Yes	19
	MS/20 ID/105	Psychology			Yes	21
	MS/15C/106	Field Work -I	Yes		Yes	23
	MS/15 S/107	Soft Skills-I			Yes	27
Second Semester	MS/15C/201	Social Work with	Yes	Yes	Yes	30
	MS/15C/202	Social Research and	Yes	Yes	Yes	33
	<b>MS/15C/203 A</b>	Social Policy & Planning	Yes		Yes	35
	<b>MS/15C/203 B</b>	Human Resource	Yes		Yes	38
	MS/16 ID/204	Basics of Counselling	Yes		Yes	40
	MS/15 ID/205	Management of	Yes	Yes	Yes	42
	<b>MS/15E/206 A</b>	Social Legislation (CD &	Yes		Yes	44
	<b>MS/16E/206 B</b>	Labour Legislation – I	Yes			46
	MS/15C/207	Field Work –II	Yes		Yes	48
	MS/15S/208	Soft Skills–II			Yes	49
MS/16R/209	Summer Placement	Yes		Yes	51	
	MS/15C/301A	Rural Development And Governance		Yes		11
	MS/15C/301B	Labour Legislation – II	Yes		Yes	31
	MS/15C/301C	Mental Health and Psychiatric Social Work	Yes		Yes	21
	MS/15C/302A	Dalit And Tribal Empowerment			Yes	13
	MS/15C/302B	Strategic Human Resource Management	Yes	Yes		33
	MS/15C/302C	Medical Social Work	Yes		Yes	23
	MS/15C/303A	Community Development – Approaches and Tools*	Yes		Yes	15,25
	MS/15C/303B	Organizational Behaviour	Yes		Yes	35



Third Semester	MS/15C/304A	Women And Development		Yes		17
	MS/15C/304B	Employee Relations & Welfare	Yes	Yes	Yes	37
	MS/15C/304C	Social Work With Families And Senior Citizens			Yes	27
	MS/15ID/305A	Disaster Management & Environmental Social			Yes	19,29
	MS/15ID/305B	Performance Management	Yes	Yes	Yes	39
	MS/15C/306	Research Project - I	Yes	Yes	Yes	41
	MS/15C/307	Field Work – III	Yes	Yes	Yes	42
	MS/15S/308	Soft Skills – III	Yes		Yes	45
	MS/15R/309	Participation in Professional Forum Activities – I	Yes			46
Fourth Semester	MS/15C/401A	Urban Development And Governance	Yes	Yes	Yes	47
	MS/15C/401B	Organizational Change & Development	Yes		Yes	64
	MS/15C/401C	Clinical Social Work	Yes		Yes	55
	MS/15C/402A	Social Work With Children & Youth	Yes		Yes	49
	MS/15C/402B	Learning & Development	Yes		Yes	65
	MS/15C/402C	Therapeutic Interventions in Social Work	Yes		Yes	58
	MS/15C/403A	Community Health*	Yes		Yes	51,60
	MS/15C/403B	International Human Resource Management	Yes	Yes	Yes	67
	MS/15ID/404A	Social Entrepreneurship	Yes	Yes		53
	MS/15ID/404B	Compensation Management	Yes	Yes	Yes	69
	MS/15ID/404C	Disability and Social Work	Yes		Yes	62
MS/15C/405	Research Project – II	Yes	Yes	Yes	71	

MS/15C/406	Field Work – IV	Yes	Yes	Yes	72
MS/15S/407	Soft Skills – IV			Yes	74
MS/15R/408	Block Placement	Yes			75
MS/15R/409	Participation in Professional Forum Activities – II	Yes			76



# MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008  
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**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

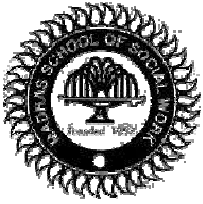
**Principal**

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.





# **MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

Blue colour-courses focusing on Employability

Green Colour-courses focusing on skill development

Yellow colour -courses focusing on Entrepreneurship

**I Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Academic Year 2016-17 onwards)**

## Table of Contents

	Subject	PageNo
	About the Programme	3
	Syllabus Matrix	7
SEMESTER -I	Social Work Profession	12
	Social Work with Individuals	15
	Social Work with Groups	17
	Sociology	19
	Psychology	21
	Field Work -I	23
	Soft Skills-I	27
	SEMESTER -II	Social Work with Communities
Social Research and Statistics		33
Social Policy & Planning (CD & MPSW)		35
Human Resource Management (HRM)		38
Basics of Counselling		40
Management of Organizations		42
Social Legislation (CD & MPSW)		44
Labour Legislation – I (HRM)		46
Field Work –II		48
Soft Skills–II		49
Summer Placement		51
	Regulations	53

## **ABOUT THE PROGRAMME**

### **1. INTRODUCTION:**

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

### **2. OBJECTIVES OF THE COURSE:**

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

### **3. PATTERN OF THE COURSE:**

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement & end of course Block placement. (As course completion requirements)

5. The students should also undergo the Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### 4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### 5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.



### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary <i>Soft skill I</i>	Theory	2	2	2	3	4	6		
		-	1	2	2	Only ICA	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
		Elective	Theory	1	2	2	3	2		
	<i>Soft skill II</i>	-	1	2	2	Only ICA	2			
Record Course	<i>Summer placement</i>	--	--	-	--	2				
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
		<i>Soft skill III</i>	-	1	2	2	Only ICA	2		
Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--			
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
		<i>Soft skill IV</i>	-	1	2	2	Only ICA	2		
Record Course	<i>Block Placement</i>	--	--	-	--	--	--			
		Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>			-----			<b>71</b>	<b>24</b>	<b>95</b>	

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	MS/15C/101	Social Work Profession	3	45	3	50	50	100
2.	MS/15C/102	Social Work with Individuals	3	45	3	50	50	100
3.	MS/15C/103	Social work with Groups	3	45	3	50	50	100
4.	MS/15 ID/104	Sociology	2	30	3	50	50	100
5.	MS/15 ID/105	Psychology	2	30	3	50	50	100
6.	MS/15C/106	Field Work I	6	--	--	50	50	100
7.	MS/15 S/107	Soft skills I – Personal and Interpersonal Connect	2	30	1	50	--	50
<b>TOTAL CREDITS</b>			<b>21</b>	----				

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	MS/15C/201	Social Work with Communities	3	45	3	50	50	100
9	MS/15C/202	Social Research and Statistics	3	45	3	50	50	100
10.	MS/15C/203A	Social Policy & Planning (CD & MPSW)	3	45	3	50	50	100
	MS/15C/203B	Human Resource Management (HRM)						
11.	MS/16ID/204	Basics of Counselling	2	30	3	50	50	100
12.	MS/15ID/205	Management of Organizations	2	30	3	50	50	100
13.	MS/15E/206A	Social Legislation (CD & MPSW)	2	30	3	50	50	100
	MS/16E/206B	Labour Legislation – I (HRM)						
14.	MS/15C/207	Field Work II - Concurrent	6	--	6	50	50	100
15.	MS/15S/208	Soft skills II – Leadership and Team Building (OBT)	2	30	1	50	--	50
16.	MS/15R/209	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL CREDITS</b>			<b>25</b>	-----				

### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	MS/15C/301 A/B MS/16C/301 C	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	MS/15C/302/ A,B,C	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	MS/15C/303/ A,B	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	MS/15C/304/ A,B,C	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	MS/15ID/305 /A,B	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	MS/15C/306	Research Project-I*	4	--	--	50	50	100
23	MS/15C/307	Field Work III	6	--	--	50	50	100
24	MS/15S/308	Soft skills III – Career and Workplace Competencies	2	30	1	50	--	50
25	MS/15R/309	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for MS/15R/309 and MS/15R/409 will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	MS/15C/ 401/A,B,C	<b>Specialization Paper-5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	MS/15C/ 402/A,B,C	<b>Specialization Paper-6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	MS/15C/ 403/A,B	<b>Specialization Paper-7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	MS/15ID/ 404/A,B,C	<b>Inter-disciplinary Paper -2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	MS/15C/ 405	Research Project II	4	--	--	50	50	100
31.	MS/15C/ 406	Field Work IV	6	--	--	50	50	100
32.	MS/15S/ 407	Soft Skills IV – Specialization Competencies	2	30	--	50	--	50
33.	MS/15R/ 408	Block Placement (After 4 <sup>th</sup> Semester Theory Exams)	--	--	--	No marks. Only a requirement for Course Completion.		
34.	MS/15R/ 409	Participation in Professional Forum Activities-II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.*

### C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I • Observation • Rural Camp • Project	24	180	6
II	Field Work II • Concurrent	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III • Concurrent	24	180	6
IV	Field Work IV • Block Pattern	24	180	6
	<i>Block Placement*</i>	1 month	-	-
Total		96**	720**	26

\*No Marks. Course completion requirement only. Block placement will be after 4<sup>th</sup> Semester ESE.

\*\*Summer & Block internships not included

# **SEMESTER -I**

**Course 1: SOCIAL WORK PROFESSION**

**(Subject code: MS/15 C/101)**

**Credits: 3**

**Lecture hours: 45**

**Objectives**

- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

**UNIT- I: Introduction**

**(9 hours)**

**Social work:** Definition, Nature, characteristics, functions, values, principles, goals and scope.

Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

**UNIT – II Social Work Practice.**

**(10 hours)**

**Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice**

**Fields of Social Work:** Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights.

**Social Work as a profession:** Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

**Unit –III: Theories and models of Social Work**

**(10 hours)**

**Theories and Perspectives:** Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory,

Psychodynamic theory, Transpersonal theory and Rational choice theory.

**Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT-IV: Social reform and Social movements in India (9 hours)**

**Indian social reformers and their contributions:** Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoole. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

**UNIT-V: Social Welfare Programmes. (7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India). Social work and sustainable development.

***Suggested reading***

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart 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 Publications, 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, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David & Manohar Pawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3<sup>rd</sup>ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.



15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing Company.
17. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
18. Wolfer, T.A. (2005) An Introduction to Decision cases and case method learning. In T.A. Wolfer & T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
19. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
20. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1, 1-22.

\* \* \*

**Course 2 : SOCIAL WORK WITH INDIVIDUALS**

**(Code: MS / 15C / 102)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(6 hours)**

Case Work: Concepts, objectives/purpose/its 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 Case worker Client Relationship**

**(8 hours)**

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional 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 Case Work Process**

**(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 ecomaps. Treatment/ Intervention, Evaluation, Termination

**Unit IV Case Work Approaches**

**(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in

Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

### **Unit-V Case Work in Various Settings**

**(11 hours)**

Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

#### ***Suggested reading***

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William I (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; Columbia Univ.press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, Newbury Park.
10. Tilbury; D.E.F (1977), Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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**Course 3: SOCIAL WORK WITH GROUPS**

**(Code: MS / 15 C / 103)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

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

**Unit I Groups and Group Work**

**(8 hours)**

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

**Unit II Group Dynamics**

**(10 hours)**

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram.

**Unit III Group Work process**

**(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 Meetings-interviewing, Ground rules for group work meetings, goal 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 Group Work Models and Types****(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

**Unit V Group Work in various settings****(5 hours)**

Group Work Settings and Practice: **Skills of a group worker**, **Application of group work method in different settings**; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

***Suggested reading***

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

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*Course 4: SOCIOLOGY***(Code: MS / 15 ID / 104)****Credits: 2****Teaching hours: 30****Objectives:**

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- **To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.**

**Unit- I: Introduction****(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

**Unit- II: Institution, Culture and Society****(6 hours)**

Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

**Unit- III: Social Control****(4 hours)**

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

**Unit- IV: Social Change and Social Movements****(5 hours)**

Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V: Social Problems and developmental issues****(10 hours)**

Social problems – meaning, causes and consequences. General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly.

Developmental issues – issues arising out of liberalization, globalization and privatization. Legislative approach to social problems.

***Suggested reading***

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Giddens. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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*Course 5: PSYCHOLOGY*

**Code: (MS / 15ID/ 105)**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To understand the evolution of personality across individual life span
- To understand stress and management of the same
- To equip the student with a broad knowledge of abnormal behavior with specific reference to select abnormal behavior
- **To facilitate the integration of above knowledge with social work practice**

**Unit I-Psychology**

**(5 hours)**

**Psychology:** Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Structuralism and Functionalism, Gestalt psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

**Behavior-**Definition , Psychology as a study of individual differences and observable behaviour , Normalcy and abnormalcy.

**Attitude-** formation, maintenance, attitude and behavior

**Unit II- 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 ,emotional and social development -  
Personality development..

**Unit III- Learning & Memory**

**(6 hours)**

**Learning:** Nature of Learning Process. Basic Principles and Types, Classical and Operant Conditioning, Thorndike's Trial and Error Theory, Gestalt Theory of Insight, and Bandura's Observational Learning Theory. Factors Influencing Learning.

**Memory:** The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

**Unit-IV – Emotion & Motivation**

**(6 hours)**

**Emotion:** Nature and Dimensions . Development, Expression and Control of Emotions. Theories: James-Lange, Cannon-Bard, Schachter and Singer, Lazarus, Lindsley's Activation Theory. Physiological Correlations of Emotion. Culture and Emotion.

**Motivation** : Nature, need, instinct, Biogenic motives : Hunger : Acquired drives. Sociogenic: Aggression.

**Unit V- Thinking & Perception**

**(7 hours)**

**Thinking:** Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.



**Perception:** Psychophysics: Problems and Methods: Minimal stimulus change, Constant stimuli, Average error. Attentional process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception : Cognitive and Motivational.

**Personality:** Concept, Psychoanalytic Theory, Murray's Personology, Cattell's Factor Theory, Stimulus Response theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

### *Suggested reading*

1. Understanding Human Behaviour- 4<sup>th</sup> Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D , 2<sup>nd</sup> Edition, Hodder and Strongton
3. Introduction to Psychology- Morgan and King,6<sup>th</sup> edition, 1979, McGraw Hill
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts & Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B, 1980,McGraw-Hill
6. Adjustment And Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, Hjelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hills-date N.J. (U.S.A.).
9. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S. Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

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**Course 6: FIELD WORK- I****(Code: MS / 15C/ 106)****Credits: 6****Minimum No. of days: 24 (Two days a week)****Overall objectives:**

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- **Understand the basic skills required for the practice of social work, and**
- **To encourage the learner to become a professional social worker.**

**Components of Semester I Concurrent field work.**

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

**COMPONENT NO.1*****OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.*****No. of visits: 6****Duration: 6 Days (1 week)****Component objectives:**

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.
- To make use of the supervision & guidance in understanding social issues.
- 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

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is 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; documentation skills.

**COMPONENT No.2*****RURAL CAMP.***

**Duration: Pre-camp Preparation- 8 field work days +On camp : 7 days.**

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

**Objectives:**

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.

4. To help them develop capacities and attitudes suitable for 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, House keeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

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

**COMPONENT No.3**

***PROJECT FIELD WORK.***

**Duration: 8 Field Work days over one month.**

**Objective:**

Project field work is a unique component of the field work programme adopting the model of **"Instruction- Training- Skill development- Presentation"** by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

**Process:**

In this component the students will be given an opportunity to learn community interaction and presentation skills through:

- 1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
- 2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
- 3) Presentation and Documentation of the project undertaken.

**Skills to be developed:**

- Basic skills necessary for social work practice such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

***Suggested readings:***

Field Work Manual , Madras School of Social Work, 2008-2009

**Note:**

*Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.*

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*Course 7: SOFT SKILLS -I*

(Code: MS / 15 S / 107)

**FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To enable the students to analyse their self and create positive self.
- To sensitize students to the nuances of the four basic **communication skills- Listening**, Speaking, Reading and Writing.
- To enable students to understand others.

**Unit I: Understanding self through a SWOT**

- What /why/ how of Self Esteem /self-awareness/
- How to create Positive self concept
- SWOT analysis of self

**Unit II: **Communication****

What /Why/How of Communication

One to one communication

- Work place communication
- Assertive communication
- Importance of listening in communication

**Unit III: **Presentation skills****

- Public speaking
- Speaking in the meeting
- Speaking during the interview

**Unit IV: Interpersonal Skills I**

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

**Unit V: Interpersonal Skills II**

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

***Suggested readings:***

1. Swaminathan V.D and Kaliappan K.V., “Psychology for Effective Living,” The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., “Organizational Behavior,” Prentice Hall of India, New Delhi, 2005.

***Examination***

Based on Theory and / or practicals.

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## **SEMESTER – II**



**Course 8: SOCIAL WORK WITH COMMUNITIES.**  
(Code: MS/15 C/201)

**Credits: 3**

**Lecture hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(9 hours)**

**Community:** Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership:** Concept and types of leadership in community.

**Community organization:** Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

**Unit II Phases and Models of Community Organisation**

**(9 hours)**

**Community organization as a Para-political Process:** Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

**Phases in community organization:** Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

**Skills in Community Organization:** Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

**Unit III Approaches, Methods and Models of Community Organization (9 hours)**

**Approaches:** General content, specific content and process objective.

**Models:** Locality Development, Social Planning and Social Action.

**Methods:** Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.

Application of community organization in different settings, emerging trends and experiments.

#### **Unit IV Social Action**

**(9 hours)**

**Social Action:** Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

#### **Unit V Strategies and Tactics of Social Action.**

**(9 hours)**

**Strategies and Tactics:** Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

#### ***Suggested reading***

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- Encyclopedia of social work, Government of India, New Delhi.
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from <http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf>
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).

- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.
- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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**Course 9: SOCIAL RESEARCH AND STATISTICS.**

**(Code: MS/ 15 C/202)**

**Credits : 3**

**Teaching hours : 45**

**Objectives:**

- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- **To hone the skills in undertaking research and in writing about the same.**

**Unit I: Introduction**

**(5 hours)**

Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

**UNIT II: Problem Conceptualization & Research Design**

**(9 hours)**

Research process. Identifying the research issue - selecting the specific research problem - reviewing literature - formulating the objectives - variables: Conceptualization and operationalisation - formulating hypothesis. Research Design: Meaning, Types.

**UNIT III: Data Collection:**

**(9 hours)**

- Data: Meaning, Sources: Primary & Secondary.
- **Tools of data collection:** Observation, Questionnaire, Interview Schedule, Interview Guide, Case Study, In-depth Interview and Focus Group Discussion.
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- **Usage of internet in data collection.**

**UNIT IV: **Data Processing and Analysis****

**(9 hours)**

Data Processing: Content checking – Data cleaning – Coding – Analysis. Types of data analysis - Univariate, Bivariate, Multivariate Analysis. Difference between Descriptive Statistics and Inferential Statistics.

Concept and application of Measures of Central Tendency [Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test.

Statistical Packages available for Quantitative Data Analysis.

**UNIT V: Data Presentation & Interpretation and Research Writing (9 hours)**

Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. **Research Writing**: Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

***Suggested reading***

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

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**Course 10 A: SOCIAL POLICY AND PLANNING**

**(For CD & MPSW Specialization)**

**(Code: MS/15C/203A)**

**Credits : 3**

**Teaching Hours: 45**

**Objectives:**

- To understand the issues in social development.
- To gain knowledge of policies in India and planning process in India.
- To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

**Unit I: Concepts and Definitions**

**9 hours**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

**Unit II: Social Policy in India**

**9 hours**

Sources of Policy : Indian Constitution- Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive;. Policy Formulation Process.

**Unit III: Role of various Actors in Policy Formulation**

**9 hours**

State, International organizations (UN, WTO. World Bank), Pressure Groups. Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces: Role of Social Work Profession vis-a-vis Social Policy, Policy Changes in Post Reform Period, Policy advocacy: analysis and budget analysis as tool of policy advocacy

**Unit IV: Planning process in India**

**9 hours**

Concept of Planning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, Monitoring, Midterm Review and

Evaluation of the Five Years' Plans; Democratic Decentralization and Micro-level Planning.

**Unit V: Social development policies and programmes** **9 hours**

Rural Development, Urban Development, Health, Education, Population and Family Welfare, Environment and Ecology, Poverty Alleviation. **Overview of the policies and programmes for the segments of population:** Children, differently abled Women Youth. Scheduled castes and Scheduled tribe. Review of India's Development Planning and Experience in Achieving Poverty Alleviation and Distributive Justice.

***Suggested readings:***

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). *Administration Politics and development in India*, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum*. Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India*. Sage Publications. New Delhi.
5. Chaturvedi T. N. (1984), *Planning and Its Implementation*, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) *Social Policy in India*, Broadway House, London
7. Ganapathy R.S. and others (1985), *Public Policy and Policy Analysis in India*
8. Gol. Five-Year Plan - T'to 10\*, Planning Commission of India, New Delhi
9. Gokhale S D 11979) ntegratedSocia Policy :- hdia'. *New Development c Polity end Planning*\ Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
11. Jacob K. K (1989), *Social Policy in India*, ASSWI. Himanshu Publications. Udaipur.
12. Kabra Kamal Nayan (2004J *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
13. Kulkarni P. D. (1997). What is development oriented welfare?' *Social Issues in Development*, Uppal Publishing House. New Delhi
14. Kulkarni P.D &NanavattyMeher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,
15. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House. Mumbai
16. NIRD (2001) "Decentralized Planning", *IndiaPanchayat Raj Report*
17. Patil P.B. (1989^, *Panchayat Raj. District Planning and Rural Development*, YashwantraoChavanPartishtan, Mumbai (Marathi)

18. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
19. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications. New Delhi
20. Sharma P. N. (1993), *Social Planning: Concepts and techniques*. Print house, Lucknow
21. Sovani N.V (1979) 'Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi

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**Course 10 B: HUMAN RESOURCE MANAGEMENT**  
**(For HRM Specialization)**  
**Code: MS/15C/203B)**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- **To lay the foundation for a deeper understanding of and practice in the field of human resource management.**

**UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)**

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT – II: ACQUISITION OF HUMAN RESOURCES (9 hours)**

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.

Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. **Strategies for effective career development.**

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

**UNIT – IV: MOTIVATION OF HUMAN RESOURCES (9 hours)**

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

**Employee engagement - concept and strategies**

**UNIT – V: MAINTENANCE OF HUMAN RESOURCES (9 hours)**

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits).

Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. **Employee Retention Strategies**

***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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*Course 11: BASICS OF COUNSELLING*

**(Code: MS/16ID/204)**

**2 Credits**

**Teaching Hours 30**

**Objectives**

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the emerging needs of counselling
- To equip the students on the skills, techniques and process of counselling

**Unit 1 Counselling foundations (5 hours)**

Definitions, objectives, scope and types of counselling, various influences on counselling, characteristics of counselling, qualities of a Counsellor.

**Unit 2 Counselling Process and models (5 hours)**

Counselling Process: Stages of Counselling, Diagnosis, therapeutic process, Counselling Interventions and termination.

Counselling models: Integrative Perspective, Eclectic Model, Gerard Egan's Model, Carkhuff's Model of Counselling, Multicultural Counselling Theory.

**Unit 3 Counselling Relationship, Counselling Skills & Techniques (5 hours)**

Counselling relationship: Regard, Respect, Authenticity, Empathy & genuineness.

Skills & Techniques: Listening, Observing, Interviewing skills, Non-verbal & verbal skills, Assertiveness skills, Facilitation skills, Clarifying problems, information giving, Summarizing, Challenging, Facilitation.

**Unit 4 Ethics and issues in counselling (5 hours)**

Counselling as a profession, Ethical standards of counselling, Relevance of counselling in social work practice. Problems in counselling, Issues of counsellor: Confidentiality, over involvement, sympathy vs. empathy, Record keeping, Supervision, Burn out, Stress, Value addition, Client signals of danger.

**Unit 5 Counselling in different settings (10 hours)**

**Family:** Marital, Familial counselling

**Health setting:** Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

**Educational setting:** School counselling, drop out counselling, delinquent counselling, career counselling

**Work place counselling:** Employee and Employer counselling

**Community setting:** Migrants, refugees, socially and economically disadvantaged and disaster.

### **Teaching Methodology**

Lectures, interactive discussions, group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, field visits/guest lectures: Role play and mock exercises.

### **Suggested Reading**

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi
2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.
3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi
4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersey
5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.
6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi
7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi
8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6<sup>th</sup> edition, Brooks / Cole,a part of Cengage Learning
9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson

*Course 12: MANAGEMENT OF ORGANIZATIONS*

(Code: MS/15ID/205)

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To provide an overview of organization and administration of an organization.
- **To impart necessary skill for the management of organizations.**
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

**UNIT I: Basic Concepts of Organization. (6 hours)**

Elements of Organization, Organizational Objectives, Organization Structure (Principles, Advantages and Disadvantages) - by function; by product; geographical market; network; virtual.

**UNIT-II : Evolution of Management Thought. (8 hours)**

Classical approach- (Scientific Management - F.W.Taylor, Henri Fayol, Bureaucratic Theory- Max Weber), Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argyris, Douglas McGregor, M P Follet, Abraham Maslow), System Approach (open/closed / synergy/entropy), Management Science Approach , Contingency Approach, New Management Thought - Theory Z (William Ouchi).

**UNIT III: Functions of Management (6 hours)**

Functions of Management – Planning, Organizing, Staffing, Directing, Coordination and Control.

**Operational Areas:** Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management,

**UNIT IV - Introduction to Non-Profit Organization (5 hours)**

Non-profit organization: Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization under Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.

**UNIT V – Management of Non-profit Organizations (5 hours)**

**Project proposal writing. Fund raising principles and practices, accountability** of funds and donor management. Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

***Suggested reading:***

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
3. Sherlekar.S.A,Heredia R.A. et al., “Industrial Organization and Management”, Himalaya Publishing House, Bombay,1979.
4. Gupta C.B., “Organisation and Management” Sultan Chand & Sons, New Delhi, 1998.
5. Joseph L. Massie, “Essentials of Management”, Prentice Hall of India Ltd, New Delhi, 1973.
6. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir, “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-2004
8. Robin Lall 2004 The Dynamics of NGO’s New Delhi, Dominant Publishers.
9. Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
10. Sooryamoorthy R and Gangrade K.D 2006 NGOs in India-A cross Sectional study New Delhi: Rawat.
11. Vetrivel Surendra 1999 Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
12. Prasanna chandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
13. Vasant Desai Project Management, Himalaya Publishing House Mumbai - 400 004, 1997.

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*Course 13 A: SOCIAL LEGISLATION*  
(Code: MS/15E/206A)

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impart knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing social legislation for social transformation.
- To expose them to law enforcement institutions.

**Unit I**

**(4 hours)**

**Introduction:** Judicial system in India. Role of police as a custodian of law. Role of social workers in promotion of social justice, human rights through social legislation. Legal Provisions: Free legal aid, Public interest litigation, Lok adalat.

**Unit II**

**(6 hours)**

**Personal Laws:** Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Christian Marriage Act 1955, Laws pertaining to Marriage, Divorce, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Court Act 1984. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, The Protection of Civil Rights (PCR) Act, 1955

**Unit III**

**(7 hours)**

**Women and Law:** Dowry Prohibition Act 1961, Medical Termination of Pregnancy Act 1978, Prevention of Immoral Traffic Act 1956, TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1999, Indecent representation of women Act 1986, Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

**Unit IV**

**(6 hours)**

**Children and Law:** Juvenile Justice Act 2000, Child Labour Abolition and Regulation Act 1986, Central Adoption Resource Agency Guidelines 1991, Prenatal Diagnostic Techniques Act 1994.

**Unit V**

**(7 hours)**

**Social Problems and Law:** Transplant of Human Organs Act 1994, Persons with Disabilities Act 1995, Mental Health Act 1986, Right to Information Act 2005, Rural Employment Guarantee Act 2005, Cyber Crime Laws. Maintenance and Welfare of Parents and Senior Citizens Act, 2007

### **Suggested reading**

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, vazhga Valamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, new Delhi.
3. Acharya, Basu Durga Das introduction to the Constrtution of India, New Delhi : Prenttce Hall of India Pvt. Ltd., (7\*\Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan
6. Diwan. Paras &Diwan, Peeyush (1994} Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Company.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law
12. Publication Co. Ltd.
13. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
14. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social
15. Institute.
16. Pradhan. V. P. The Indian Constitution, New Delhi :Ombudsman Publishing House, (T<sup>1</sup>
17. Edition).
18. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
19. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
20. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep &Deep Publications.
21. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
22. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
23. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
24. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep &Deep Publications
25. Siddiqi, Fatima E. & Ranganathan Sarala:Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 &Part 2), New Delhi: Kanishka Publcation.

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**Course 13 B: LABOUR LEGISLATIONS I**  
**For HRM Specialisation Students**

**(Code: MS/16E/206B)**

**Total Credits : 2**

**Teaching Hours : 30 Hrs**

**Objectives:**

- To help the students to learn the fundamentals of Labour legislations
- To give inputs to the students on the Indian Constitution and its relevance to Labour Legislations.
- **To assist the students in understanding the legal aspects of HR and its impact on the business activities.**

**UNIT I Fundamentals of Labour Legislation (4 hours)**

Concept of Labour Legislation – Objectives and Need for Labour Legislation  
 Classification of Labour Legislation namely Regulative Labour Legislations, Protective Labour Legislations, Wage-related Labour Legislations, Social Security Legislations, Welfare related Labour Legislations & other important Acts.

**UNIT II – Indian Constitution and Labour Legislation (4 hours)**

Indian Constitution vis-à-vis Labour Legislations – Fundamental Rights – Art 16,19,23,24  
 & Directive Principles of State Policy- Art 39,41,42,43,43A  
 Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

**UNIT III - Protective Labour Legislations (9 hours)**

The Factories Act, 1948  
 The Tamil Nadu Shops and Establishment Act, 1947.

**Unit IV - Regulative & Wage related Legislations (6 hours)**

Industrial Employment (Standing Orders) Act, 1946  
 The Equal Remuneration Act, 1976

**Unit V – Welfare-related Labour Legislations****(7 hours)**

The Child Labour (Prohibition and Regulation) Act, 1986

The Tamil Nadu Industrial Establishment (National & Festival Holidays) Act, 1958

The Tamil Nadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act, 1981

The Tamil Nadu Labour Welfare Fund Act, 1972

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

**The Companies Act, 1956 (2013)**

The Indian Contract Act, 1872

**Suggested Readings:**

1. Relevant Bare Acts
2. N.D.Kapoor, “Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman’s “Labour Laws” Taxman Allied services P Ltd, 2001
4. [www.Labour.nic.in](http://www.Labour.nic.in)
5. [www.mca.gov.in](http://www.mca.gov.in)

**Journals & Case Laws:**

- [Law teller](#)
- [Legal News & Views](#)
- [Indian Factories & Labour Reports](#)
- [Labour Law Reporter](#)

**Course 14: FIELD WORK - II**

**(Code: MS /15 C/ 207)**

**Credits: 6**

**No. of days: 30 (Two days a week)**

**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:

- **Work with communities, groups, individuals / families and managing organization tasks.**
- **Learn skills through the practices of primary methods of social work** (case work, group work and community organization).
- **Inculcate professional growth and development.**

**Areas of learning:**

Concurrent practice learning tasks are listed below:

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.

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*Course 15: SOFT SKILLS -II*

(Code: MS / 15 S / 208)

**FOCUS AREA: LEADERSHIP & TEAM BUILDING**

**Credits: 2**

**Teaching Hours: 30**

**Objective:**

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

UNIT – I

**INTERPERSONAL SKILLS** – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

**CONFLICT MANAGEMENT** – attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

**TEAM BUILDING** -1: – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

**TEAM BUILDING** -2: - Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

**LEADERSHIP** – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.

## REFERENCES

- Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.
- Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.
- Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.
- Leil Lowndes. (2003). How to talk to anyone. New Delhi:Tata McGraw-Hill Company Limited.
- Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited.
- Peter R. Scholtes. (1998). The Leader’s Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.
- Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.
- Stephen R. Covey. (2011) The leader in me. Free Press.

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**Course 16: SUMMER PLACEMENT**

**(Code: MS / 15 R / 209)**

**Credit: 1**

**No. of days: One month (continuously)**

*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 oneself.*

**Objectives:**

1. **Knowing about the basics of the working of an industrial organization / social welfare organization.**
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 areas 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 a 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 experiences before the class and faculty (in the format provided by the department).

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# **REGULATIONS**

### I-ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory** (The student should obtain the passing minimum (i.e., 50% for Post-Graduation programmes) in each component of the ICA.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

**I semester (ICA Break up):**

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

**I semester (ESE Break up):**

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
 Agency Supervisor: 20 marks

**III & IV semesters:**

III & IV Semester total marks 100: (ICA 50 & ESE 50)

ICA 50 marks (components)

- Mid-Field Work presentation 10 marks  
 End-Field Work presentation 10 marks  
 Faculty Supervisor 30 marks

ESE 50 marks (components)

- Agency supervisor 10 marks  
 Report 10 marks  
 Viva 30 marks



**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II - FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work****a) Field Work:**

**III Semester – Concurrent Pattern (inclusive of Study Visits)**

**IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

**III RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as 'Research Project – I' & 'Research Project – II'.

**III SEMESTER- RESEARCH PROJECT -I****Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

**External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

**External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

**Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

**Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives &amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>

### **IV SEMESTER – RESEARCH PROJECT -II**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study

- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

#### **Assessment criteria for skill lab:**

The skill lab is treated as a 2 credit paper with 50 marks (ICA 50 marks)

ICA assessment pattern: Attendance 20 marks @ 5 marks for each day's attendance  
30 Marks for written report/ test /viva-voce examination.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

**Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. It is essential to get 50% in each component of the ICA (Test, In-class Test & Take Home Assignment) separately to pass in ICA. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS.****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 & 3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

### **PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

#### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

#### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

**II Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Academic Year 2016-17 onwards)**



## Table of Contents

		<b>Subject</b>	<b>Page No</b>	
		About the Programme	3	
		Syllabus Matrix	7	
<b>SEMESTER - III</b>	<b>CD</b>	Rural Development And Governance	11	
		Dalit And Tribal Empowerment	13	
		Community Development – Approaches and Tools	15	
		Women And Development	17	
		Disaster Management & Environmental Social Work	19	
	<b>MPSW</b>	Mental Health and Psychiatric Social Work	21	
		Medical Social Work	23	
		Community Development – Approaches and Tools	25	
		Social Work With Families And Senior Citizens	27	
		Disaster Management & Environmental Social Work	29	
	<b>HRM</b>	Labour Legislations – II	31	
		Strategic Human Resource Management	33	
		Organizational Behaviour	35	
		Employee Relations & Welfare	37	
		Performance Management	39	
	<b>COMMON</b>	Research Project - I	41	
		Field Work – III	42	
		Soft Skills – III	45	
		Participation in Professional Forum Activities – I	46	
	<b>SEMESTER - IV</b>	<b>CD</b>	Urban Development And Governance	47
Social Work With Children & Youth			49	
Community Health			51	
Social Entrepreneurship			53	
<b>MPSW</b>		Clinical Social Work	55	
		Therapeutic Interventions in Social Work	58	
		Community Health	60	
		Disability and Social Work	62	
<b>HRM</b>		Organizational Change & Development	64	
		Learning & Development	65	
		International Human Resource Management	67	
		Compensation Management	69	
<b>COMMON</b>		Research Project – II	71	
		Field Work – IV	72	
		Soft Skills – IV	74	
		Block Placement	75	
		Participation in Professional Forum Activities – II	76	
			Regulations	77

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement & end of course Block placement. (As course completion requirements)

5. The students should also undergo the Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### **4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### **5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	Only ICA	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	Only ICA	2			
Record Course	<i>Summer placement</i>	--	--	-	--	2				
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	Only ICA	2			
Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--		--		
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
<i>Soft skill IV</i>	-	1	2	2	Only ICA	2				
Record Course	<i>Block Placement</i>	--	--	-	--	--				
	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--		--		
<b>TOTAL</b>		-----						<b>71</b>	<b>24</b>	<b>95</b>

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	MS/15C/101	Social Work Profession	3	45	3	50	50	100
2.	MS/15C/102	Social Work with Individuals	3	45	3	50	50	100
3.	MS/15C/103	Social work with Groups	3	45	3	50	50	100
4.	MS/15 ID/104	Sociology	2	30	3	50	50	100
5.	MS/15 ID/105	Psychology	2	30	3	50	50	100
6.	MS/15C/106	Field Work I	6	--	--	50	50	100
7.	MS/15 S/107	Soft skills I – Personal and Interpersonal Connect	2	30	1	50	--	50
<b>TOTAL CREDITS</b>			<b>21</b>	----				

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	MS/15C/201	Social Work with Communities	3	45	3	50	50	100
9	MS/15C/202	Social Research and Statistics	3	45	3	50	50	100
10.	MS/15C/203A MS/15C/203B	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	MS/16ID/204	Basics of Counselling	2	30	3	50	50	100
12.	MS/15ID/205	Management of Organizations	2	30	3	50	50	100
13.	MS/15E/206A MS/16E/206B	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	MS/15C/207	Field Work II - Concurrent	6	--	6	50	50	100
15.	MS/15S/208	Soft skills II – Leadership and Team Building (OBT)	2	30	1	50	--	50
16.	MS/15R/209	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL</b>			<b>25</b>	-----				
<b>CREDITS</b>								

### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	MS/15C/301 A/B MS/16C/301 C	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	MS/15C/302/ A,B,C	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	MS/15C/303/ A,B	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	MS/15C/304/ A,B,C	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	MS/15ID/305 /A,B	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	MS/15C/306	Research Project-I*	4	--	--	50	50	100
23	MS/15C/307	Field Work III	6	--	--	50	50	100
24	MS/15S/308	Soft skills III – Career and Workplace Competencies	2	30	1	50	--	50
25	MS/15R/309	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:**\*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one-time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for MS/15R/309 and MS/15R/409 will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
26.	MS/15C/ 401/A,B,C	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	MS/15C/ 402/A,B,C	<b>Specialization Paper–6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	MS/15C/ 403/A,B	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	MS/15ID/ 404/A,B,C	<b>Inter-disciplinary Paper –2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	MS/15C/ 405	Research Project II	4	--	--	50	50	100
31.	MS/15C/ 406	Field Work IV	6	--	--	50	50	100
32.	MS/15S/ 407	Soft Skills IV – Specialization Competencies	2	30	--	50	--	50
33.	MS/15R/ 408	Block Placement (After 4 <sup>th</sup> Semester Theory Exams)	--	--	--	No marks. Only a requirement for Course Completion.		
34.	MS/15R/ 409	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.*



## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
	<i>Block Placement*</i>	1 month	-	-
Total		96**	720**	26

\*No Marks. Course completion requirement only. Block placement will be after 4<sup>th</sup> Semester ESE.

\*\*Summer & Block internships not included

## **SEMESTER - III**

### **COMMUNITY DEVELOPMENT SPECIALIZATION**

#### **RURAL DEVELOPMENT AND GOVERNANCE**

**MS/15C/301A**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards Rural development.
- To understand the role and contribution of professional social work in the developmental process.

#### **Unit I Rural community and its Issues**

**(10 Hours)**

Rural community: Definition, types, Characteristics, power structure. **Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture labourer, marginal and small farmers.** Growing urbanization, Industrialisation, Globalization, migration and consequent social erosion. Watershed Management – water users association. Organic Farming – concept and problems. **Role of Women in Rural Development.**

#### **Unit-II Rural Development Programmes**

**(10 hours)**

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). projects Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National **Rural Employment Guarantee Act, 2005.** Indira Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, NRHM (National Rural Health Mission).

#### **Unit - III Rural Community Development & Social Work Application (10hours)**

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

**Unit IV Rural Administration****(8 hours)**

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

**Unit V Rural Governance****(7 Hours)**

Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73<sup>rd</sup> amendment.

**Suggested Readings**

1. Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi.
2. Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd.,
3. Desai, A.R., (1971), Rural Sociology, popular press, Bombay.
4. Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEW DELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.

**DALIT AND TRIBAL EMPOWERMENT**  
**MS/15C/302A**

**Credits: 3**

**Teaching hours: 45**

**Objectives**

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

**Unit I Dalits and Development (9 hours)**

Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits- Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

**Unit II Tribal Communities (9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines. tribal social systems and structures: belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination.

**Unit III Tribal Issues and Development (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 IV Constitutional Safeguards for Dalits (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 on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

**Unit V Social Work practice for Dalits and Tribal Empowerment (9 hours)**

Social Work Methods for Dalit and Tribal persons: Social analyses, advocacy, social activism, networking, micro/macro planning. leadership building and cadre based organizations, social mobilization, Fair-trade, arts and craft manufacturing and marketing, sustainable livelihood management, organising political movement, skills of individual and community conscientisation processes. Tribal Social Work- formulation, approaches, concepts and strategies.

### Suggested Readings

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi,.
2. Alexander K.C et.al, 1991.Tribals; Rehabilitation and development, Rawat publications, Jaipur,
3. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi,
4. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi,
5. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi,
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. P.D. Tiwari and R.S. Trpathi (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. Soundra Pandian. M. 2000. Tribal Development in India, Anmol Publications Pvt. Ltd., New Delhi,
11. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House, New Delhi,
12. Thara Shankar Banarjee, in 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. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.
15. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi
16. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi.
17. Thorat Sukhdeo, 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 Life worlds: 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. Sanjoy and 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, BR, Annihilation of Caste

### Journals

Seminar, Social Action, Economic and Political Weekly

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## **COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS**

**MS/15C/303A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach (10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action (8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment (8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning (10 hours)**

Community **Planning Tools**: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

**Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.**

**Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.**

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **WOMEN AND DEVELOPMENT**

**MS/15C/304A**

**Credits: 3**

**Teaching hours: 45**

### **Objectives:**

- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To examine the social systems that affect women in meeting growth needs and special needs.

### **Unit 1 Status of Women**

**( 8 hours)**

Concept of development with reference to women: Women in development, women and development, Gender in development – meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. **Feminism and its types**. Women's movements. **UN-Women**.

### **Unit II Education, Employment and Health**

**(10hours)**

Education : Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women's education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women's labour, feminization of poverty, multiple roles of women. Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and access to health services. HIV/AIDS and impact on women in India. **Female Genital Mutilation**.

### **Unit III Gender Analysis and Framework**

**( 8 hours)**

Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. **Self Help Groups**: benefits, procedures and best practices.

### **Unit IV Women in difficult circumstances**

**(9 hours)**

Women in difficult circumstances: sex work, 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.

**Unit V National and International Efforts**

**(10 hours)**

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

**Suggested Readings**

1. Bhasin, K (1984), Women and media – analysis, alternatives and actions, Kali for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women : options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton r (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India- report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
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. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

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## **DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK**

**MS/15ID/305A**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief** Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK MS/15C/301B**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives:**

- To introduce the students to the concepts and historical development of the field of Psychiatry
- To impart knowledge on the various psychiatric disorders and the role of social worker
- To provide knowledge on Emerging researches in mental health

#### **Unit I: Introduction**

**(6 Hours)**

Concept of Normality & Abnormality; **Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry.**

Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India & Abroad. Mental health problems in India. Misconceptions about mental illnesses.

#### **Unit II: Classification & Assessment of Mental Health Disorders (10 Hours)**

Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, **Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, Mental status examination, Formulation of psychosocial diagnosis,** Use of computers in assessment.

#### **Unit-III: Psychiatric Illness & Disorders.**

**(10 Hours)**

Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional (Non-Organic)

**Organic Mental Disorders:** Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.

**Toxic:** Symptoms of Mental and Behavioural disorders due to Psychoactive Substance Use.

**Functional (Non Organic) Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

#### **Unit-IV: Behavioural Disorders and Child hood Disorders**

**(12 Hours)**

**Behaviour disorders:** Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders

**Common Mental Health Problems and Disorders in Children:** Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism. Behavioural and Emotional disorders.

Role of Psychiatric Social Workers. Limitations and difficulties faced in psychiatric social work practice.

### **Unit V: Research in Mental Health**

**(7 Hours)**

**Emerging research in mental health.** WHO Evidence based researches in Mental Health. Difficulties in practice informed research & research informed practice. Analysis of Existing Policies related to Mental Health.

### **Suggested Readings**

- Children with developmental disabilities – Venkatesan S. sage 2004
- Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
- Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- Edward, Understanding mental retardation, Cambridge University press, London, 1986
- Gaird R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- John, Howells G ; Modern perspective in International Child Psychiatry , Brunner & Mazel publication, New York, 1971
- Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rinehart & Winston, New York, 1961.
- Roberts N, Mental Health and Mental Illness, Routledge & Kegan Paul, London, 1967 Zigar.
- Verma, Ratna, Psychiatric Social Work in India, Sage Publication, New Delhi, 1991
- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.
- Morrison, J. (2014). The first interview, 4th edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352, 355 pages.
- Morrison, J. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians, 2nd edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352. 313 pages.

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**MEDICAL SOCIAL WORK**  
**MS/15C/302B**

**Credits: 3**

**Teaching hours: 45**

**Objectives**

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

**Unit – I: Concepts**

**(8 hours)**

**Concept and Definition:** Health, Hygiene, diseases, Illness and Handicap.

**Medical Social Work:** Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad.

**Organization and administration of medical social work departments in hospitals in the State and Central Government organizations.**

**Unit – II: Health Care Models**

**(9 hours)**

**Healthcare Models:** Preventive, Curative, Promotional Model. Integrative Model and Development Model. Holistic Approach to Health, **Alternative System of Health** - AYUSH (Ayurveda, Unani, Siddha, Yoga, meditation, Naturopathy). **Health Education:** Concept and Principle, Models, Methods and Techniques. Health Empowerment & Social marketing.

**Unit – III: Role of Social Worker**

**(10 hours)**

**Patient as a person:** **Concept of patient as a person**, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Concept of long-term hospitalization, Impact of long-term hospitalization on the patients and the families. Teamwork and Multidisciplinary approach in health care.

**Role and Functions of Medical Social Worker:** **Counselling and Rehabilitation - patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases.** Promoting health needs and functions of Rural and Urban Community Settings.

**Unit – IV: Diseases**

**(10 hours)**

**Major communicable diseases:** TB, STD, **HIV/AIDS, UTI**, Polio, Diarrheal Diseases, **Vector Borne Disease**, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI).

**Major non communicable diseases:** Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma.

**Psychosocial Problems and the role of medical social worker in dealing patients:**

Physically Challenged, Nutritional Disorders, Occupational Health problems, Women's Health problems, Pediatric Health problems and Geriatric Health problems

**Unit - V : Medical Social Work practice in different settings****(8 hours)**

**Medical social work practice in different settings:** Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers. Hospice, Special Clinics and Community Health use of Volunteers, Social Support and Self Help groups. Role of Medical Social Worker in Hospital settings. Problems encountered by Medical Social Workers in the field.

**Suggested Readings**

- Anderson R. & Bury M. (eds) (1988), *Living with chronic illness - The Experience of Patients and their families*, Unwin Hyman, London.
- Bajpai P. K. (ed.) (1997), *Social Work Perspectives in Health*, Rawat Publications, Delhi.
- Barlett H. M. (1961), *Social Work Practice in the health field*; National Association of social workers, New York.
- Blaxter, Mildred (2004) *Key Concepts on Health*, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004) *Health Policy for Health Care Professional*, Sage Publications, New Delhi.
- Brannon & Feist, (2000) *Health Psychology*, TLARC Publication, Toronto.
- Crowley M. F., (1967), *A New look at nutrition*; Pitman Medical Publishing Co., Ltd., London.
- Dowding & Barr, (2002) *Managing in Health Care*, Pearson Education Ltd. London
- Dziegielewski, Sophia, 2003 *Changing Phase of Health Care*, Social Series II Education, Sarabook, New Delhi.
- Field M., (1963), *Patients are people - A Medical-Social Approach to Prolonged Illness*, Columbia University Press, New York.
- Gambrell E., (1997), *Delhi Social work in the 21st century*, Pineforge press, New Delhi.
- Golstein D., (1955), *Expanding horizons in medical social work*, The University of Chicago Press, Chicago.
- Pokarno K. L., (1996), *Social Beliefs, Cultural Practices in Health and diseases*; Rawat Publications, Delhi.
- Pathak, S. H., (1961) *Medical Social Work in India*, Delhi School of Social Work, New Delhi.
- Park and Park, 21<sup>st</sup> Edition, 2011 *Preventive and Social Medicine*, Banarsidas Bhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 *Hand book of Health Social Work*, John Wiley & Co., London

**JOURNALS:**

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi
- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

## COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS

**MS/15C/303A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach (10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action (8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment (8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning (10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.



### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS**

**MS/15C/304B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

**Unit I: Theoretical and conceptual framework for understanding family (9 hrs)**

Family definition, Marriage, **Types of families**, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

**Unit II Family dynamics (10 hrs)**

**Trends in the changing family systems**, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, **Family life cycle and Family development theory**. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

**Unit III Challenges of family (8 hrs)**

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers  
Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.  
Family Intervention: **Genogram**, **Methods of assessment**, Rehabilitation, Crisis intervention, strengths and resilience

**Unit IV Senior citizens and their Health status (8 hrs)**

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

**Unit V Social work interventions (10 hrs)**

Social work interventions: Institutional services-Homes, Hospices, Non-Institutional Services –Day care, Recreation, Help line , Family counselling: Geriatric/ Gerontological Social Work.

**Suggested Readings**

1. Desai M (1994) Family and Intervention: a course compendium, TISS Bombay
2. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
3. Dandekar(1996)The Elderly in India, Sage, New Delhi
4. Desai and Raju(2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Krishnan & Mahadevan (1992)The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing

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**DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK  
MS/15ID/305A**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

**Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

**UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

**UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

**UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## **HUMAN RESOURCES MANAGEMENT SPECIALIZATION**

### **LABOUR LEGISLATIONS-II**

MS/16C/301C

**Total Credits : 3**

**Teaching Hours: 45 Hrs**

**Objectives:**

- **To equip the students with the necessary knowledge on the statutory compliance concerning the labour force.**
- To introduce the students to labour legislations pertaining to Industrial Relations and working conditions in the organised sector.
- **To impart knowledge of labour legislations pertaining to wages, social security and welfare in the organised sector.**

**UNIT I - Legislations related to Industrial Relations (10 hours)**

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

**UNIT II - Legislations related to Working conditions (7 hours)**

The Tamil Nadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

Apprentices Act, 1961

**UNIT III - Legislations related to Social Security (11 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

The Payment of Gratuity Act, 1972

**UNIT IV - Legislations related to Wages (9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

**Unit V - Legislations related to Welfare of Labour and Women (8 hours)**

Welfare provisions of

- The Plantation Act, 1951
- The Mines Act, 1952
- The Motor Transport Workers Act, 1961
- The Dock Workers (Safety, Health and Welfare) Act, 1986

The Contract Labour (Regulation and Abolition) Act, 1970

The Maternity Benefit Act, 1961

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

**Additional Reading :( Does not form part of Assessment)**

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

**Suggested Readings:**

1. Relevant Bare Acts
2. N.D.Kapoor, “Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman’s “Labour Laws” Taxman Allied services P Ltd, 2001
4. [www.Labour.nic.in](http://www.Labour.nic.in)
5. [www.mca.gov.in](http://www.mca.gov.in)

**Journals:**

Law Teller, Legal News & Views, Indian Factories & Labour Report, Labour Law Report

**STRATEGIC HUMAN RESOURCE MANAGEMENT**  
**MS/15C/302C**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

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

**Unit-I: Strategic management (9 hours)**

Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

**Unit-II: Strategic Human Resource Management (SHRM) (9 hours)**

SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations ;Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource : Technology and organization structure- Management trends- Demographic trends - Utilization of human resources- International developments- Human resource legal environment.

**Unit-III: Process, Theories and Models (9 hours)**

Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

**Unit-IV: Integrating strategy and HRM (9 hours)**

Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: Practices, Ethics of SHRM (9 hours)**

Employee value propositions Individual practices & Systems of high performance human resource practices; Ethics – Concept, importance and Code of SHRM ethics, CSR strategy.



## Suggested Readings

1. Charles R. Greer, “Strategic Human Resource Management- A general managerial approach” (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
2. Alex Miller and Gregory G. Dess, “ Strategic Management” ( 2ndEdn), McGraw – Hill Companies Inc., New York, 1996 ( 658.M)
3. Philip Sadler, “Strategic management,” (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)
4. Bhatia S.K., Human Resource Management- A competitive Advantage,” Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 ( 658.3B)
5. Anuradha Sharma and Aradhana Khandekar, “Human Resource Management – An Indian Perspective,” Response Books, New Delhi, 2006. (658.3A)
6. Anna Tavis, Richard Vosburgh, and Ed Gubman –“Point Counterpoint: New Perspectives on People & Strategy”2012, , Paperback,ISBN: 978-1-58644-276-7
7. Mike Losey, Sue Meisinger, and Dave Ulrich-“ The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow”2005, Hardcover,ISBN: 0471677914

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## ORGANIZATIONAL BEHAVIOUR MS/15C/303B

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

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

**Unit I: Introduction to Organization Behavior (5 hours)**

Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

**Unit II: Foundations of Individual Behavior (Micro-perspective) (12 hours)**

Biographical characteristics; Perception - meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

**Unit III: Foundations of Group and Team Behavior (Meso-Perspective) (10 hours)**

Groups (types of groups, stages of group development, group properties, groupthink, groupshift) Teams (Nature, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

**Unit IV: Key Pillars of Organization Behavior (12 hours)**

**Motivation:** Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).

**Leadership:** Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.

**Unit V: Foundations of Organization Behavior (Macro Perspective) (6 hours)**

Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

**Suggested Readings**

1. Robbins, S.P., Judge, T.A., Snaghi, S. (2007). “Organizational Behavior:” (12<sup>th</sup> Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.
2. Luthans, F. (2010). “Organizational Behavior” (12<sup>th</sup> Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10<sup>th</sup> Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, “Organization Theory and Behavior” Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, “Organizational Behavior” (10<sup>th</sup> Ed) McGraw Hill, New York, 1997.

***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

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## EMPLOYEE RELATIONS AND WELFARE MS/15C/304C

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

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

Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

**UNIT – II: I.R. Climate (9 hours)**

Industrial Conflict: Meaning, causes, consequences, manifestations, **interventions** (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

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

Collective bargaining: Meaning, objectives, process, **skills**.  
**Grievance redressal – meaning and process**; Principles of effective grievance redressal.  
 Employee discipline – meaning and need; Misconduct – concept and list; **disciplinary action** – procedure, hot stove rule of administering discipline, principles of natural justice.  
**Employee empowerment** – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers’ participation in management – meaning and range. Concept of industrial democracy.

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

**Employee welfare**: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

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

Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

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

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.

### Suggested Readings

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

### Website

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from [www.ilo.org/public/libdoc/ilo/2004/104B09\\_362\\_engl.pdf](http://www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf).

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**PERFORMANCE MANAGEMENT**  
**MS/15ID/305B**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

**UNIT-I: Introduction & Developing Performance Plan (6 Hours)**

**Definition and basic concept of performance and performance management.**

Setting Relevant and Realistic Goals with Employees: Development and Contents of a Performance Plan for group/team and individuals: Strategies in developing performance plan. Models and theories of performance management. Balance Score Card.

**UNIT- II: Performance Feedback (5 Hours)**

Developing system to source feedback (Positive, Negative and Just Right); Classification of feedback (qualitative and quantitative); Evaluating and using feedback for improving employees performance.

**Unit – III: Guidelines for Performance Reviews (5 Hours)**

Guidelines for conducting Performance Appraisals and reviews; Performance flow Chart based on Market Analysis: Conducting Employee 360 Degree Performance Reviews; Trends in performance appraisal. Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.

**UNIT-IV: Employee Performance Appraisals (Performance Reviews) (9 Hours)**

Preparatory steps for Employee Performance Appraisals, Formation of management Teams for Performance Reviews, Implementation of the Performance Appraisal Systems - Key Performance Indicator (KPI), Business Intelligence monitor, Focus Group discussion, Attitude Surveys, Competency Analysis, Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software). Performance Appraisal's Best Practices.

**Unit – V: Rewarding Mechanism in Performance Appraisal (5 Hours)**

**Methods and techniques in Rewarding Employees Performance.** Reward management Addressing Employee Performance problems / issues. Mentoring, coaching and **training non performers improving employee's commitment.**

Linking performance with compensation. Performance Related Pay (PRP)

**References:**

1. E-reward survey of performance Management Practice, E-reward, Stockport 118 Performance management, (2005)
2. Armstrong, M, and Baron, A, performance Management: The new realities, Institute of Personnel and development, London (1998)
3. Ward P., 360- Degree Feed Back, Institute of Personnel and Development, London, (1997)
4. Handy L., Devine, M and Health, L 360 – Degree Feedback: Unguided missile or powerful weapon? Ashridge Management Group, Berkhamsted (1996)
5. Armstrong, M and Baron, A managing performance: Performance Management in action CIPD, London (2004).

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**RESEARCH PROJECT – I**  
**MS/15C/306**

**Credits: 4**

**Duration: 90 days**

**Objectives:**

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.

**Unit-1 :**

Completion of tasks relating to-

- a) Research area identification ( In the area of specialization chosen)
- b) Research problem formulation. ( 30 days)

**Unit-II:**

Completion of tasks relating to-

- c) Completion of Introductory chapter (Chapter I)
- d) Completion of Review of Literature (Chapter II) (30 days)

**Unit-III:**

Completion of tasks relating to-

- e) Identification of research field / agency & obtaining necessary approval / permission to conduct research.
- f) Working out appropriate Research methodology (Chapter III).
- g) Construction of tool of data collection
- h) Submission of typed copy of report on the above components & obtaining approval from the research supervisor. ( 30 days)

**Suggested Readings**

Research Manual, Madras School of Social Work, 2011



**FIELD WORK- III**  
**MS/15C/307**

**Credits: 6**

**No. of days: 25- to 30 days**  
**(Concurrent Pattern)**

The broad aim of this course work is to provide opportunities for students to apply the knowledge learnt in the class room situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

- (i) Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.
- (ii) Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organisations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and **learn their best practices**. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organisations with much rigour and specialization focus. It will be considered as a part of the field work of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in **planning, implementing** and **evaluating learning** experiences under the guidance of the teachers.

- (iii) Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the

organizational set up the students are expected to work with organization system, individuals, groups and communities and to **get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).**

### **General objectives:**

1. **To provide the students actual field exposure and working experience in their area of specialization.**
2. **To develop their ability to interact with the agency officials, community, and governmental / non-governmental organizations with which the organization is associated with.**
3. **To gain practical knowledge / experience for their professional development.**

### **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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

### **For Community Development Specialization:**

During this semester students will be placed in any one of the *community based organizations* working in the area of community development. They are expected to:

1. Develop understanding of the community, its structure, resources and characteristics.
2. Develop skills to analyse perceptions of community regarding their problems, needs and issues affecting their lives.
3. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
4. Develop skills in problem solving and intervention in the person-environment context.
5. Develop skills in research and evaluation.

### **For Medical and Psychiatric Social work Specialization:**

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:

1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.

4. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

### **For HR Specialization:**

During this semester students will be placed in any one of the *industries relating to manufacturing sector*. They are expected to:

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 practice the methods of social work in the agency.
5. To develop the personal and professional self.

### **Evaluation**

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

**SOFT SKILLS- III**  
**MS/15S/308**

**FOCUS AREA: CAREER & WORK PLACE COMPETENCIES**

**Credits: 2**

**Teaching Hours: 30**

**Course objectives:**

- To facilitate the transition of students from education to workplace setting.
- To enhance the employability of students.
- To equip the students ready for the workplace.

**Course content:**

- CV preparation
- Participation in GDs
- Interview – personal and technical
- Aptitude tests
- Case study, analysis and discussion
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- Workplace etiquette

**PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I  
MS/15R/309**

**Credits: Nil**

**Required for course completion – No. of Sessions: 3 per semester**

**Objectives:**

- To facilitate students' learning through professional forum activities.
- **To facilitate professional networking.**

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## **SEMESTER - IV**

### **COMMUNITY DEVELOPMENT SPECIALIZATION**

#### **URBAN DEVELOPMENT AND GOVERNANCE**

MS/15C/401A

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

#### **Unit I Concepts and Definitions (10 hrs)**

- a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
- b. Urban Problems: Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition, causes, characteristics, functions, classification, approaches to slum development.
- c. Migration – concept, causes, types and theories.

#### **Unit II Urbanization and Issues (5 hrs)**

Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganised labour: child labour, women labour and construction workers and the role of urban poor in urban development.

#### **Unit III Urban Community development (10 hrs)**

Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; Application of social work method in urban development.

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District - Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

#### **Unit IV Urban Development Administration (10 hrs)**

Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration -Corporations,

Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); **Role of Voluntary Agencies in Urban Development.**

### **Unit V Urban Development Programmes (10 hrs)**

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, **good governance and cities**, concepts of accountability, impact of good governance.

### **Suggested Readings**

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

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## **SOCIAL WORK WITH CHILDREN AND YOUTH**

**MS/15C/402A**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To sensitise the students on the problems of children and youth in the society.
- To develop an understanding of the need and importance for child and youth development.
- To enhance understanding of the **role of social work in child and youth welfare settings.**

### **Unit I Demographic Profile (9 hours)**

Demographic profile of children and youth in India; rural – urban differences; important statistics related to the status of children in India and Tamil Nadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

### **Unit II Health and Education (9 hours)**

Health and nutritional status and needs 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; problems in education; Universal primary education – SSA, Transit schools, School Social Work – objectives, activities.

### **Unit III Children and Youth in Difficult Circumstances (9 hours)**

Children and Youth in especially difficult circumstances: 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, Children living with HIV/AIDS, Children of Prisoners.

### **Unit IV Special problems (9 hours)**

Children and youth in need of special care: Physically challenged children – extent, causes, **policies and programmes, other interventions**; Mentally challenged children – types, interventions; Emotionally challenged children : types, interventions; Child Guidance Clinic

Specific problems of youth: behavioural problems such as drug abuse, alcoholism, suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. **Skill training and employment.**

### **Unit V Constitutional Safeguards (9 hours)**

*MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards*



Constitutional safeguards, National Policy, National Policy for Children, Draft National Policy for Youth. Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice, Child Welfare Committee, Child rights advocacy. Government and NGO programmes for Youth in India.

### **Suggested Readings**

1. NIPCCD (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi
2. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
3. UNICEF (1994) The Child and the Law, UNICEF, New Delhi
4. MSSRF (1994) Policy for the Young Child in Tamil Nadu, MSSRF, Chennai
5. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
6. Tripathy SN ed. (1996) Child Labour in India, Discovery Publishing house, New Delhi
7. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
8. DCI, (1997) International Standards concerning Child Rights, DCI, Geneva
9. Anjali Gandhi (1996) School Social Work, Commonwealth Publishers, New Delhi
10. Fred M Paul (1992), Youth in a Changing Society, Routledge and Kegan Paul, New York
11. Gore M S (1978) Indian Youth – Process of Socialization, VYK, New delhi
12. Nair, Muralidhar and Ram (1989) Indian Youth - a profile.

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## **COMMUNITY HEALTH**

**MS/15C/403A**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- **To provide an understanding on programme planning and education for different target groups about handling of their health problems.**
- **To develop a holistic and integrated approach to social work practice in the field of health.**

### **Unit I Community Health**

**(9 Hours)**

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.

Constitutional Provisions for Health and Right to Health.

### **Unit II Community Health Care**

**(9 Hours)**

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of **Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12<sup>th</sup> Five Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

### **Unit III Legislations pertaining to Health**

**(9 Hours)**

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, Persons with Disability Act,1995, Environment

Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

**Unit IV National Health programmes: (9 Hours)**

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of International Health organizations in health care field-** WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

**Suggested Readings**

- Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee U. (1977), Health Administration in Metropolis, Abhinav Publications, New Delhi.
- Bose A & Desai PB (1982), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Charms M.P. & Schaeffer M.J. (1983), Health Care Organization—A Model for Management, Prentice Hall Inc., New Jersey.
- Hanlon J.H. (1975), Principles of Public Health Administration, C.V. Mosby Co. Tokyo.
- Javaratham J. (ed.) (1993), Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Miller D., (1976), Dimensions of Community Health, C Brown Co.
- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Park and Park, 21<sup>st</sup> Edition, 2011 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
- Pandey R & Kahere V. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
- Philips D.R. (1990), Health & Health care in the third world, Long man Scientific and technical, New York.
- VHAI, Where there is no Doctor.

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**SOCIAL ENTREPRENEURSHIP**  
**MS/15ID/404A**

**Credits : 2**

**Teaching Hours: 30**

**Objectives:**

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

**Unit – I: Social entrepreneurship and social entrepreneur. (6 Hrs)**

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.

Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, 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 programmes (EDP). (6 Hrs)**

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 Hrs)**

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self – Help Groups, Legal issues, Initiatives for 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 Hrs)**

Identifying the business opportunity, 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 Hrs)**

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), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

**Practical exposure:**

Visits to the small scale industries - successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

**Suggested Readings**

1. Entrepreneurship development programmes and practice – Jasmer Singh saini, Deep & Deep publications pvt.Ltd, New Delhi, Yr 2005.
2. Current trends in entrepreneurship – S. Mohan, R. Elangovan, Deep & Deep Publications pvt. Ltd, New Delhi, Yr – 2006
3. Entrepreneurship development – S.Anil kumar, New age international publishers Ltd, New Delhi, Yr – 2003
4. Entrepreneurship: A contemporary approach – Donald F. Kuratko – Harcourt College publishers, London – 2001
5. Entrepreneurship development small business enterprises – Poornima Charantimath – Dorling Kindersley (India) pvt.Ltd , Yr – 2006
6. Entrepreneurship in small scale industry – Gupta M.C (Anmol publications), New Delhi, 1987
7. Industrial Policy Resolutions – Government of India publication
8. Small is Beautiful – E.F.Schumacher, Harper and Row, New York, 1972
9. Small Business Finance – A Simple approach – Lambden, Johnc & Targett, David, 1990 (Pitman publishing, London)
10. The journal of Entrepreneurship – Vol – 15, No – 2.

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## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **CLINICAL SOCIAL WORK**

#### **MS/15C/401B**

**Credits: 3**

**Lecture hours: 45**

#### **Objectives:**

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

#### **Unit I Introduction**

**(9 hours)**

Clinical social work: Meaning & Definition, Goal & Objectives, Scope Historical development, values & concepts underlying clinical social work practice. NASW Standards & behaviours for the practice of clinical social work. Health care policy and health care insurances. Core Competencies, techniques and Careers in Clinical Social Work practice.

#### **Unit II Differential Diagnosis, Assessment and techniques**

**(9 hours)**

Diagnosis and Assessment: Concept & Definition, assessment, role of one assessing, the involvement of one assessed, expertise **skills and goals of assessment. Assessment** in complete treatment process.

Types of assessment: Case study – biopsychosocial, genogram, ecomap, risk factors, suicide/homicide, psych testing, drug/alcohol, spirituality/religion, strength and capability, mini mental status examination. Differential Diagnosis.

#### **Unit III Approaches, Theories and Models**

**(9 hours)**

Comprehensive assessment (biopsychosocial-spiritual model). Integral primary care, Four Quadrant model. Chronic care model (Wagner). Self determination theory (Ryan

&Deci).Motivational Interviewing.5A's model. Patient self management. Patient activation. IMPACT model. SBIRT model. Trans-theoretical model. Continuum of collaboration. Shared care. Common factors model (Duncan, Miller & Hubble Wampold). Multidisciplinary communication. **Strength based assessment.** Solution focus & brief therapy.Integrative medicine.Complementary and alternative therapies.Health care management (Lorig). Stress Vulnerability model.

#### **Unit IV Clinical social work in various settings (9 hours)**

Clinical Social Work & Direct Social Services. Practice of clinical social work in different setting: Family service agencies, child welfare agencies, school settings, correctional institutions, general hospital settings & de-addiction centers, industrial settings, non-traditional mental health services, national & international charitable organization. Working with multi-disciplinary team, industrial health services, law and ethics relating to clinical social work, clinical social worker as case manager evidence based social worker.

#### **Unit V Promotion, Prevention, Treatment and Rehabilitation (9 hours)**

Definition: Promotion, Prevention, Treatment & Rehabilitation. Engage in research informed practice & practice informed research, barriers to treatment. Stages of change. Spontaneous/Natural recovery. Court mandated treatment. **Self awareness, self care and critical reflections**

#### ***Suggested reading***

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). Direct social work practice: Theory and skills (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
2. Ludwig, A. (1985). Cognitive processes associated with "spontaneous" recovery from alcoholism. *Journal of Studies on Alcohol*, 46, 53-58.
3. Whitten, L. (2006). Court-mandated treatment works as well as voluntary. *NIDA Notes*, 20(6), 1&6.
4. Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient hospital settings: what should we do? . *Alcoholism: Clinical and experimental research* , 34(12), 2004-2010.
5. Introduction ASAM, New Definition of addiction
6. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
7. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
8. Morrison, J. (1995). *DSM-IV Made Easy*. New York, N.Y.: Guilford Press.

9. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
10. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.
11. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press
12. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
13. Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
14. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
15. Pomerantz, A.S., Corson, J.A. & Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. J ClinPsychol Med Settings, 16, 40-46.
16. Thielke, S., Vannoy, S., & Unutzer, J. (2007). Integrating mental health and primary care. Primary Care: Clinics in Office Practice, 34, 571–592.
17. Dall, A. (2011). Integrated Primary Care and Behavioral Health Services: Can the Model Succeed? A literature review on models, evidence-based practices and lessons learned for community clinics and health centers, and county specialty mental health programs. Retrieved July 30, 2012 from <http://www.ibhp.org/uploads/file/lit%20review%20integrated%20care%20final.pdf>

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**THERAPEUTIC INTERVENTIONS IN SOCIAL WORK**  
**MS/15C/402B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psychosocial interventions while working with patients, their families and communities.
- 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 Introduction and Overview**

**(10 hours)**

**Counselling:** counseling process, Values & Ethics in Counselling. **Therapy:** Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, Skills, Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy,

**Phases of therapy:** **Early phase**-rapport, the therapist as a teacher, therapeutic contract-phases of contract, limit setting. **Middle phase:** the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. **Final phase:** planning for termination, the work of the final phase, feelings reactions to termination.

**Unit II Psycho- Social Therapies**

**(10 hours)**

**Therapeutic Counseling & Psychotherapy:** Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures

**Psycho-Social Therapies:** Definition, Types, Emerging Trends in Holistic treatment.

**Cognitive and behavioural therapies :** Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. **Psychoanalytical and psychodynamic therapies:** Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

**Unit III**

**(12 hours)**

**Humanistic therapies:** Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

**Arts therapies :** Art therapy/Art psychotherapy, Drama therapy, Music therapy

**Other therapies :** Couple Therapy, RET & REBT, Behaviour Modification, Psychodrama,

and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness, Play therapy and Psychosexual therapy. Role of Social Worker.

#### **UNIT IV Indigenous and Current Techniques**

**(7 hours)**

**Indigenous therapeutic Techniques :** Yoga, Meditation, Spiritual Healing and Relaxation Therapy. **Emerging trends in Healing-** Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process.

#### **UNIT V Rehabilitation**

**(6 hours)**

**Rehabilitation:** Definition, principles, need and importance. Options in rehabilitation- Hospital based- quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc.

**Community based rehabilitation:** Meaning and Definition, Objectives, Approaches, components, importance and Scope in Mental Health.

**Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.**

#### **Suggested Reading**

1. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
2. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA
3. Coleman, Comprehensive Textbook of Abnormal Psychology
4. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
5. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersey, USA
6. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
7. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.
8. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA
9. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
10. Robert, WR and Robert H N,ED, Theories of Social Case Work
11. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
12. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New york

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## **COMMUNITY HEALTH**

**MS/15C/403A**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45 Objectives**

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

### **Unit I Community Health**

**(9 Hours)**

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.  
Constitutional Provisions for Health and Right to Health.

### **Unit II Community Health Care**

**(9 Hours)**

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of Professional Social Worker in community health systems.

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12<sup>th</sup> Five Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

### **Unit III Legislations pertaining to Health**

**(9 Hours)**

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, **Persons with Disability** Act,1995, Environment Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

**Unit IV National Health programmes: (9 Hours)**

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of International Health organizations in health care field-** WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, **Educational and Religious Institutions. National and International Organisations working in the area of Health.**

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

**Suggested Readings**

- Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee U. (1977), Health Administration in Metropolis, Abhinav Publications, New Delhi.
- Bose A & Desai PB (1982), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Charns M.P. & Schaeffer M.J. (1983), Health Care Organization—A Model for Management, Prentice Hall Inc., New Jersey.
- Hanlon J.H. (1975), Principles of Public Health Administration, C.V. Mosby Co. Tokyo.
- Javaratham J. (ed.) (1993), Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Miller D., (1976), Dimensions of Community Health, C Brown Co.
- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Park and Park, 21<sup>st</sup> Edition, 2011 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
- Pandey R. & Kahere V. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
- Philips D.R. (1990), Health & Health care in the third world, Long man Scientific and technical, New York.
- VHAI, Where there is no Doctor.

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**DISABILITY AND SOCIAL WORK**  
**MS/15ID/404B**

**Credits: 2**

**Teaching hours: 30**

**Objective:**

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare , and rehabilitation services to the disabled.

**Unit I : Introduction to Disability (4 hours)**

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability.

Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

**Unit II: Classification of Disability (6 hours)**

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, assessment, impact on child's development and adult.

Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

**Unit III: Needs and problems of Persons with Disability (7 hours)**

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. Role of Social Worker in rehabilitation of Person with Disability and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

#### **Unit IV: Education and Employment for Disabled (7 hours)**

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children (IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Tele care, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

#### **Unit-V : Rights and Entitlements Of The Disabled – Laws & Institutes (6 hours)**

Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, Mental health act 1987, The rehabilitation council of India Act(RCT) 1992, The persons with disability Act 1995 (PWD), The national trust act (1999), Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

#### **Suggested Readings**

- Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka, Pub, New Delhi, 2005
- Dr. Jose Murickan S.J, Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerela federation of the blind, 1995
- Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration, 2004
- James E. Yasseldyke, Bob Algozzine, Martha Thyrlow: Critical Issues in special education, Kanishka Pub, New Delhi.
- Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
- Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya, Coimbatore, 2000.
- Text book for BED special education, MPBHOJ University, Bhopal.

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## **HUMAN RESOURCE MANAGEMENT SPECIALIZATION**

### **ORGANIZATIONAL CHANGE AND DEVELOPMENT MS/15C/401C**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To help the students to build knowledge on OD
- **To help the students to develop skill in implementation of OD practices.**
- To gain knowledge about the concepts of Change Management

#### **UNIT I: Management of Change (9 hours)**

Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

#### **UNIT II: Organization Development (9 hours)**

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

#### **UNIT III - The Process of Organization Development (9 hours)**

Phases of OD Programme **(Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation)**. Institutionalizing Intervention; Measuring Intervention.

#### **UNIT IV - Human Process Intervention (9 hours)**

Individual Based: Coaching and Counseling, Behaviour Modelling  
Group based: Self-Directed work Team, Conflict management  
Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

#### **UNIT V - Techno Structural Interventions (9 hours)**

Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

#### **Suggested Readings**

1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6<sup>th</sup> Ed. by Wendell L French and Cecil H. Bell, Jr
2. Management of change and organizational development – innovative Approach –Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V. Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

***MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards***

## **LEARNING AND DEVELOPMENT**

**MS/15C/402C**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

### **UNIT – I: INTRODUCTION TO LEARNING**

**(9 hours)**

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

### **UNIT –II: TRAINING**

**(9 hours)**

Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

### **UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS (9 hrs)**

**Training Needs Assessment:** Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

**Training Methods:** Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), Computer-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training.

### **UNIT –IV: TRAINING EVALUATION**

**(9 hours)**



Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirkpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Output] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

#### **UNIT –V: EMPLOYEE DEVELOPMENT**

**(9 hours)**

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). **Career development** – Career Management System (Self-assessment, reality check, goal setting, action planning).

#### ***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

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**INTERNATIONAL HUMAN RESOURCE MANAGEMENT**  
**MS/15C/403B**

**Credits: 3**

**Teaching hours: 45**

**Objectives:**

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

**UNIT-I: Globalization and International Business. (9 hours)**

Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.

Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

**UNIT-II: International / Global Human Resource Management. (9 hours)**

Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management.

Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

**UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)**

Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.

Aligning Training and Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.

Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

**UNIT-IV: International Compensation. (9 hours)**

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

**UNIT-V: Contemporary Issues in IHRM. (9 hours)**

The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict.

Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. **Women in international management. IHRM in developing countries- IHRM in 21<sup>st</sup> century.**

**Suggested Readings**

1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi.
2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd.,
3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006.
4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

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## **COMPENSATION MANAGEMENT**

**MS/15ID/404C**

**Credits: 2**

**Teaching Hours: 30**

### **OBJECTIVES:**

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

### **UNIT 1 Concepts related to Compensation (6 hours)**

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

### **UNIT 2 Compensation Management (6 hours)**

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

### **UNIT 3 Variable Pay and Executive Compensation (6 hours)**

**Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans,** Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

### **UNIT 4 Managing Employee Benefits (6 hours)**

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.

**UNIT-5 Legal aspects****(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- **designing a benefits package.**

**Self Study / Extra Inputs:**

Software for payroll processing

**Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)**

**References:**

1. Compensation & Reward Management, BD Singh, Excel Books
2. Compensation, Milkovich & Newman, TMH
3. Strategic Compensation, Joseph J. Martocchio, 3rd Edition, Pearson Education
4. Compensation Management in a Knowledge based world, Richard I. Anderson, 10th edition, Pearson Education
5. Compensation Management, Er Soni Shyam Singh, Excel Books.

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**RESEARCH PROJECT – II**  
**MS/15C/405**

**Credits: 4**

**Duration: 90 days**

**Objectives:**

- To introduce and to provide hands on training to the students on the various sampling procedures.
- **To impart data collection skills**
- **To develop their ability to analyse the data they have collected.**
- **To develop their scientific writing.**
- To enable them in preparing research reports.

**Unit-1 :** (30 days)

Completion of tasks relating to-

1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

**Unit-II:** (30 days)

Completion of tasks relating to-

4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

**Unit-III:** (30 days)

Completion of tasks relating to-

7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

**Suggested Readings**

Research Manual, Madras School of Social Work, 2011

**FIELD WORK- IV**  
**MS/15C/406**

**Credits: 6**

**No. of days: 25- to 30 days**  
**(Block Field work Pattern)**

The broad aim of this course work is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT / Service / Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization) for the specified period of time.

In the organizational set up aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

**Community Development:**

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.

1. To understand the implementation of development projects and programmes of the Government / NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

**Medical and Psychiatric Social Work**

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of Corporate organizations.

1. To understand the psychiatric social work setting and the client's need and problems.

2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counselling and associated projects.
5. To develop the essential communication, liaison and networking skills.

### **Human Resource Management:**

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

### **Evaluation**

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

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**SOFT SKILLS- IV**  
**MS/15S/407**  
**FOCUS AREA: SPECIALISATION COMPETENCIES**

**Credits: 2**

**Teaching Hours: 30**

The objective of 4<sup>th</sup> semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Powerpoint
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising

**BLOCK PLACEMENT**  
**MS/15R/408**

**Credits: Nil – Required for Course Completion**  
**(After IV Semester Examinations)**

**Duration: 1 Month**

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 specialty in social work practice selected by the student and experience self in that role. It is also aimed at facilitating the passing out student to look out for employment opportunities.

**Objectives:**

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

**Process:**

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) 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. The student should also furnish Block Field Work completion certificate from the organisation.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date.

**PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II**  
**MS/15R/409**

**Credits: Nil**

**Required for course completion (No. of sessions: 3 per semester)**

**Objectives:**

- To facilitate students' learning through professional forum activities.
- **To facilitate professional networking.**

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## REGULATIONS

### I-ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory** (The student should obtain the passing minimum (i.e., 50% for Post-Graduation programmes) in each component of the ICA.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

##### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

##### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
     Agency Supervisor: 20 marks

##### III & IV semesters:

III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks

ESE 50 marks (components)

Agency supervisor	10 marks
Report	10 marks
Viva	30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II - FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by

the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

## **II MSW (III & IV Semester) Field Work**

**a) Field Work:**

**III Semester – Concurrent Pattern (inclusive of Study Visits)**

**IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**

HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)

End of Course Block placement (Specialized institutions / Student Choice)

### **Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

### **III SEMESTER- RESEARCH PROJECT -I**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables

- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives &amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>

## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academicians from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/



### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters (III,IV,V&amp;VI)</b>	10
2	<b>Methodology, Data Analysis &amp; Presentation etc.</b>	10
3	<b>Response to Questions</b>	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

#### **Assessment criteria for skill lab:**

The skill lab is treated as a 2 credit paper with 50 marks (ICA 50 marks)

ICA assessment pattern: Attendance 20 marks @ 5 marks for each day's attendance  
30 Marks for written report/ test /viva-voce examination.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. It is essential to get 50% in each component of the ICA (Test, In-class Test & Take Home Assignment) separately to pass in ICA. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

#### **Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

#### **Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE.  
100% attendance to skill lab and all other course completion requirements is compulsory.

### **PATTERN OF QUESTION PAPERS.**

#### **P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

#### **P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)**

**(FOR 2 & 3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

**IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

**INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

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**Courses focus on SD - Skill Development, EN- Entrepreneurship, EM- Employability**

Semester	Course Code	Title of the Course	EM	EN	SD	Pg.No.in curriculum
First Semester	MS/18C/101	Social Work Profession	Yes		Yes	12
	MS/18C/102	Social Work with Individuals	Yes		Yes	15
	MS/18C/103	Social Work with Groups	Yes	Yes	Yes	17
	MS/18 ID/104	Sociology			Yes	19
	MS/18 ID/105	Psychology			Yes	21
	MS/18C/106	Field Work -I	Yes		Yes	23
	MS/18 S/107	Soft Skills-I			Yes	27
Second Semester	MS/18C/201	Social Work with	Yes	Yes	Yes	30
	MS/18C/202	Social Research and	Yes	Yes	Yes	33
	<b>MS/18C/203 A</b>	Social Policy & Planning	Yes		Yes	35
	<b>MS/18C/203 B</b>	Human Resource	Yes		Yes	37
	MS/18 ID/204	Basics of Counselling	Yes		Yes	39
	MS/18 ID/205	Management of	Yes	Yes	Yes	41
	<b>MS/18E/206 A</b>	Social Legislation (CD &	Yes		Yes	43
	<b>MS/18E/206 B</b>	Labour Legislation – I	Yes			45
	MS/18C/207	Field Work –II	Yes		Yes	47
	MS/15S/208	Soft Skills-II			Yes	48
MS/16R/209	Summer Placement	Yes		Yes	50	
	MS/18C/301A	Rural Development And Governance		Yes		12
	MS/18C/301B	Labour Legislation – II	Yes		Yes	34
	MS/18C/301C	Mental Health and Psychiatric Social Work	Yes		Yes	23
	MS/18C/302A	Dalit And Tribal Empowerment			Yes	15
	MS/18C/302B	Strategic Human Resource Management	Yes	Yes		37
	MS/18C/302C	Medical Social Work	Yes		Yes	26
	MS/18C/303A	Community Development – Approaches and Tools*	Yes		Yes	17,28
	MS/18C/303B	Organizational Behaviour	Yes		Yes	39

Third Semester	MS/18C/304A	Women And Development		Yes		19
	MS/18C/304B	Employee Relations & Welfare	Yes	Yes	Yes	41
	MS/18C/304C	Social Work With Families And Senior Citizens			Yes	30
	MS/18ID/305A	Disaster Management & Environmental Social			Yes	32
	MS/18ID/305B	Performance Management	Yes	Yes	Yes	43
	MS/18C/306	Research Project - I	Yes	Yes	Yes	45
	MS/18C/307	Field Work – III	Yes	Yes	Yes	46
	MS/18S/308	Soft Skills – III	Yes		Yes	49
	MS/18R/309	Participation in Professional Forum Activities – I	Yes			50
Fourth Semester	MS/18C/401A	Urban Development And Governance	Yes	Yes	Yes	52
	MS/18C/401B	Organizational Change & Development	Yes		Yes	74
	MS/18C/401C	Clinical Social Work	Yes		Yes	65
	MS/18C/402A	Social Work With Children & Youth	Yes		Yes	56
	MS/18C/402B	Learning & Development	Yes		Yes	75
	MS/18C/402C	Therapeutic Interventions in Social Work	Yes		Yes	67
	MS/18C/403A	Community Health*	Yes		Yes	58.69
	MS/18C/403B	International Human Resource Management	Yes	Yes	Yes	77
	MS/18ID/404A	Social Entrepreneurship	Yes	Yes		61
	MS/18ID/404B	Compensation Management	Yes	Yes	Yes	79
	MS/18ID/404C	Disability and Social Work	Yes		Yes	72
MS/18C/405	Research Project – II	Yes	Yes	Yes	81	

MS/18C/406	Field Work – IV	Yes	Yes	Yes	82
MS/18S/407	Soft Skills – IV			Yes	84
MS/18R/409	Participation in Professional Forum Activities – II	Yes			85



# MADRAS SCHOOL OF SOCIAL WORK

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**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

**Principal**

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.





# MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)

(Affiliated to the University of Madras)

## Post-Graduate Department of Social Work

### MASTER OF SOCIAL WORK (MSW)

Yellow colour highlighted-courses focus on Employability

Blue colour highlighted-courses focus on Entrepreneurship

Pink colour highlighted-courses focus on Skill Development

## I Year

### COURSE REGULATIONS AND SYLLABUS

(Effective from the Batch 2018-2020 onwards)

*Seve*

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,

Principal

Madras School of Social Work (Autonomous)

No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.





## Table of Contents

	Subject	PageNo
	About the Programme	3
	Syllabus Matrix	7
SEMESTER -I	Social Work Profession	12
	Social Work with Individuals	15
	Social Work with Groups	17
	Sociology	19
	Psychology	21
	Field Work -I	23
	Soft Skills-I	27
	SEMESTER -II	Social Work with Communities
Social Research and Statistics		33
Social Policy & Planning (CD & MPSW)		35
Human Resource Management (HRM)		37
Basics of Counselling		39
Management of Organizations		41
Social Legislation (CD & MPSW)		43
Labour Legislation – I (HRM)		45
Field Work –II		47
Soft Skills-II		48
Summer Placement		50
	Regulations	51

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - To provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all, the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### **4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### **5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	--	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	--	2			
	Record Course	<i>Summer placement</i>	--	--	-	--	2			
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--		
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>	-----						<b>71</b>	<b>24</b>	<b>95</b>

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL CREDITS</b>			<b>25</b>	-----				

### SEMESTER III

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	Inter- disciplinary	Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one-time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course 'Participation in Professional Forum Activities – I & II' will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
26.	Core	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper–6</b> Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter- disciplinary	Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*



## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

# **SEMESTER -I**

*Course 1: SOCIAL WORK PROFESSION*

**Semester: 1**

**Course: Core**

**Credits: 3**

**Lecture hours: 45**

**Objectives**

- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

**UNIT- I: Introduction**

**(9 hours)**

**Social work:** Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

**UNIT – II Social Work Practice.**

**(10 hours)**

**Introduction to the Methods of Social Work.** Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice

**Fields of Social Work:** Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights.

**Social Work as a profession:** Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

**Unit –III: Theories and models of Social Work**

**(10 hours)**

**Theories and Perspectives:** Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory.

**Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT-IV: Social reform and Social movements in India (9 hours)**

**Indian social reformers and their contributions:** Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoole. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

**UNIT-V: Social Welfare Programmes. (7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India). Social work and sustainable development.

***Suggested reading***

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart 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 Publications, 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, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David & Manohar Pawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3<sup>rd</sup>ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.
15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing

Company.

17. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
18. Wolfer, T.A. (2005) An Introduction to Decision cases and case method learning.  
In T.A. Wolfer & T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
19. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
20. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. Advances in Social Work, 1, 1-22.

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*Course 2 : SOCIAL WORK WITH INDIVIDUALS*

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Teaching Hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(6 hours)**

Case Work: Concepts, objectives/purpose/its 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 Case worker Client Relationship**

**(8 hours)**

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional 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 Case Work Process**

**(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 ecomaps. Treatment/ Intervention, Evaluation, Termination

**Unit IV Case Work Approaches**

**(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

**Unit-V Case Work in Various Settings****(11 hours)**

Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

***Suggested reading***

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; Columbia Univ. press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, Newbury Park.
10. Tilbury; D.E.F (1977), Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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**Course 3: SOCIAL WORK WITH GROUPS**

**Semester: 1**

**Course: Core**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

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

**Unit I Groups and Group Work**

**(8 hours)**

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

**Unit II Group Dynamics**

**(10 hours)**

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram.

**Unit III Group Work process**

**(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 Meetings-interviewing, Ground rules for group work meetings, goal 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 Group Work Models and Types****(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

**Unit V Group Work in various settings****(5 hours)**

Group Work Settings and Practice: Skills of a group worker, Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

***Suggested reading***

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

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*Course 4: SOCIOLOGY*

**Semester: 1**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.

**Unit- I: Introduction**

**(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

**Unit- II: Institution, Culture and Society**

**(6 hours)**

Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

**Unit- III: Social Control**

**(4 hours)**

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

**Unit- IV: Social Change and Social Movements**

**(5 hours)**

Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V: Social Problems and developmental issues (10 hours)**

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

***Suggested reading***

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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*Course 5: PSYCHOLOGY*

**Semester: 1**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching hours: 30**

Objectives:

- To develop an in-depth understanding on the concepts of psychology
- To understand the life span of individuals
- To gain insight on various factors contributing for the personality of an individual
- **To facilitate the integration of above knowledge with social work practice**

**Unit I-Psychology**

**(5 hours)**

Psychology: Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

**Behaviour**-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormalcy.

**Attitude**- formation, maintenance, attitude and behaviour

**Unit II- 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, emotional and social development - Personality development, Challenges of each Life Stage.

**Unit III- Learning & Memory**

**(6 hours)**

**Learning:** Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike's Trial and Error Theory and Bandura's Observational Learning Theory.

**Memory:** The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

**Unit-IV – Emotion & Motivation**

**(6 hours)**

**Emotion:** Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion.

**Motivation:** Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow's Hierarchy of Needs Theory.

**Unit V- Thinking & Perception****(7 hours)**

**Thinking:** Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.

**Perception:** Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational.

**Personality:** Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

**Suggested Readings:**

1. Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D, 2nd Edition, Hodder and Strongton
3. Introduction to Psychology- Morgan and King, 6th edition, 1979, McGraw Hill
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts & Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B, 1980, McGraw-Hill
6. Adjustment and Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, Hjelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hillsdale N.J. (U.S.A.).
9. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S. Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

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**Course 6: FIELD WORK- I****Semester: 1****Course: Core****Credits: 6****Minimum No. of days: 24 (Two days a week)****Overall objectives:**

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- Understand the basic skills required for the practice of social work, and
- To encourage the learner to become a professional social worker.

**Components of Semester I Concurrent field work.**

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

**COMPONENT NO.1*****OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.*****No. of visits: 6****Duration: 6 Days (1 week)****Component objectives:**

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.
- To make use of the supervision & guidance in understanding social issues.
- 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

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is 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; documentation skills.

**COMPONENT No.2**  
***RURAL CAMP.***

**Duration: Pre-camp Preparation- 8 field work days +On camp : 7 days.**

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

**Objectives:**

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.
4. To help them develop capacities and attitudes suitable for 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, House keeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

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

**COMPONENT No.3*****PROJECT FIELD WORK.***

**Duration: 8 Field Work days over one month.**

**Objective:**

Project field work is a unique component of the field work programme adopting the model of “*Instruction- Training- Skill development- Presentation*” by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

**Process:**

In this component the students will be given an opportunity to learn community interaction and presentation skills through:

- 1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
- 2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
- 3) Presentation and Documentation of the project undertaken.



**Skills to be developed:**

- **Basic skills necessary for social work practice** such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

***Suggested readings:***

Field Work Manual , Madras School of Social Work, 2008-2009

**Note:**

*Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.*

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*Course 7: SOFT SKILLS -I*

**Semester: 1**

**Course: Soft Skills**

**FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To enable the students to analyse their self and create positive self.
- To sensitize students to the nuances of the four basic communication skills- Listening, Speaking, Reading and Writing.
- To enable students to understand others.

**Unit I: Understanding self through a SWOT**

- What /why/ how of Self Esteem /self-awareness/
- How to create Positive self concept
- SWOT analysis of self

**Unit II: Communication**

What /Why/How of Communication

One to one communication

- Work place communication
- Assertive communication
- Importance of listening in communication

**Unit III: Presentation skills**

- Public speaking
- Speaking in the meeting
- Speaking during the interview

**Unit IV: Interpersonal Skills I**

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

**Unit V: Interpersonal Skills II**

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

***Suggested readings:***

1. Swaminathan V.D and Kaliappan K.V., “Psychology for Effective Living,” The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., “Organizational Behavior,” Prentice Hall of India, New Delhi, 2005.

***Examination***

Based on Theory and / or practicals.

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# **SEMESTER – II**

*Course 8: SOCIAL WORK WITH COMMUNITIES*

**Semester: 2**

**Course: Core**

**Credits: 3**

**Lecture hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(9 hours)**

**Community:** Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership:** Concept and types of leadership in community.

**Community organization:** Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

**Unit II Phases and Models of Community Organisation**

**(9 hours)**

**Community organization as a Para-political Process:** Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

**Phases in community organization:** Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

**Skills in Community Organization:** Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

**Unit III Approaches, Methods and Models of Community Organization (9 hours)**

**Approaches:** General content, specific content and process objective.

**Models:** Locality Development, Social Planning and Social Action.

**Methods:** Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.

Application of community organization in different settings, emerging trends and experiments.

#### **Unit IV Social Action**

**(9 hours)**

**Social Action:** Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

#### **Unit V Strategies and Tactics of Social Action.**

**(9 hours)**

**Strategies and Tactics:** Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

#### ***Suggested reading***

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- Encyclopedia of social work, Government of India, New Delhi.
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from <http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf>
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.

- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui, H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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*Course 9: SOCIAL RESEARCH AND STATISTICS*

**Semester: 2**

**Course: Core**

**Credits : 3**

**Teaching hours : 45**

**Objectives:**

- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- **To hone the skills in undertaking research and in writing about the same.**

**Unit I: Introduction**

**(4 hours)**

Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

**UNIT II: Problem Conceptualization & Research Design**

**(9 hours)**

Research process. Problem Identification – Problem Definition – Review of Literature – Formulation of objectives – Identification of concepts and variables: Conceptualization and operationalisation – Formulation of hypothesis. Research Design: Meaning, Types.

**UNIT III: Data Collection:**

**(9 hours)**

- Data: Meaning, Sources: Primary & Secondary.
- **Tools of data collection:** Observation, Questionnaire, Interview Schedule, Interview Guide (Case Study, Key Informant Interview and Focus Group Discussion).
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- **Usage of internet in data collection.**

**UNIT IV: **Data Processing and Analysis****

**(14 hours)**

- Data Processing: Content checking – Data coding – Data Entry – Data cleaning – Data Analysis.
- Statistical Packages available for Quantitative Data Analysis.
- Levels / Types of data analysis - Univariate, Bivariate, Multivariate Analysis.
- Types of Statistics: Concept of Descriptive Statistics and Inferential Statistics.
- Concept and manual calculation of Measures of Central Tendency [Arithmetic Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test. Type 1 and Type 2 errors.
  - ***Details pertaining to Manual calculation of Statistics (Problem-solving):***



- Arithmetic Mean: Direct method for Raw Data, Discrete Frequency Data and Class interval Data; Assumed Mean method for Discrete Frequency Data; Assumed Mean and Step Deviation Method for Class interval Data.
- Median: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- Mode: Direct method for Raw Data, Discrete Frequency Data and Class interval Data when the mode is clearly defined. **Note:** Instances of formula-based calculations in case of ill-defined mode are excluded.
- Range: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- Standard Deviation: Direct method for Raw Data and Assumed Mean method for Discrete Frequency Data and Step Deviation method for Class interval Data.
- Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation for a set of two ranks (when ranks are not repeated).
- Chi-Square Test: Chi-square test as a test of independence.

### **UNIT V: Data Presentation & Interpretation and Research Writing (9 hours)**

Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. **Research Writing:** Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

#### ***Suggested readings:***

- Goode, W J and Hatt, P K. (1952). *Methods in Social Research*. Mc.Graw Hill, New York.
- Gupta S.C. (2012). *Fundamentals of Statistics, 7e*. Himalaya Publication Co., New Delhi.
- Kothari C.R (1997). *Research Methodology - Methods and Techniques*. Vishwa Prakashan, New Delhi, 1997
- Monette Duane R. & Sullivan Thomas J. (1998). *Applied Social Research: Tool for Human Services*, Harcourt Brace College Pub., New York.
- Ramachandran P. (1993). *Survey Research for Social Work*, Institute for Community Organization Research, Bombay.
- Ranjit Kumar. (2014). *Research Methodology*. Sage Publications, New Delhi.
- Ranjit Kumar. (2014). *Research Methodology: A step by step guide for beginners*. Sage Publications, New Delhi.
- Rubin, Allen and Babbie, Earl. (2004). *Research Methods for Social Work with infotrac*, Thompson and Wadsworth Publishing, California.
- Wilkinson T.S and Bhandarkar P.L. (2005). *Methodology and Techniques for Social Research, 16e* (Reprint). Himalaya Publication Co., New Delhi.

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#### **Note:**

**In the end semester examination, one question in Part-A and one question in Part-B will be on statistics (problem-solving).**

**Course 10 A: SOCIAL POLICY AND PLANNING**  
(For CD & MPSW Specialization)

**Semester: 2**  
**Credits : 3**

**Course: Core**  
**Teaching Hours: 45**

**Objectives:**

- To understand the issues in social development.
- To gain knowledge of policies in India and planning process in India.
- To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

**Unit I: Concepts and Definitions**

**9 hours**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

**Unit II: Social Policy in India**

**9 hours**

Sources of Policy : Indian Constitution- Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive; Policy Formulation Process.

**Unit III: Role of various Actors in Policy Formulation**

**9 hours**

State, International organizations (UN, WTO. World Bank), Pressure Groups. Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces: **Role of Social Work Profession vis-a-vis Social Policy**, Policy Changes in Post Reform Period, Policy advocacy: analysis and **budget analysis as tool of policy advocacy**

**Unit IV: Planning process in India**

**9 hours**

Concept of Planning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, Monitoring, Midterm Review and **Evaluation of the Five Years' Plans**; Democratic Decentralization and Micro-level Planning.

**Unit V: Social development policies and programmes**                      **9 hours**

Rural Development, Urban Development, Health, Education, Population and Family Welfare, Environment and Ecology, Poverty Alleviation. **Overview of the policies and programmes for the segments of population:** Children, differently abled Women Youth. Scheduled castes and Scheduled tribe. Review of India's Development Planning and Experience in Achieving Poverty Alleviation and Distributive Justice.

***Suggested readings:***

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). Administration Politics and development in India, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum*. Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India*. Sage Publications. New Delhi.
5. Chaturvedi T. N. (1984), Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) Social Policy in India, Broadway House, London
7. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
8. Gol. Five-Year Plan - T'to 10\*, Planning Commission of India, New Delhi
9. Gokhale S D (1979) Integrated Social Policy :- India'. *New Development c Polity end Planning* Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
11. Jacob K. K (1989), *Social Policy in India*, ASSWI. Himanshu Publications. Udaipur.
12. Kabra Kamal Nayan (2004) *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
13. Kulkarni P. D. (1997). What is development oriented welfare? *Social Issues in Development*, Uppal Publishing House. New Delhi
14. Kulkarni P.D & Nanavatty Meher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,
15. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House. Mumbai
16. NIRD (2001) "Decentralized Planning", *India Panchayat Raj Report*
17. Patil P.B. (1989), *Panchayat Raj. District Planning and Rural Development*, Yashwantrao Chavan Partishtan, Mumbai (Marathi)
18. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
19. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications. New Delhi
20. Sharma P. N. (1993), *Social Planning: Concepts and techniques*. Print house, Lucknow
21. Sovani N.V (1979) Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi

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*Course 10 B: HUMAN RESOURCE MANAGEMENT*  
(For HRM Specialization)

**Semester: 2**

**Course: Core**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of human resource management.

**UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)**

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT – II: ACQUISITION OF HUMAN RESOURCES (9 hours)**

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.

Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. Strategies for effective career development.

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

#### **UNIT – IV: MOTIVATION OF HUMAN RESOURCES (9 hours)**

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

**Employee engagement - concept and strategies.**

#### **UNIT – V: MAINTENANCE OF HUMAN RESOURCES (9 hours)**

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. **Employee Retention Strategies.**

#### ***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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*Course 11: BASICS OF COUNSELLING*

Semester: 2

Credits: 2

Course: Inter-disciplinary

Teaching Hours: 30

**Objectives**

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the various models of counselling
- To equip the students on the skills, techniques and process of counselling

**Unit 1 Counselling foundations (5 hours)**

Definition of Counselling and objectives. Types of counseling (concepts only): Crisis Intervention, Preventive, Problem-solving, Family Counselling, Group Therapy. Concepts of Guidance, Psychotherapy and Psychiatry. Values, Principles and Ethics of Counselling

**Unit 2 Counselling Process (10 hours)**

Counselling Process: **A.** Relationship Building – Empathy, Unconditional positive regard, Genuineness, Respect. **B.** Assessment – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation- checklists and rating scales, Self-reporting – Questionnaires, personal essays, journals. **C.** Goal setting: S.M.A.R.T. Goals, Process and Outcome Goals. **D.** Interventions : Affective, Cognitive, Behavioural and Interpersonal. **E.** Termination and Follow-up

**Unit 3 Counselling Skills & Techniques (5 hours)**

Skills & Techniques: Active Listening, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying. Interviewing skills - Questioning, Probing. Verbal & Non-verbal communication, .Self-disclosure.

**Unit 4 Counselling Approaches and Models (5 hours)**

Counselling models: Psychodynamic Approaches, Cognitive-behavioural approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan’s Model, Eclectic Model.

Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision.

**Unit 5 Counselling in different settings (5 hours)**

**Family:** Marital, Family counselling, Life style Counselling.

**Health setting:** Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

**Educational setting:** School counselling, drop out counselling, delinquent counselling, career counselling, **Counselling for social media addiction.**

**Work place counselling:** Employee and Employer counselling

**Community setting:** Migrants, refugees, socially and economically disadvantaged and disaster.

### **Teaching Methodology**

Lectures, interactive discussions, group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, field visits/guest lectures: Role play and mock exercises.

### **Suggested Reading**

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi
2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.
3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi
4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersey
5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.
6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi
7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi
8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6<sup>th</sup> edition, Brooks / Cole,a part of Cengage Learning
9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson

*Course 12: MANAGEMENT OF ORGANIZATIONS*

**Semester: 2**

**Course: Inter-disciplinary**

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To provide an overview of the structure and administration of an organization.
- To impart necessary skill for the management of organizations.
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

**UNIT I: Fundamentals of Management**

**(6 Hours)**

Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Market). Managerial skills: Conceptual, Technical and Human Relation Skills.

**UNIT-II: Evolution of Management Thought**

**(8 hours)**

Concepts and Key Contributions – Classical Theory : Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber); Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argris, Douglas McGregor, M P Follet, Abraham Maslow) New Management theory: System Approach (open/closed/synergy/entropy), Management Science Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).

**UNIT III: Basics of Organization**

**(6 hours)**

**Organization:** Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization Structure by function, by product, by geographical market; network organizations and virtual organizations.

Business Organizations: Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).

**UNIT IV - Introduction to Non-Profit Organization**

**(5 hours)**

**Non-profit organization:** Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.



**UNIT V – Management of Non-profit Organizations****(5 hours)**

**Project proposal writing.** Fund raising principles and practices, accountability of funds and donor management. Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

***Suggested reading:***

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. P. Subba Rao, Management and organization behavior ( text and cases) Himalaya publishing House, 2017
3. Principles of Management, S. P. Rajagopalan, Srivari Publication
4. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A, Heredia R.A. et al., “Industrial Organization and Management”, Himalaya Publishing House, Bombay, 1979.
6. Gupta C.B., “Organisation and Management” Sultan Chand & Sons, New Delhi, 1998.
7. Joseph L. Massie, “Essentials of Management”, Prentice Hall of India Ltd, New Delhi, 1973.
8. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir, “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-2004
9. Robin Lall 2004 The Dynamics of NGO’s New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
11. Sooryamoorthy R and Gangrade K.D 2006 NGOs in India-A cross Sectional study New Delhi: Rawat.
12. Vetrivel Surendra 1999 Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
13. Prasanna chandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
14. Vasant Desai Project Management, Himalaya Publishing House Mumbai - 400 004, 1997.

**Course 13 A: SOCIAL LEGISLATION**  
(For CD & MPSW Specialisation )

**Semester: 2**  
**Credits: 2**

**Course: Elective**  
**Teaching hours: 30**

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**Objectives**

- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impart knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing Social Legislation for social transformation.
- To expose them to law enforcement institutions and bridge the gap between the Criminal Justice System and victims.

**Unit I Introduction**

**(6 hours)**

The Constitution of India: Preamble and Fundamental Rights. Judicial system in India: Supreme Court, High Court, District Court and Session Court, Special Courts/Tribunals. Legal Provisions: Free Legal Aid, Public interest litigation, Lok-Adalat. Complaint Procedures, Statutory Commissions. Role of Social Workers in promotion of social Justice, Human Rights through Social Legislation.

**Unit II Personal Laws**

**(6 hours)**

Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Christian Marriage Act 1955, Laws pertaining to Marriage, Divorce, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Court Act 1984.

**Unit III Women and Law**

**(6 hours)**

Dowry Prohibition Act 1961(1986), Prevention of Immoral Traffic Act 1956 TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1997, Indecent representation of women Act 1986, Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Maternity Benefit Act 1961(2017).

**Unit IV Children and Law**

**(6 hours)**

Child Marriage Restraint Act 1929, Juvenile Justice Act 2000, Child Labour Abolition and Regulation Act 1986, Central Adoption Resource Agency Guidelines 1991, Protection of Children from Sexual Offences Act (POCSO) 2012, Guardians and Wards Act, 1890.

**Unit V Social Problems and Law****(6 hours)**

Transplant of Human Organs Act- 1994, Right to Information Act 2005, Cyber Crime and Information Technology Act, 2000, Maintenance and Welfare of Parents and Senior Citizens Act- 2007, Bonded Labour (System) Abolition Act. 1976. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act- 1989, Protection of Civil Rights (PCR) Act 1955, The Tamil Nadu Prevention of Begging Act 1945, Tamil Nadu Interests of Depositors Act 1997.

Suggested Reading:

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, New Delhi.
3. Acharya, BasuDurga Das Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7<sup>th</sup>Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan.
6. Diwan. Paras&Diwan, Peeyush (1994} Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K.D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Co.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.
12. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
13. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social Institute.
14. Pradhan. V. P. The Indian Constitution, New Delhi: Ombudsman Publishing House, (T<sup>h</sup>Edition).
15. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
16. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
17. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.
18. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
19. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
20. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
21. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications
22. Siddiqi, Fatima E. & Ranganathan Sarala: Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 & Part 2), New Delhi: Kanishka Publication.

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**Course 13 B: LABOUR LEGISLATION - I**  
**For HRM Specialisation Students**

**Semester: 2**  
**Credits : 2**

**Course: Elective**  
**Teaching Hours : 30 Hrs**

**Objectives:**

- To help the students to learn the fundamentals of Labour legislations
- To give input to the students on the constitution and its relevance to Labour Legislations.
- **To assist the students in understanding the legislations concerning Labour**

**UNIT I - Fundamentals of Labour Legislation (4 hours)**

Concept of Labour Legislation – Objectives and Need for Labour Legislation

Classification of Labour Legislation: Regulative Labour Legislation, Protective Labour Legislation, Wage-related Labour Legislation – Social Security Legislations- Welfare related Labour Legislations & other important Acts.

**UNIT II – Indian Constitution and Labour Legislation (4 hours)**

Indian Constitution vis-à-vis Labour Legislation – Fundamental Rights – Art 16,19,23,24 & Directive Principles of State Policy- Art(39,41,42,43,43A).

Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

**UNIT III - Protective Labour Legislation (8 hours)**

The Factories Act, 1948

The TamilNadu Shops and Establishment Act, 1947.

**Unit IV - Regulative Labour Legislation (6 hours)**

Industrial Employment (Standing Orders) Act, 1946

The Contract Labour (Regulation and Abolition) Act, 1970

**Unit V – Legislation related to Social Security****(8 hours)**

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

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

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Unorganised Workers Social Security Act 2008

The Labour laws (Exemption from furnishing Returns and Maintaining registers by certain Establishments) Act, 1988- The Amendment Act 2014

**Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. New Delhi: Sultan Chand & Sons – 2001
3. Kumar, H.L. (2017). *Digest of Important Labour Cases*(11<sup>th</sup> Edition). New Delhi: Universal Law Publisher.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. New Delhi: Universal Law Publisher.
5. Misra, S.N. (2016). *Labour and Industrial Laws*. New Delhi: Universal Law Publisher.
6. Taxmann's (2001). *Labour Laws*. New Delhi: Taxman Allied Services.

**Suggested Webpages:**

1. [www.mca.gov.in](http://www.mca.gov.in)
2. [www.esic.nic.in](http://www.esic.nic.in)
3. [www.epfindia.com](http://www.epfindia.com)
4. [www.labour.nic.in](http://www.labour.nic.in)
5. [www.lawmin.nic.in](http://www.lawmin.nic.in)

**Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views

**Course 14: FIELD WORK - II****Semester: 2****Course: Core****Credits: 6****No. of days: 30 (Two days a week)****Concurrent Pattern****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:

- Work with communities, groups, individuals / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (case work, group work and community organization).
- Inculcate professional growth and development.

**Areas of learning:**

Concurrent practice learning tasks are listed below:

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.

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*Course 15: SOFT SKILLS -II*

**Semester: 2**

**Course: Soft Skills**

**FOCUS AREA: LEADERSHIP & TEAM BUILDING**

**Credits: 2**

**Teaching Hours: 30**

**Objective:**

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

UNIT – I

**INTERPERSONAL SKILLS** – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

**CONFLICT MANAGEMENT** – attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

**TEAM BUILDING -1:** – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

**TEAM BUILDING -2: -** Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

**LEADERSHIP** – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.

**REFERENCES**

- Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.
- Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.
- Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.
- Leil Lowndes. (2003). How to talk to anyone. New Delhi:Tata McGraw-Hill Company Limited.
- Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited.
- Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.
- Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.
- Stephen R. Covey. (2011) The leader in me. Free Press.

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*Course 16: SUMMER PLACEMENT*

**Semester: 2**

**Course: Record Course**

**Credit: 1**

**No. of days: One month (continuously)**

*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 oneself.*

**Objectives:**

1. Knowing about the basics of the working of an industrial organization / social welfare organization.
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 areas 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 a 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 experiences before the class and faculty (in the format provided by the department).

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# REGULATIONS

## I) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

### I Semester total marks 100 (ICA 50 & ESE 50)

#### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

#### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
     Agency Supervisor: 20 marks

### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

### **III SEMESTER- RESEARCH PROJECT -I**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academicians from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

#### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives&amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>

## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academicians from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

#### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

#### **V) SOFT SKILLS / SKILL LABS**

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

#### **Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE.  
100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS.****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

**IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.



## **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

**II Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Batch 2018-2020 onwards)**

## Table of Contents

		<b>Subject</b>	<b>Page No</b>
		About the Programme	3
		Syllabus Matrix	7
<b>SEMESTER - III</b>	<b>CD</b>	Rural Development And Governance	12
		Dalit And Tribal Empowerment	15
		Community Development – Approaches and Tools	17
		Women And Development	19
		Disaster Management & Environmental Social Work	21
	<b>MPSW</b>	Mental Health and Psychiatric Social Work	23
		Medical Social Work	26
		Community Development – Approaches and Tools	28
		Social Work With Families And Senior Citizens	30
		Disaster Management & Environmental Social Work	32
	<b>HRM</b>	Labour Legislation – II	34
		Strategic Human Resource Management	37
		Organizational Behaviour	39
		Employee Relations & Welfare	41
		Performance Management	43
	<b>COMMON</b>	Research Project - I	45
		Field Work – III	46
		Soft Skills – III	49
		Participation in Professional Forum Activities – I	50
	<b>SEMESTER - IV</b>	<b>CD</b>	Urban Development And Governance
Social Work With Children & Youth			56
Community Health			58
Social Entrepreneurship			61
<b>MPSW</b>		Clinical Social Work	65
		Therapeutic Interventions in Social Work	67
		Community Health	69
		Disability and Social Work	72
<b>HRM</b>		Organizational Change & Development	74
		Learning & Development	75
		International Human Resource Management	77
		Compensation Management	79
<b>COMMON</b>		Research Project – II	81
		Field Work – IV	82
		Soft Skills – IV	84
		Participation in Professional Forum Activities – II	85
			Regulations

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).

6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all, the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### 4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### 5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	--	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	--	2			
Record Course	<i>Summer placement</i>	--	--	-	--	2				
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	--	2			
Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--		--		
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	--	2			
Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--		--		
	<b>TOTAL</b>			-----			<b>71</b>	<b>24</b>	<b>95</b>	

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course Completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course Completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL</b>			<b>25</b>	-----				
<b>CREDITS</b>								



### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	Inter- disciplinary	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course Completion.			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:**\*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course ‘Participation in Professional Forum Activities – I & II’ will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper–6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter-disciplinary	<b>Inter-disciplinary Paper –2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*

## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

## **SEMESTER - III**

## **COMMUNITY DEVELOPMENT SPECIALIZATION**

### **Course 17A: RURAL DEVELOPMENT AND GOVERNANCE**

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards Rural development.
- To understand the role and contribution of professional social work in the developmental process.

### **Unit I Rural community and its Issues**

**(10 Hours)**

Rural community: Definition, types, Characteristics, power structure. Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agricultural labourer, marginal and small farmers. Agro based industries, Rural marketing, Growing urbanization, Industrialization, Globalization, migration and consequent social erosion. Watershed Management – water users association. Organic Farming – concept and problems. Role of Women in Rural Development. Sustainable Development.

### **Unit-II Rural Development Programmes**

**(10 hours)**

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka) projects. Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojna, NRHM (National Rural Health Mission). **Rural entrepreneurship models**

### **Unit - III Rural Community Development & Social Work Application (10 hours)**

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

### **Unit IV Rural Administration (8 hours)**

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

### **Unit V Rural Governance (7 Hours)**

Panchayat systems and local self-government in ancient India, Balwantrao Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchayati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73<sup>rd</sup> amendment.

### **Suggested Readings**

1. Mukerji, B.M. (1961). Community Development in India. Orient Longman. Chennai.
2. Desai, A.R. (1971). Rural Sociology. Popular Press. Bombay.
3. Dayal, Rajeshwar. (1974). C.D Programme in India. Kitab Mahal Pvt, Ltd.
4. Dudhashi, P.R. (1977). Rural developmental Administration in India. Popular Press Mumbai.
5. Reporter, B.N .ed(1981). Rural Development and The Corporate Sector. All India Congress Committee.
6. Michael Lipton, (1982). Why poor people remain poor. Heritage publication. New Delhi.
7. Jain, S.C., (1985). Rural Development Institute and Strategies. Rawat Publication.
8. Kartar Singh. (1986). Rural Development- Principles, Policy and Management. Sage Publication. New Delhi.
9. Murthy, S.P. Lyn Gopalan. (1992). Work book on Community Based Rehabilitation Services. Karnataka Joint Assistance Centre.

10. Yadav,Subah Singh.ed. (1993). Infrastructure to Rural Development. Pocket library Publications. Jaipur.
11. Desai, Vasanth. (1994). Dynamics of entrepreneurial Development. Himalayas publishing House. New Delhi.
12. Agrwarl A.N. (2001). Indian Economy, Nature, Problems and Progress. New Delhi. Vikas Biraj, Prakash.
13. Jain, Rashmi. (2003). Communicating Rural Development: Strategies and Alternatives. New Delhi: Rawat Publications.
14. Fernandes, Aloysius. P. (2003). Peoples Institutions managing natural resources in the context of a Watershed Management.
15. The Myrada Experience : (2004)A Manual for capacity building of Peoples institutions managing watersheds, Karnataka- Myrada
16. Abraham, George .M (2004). India Untouched: The Unforgotten face of Rural Poverty, Cranston, The Writers Collective Publications.
17. Karalay, G.N. (2005). Integrated approach to Rural Development. New Delhi: Concept Publishing Company.
18. Shah, Dilip. (2005). Rural Sociology. Jaipur: APD Publishers.
19. Ministry Reports, Planning Commission Reports.
20. Kumar, D. (2007). Rural development and Social Change: Thoughts of Swami Sahajanand. New Delhi ; Deep and Deep Publications.
21. Roy .S & Dash B.M (2015) New perspectives in Community Development. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

### **Journals**

1. Seminar, Social Action, Economic and Political Weekly
2. Selvaraj., K.N (2002). Agricultural Development in India and its Impact on Poverty Reduction. Indian Journal of Social Development. 2(1), 53.
3. Joshi, O., Desai, S., Nanneman, R., & Dubey, A. (2017). Who Participates in MGNREGA?. Analyses from Longitudinal Data. Review of Development & Change. 21(1), 108-137.

## Course 18A: DALIT AND TRIBAL EMPOWERMENT

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### Objectives

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

### Unit I Dalits and Development

**(9 hours)**

Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits- Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

### Unit II Tribal Communities

**(9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines. tribal social systems and structures: belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination.

### Unit III Tribal Issues and Development

**(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 IV Constitutional Safeguards for Dalits

**(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 on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

### Unit V Social Work practice for Dalits and Tribal Empowerment

**(9 hours)**

**Social Work Methods for Dalit and Tribal persons:** Social analyses, advocacy, social activism, networking, micro/macro planning, leadership building and cadre based organizations, social mobilization, Fair-trade, arts and craft manufacturing and marketing, sustainable livelihood management, organising political movement, skills of individual and community conscientisation processes. Tribal Social Work- formulation, approaches, concepts and strategies.



### **Suggested Readings**

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi,.
2. Alexander K.C et.al, 1991.Tribals; Rehabilitation and development, Rawat publications, Jaipur,
3. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi,
4. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi,
5. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi,
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. P.D. Tiwari and R.S. Trpathi (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. Soundra Pandian. M. 2000. Tribal Development in India, Anmol Publications Pvt. Ltd., New Delhi,
11. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House, New Delhi,
12. Thara Shankar Banarjee, in 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. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.
15. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi
16. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi.
17. Thorat Sukhdeo, 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 Life worlds: 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. Sanjoy and 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, BR, Annihilation of Caste

### **Journals**

Seminar, Social Action, Economic and Political Weekly

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## Course 19A: COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS

**Semester: 3**

**Course: Core**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### Objectives

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### Unit I Concepts and Approach **(10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### Unit II Participatory Learning and Action **(8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### Unit III Need Assessment **(8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### Unit IV Planning **(10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### Unit V Policy Analysis and Documentation **(9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## Course 20A: WOMEN AND DEVELOPMENT

**Semester: 3**  
**Credits: 3**

**Spln: CD**

**Course: Core**  
**Teaching hours: 45**

### Objectives:

- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To examine the social systems that affect women in meeting growth & special needs.

### Unit 1 Status of Women

**(8 hours)**

Concept of development with reference to women: Women in development, women and development, Gender in development – meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. Feminism and its types. Women's movements. UN-Women.

### Unit II Education, Employment and Health

**(10hours)**

Education : Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women's education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women's labour, feminization of poverty, multiple roles of women. Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and access to health services. HIV/AIDS and impact on women in India. Female Genital Mutilation.

### Unit III Gender Analysis and Framework

**( 8 hours)**

Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. **Self Help Groups**: benefits, procedures and best practices.

### Unit IV Women in difficult circumstances

**(9 hours)**

Women in difficult circumstances: sex work, 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.

**Unit V National and International Efforts****(10 hours)**

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

**Suggested Readings**

1. Bhasin, K (1984), Women and media – analysis, alternatives and actions, Kali for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women : options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton r (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India- report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
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. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

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## **Course 21A: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK**

**Semester: 3**

**Course: Inter-Disciplinary**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction.** National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION

### **Course 17B: MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK**

**Semester: 3**

**Spln: MPSW**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives:**

- To introduce the students to the concepts, classifications, types and historical development of the field of Psychiatry
- To impart knowledge on the various psychiatric disorders and the role of social worker
- To provide knowledge on Emerging researches in mental health

#### **Unit I: Introduction**

**(6 Hours)**

**Concept and Definition:** Normality & Abnormality, Mental Health, Psychiatric Social Work, Community Mental Health and Community Psychiatry – National Mental Health Programme- DMHP. Principles and Concepts of Community Organisation in Mental Health. **Role of Social Worker in Mental Health Services to Individuals**

Historical development of Psychiatry as a field of specialization. Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times). Positive mental health as social capital. Mental health problems in India. Misconceptions about mental illnesses. Scope and trends of Psychiatric Social work in India & Abroad.

#### **Unit II: Classification & Assessment of Mental Health Disorders** (10 Hours)

**Classification:** Diagnostic Statistical Manual (DSM-5) & International Classification of Diseases (ICD-10): History, Classifications, Rationale and its Applications.

**Psychiatric Assessment:** Interviewing, Case history taking, Sources of intake, Mental Status Examination (MSE), Formulation of psychosocial diagnosis, Use of computers in assessment.

#### **Unit-III: Psychiatric Illness & Disorders.**

**(10 Hours)**

**Types and Classifications of Mental Disorders:** Minor and Major: Organic, Toxic (Drug Abuse) and Functional (Non-Organic)

**Organic Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.

**Toxic:** Signs, Symptoms, Etiology, Management and types of Mental and Behavioural disorders due to Psychoactive Substance Use.



**Functional (Non Organic) Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

**Unit-IV: Behavioural Disorders and Child hood Disorders (12 Hours)**

**Behaviour disorders:** Eating Disorders: Anorexia Nervosa, Bulimia Nervosa - Causes, Prevention, Intervention with patients having eating disorders, Non Organic Sleep Disorders

**Common Mental Health Problems and Disorders in Children:** Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism. Behavioural and Emotional disorders.

**Social Work Intervention for childhood disorders:** Therapeutic Intervention, Interventions with Individual and Family - **Role of Psychiatric Social Workers.** Limitations and difficulties faced in psychiatric social work practice.

**Unit V: Research in Mental Health (7 Hours)**

**Emerging research in mental health.** WHO Evidence based researches in Mental Health. Difficulties in practice of ethics and informed research. National Policy on Mental Health. Analysis of Existing Policies and programmes related to Mental Health. Mental Health Care Act, 2017.

**Suggested Readings**

- Coleman, James C., Abnormal psychology and modern life, Taporewala& Sons, Bombay
- D Simon.G.Gowers & Lynne Green:”Eating disorders:Cognitive Behaviour Therapy with Children and Young People”. Routledge; 1 edition
- District Mental Health Programme. website : [http://aamh.edu.au/wp-content/uploads/2014/01/06\\_India\\_DC\\_Jain.pdf](http://aamh.edu.au/wp-content/uploads/2014/01/06_India_DC_Jain.pdf)
- District Mental Health Programme in Tamil Nadu. [www.tnhealth.org/directorate/DMHP.doc](http://www.tnhealth.org/directorate/DMHP.doc)
- Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- Edward, Understanding mental retardation, Cambridge University press, London, 1986
- Francis P.Abraham (2014).Social Work in Mental Health. Areas of Practice, Challenges and Way Forward. Sage Publications, New Delhi.
- Francis P.Abraham (2014).Social Work in Mental Health. Contexts and Theories for Practice. Sage Publications, New Delhi.
- Jennifer A. Hurley, “Eating Disorder opposing viewpoints, Greenhaven Press
- James W Callicutt, Perdro J Lecca :Social work and Mental Health, Free Pr (January 1, 1983)
- Lawson G Lowrey “Psychiatry for Social Workers”, Columbia University Press; Boards Have Heavy Shelfwear edition

- Gordon Hamilton, “Psychotherapy in Child Guidance”, Columbia University Press New York
- Gaird R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- John, Howells G ; Modern perspective in International Child Psychiatry , Brunner & Mazel publication, New York, 1971
- Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rinehart & Winston, New York, 1961.
- Roberts N, Mental Health and Mental Illness, Routledge & Kegan Paul, London, 1967 Zigar.
- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.
- Morrison, J. (2014). The first interview, 4th edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352, 355 pages.
- Morrison, J. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians, 2nd edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352. 313 pages.
- Niraj Ahuja 2011, A short textbook of Psychiatry. Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
- Venkatesan S, Children with developmental disabilities,. Sage Publications, 2004
- Verma, Ratna, Psychiatric Social Work in India, Sage Publication, New Delhi, 1991

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## Course 18B: MEDICAL SOCIAL WORK

**Semester: 3**  
**Credits: 3**

**Spln: MPSW**

**Course: Core**  
**Teaching hours: 45**

### Objectives

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

### Unit – I: Concepts

(8 hours)

**Concept and Definition:** Health, Hygiene, diseases, Illness and Handicap.

**Medical Social Work:** Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad. **Organization and Administration of medical social work in hospitals of State and Central Government organizations.**

### Unit – II: **Health Care Models**

(9 hours)

**Healthcare Models:** Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health. **Alternative System of Health** - AYUSH (Ayurveda, Unani, Siddha, Yoga, meditation, Naturopathy). **Health Education:** Concept and Principles, Models, Methods and Techniques. Health Empowerment & Social marketing.

### Unit – III: Diseases

(10 hours)

**Major Communicable Diseases:** TB, STD, HIV/AIDS, UTI, Polio, Diarrheal Diseases, Vector Borne Disease, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI).

**Major Non-Communicable Diseases:** Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma.

**Psychosocial Problems and the role of medical social worker in dealing patients:** Physically Challenged, Nutritional Disorders, Occupational Health, Women's Health, Pediatric Health and Geriatric Health problems.

### Unit – IV: **Role of Social Worker**

(10 hours)

**Patient as a person:** Concept of patient as a person, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Concept and Impact of long-term hospitalization on the patients and their families. Teamwork and Multidisciplinary approach.

*MSSW – MSW – Course Regulations effective from the batch 2018-2020 onwards*

**Role and Functions of Medical Social Worker:** Counselling and Rehabilitation - with special reference to patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases. Role of Medical Social Worker in Hospital settings. Promotion of health needs and functions in Rural and Urban Community Settings.

**Unit - V : Medical Social Work practice in different settings (8 hours)**

**Medical social work practice in different settings:** Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Special Clinics and Community Health use of Volunteers, Social Support and Self Help groups. Problems encountered by Medical Social Workers in the field.

**Suggested Readings**

- Anderson R.& Bury M.(eds)(1988),Living with chronic illness-The Experience of Patients and their families, Unwin Hyman, London.
- Bajpai P.K.(ed.)(1997),Social Work Perspectives in Health, Rawat Publications, Delhi.
- Barlett H.M.(1961), Social Work Practice in the health field; National Association of social workers, New York.
- Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004)Health Policy for Health Care Professional, Sage Publications, New Delhi.
- Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Crowley M.F.,(1967),A New look at nutrition; Pitman Medical Publishing Co.,Ltd., London.
- Dowding & Barr, (2002)Managing in Health Care, Pearson Education Ltd. London
- Dziegielewski, Sophia,2003 Changing Phase of Health Care, Social Series II Education, Sarabook, New Delhi.
- Field M.,(1963),Patients are people-A Medical-Social Approach to Prolonged
- Illness, Columbia University Press, New York.
- Gambrell E.(1997),Delhi Social work in the 21st century,Pineforge press,New Delhi.
- Golstein D.,(1955),Expanding horizons in medical social work,The University of Chicago Press, Chicago.
- Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- Park and Park, 21<sup>st</sup> (Ed), 2011 Preventive and Social Medicine, Banarsi das Bhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London

**JOURNALS:**

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi

- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

## **Course 19A: COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS**

**Semester: 3**

**Course: Core**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach**

**(10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action**

**(8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment**

**(8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning**

**(10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **Course 20B: SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS**

**Semester: 3**  
**Credits: 3**

**Spln: MPSW**

**Course: Core**  
**Teaching hours: 45**

### **Objectives:**

- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

### **Unit I: Theoretical and conceptual framework for understanding family (9 hrs)**

Family definition, Marriage, Types of families, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

### **Unit II Family dynamics (10 hrs)**

Trends in the changing family systems, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, Family life cycle and Family development theory. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

### **Unit III Challenges of family (8 hrs)**

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers  
Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.  
Family Intervention: Genogram, **Methods of assessment**, Rehabilitation, Crisis intervention, strengths and resilience

### **Unit IV Senior citizens and their Health status (8 hrs)**

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

### **Unit V Social work interventions (10 hrs)**

**Social work interventions:** Institutional services-Homes, Hospices, Non-Institutional Services – Day care, Recreation, Help line , Family counselling: Geriatric/ Gerontological Social Work.

**Suggested Readings**

1. Desai M (1994) Family and Intervention: a course compendium, TISS Bombay
2. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
3. Dandekar(1996) The Elderly in India, Sage, New Delhi
4. Desai and Raju(2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Krishnan & Mahadevan (1992) The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing

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## **Course 21B: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK**

**Semester: 3**

**Course: Inter-Disciplinary**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS & DISASTER MANAGEMENT**

**(6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction.** National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III ENVIRONMENT SOCIAL WORK & SUSTAINABLE DEVELOPMENT**

**(8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems. Bombay: Himalaya Publishing House, 1991 .

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## **HUMAN RESOURCES MANAGEMENT SPECIALIZATION**

### **COURSE 17C: LABOUR LEGISLATION - II**

**Semester: 3**

**Spln: HRM**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives:**

- To introduce the students to variety of labour legislations
- To impart knowledge of the content of the law and enable the students to interpret and apply these laws
- To equip the students with the necessary knowledge on the statutory compliance concerning the labour force
- To familiarize the students with the administration of Labour laws in India.

#### **UNIT I- Legislation related to Industrial Relations**

**(10 hours)**

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

#### **UNIT II- Legislation related to Working conditions**

**(7 hours)**

The TamilNadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

The Apprentices Act, 1961

#### **UNIT III- Legislation related to Social Security**

**(7 hours)**

The Employee Compensation Act, 1923

The Maternity Benefit Act, 1961

The Payment of Gratuity Act, 1972

The Equal Remuneration Act 1976

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**UNIT IV - Legislation related to Wages****(9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

**Unit V - Legislation related to Welfare of Labour, Women & other Acts (12 hours)**

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The Child and Adolescent Labour (Prohibition and Regulation Act), 1986. (Amended act 2016)

Welfare Provisions under

- The Plantation Act, 1951
- The Mines Act, 1952
- The Dock Workers (Safety, Health and Welfare) Act, 1986

The TamilNadu Industrial Establishment (National & Festival Holidays) Act, 1958

The TamilNadu Industrial Establishments (Conferment of Permanent status to workmen) Act, 1981

The TamilNadu Labour Welfare Fund Act, 1972

**Additional Reading: (Does not form part of Assessment)**

The Employment Exchange (Compulsory Notification of Vacancies) Act, 1959

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

**Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. Sultan Chand & Sons.
3. Kumar, H.L. (2017). *Digest of Important Labour Cases* (11<sup>th</sup> Edition). Universal Law Publishing.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. Universal Law Publishing.
5. Kumar, H.L. (2016). *Practical Guide to Labour Management: A-Z from Selection to Separation*. Universal Law Publishing.
6. Misra, S.N. (2016). *Labour and Industrial Laws*. Universal Law Publishing.
7. Taxmann's (2001). *Labour Laws*. Taxman Allied Services.
8. Government of India, Ministry of Women and Child Development. November 2015. *Handbook on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee*.

**Suggested Webpages:**

1. [www.labour.nic.in](http://www.labour.nic.in)
2. [www.mca.gov.in](http://www.mca.gov.in)

**Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views

## COURSE 18C: STRATEGIC HUMAN RESOURCE MANAGEMENT

**Semester: 3**

**Spln: HRM**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### Objectives:

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

### Unit-I: Strategic management

**(9 hours)**

Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

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

**(9 hours)**

SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations; Industry 4.0 and its implications to HRM & SHRM. Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource: Technology and organization structure- Management trends- Demographic trends -Utilization of human resources- International developments- Human resource legal environment.

### Unit-III: Process, Theories and Models

**(9 hours)**

Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

### Unit-IV: **Integrating strategy and HRM**

**(9 hours)**

Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: Practices, Ethics of SHRM & Corporate Social Responsibility (CSR)** (9 hours)

Employee value propositions, Individual practices & Systems of high performance human resource practices.

Ethics – Concept, importance and Code of SHRM ethics.

Corporate Social Responsibility (CSR): Meaning Concept. Theoretical frameworks of CSR: Corporate Accountability Theory, Stakeholder Theory, Legitimacy Theory, Corporate Sustainability Theory, Justice Theory and Signaling Theory. Statutory provisions related to CSR: Sec 135 and Schedule VII of Companies (Amendment) Act 2013 and Companies (CSR Policy) Rules 2014. CSR as a Strategy. Penalties for non-compliance with legal provisions regarding CSR.

**Suggested Readings**

1. Charles R. Greer, “Strategic Human Resource Management- A general managerial approach” (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
2. Alex Miller and Gregory G. Dess, “ Strategic Management” ( 2ndEdn), McGraw – Hill Companies Inc., New York, 1996 ( 658.M)
3. Philip Sadler, “Strategic management,” (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)
4. Bhatia S.K., Human Resource Management- A competitive Advantage,” Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 ( 658.3B)
5. Anuradha Sharma and Aradhana Khandekar, “Human Resource Management – An Indian Perspective,” Response Books, New Delhi, 2006. (658.3A)
6. Anna Tavis, Richard Vosburgh, and Ed Gubman –“Point Counterpoint: New Perspectives on People & Strategy”2012, , Paperback,ISBN: 978-1-58644-276-7
7. Mike Losey, Sue Meisinger, and Dave Ulrich-“ The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow”2005, Hardcover,ISBN: 0471677914
8. Latest updates from Ministry of Corporate Affairs, Government of India.

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## COURSE 19C: ORGANIZATIONAL BEHAVIOUR

**Semester: 3**  
**Credits: 3**

**Spln: HRM**

**Course: Core**  
**Teaching hours: 45**

### Objectives:

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

### **Unit I: Introduction to Organization Behavior (5 hours)**

Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

### **Unit II: Foundations of Individual Behavior (Micro-perspective) (12 hours)**

Biographical characteristics; Perception - meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

### **Unit III: Foundations of Group and Team Behavior (Meso-Perspective) (10 hours)**

Groups (types of groups, stages of group development, group properties, groupthink, groupshift) Teams (Concept, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

### **Unit IV: Key Pillars of Organization Behavior (12 hours)**

**Motivation:** Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).

**Leadership:** Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.



**Unit V: Foundations of Organization Behavior (Macro Perspective) (6 hours)**  
 Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

### **Suggested Readings**

1. Robbins, S.P., Judge, T.A., Snaghi, S. (2007). “Organizational Behavior:” (12<sup>th</sup> Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.
2. Luthans, F. (2010). “Organizational Behavior” (12<sup>th</sup> Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10<sup>th</sup> Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, “Organization Theory and Behavior” Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, “Organizational Behavior” (10<sup>th</sup> Ed) Mcgraw Hill, New York, 1997.

### ***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

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**COURSE 20C: EMPLOYEE RELATIONS AND WELFARE**

**Semester: 3**  
**Credits: 3**

**Spln: HRM**

**Course: Core**  
**Teaching hours: 45**

**Objectives:**

- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

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

Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

**UNIT – II: I.R. Climate (9 hours)**

Industrial Conflict: Meaning, causes, consequences, manifestations, interventions (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

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

Collective bargaining: Meaning, objectives, process, **skills**.

**Grievance redressal** – meaning and process; Principles of effective grievance redressal.

Employee discipline – meaning and need; Misconduct – concept and list; disciplinary action – procedure, hot stove rule of administering discipline, principles of natural justice.

**Employee empowerment** – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers' participation in management – meaning and range. Concept of industrial democracy.

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

**Employee welfare**: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

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

Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

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

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.

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### Suggested Readings

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

### Website

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from [www.ilo.org/public/libdoc/ilo/2004/104B09\\_362\\_engl.pdf](http://www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf).

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## COURSE 21B: PERFORMANCE MANAGEMENT

**Semester: 3**

**Spln: HRM**

**Course: Inter-Disciplinary**

**Credits: 2**

**Teaching hours: 30**

### Objectives:

- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

### UNIT-I: Introduction to Performance Management

**(6 Hours)**

Performance: Meaning, Definitions, and Elements of Performance.

Performance Management: Definition, Models and Theories of Performance Management, Evolution of Performance Management System, Difference between Performance Management, Potential Appraisal and Performance Appraisal;

**Performance Management Cycle:** Performance Planning, Managing Performance, Development Planning and Managing Employee Satisfaction; *Why Performance Management Fails:* Enablers of Individual and Organizational performance, Role of HR in Performance Management.

### UNIT- II: Developing Performance Plan & Performance Feedback

**(5 Hours)**

*Setting Relevant and Realistic Goals with Employees:* **Development and Contents of a Performance Plan:** Group/team and individuals; **Strategies and Approaches:** Business Intelligence Monitor, Balance Scorecard, Competency Analysis, Key Result Areas (KRAs), Key Performance Indicator (KPIs), Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software). *Performance Feedback:* Qualitative, Quantitative, Positive, Negative, Just Right and Using Feedback for Improving Performance.

### Unit – III: Performance Appraisal Methods

**(8 Hours)**

*Performance Appraisal Methods:* **Absolute Methods** – Graphic Rating Scale, Critical Incidents Methods, Forced Distribution, Behaviourally Anchored Rating Scale (BARS), **Relative Methods** –Ranking, Group-Order, Paired Comparison, and *Management by Objectives*; *360 Degree Appraisal*; Factors that can distort Appraisals; Performance Appraisal Roles - HR and Line Managers; Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.

### UNIT-IV: Employee Performance Reviews

**(6 Hours)**

*Preparatory steps for Employee Performance Reviews:* Formation of management Teams for Performance Reviews; Implementation of the Performance Appraisal Systems; Guidelines for Saving Performance reviews; *Performance Reviews- Best Practices.*

**Unit –V: Linking Performance with Compensation****(5 Hours)**

*Methods and Techniques in Rewarding Employees Performance*; Performance Related Pay (PRP): Incentive plans – Individual, Group, Enterprise; Profit sharing, Gain sharing; Addressing Employee Performance Problems and Issues; Mentoring, Coaching and *Training for Improving Employee's Commitment and Performance*.

**Suggested Readings:**

1. Aguinis, H. (2014). *Performance Management*. Essex: Pearson Education Limited.
2. Armstrong, M., and Baron, A. (2012). *Performance Management: A Strategic and Integrated Approach to Achieve Success*. New Delhi: Jaico Publishing.
3. Armstrong, M., and Baron, A. (2004). *Manging Performance: Performance Management in Action*. London: Chartered Institute of Personnel and Development.
4. Kandula, S. R. (2006). *Performance Management: Strategies, Interventions and Drivers*. New Delhi: Prentice Hall.
5. Lennon, F.S. (2015). *Performance Management: Developing People and Performance*. New Delhi: Viva Books.
6. Rao, T.V. (2013). *Performance Management and Appraisal Systems: HR Tools for Global Competitiveness*. New Delhi: Sage Publications India
7. Ward, P.(1997). *360 Degree Feedback*. London: Chartered Institute of Personnel and Development, London.

**Suggested Articles**

1. *The Performance Management Revolution* - <https://hbr.org/2016/10/the-performance-management-revolution>
2. *Evaluating Employee Performance* - <http://www.gallup.com/businessjournal/14209/evaluating-employee-performance-part.aspx>
3. *Performance Management is Broken: Replace "Rank and Yank" with Coaching and Development* - <https://dupress.deloitte.com/dup-us-en/focus/human-capital-trends/2014/hc-trends-2014-performance-management.html>
4. *The 7-Step Formula For A Performance Review That Actually Works*- <https://www.fastcompany.com/3036166/the-7-step-formula-for-a-performance-review-that-actually->
5. *These 4 Common Biases Are Screwing Up Your Performance Review*- <https://www.fastcompany.com/3052755/these-4-common-biases-are-screwing-up-your-performance-review>

## COURSE 22: RESEARCH PROJECT – I

**Semester: 3**  
**Credits: 4**

**Course: Core**  
**Duration: 90 days**

### Objectives:

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.

### Unit-1 :

Completion of tasks relating to-

- a) Research area identification ( In the area of specialization chosen)
- b) Research problem formulation. ( 30 days)

### Unit-II:

Completion of tasks relating to-

- c) Completion of Introductory chapter (Chapter I)
- d) Completion of Review of Literature (Chapter II) (30 days)

### Unit-III:

Completion of tasks relating to-

- e) Identification of research field / agency & obtaining necessary approval / permission to conduct research.
- f) Working out appropriate Research methodology (Chapter III).
- g) Construction of tool of data collection
- h) Submission of typed copy of report on the above components & obtaining approval from the research supervisor. ( 30 days)

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 23: FIELD WORK-III****Semester: 3****Credits: 6****Course: Core****No. of days: 25- to 30 days  
(Concurrent Pattern)**

The broad aim of this course work is to provide opportunities for students to apply the knowledge learnt in the class room situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

- (i) Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.
- (ii) Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organisations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and learn their best practices. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organisations with much rigour and specialization focus. It will be considered as a part of the field work of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in planning, implementing and evaluating learning experiences under the guidance of the teachers.

- (iii) Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the organizational set up the students are expected to work with organization system,

individuals, groups and communities and to get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).

**General objectives:**

1. To provide the students actual field exposure and working experience in their area of specialization.
2. To develop their ability to interact with the agency officials, community, and governmental / non-governmental organizations with which the organization is associated with.
3. To gain practical knowledge / experience for their professional development.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

**For Community Development Specialization:**

During this semester students will be placed in any one of the *community based organizations* working in the area of community development. They are expected to:

1. Develop understanding of the community, its structure, resources and characteristics.
2. Develop skills to analyse perceptions of community regarding their problems, needs and issues affecting their lives.
3. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
4. Develop skills in problem solving and intervention in the person-environment context.
5. Develop skills in research and evaluation.



### **For Medical and Psychiatric Social work Specialization:**

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:

1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.
4. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

### **For HR Specialization:**

During this semester students will be placed in any one of the *industries relating to manufacturing sector*. They are expected to:

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 practice the methods of social work in the agency.
5. To develop the personal and professional self.

### **Evaluation**

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

**COURSE 24: SOFT SKILLS- III****FOCUS AREA: CAREER & WORK PLACE COMPETENCIES****Semester: 3****Credits: 2****Course: Soft Skills****Teaching Hours: 30****Course objectives:**

- To facilitate the transition of students from education to workplace setting.
- **To enhance the employability of students.**
- To equip the students ready for the workplace.

**Course content:**

- **CV preparation**
- **Participation in GDs**
- Interview – personal and technical
- Aptitude tests
- **Case study, analysis and discussion**
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- **Workplace etiquette**
- Any other relevant and need-based input

**COURSE 25: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I****Semester: 3****Credits: Nil****Course: Record Course****No. of Sessions: 3 per semester****Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## **SEMESTER - IV**

## **COMMUNITY DEVELOPMENT SPECIALIZATION**

### **COURSE 26A: URBAN DEVELOPMENT AND GOVERNANCE**

**Semester: 4**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives**

- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

#### **Unit I Concepts and Definitions**

**(10 hrs)**

- a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
- b. Urban Problems: Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition, causes, characteristics, functions, classification, approaches to slum development.
- c. Migration – concept, causes, types and theories.

#### **Unit II Urbanization and Issues**

**(5 hrs)**

Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganised labour: child labour, women labour and construction workers and the role of urban poor in urban development.

#### **Unit III Urban Community development**

**(10 hrs)**

Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community

Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; Application of social work method in urban development.

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District - Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

#### **Unit IV Urban Development Administration (10 hrs)**

Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration -Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); **Role of Voluntary Agencies in Urban Development.**

#### **Unit V Urban Development Programmes (10 hrs)**

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, good governance and cities, concepts of accountability, impact of good governance.

#### **Suggested Readings**

##### **Books**

1. Ashish Bose. (1971). India's Urbanization. McGraw Hill. New Delhi.
2. Clinard, Marshall B. (1972). Slums and Urban Community Development. New York: The Free Press.

3. Desai & Pillai. (1972). Slums and Urbanisation. Popular, Bombay.
4. Bhattacharya, B (1979) Urban Development in India, New Delhi: Shree publishing.
5. Bidyut Mohanty (1993) Urbanization in Developing countries, ISS and Concept, New Delhi.
6. Hesselberg, J. (Ed.). (2002). Issues in Urbanization. Jaipur: Rawat Publications.
7. Ravinder Singh Sandhu Ed.(2003) Urbanisation in India: Sociological Contributions, Sage Publications.
8. Robert Neuwirth, 2005, Shadow Cities: A Billion Squatters; a New Urban World, Routledge, New York and London.
9. Mike Davis, 2006, Planet of Slums, Verso, London and New York.
10. Thudipara Jacob.Z(2007) Urban Community Development, Jaipur, Rawat Publications.
11. Phadke.v.s,Banerjee guha, (2007). Urbanisation development & Environment, New Delhi: Rawat Publications.
12. Nadarajah, M. & Yamamoto, A.N. (Eds.). (2007). Urban Cities: Culture and Sustainability of Cities. Jaipur: Rawat Publications.
13. Rao, C.N. (2007). Accountability of Urban Local Governments in India. New Delhi: Atlanta Publishers & Distributors.
14. Sandhu, Jasmeet. (2013)Urban development & Governance- New Delhi: Rawat Publications.
15. Aluwalia, Isher Judge(2014) Urbanisation in India, New Delhi.
16. Mani.N(2016) Smart cities& Urban Development in India, New Delhi: New Century publications.
17. Rao, Nataraja.C.(2016) Urban Governance in India, New Delhi Kalpaz Publications
18. Bhattacharya.B, Urban Development in India, Concept Publishing Company-NewDelhi.
19. Sharma, R.N. & Sandhi, R.S (Eds.). Small Cities and Towns in Global Era: Emerging Changes and Perspectives. Jaipur: Rawat Publications.

### **Articles**

1. Patel, S. (2016). Participatory Local Governance in Asian Cities: Invited, Closed and Claimed Spaces for Poor?. *Environment and Urbanization ASIA*. 7(1), 1.

2. Swapan, M.S.H. (2016). Participatory Urban Governance in Bangladesh: A Study of the Gap between Promise and Realities. *Environment and Urbanization ASIA*. 7(2). 196.
3. Kumar, N. (2017). Interaction between Migration and Development: Study of income and Workforce Diversification in Rural Bihar. *Environment and Urbanization ASIA*. 8(1), 120.
4. Dubey, A. (2018). Economic Growth and Urban Poverty in India. *Environment and Urbanization ASIA*. 9(1), 18.
5. Talat, M. (2018). Development of Employment Sub-centres in the City of Ahmedabad, India. *Environment and Urbanization ASIA*. 9(1), 37.



**COURSE 27A: SOCIAL WORK WITH CHILDREN AND YOUTH****Semester: 4****Spln: CD****Course: Core****Credits: 3****Teaching hours: 45****Objectives**

- To sensitise the students on the problems of children and youth in the society.
- To develop an understanding of the need and importance for child and youth development.
- To enhance understanding of the role of social work in child and youth welfare settings.

**Unit I Demographic Profile (9 hours)**

Demographic profile of children and youth in India; rural – urban differences; important statistics related to the status of children in India and Tamil Nadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

**Unit II Health and Education (9 hours)**

Health and nutritional status and needs 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; problems in education; Universal primary education – SSA, Transit schools, School Social Work – objectives, activities.

**Unit III Children and Youth in Difficult Circumstances (9 hours)**

Children and Youth in especially difficult circumstances: 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, Children living with HIV/AIDS, Children of Prisoners.

**Unit IV Special problems (9 hours)**

Children and youth in need of special care: Physically challenged children – extent, causes, policies and programmes, other interventions; Mentally challenged children – types, interventions; Emotionally challenged children : types, interventions; Child Guidance Clinic

Specific problems of youth: behavioural problems such as drug abuse, alcoholism, suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. Skill training and employment.

## Unit V Constitutional Safeguards (9 hours)

Constitutional safeguards, National Policy, National Policy for Children, National Policy for Youth, 2014. National Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice Board, Child Welfare Committee, Child rights advocacy. Government, NGOs, INGOs (UNICEF, Save the Children) - programmes for Children and Youth in India.

### Suggested Readings

1. NIPCCD (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi
2. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
3. UNICEF (1994) The Child and the Law, UNICEF, New Delhi
4. MSSRF (1994) Policy for the Young Child in Tamil Nadu, MSSRF, Chennai
5. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
6. Tripathy SN ed. (1996) Child Labour in India, Discovery Publishing house, New Delhi
7. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
8. DCI, (1997) International Standards concerning Child Rights, DCI, Geneva
9. Anjali Gandhi (1996) School Social Work, Commonwealth Publishers, New Delhi
10. Fred M Paul (1992), Youth in a Changing Society, Routledge and Kegan Paul, New York
11. Gore M S (1978) Indian Youth – Process of Socialization, VYK, New Delhi
12. Nair, Muralidhar and Ram (1989) Indian Youth - a profile.
13. Herbert J. Walberg USA, Olga Reyes, Roger P. Weissberg - Children and Youth, (1997) Interdisciplinary Perspectives University of Illinois at Chicago, USA
14. Essentials of Nursing Children and Young People, **Edited by:** Jayne Price - Kingston University, UK, Orla Mc Alinden
15. Victor C. Strasburger - University of New Mexico School of Medicine, Albuquerque, NM, USA, Barbara J. Wilson - Department of Communication at the University of Illinois at Urbana-Champaign
16. Amy B. Jordan - (2014) Annenberg School for Communication of the University of Pennsylvania Children, Adolescents, and the Media,

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## COURSE 28A: COMMUNITY HEALTH

**Semester: 4**

**Course: Core**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### Objectives

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

### *Unit I Community Health*

*(9 Hours)*

**Concept and Definition** : Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

### *Unit II Community Health Care*

*(9 Hours)*

**Health Care Service** : Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems and voluntary health systems. **Role of Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

### *Unit III Legislations pertaining to Health*

*(9 Hours)*

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971,Doctors, patients and the

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consumer protection act,1986, Persons with Disability Act,2016, Environment Protection Act, National Health Policy, 2017, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

***Unit IV National Health programmes: (9 Hours)***

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM),National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of National and International organizations in health care field** – NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

***Suggested Readings***

- Ajit, 2009, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee Usha, (1977) Health administration Metropolis, Abhinav Publication, New Delhi.
- Bhattacharya Sanjay, Social Work Interventions and Management, New Delhi: Deep & Deep Publication, 2008.
- Bose A & Desai PB (1983), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Guy Howard,2002, Healthy Villages, WHO publication, Geneva
- James McKenzie An Introduction to Community Health 7th Edition, ISBN-13: 978- 0763790110,ISBN-10: 0763790117
- Javaratham J (ed.) 1993, Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Madhu Nagla (2018), SOCIOLOGY OF HEALTH AND

MEDICINE,ISBN 9788131609347

- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Mutatkar.R.K. 2016,Ayush in Public Health, Vol 2,Concept Publishing Company, New Delhi.
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Pachauri, Saroj, ed.Reaching India's Poor: Non – Governmental Approaches to Community Health (1994), Sagar Publication Public Health.
- Park and Park 23rd Edition, 2015, Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Philips D.R.1990, Health & Health care in the third world, Long man Publishers, Scientific and technical, New York.
- Rabindra Nath Roy and Indranil Saha 2013, Preventive and Social Medicine, Jaypee Brothers Medical Publishers (P) Ltd.
- Ted Lankester 2004, Setting up Community Health Programmes –A Practical Manual for use in Developing Countries, Voluntary Health Association of India, New Delhi.
- Utkarsh Sharma 2017,Public Health, Jnanda Prakashan (P&D), New Delhi

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#### **Website References:**

Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>

Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>

National Health portal  
<https://www.nhp.gov.in/>

Department of Health Research  
<https://dhr.gov.in/>

## **COURSE 29A: SOCIAL ENTREPRENEURSHIP**

**Semester: 4**  
**Credits : 2**

**Spln: CD**

**Course: Inter-Disciplinary**  
**Teaching Hours: 30**

### **Objectives:**

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

### **Unit – I: Social entrepreneurship and social entrepreneur. (6 Hrs)**

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.

Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, 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 programmes (EDP). (6 Hrs)**

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 Hrs)**

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self – Help Groups, Legal issues, Initiatives for 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.

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**Unit –IV: Setting up of small business enterprise. (6 Hrs)**

Identifying the business opportunity, 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 Hrs)**

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), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

**Practical exposure:**

Visits to the small scale industries - successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

**Suggested Readings**

1. E.F.Schumacher, Harper and Row (1972), Small is Beautiful, New York,.
2. Gupta M.C(1987). Entrepreneurship in Small Scale Industry. Anmol publications. New Delhi.
3. Lambden, Johnc & Targett, David. (1990). Small Business Finance – A Simple approach. Pitman publishing, London.
4. F.Kuratko. (2011). Entrepreneurship: A contemporary approach–Donald. Harcourt College publishers, London – 2001.
5. Kumar, Anil (2003). Entrepreneurship Development. New age international publishers Ltd, New Delhi.
6. Saini,J.S. Gurja.B(2003) Entrepreneurship & Education: Challenges and Strategies.

- New Delhi. Rawat Publications.
7. Entrepreneurship Development Programmes and Practice – Jasmer Singh Saini. (2005). Deep & Deep publications pvt.Ltd, New Delhi.
  8. S. Mohan & R. Elangovan, (2006). Current trends in Entrepreneurship – Deep & Deep Publications pvt. Ltd, New Delhi.
  9. Poornima Charantimath (2006). Entrepreneurship development small business enterprises. Dorling Kindersley (India) pvt.Ltd.
  10. Steyaert, Chris, Hijorth, Daniel(2006) Entrepreneurship as Social Change, Edward, Elgar Publishing Ltd.
  11. Carter, N.M., Henry, C., Cinneide, B.O., & Johnston, K(Eds.). (2007). Female Entrepreneurship: Implication for Education Training and Policy. Routledge.
  12. Saini, Jasmer Singh (2009) Entrepreneurship development, Programmes& Practices,  
New Delhi: Deep & Deep Publications
  13. Doherty, B., Foster, G., Mason, C., Meehan, J. Meehan, K. Rotheroe, N., & Royce, M. (2009). Management for Social Enterprise. New Delhi: Sage Publications India Pvt Ltd.
  14. Bornstein, D. & Davis, S. (2010). Social Entrepreneurship: What everyone needs to know. Oxford University Press.
  15. Shanker, Raj (2012) Entrepreneurship Theory & Practice, Chennai, Vijay Nicole Imprints pvt.ltd.
  16. Dutta, Bholanath. (2012), Entrepreneurship Management. New Delhi.
  17. Sinha.S.K(2015) Entrepreneurship & Rural Development, Shree Publishers. New Delhi ,
  18. Charantimath, Poornima.M. (2016)Entrepreneurship Development& Small business Enterprises, Chennai, Pearson Publications.
  19. Paramasivan, C. (Ed.). (2016). Social Entrepreneurship. New Delhi: New Century Publications.
  20. Kummitha, R.K.R. (2016). Social Entrepreneurship: Working towards greater Inclusiveness. Sage Publications.
  21. Industrial Policy Resolutions – Government of India publication.



**Articles**

1. Duening, T.N. (2006). Five Minds for the Entrepreneurial Future. *Journal of Entrepreneurship*. 19(1), 22.
2. Roomi, M.A. & Parrott, G. (2008). Barriers to Development and Progression of Women Entrepreneurs in Pakistan. *Journal of Entrepreneurship*. 17(1), 59-72.
3. Ingrid, W. (2015). Effective Growth Paths for SMEs. *Journal of Entrepreneurship*. 24(2),169.
4. Jun, Y. (2017). Collective Entrepreneurship, Environmental Uncertainty and Small Business Performance: A Contingent Examination. *Journal of Entrepreneurship*. 26(1), 1.
5. The journal of Entrepreneurship – Vol – 15, No – 2.

## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **COURSE 26B: CLINICAL SOCIAL WORK**

**Semester: 4**

**Spln: MPSW**

**Course: Core**

**Credits : 3**

**Teaching Hours: 45**

#### **Objectives:**

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

#### **Unit I Introduction**

**(9 hours)**

Clinical social work: Meaning & Definition, Goal & Objectives, Scope Historical development, Ethics, values & concepts underlying clinical social work practice. NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.

#### **Unit II Differential Diagnosis, Assessment and techniques**

**(9 hours)**

Diagnosis and Assessment: Concept & Definition. Role of one assessing, the Involvement of one assessed, expertise **skills and goals of assessment**. **Types of assessment**: Case study – bio-psycho social, genogram, ecomap, risk factors, suicide/homicide, psychological testing, drug/alcohol, spirituality/religion, strength and copability. Differential Diagnosis.

#### **Unit III Approaches, Theories and Models**

**(9 hours)**

Comprehensive assessment: Bio-psycho-social-spiritual model, Four Quadrant model, 5A's model, IMPACT model, SBIRT model, Trans-theoretical model, Strength based perspective, Stress Vulnerability model.

#### **Unit IV Clinical social work in various settings**

**(9 hours)**

Clinical Social Work & Direct Social Services. Practice of clinical social work in different setting: child welfare agencies, Family service agencies, school settings, correctional institutions, general hospital settings, de-addiction centers, industrial settings, nontraditional mental health services, national & international charitable organization. Working with multi-disciplinary team, industrial health services.

## **Unit V Promotion, Prevention, Treatment and Rehabilitation (9 hours)**

Definition: Promotion, Prevention, Treatment & Rehabilitation. Challenges in the clinical social work settings. **clinical social worker as case manager, evidence based social worker.** Stages of change. Spontaneous/Natural recovery.

### ***Suggested readings:***

1. Hepworth, D.H., Rooney, R.H., Rooney, G.D. & Strom-Gottfried, K (2013). Direct social work practice: Theory & skills (9<sup>th</sup>ed). Belmont, CA: Brooks/Cole Publishing Co.
2. Jerrold R. Brandell (2017) Theory and Practice in Clinical Social Work 1st Edition
3. Danna R. Bodenheimer (2018) Real World Clinical Social Work.
4. Rachele A. Dorfman, (2017). Clinical Social Work: Definition, Practice And Vision (Brunner / Mazel Basic Principles into Practice)
5. Jacqueline Corcoran (2000) Evidence-Based Social Work Practice with Families: A Lifespan Approach.
6. Ludwig, A. (1985). Cognitive processes associated with “spontaneous” recovery from alcoholism. *Journal of Studies on Alcohol*, 46, 53-58.
7. Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient hospital settings: what should we do?. *Alcoholism: Clinical and experimental research*, 34(12), 2004-2010.
8. Introduction ASAM, New Definition of addiction
9. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
10. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
11. Morrison, J. (1995). DSM-IV Made Easy. New York, N.Y.: Guilford Press.
12. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
13. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.
14. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press
15. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
16. Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
17. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
18. Pomerantz, A.S., Corson, J.A. & Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. *J ClinPsychol Med Settings*, 16, 40-46.
19. Thielke, S., Vannoy, S., & Unutzer, J. (2007). Integrating mental health and primary care. *Primary Care: Clinics in Office Practice*, 34, 571–592.

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**COURSE 27B: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK****Semester: 4****Spln: MPSW****Course: Core****Credits : 3****Teaching Hours: 45****Objectives:**

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psychosocial interventions while working with patients, their families and communities.
- 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 Introduction and Overview****(10 hours)**

**Counselling:** counseling process, Values & Ethics in Counselling. **Therapy:** Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, **Skills,** Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy,

**Phases of therapy:** **Early phase**-rapport, the therapist as a teacher, therapeutic contract-phases of contract, limit setting. **Middle phase:** the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. **Final phase:** planning for termination, the work of the final phase, feelings reactions to termination.

**Unit II Psycho- Social Therapies****(10 hours)**

**Therapeutic Counseling & Psychotherapy:** Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures

**Psycho-Social Therapies:** Definition, Types (Cognitive and behavioural therapies, Psychoanalytical and psychodynamic therapies, Humanistic therapies, Arts therapies and Other therapies). Emerging Trends in Holistic treatment.

**Cognitive and behavioural therapies :** Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. **Psychoanalytical and psychodynamic therapies:** Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

**Unit III****(12 hours)**

**Humanistic therapies:** Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

**Arts therapies :** Art therapy/Art psychotherapy, Drama therapy, Music therapy

**Other therapies** : Couple Therapy, Rational Emotive Therapy (RET) & Rational Emotive and Behavioural Therapy (REBT), Behaviour Modification, Psychodrama, and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness, Play therapy and Psychosexual therapy. Role of Social Worker.

#### **UNIT IV Indigenous and Current Techniques (7 hours)**

**Indigenous therapeutic Techniques** : Yoga, Meditation, Spiritual Healing and Relaxation Therapy. Emerging trends in Healing- Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process.

#### **UNIT V Rehabilitation (6 hours)**

**Rehabilitation:** Definition, principles, need and importance. Options in rehabilitation- Hospital based - quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc. Rehabilitation Models adopted by organizations such as Banyan and SCARF.

**Community based rehabilitation:** Meaning and Definition, Objectives, Approaches, components, importance and Scope in Mental Health.

Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.

#### **Suggested Reading**

1. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
2. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA
3. Coleman, Comprehensive Textbook of Abnormal Psychology
4. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
5. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersey,
6. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
7. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.
8. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA
9. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
10. Robert, WR and Robert H N,ED, Theories of Social Case Work
11. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
12. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New york

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## COURSE 28A: COMMUNITY HEALTH

**Semester: 4**

**Course: Core**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### Objectives

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

### *Unit I Community Health*

*(9 Hours)*

**Concept and Definition** : Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

### *Unit II Community Health Care*

*(9 Hours)*

**Health Care Service** : Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems and voluntary health systems. Role of Professional Social Worker in community health systems.

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

### *Unit III Legislations pertaining to Health*

*(9 Hours)*

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, Persons with Disability Act,2016, Environment Protection

**MSSW – MSW – Course Regulations effective from the batch 2018-2020 onwards**

Act, National Health Policy, 2017, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

***Unit IV National Health programmes: (9 Hours)***

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of National and International organizations in health care field –** NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

***Suggested Readings***

- Ajit, 2009, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee Usha, (1977) Health administration Metropolis, Abhinav Publication, New Delhi.
- Bhattacharya Sanjay, Social Work Interventions and Management, New Delhi: Deep & Deep Publication, 2008.
- Bose A & Desai PB (1983), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Guy Howard, 2002, Healthy Villages, WHO publication, Geneva
- James McKenzie An Introduction to Community Health 7th Edition, ISBN-13: 978- 0763790110, ISBN-10: 0763790117
- Javaratham J (ed.) 1993, Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Madhu Nagla (2018), SOCIOLOGY OF HEALTH AND MEDICINE, ISBN 9788131609347

- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Mutatkar.R.K. 2016,Ayush in Public Health, Vol 2,Concept Publishing Company, New Delhi.
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Pachauri, Saroj, ed.Reaching India's Poor: Non – Governmental Approaches to Community Health (1994), Sagar Publication Public Health.
- Park and Park 23rd Edition, 2015, Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Philips D.R.1990, Health & Health care in the third world, Long man Publishers, Scientific and technical, New York.
- Rabindra Nath Roy and Indranil Saha 2013, Preventive and Social Medicine, Jaypee Brothers Medical Publishers (P) Ltd.
- Ted Lankester 2004, Setting up Community Health Programmes –A Practical Manual for use in Developing Countries, Voluntary Health Association of India, New Delhi.
- Utkarsh Sharma 2017,Public Health, Jnanda Prakashan (P&D), New Delhi

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#### **Website References:**

Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>

Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>

National Health portal  
<https://www.nhp.gov.in/>

Department of Health Research  
<https://dhr.gov.in/>



## **COURSE 29B: DISABILITY AND SOCIAL WORK**

**Semester: 4**  
**Credits: 2**

**Spln: MPSW**

**Course: Inter-disciplinary**  
**Teaching hours: 30**

### **Objectives:**

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare , and rehabilitation services to the disabled.

### **Unit I : Introduction to Disability**

**(4 hours)**

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability. Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

### **Unit II: Classification of Disability**

**(6 hours)**

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, assessment, impact on child's development and adult.

Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

### **Unit III: Needs and problems of Persons with Disability (7 hours)**

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. **Role of Social Worker in rehabilitation of Person with Disability** and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

#### **Unit IV: Education and Employment for Disabled (7 hours)**

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children (IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Tele care, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

#### **Unit-V : Rights and Entitlements Of The Disabled – Laws & Institutes (6 hours)**

Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, The Mental Health Care Act, 2017, The Rehabilitation Council of India Act, 1992, The Rights of Persons with Disabilities Act, 2016, The National Trust Act (1999), Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

#### **Suggested Readings**

- Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka, Pub, New Delhi, 2005
- Dr. Jose Murickan S.J, Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerala federation of the blind, 1995
- Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration, 2004
- James E. Yasseldyke, Bob Algozzine, Martha Thyrlow: Critical Issues in special education, Kanishka Pub, New Delhi.
- Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
- Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya, Coimbatore, 2000.
- Text book for BED special education, MPBHOJ University, Bhopal.
- Addlakha Renu (2009) Disability and society- A reader.
- Simcock, Peter; Castle, Rhoda (2016), Social Work and Disability.
- Dalal, Ajit.K (2018) Disability Rehabilitation and social work.

## **HUMAN RESOURCE MANAGEMENT SPECIALIZATION**

### **COURSE 26C: ORGANIZATIONAL CHANGE AND DEVELOPMENT**

**Semester: 4**

**Spln: HRM**

**Course: Core**

**Credits : 3**

**Teaching Hours: 45**

#### **Objectives**

- To help the students to build knowledge on OD
- To help the students to develop skill in implementation of OD practices.
- To gain knowledge about the concepts of Change Management

#### **UNIT I: Management of Change (9 hours)**

Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

#### **UNIT II: Organization Development (9 hours)**

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

#### **UNIT III - The Process of Organization Development (9 hours)**

Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.

#### **UNIT IV - Human Process Intervention (9 hours)**

Individual Based: Coaching and Counseling, Behaviour Modelling  
Group based: Self-Directed work Team, Conflict management  
Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

#### **UNIT V - Techno Structural Interventions (9 hours)**

Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

#### **Suggested Readings**

1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6<sup>th</sup> Ed. by Wendell L French and Cecil H. Bell, Jr
2. Management of change and organizational development – innovative Approach –Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V.Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

## COURSE 27C: LEARNING AND DEVELOPMENT

**Semester: 4**  
**Credits : 3**

**Spln: HRM**

**Course: Core**  
**Teaching Hours: 45**

### Objectives:

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

### UNIT – I: INTRODUCTION TO LEARNING (9 hours)

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

### UNIT –II: TRAINING (9 hours)

Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

### UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS (9 hrs)

**Training Needs Assessment:** Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

**Training Methods:** Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), ICT-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training. Role of Virtual Reality, Augmented Reality, Artificial Intelligence and Gamification in Training.

**UNIT –IV: TRAINING EVALUATION****(9 hours)**

Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Outout] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

**UNIT –V: EMPLOYEE DEVELOPMENT****(9 hours)**

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). **Career development** – Career Management System (Self-assessment, reality check, goal setting, action planning).

***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

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## **COURSE 28B: INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

**Semester: 4**  
**Credits : 3**

**Spln: HRM**

**Course: Core**  
**Teaching Hours: 45**

### **Objectives:**

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

### **UNIT-I: Globalization and International Business. (9 hours)**

Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.

Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

### **UNIT-II: International / Global Human Resource Management. (9 hours)**

Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management.

Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

### **UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)**

Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.

Aligning Training and Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.

Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

**UNIT-IV: International Compensation. (9 hours)**

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

**UNIT-V: Contemporary Issues in IHRM. (9 hours)**

The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict.

Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. **Women in international management.** IHRM in developing countries- IHRM in 21<sup>st</sup> century.

**Suggested Readings**

1. Aswathappa, K. (2010). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books.
2. Bhatia, S.K. (2013). *International Human Resource Management: A Global Perspective, Practices, and Strategies for Competitive Success*. New Delhi: Deep & Deep Publishing.
3. Briscoe, D.A., Schuler, R., and Claus, L. (2009). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.
4. Dowling, P.J., and Welch, D. (2005). *International Human Resource Management: Managing People in a Multinational Context*. New Delhi: Thomson Learning
5. Hofstede, G. (2003). *Cultures and Organizations: Intercultural Cooperation and its Importance for Survival*. London: Profile Books.
6. Morrison, J. (2006). *The International Business Environment: Global and Local Market Places in a Changing World*. New York: PalgraveMacMillan.
7. Rao, P.L. (2008). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books
8. Scullion, H., and Lineham, M. (2005). *International Human Resource Management: A Critical Text*. New York: PalgraveMacMillan.
9. Tarique, I., Briscoe, D., and Schuler, R. (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.

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## **COURSE 29C: COMPENSATION MANAGEMENT**

**Semester: 4**

**Spln: HRM**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching Hours: 30**

### **OBJECTIVES:**

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

### **UNIT 1 Concepts related to Compensation (6 hours)**

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

### **UNIT 2 Compensation Management (6 hours)**

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

### **UNIT 3 Variable Pay and Executive Compensation (6 hours)**

Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

### **UNIT 4 Managing Employee Benefits (6 hours)**

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.



**UNIT-5 Legal aspects****(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- **designing a benefits package.**

**Self Study / Extra Inputs:**

Software for payroll processing

Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)

**References:**

- Armstrong, M., & Murlis, A. (2010). *Reward Management*. London: Kogan Page.
- Fisher, J.G. (2009). *Compensation Management: How to Run Successful Employee Incentive Schemes*. London: Kogan Page.
- Henderson, R. I. (2015). *Compensation Management in a Knowledge Based World*. New Delhi: Pearson Publications.
- Martocchio, J.J. (2010). *Employee Benefits*. New Delhi: Tata McGraw Hill.
- Singh, B.D. (2012). *Compensation and Reward Management*. New Delhi: Excel Books.

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## COURSE 30: RESEARCH PROJECT – II

**Semester: 4**

**Credits: 4**

**Course: Core**

**Duration: 90 days**

### Objectives:

- To introduce and to provide hands on training to the students on the various sampling procedures.
- To impart data collection skills
- To develop their ability to analyse the data they have collected.
- To develop their scientific writing.
- To enable them in preparing research reports.

**Unit-1 :** (30 days)

Completion of tasks relating to-

1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

**Unit-II:** (30 days)

Completion of tasks relating to-

4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

**Unit-III:** (30 days)

Completion of tasks relating to-

7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 31: FIELD WORK- IV****Semester: 4****Credits: 6****Course: Core****No. of days: 25- to 30 days  
(Block Field work Pattern)**

The broad aim of this course work is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT / Service / Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization) for the specified period of time.

In the organizational set up aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

**Community Development:**

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.

1. To understand the implementation of development projects and programmes of the Government / NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

### **Medical and Psychiatric Social Work**

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of Corporate organizations.

1. To understand the psychiatric social work setting and the client's need and problems.
2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counselling and associated projects.
5. To develop the essential communication, liaison and networking skills.

### **Human Resource Management:**

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

### **Evaluation**

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

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**COURSE 32: SOFT SKILLS- IV**  
**MS/15S/407**  
**FOCUS AREA: SPECIALISATION COMPETENCIES**

**Semester: 4**  
**Credits: 2**

**Course: Soft Skills**  
**Teaching Hours: 30**

The objective of 4<sup>th</sup> semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Powerpoint
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising
14. Any other relevant and need-based input

**COURSE 33: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II****Semester: 4****Course: Record Course****Credits: Nil****No. of Sessions: 3 per semester****Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## REGULATIONS

### D) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

##### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

##### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
 Agency Supervisor: 20 marks

#### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.



**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:** Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

#### **III SEMESTER- RESEARCH PROJECT -I**

##### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

##### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

##### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

##### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

##### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

##### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

S.No	Criteria	Marks
1	Research Chapters & Tool	10
2	Clarity on the research Objectives & methodology	10
3	Response to Questions	5
	Total	25

## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis

- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters (III,IV,V&amp;VI)</b>	10
2	<b>Methodology, Data Analysis &amp; Presentation etc.</b>	10
3	<b>Response to Questions</b>	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*

Courses focus on SD - Skill Development, EN- Entrepreneurship, EM- Employability						
Semester	Course Code	Title of the Course	EM	EN	SD	Pg.No.in curriculum
First Semester	MS/18C/101	Social Work Profession	Yes		Yes	12
	MS/18C/102	Social Work with Individuals	Yes		Yes	15
	MS/18C/103	Social Work with Groups	Yes	Yes	Yes	17
	MS/18 ID/104	Sociology			Yes	19
	MS/18 ID/105	Psychology			Yes	21
	MS/18C/106	Field Work -I	Yes		Yes	23
	MS/18 S/107	Soft Skills-I			Yes	27
Second Semester	MS/18C/201	Social Work with	Yes	Yes	Yes	30
	MS/18C/202	Social Research and	Yes	Yes	Yes	33
	MS/18C/203 A	Social Policy & Planning	Yes		Yes	35
	MS/18C/203 B	Human Resource	Yes		Yes	37
	MS/18 ID/204	Basics of Counselling	Yes		Yes	39
	MS/18 ID/205	Management of	Yes	Yes	Yes	41
	MS/19E/206 A	Social Legislation (CD &	Yes		Yes	43
	MS/18E/206 B	Labour Legislation – I	Yes			45
	MS/18C/207	Field Work –II	Yes		Yes	47
	MS/15S/208	Soft Skills–II			Yes	48
MS/16R/209	Summer Placement	Yes		Yes	50	
Third Semester	MS/18C/301A	Rural Development And Governance		Yes		12
	MS/18C/301B	Labour Legislation – II	Yes		Yes	34
	MS/18C/301C	Mental Health and Psychiatric Social Work	Yes		Yes	23
	MS/18C/302A	Dalit And Tribal Empowerment			Yes	15
	MS/18C/302B	Strategic Human Resource Management	Yes	Yes		37
	MS/18C/302C	Medical Social Work	Yes		Yes	26
	MS/18C/303A	Community Development – Approaches and Tools*	Yes		Yes	17,28
	MS/18C/303B	Organizational Behaviour	Yes		Yes	39
	MS/18C/304A	Women And Development		Yes		19

	MS/18C/304B	Employee Relations & Welfare	Yes	Yes	Yes	41
	MS/18C/304C	Social Work With Families And Senior Citizens			Yes	30
	MS/18ID/305A	Disaster Management & Environmental Social			Yes	32
	MS/18ID/305B	Performance Management	Yes	Yes	Yes	43
	MS/18C/306	Research Project - I	Yes	Yes	Yes	45
	MS/18C/307	Field Work – III	Yes	Yes	Yes	46
	MS/18S/308	Soft Skills – III	Yes		Yes	49
	MS/18R/309	Participation in Professional Forum Activities – I	Yes			50
<b>Fourth Semester</b>	MS/18C/401A	Urban Development And Governance	Yes	Yes	Yes	52
	MS/18C/401B	Organizational Change & Development	Yes		Yes	74
	MS/18C/401C	Clinical Social Work	Yes		Yes	65
	MS/18C/402A	Social Work With Children & Youth	Yes		Yes	56
	MS/18C/402B	Learning & Development	Yes		Yes	75
	MS/18C/402C	Therapeutic Interventions in Social Work	Yes		Yes	67
	MS/18C/403A	Community Health*	Yes		Yes	58.69
	MS/18C/403B	International Human Resource Management	Yes	Yes	Yes	77
	MS/18ID/404A	Social Entrepreneurship	Yes	Yes		61
	MS/18ID/404B	Compensation Management	Yes	Yes	Yes	79
	MS/18ID/404C	Disability and Social Work	Yes		Yes	72
	MS/18C/405	Research Project – II	Yes	Yes	Yes	81
	MS/18C/406	Field Work – IV	Yes	Yes	Yes	82
	MS/18S/407	Soft Skills – IV			Yes	84



MS/18R/409	Participation in Professional Forum Activities – II	Yes			85
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# MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008  
College Off. : 28194566 / 5126 Principal : 28195125 E-Mail  
: principal@mssw.in Website : [www.mssw.in](http://www.mssw.in)

**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

**Principal**

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.





# MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)

(Affiliated to the University of Madras)

## Post-Graduate Department of Social Work

### MASTER OF SOCIAL WORK (MSW)

Green colour highlighted-courses focusing on Skill development

Yellow colour highlighted-courses focusing on Entrepreneurship

Pink colour highlighted-courses focusing on Employability

## I Year

### COURSE REGULATIONS AND SYLLABUS

(Effective from the Batch 2019-2021 onwards)

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,  
Principal  
Madras School of Social Work (Autonomous)  
No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.



## Table of Contents

	Subject	PageNo
	About the Programme	3
	Syllabus Matrix	7
SEMESTER -I	Social Work Profession	12
	Social Work with Individuals	15
	Social Work with Groups	17
	Sociology	19
	Psychology	21
	Field Work -I	23
	Soft Skills-I	27
	SEMESTER -II	Social Work with Communities
Social Research and Statistics		33
Social Policy & Planning (CD & MPSW)		35
Human Resource Management (HRM)		37
Basics of Counselling		39
Management of Organizations		41
Social Legislation (CD & MPSW)		43
Labour Legislation – I (HRM)		45
Field Work –II		47
Soft Skills-II		48
Summer Placement		50
	Regulations	51

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - To provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all, the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

#### **4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### **5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

### A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	--	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	--	2			
	Record Course	<i>Summer placement</i>	--	--	-	--	2			
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--		
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>	-----						<b>71</b>	<b>24</b>	<b>95</b>



## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL CREDITS</b>			<b>25</b>	-----				

### SEMESTER III

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	Inter- disciplinary	Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course ‘Participation in Professional Forum Activities – I & II’ will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper–6</b> Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter-disciplinary	Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*

## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

# **SEMESTER -I**

*Course 1: SOCIAL WORK PROFESSION*

**Semester: 1**

**Course: Core**

**Credits: 3**

**Lecture hours: 45**

**Objectives**

- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

**UNIT- I: Introduction**

**(9 hours)**

**Social work:** Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

**UNIT – II Social Work Practice.**

**(10 hours)**

**Introduction to the Methods of Social Work. Level of Intervention in Social Work:** Micro, Mezzo and Macro level. Skills and techniques in Social Work practice

**Fields of Social Work:** Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights.

**Social Work as a profession:** Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

**Unit –III: Theories and models of Social Work**

**(10 hours)**

**Theories and Perspectives:** Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory.

**Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT-IV: Social reform and Social movements in India (9 hours)**

**Indian social reformers and their contributions:** Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoole. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

**UNIT-V: Social Welfare Programmes. (7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India). Social work and sustainable development.

***Suggested reading***

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart 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 Publications, 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, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David & Manohar Pawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3<sup>rd</sup>ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.
15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing

Company.

17. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
18. Wolfer, T.A. (2005) An Introduction to Decision cases and case method learning.  
In T.A. Wolfer & T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
19. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
20. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. Advances in Social Work, 1, 1-22.

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*Course 2 : SOCIAL WORK WITH INDIVIDUALS*

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Teaching Hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(6 hours)**

Case Work: Concepts, objectives/purpose/its 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 Case worker Client Relationship**

**(8 hours)**

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional 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 Case Work Process**

**(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 ecomaps. Treatment/ Intervention, Evaluation, Termination

**Unit IV Case Work Approaches**

**(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

**Unit-V Case Work in Various Settings****(11 hours)**

Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

***Suggested reading***

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; Columbia Univ. press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, Newbury Park.
10. Tilbury; D.E.F (1977), Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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**Course 3: SOCIAL WORK WITH GROUPS**

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Teaching Hours: 45**

**Objectives:**

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

**Unit I Groups and Group Work**

**(8 hours)**

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

**Unit II Group Dynamics**

**(10 hours)**

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram.

**Unit III Group Work process**

**(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 Meetings-interviewing, Ground rules for group work meetings, goal 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 Group Work Models and Types****(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

**Unit V Group Work in various settings****(5 hours)**

Group Work Settings and Practice: **Skills of a group worker, Application of group work method in different settings;** community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

***Suggested reading***

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

Green Colour-Courses focusing on Employability  
 Courses focusing on Entrepreneurship  
 Courses focusing on Skill Development

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*Course 4: SOCIOLOGY*

**Semester: 1**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- **To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.**

**Unit- I: Introduction**

**(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

**Unit- II: Institution, Culture and Society**

**(6 hours)**

Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

**Unit- III: Social Control**

**(4 hours)**

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

**Unit- IV: Social Change and Social Movements**

**(5 hours)**

Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V: Social Problems and developmental issues****(10 hours)**

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

***Suggested reading***

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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*Course 5: PSYCHOLOGY*

**Semester: 1**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching hours: 30**

Objectives:

- To develop an in-depth understanding on the concepts of psychology
- To understand the life span of individuals
- To gain insight on various factors contributing for the personality of an individual
- **To facilitate the integration of above knowledge with social work practice**

**Unit I-Psychology**

**(5 hours)**

Psychology: Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

**Behaviour**-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormalcy.

**Attitude**- formation, maintenance, attitude and behaviour

**Unit II- 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, emotional and social development - Personality development, Challenges of each Life Stage.

**Unit III- Learning & Memory**

**(6 hours)**

**Learning:** Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike's Trial and Error Theory and Bandura's Observational Learning Theory.

**Memory:** The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

**Unit-IV – Emotion & Motivation**

**(6 hours)**

**Emotion:** Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion.

**Motivation:** Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow's Hierarchy of Needs Theory.

**Unit V- Thinking & Perception****(7 hours)**

**Thinking:** Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.

**Perception:** Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational.

**Personality:** Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

**Suggested Readings:**

1. Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D, 2nd Edition, Hodder and Strongton
3. Introduction to Psychology- Morgan and King, 6th edition, 1979, McGraw Hill
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts & Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B, 1980, McGraw-Hill
6. Adjustment and Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, Hjelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hillsdale N.J. (U.S.A.).
9. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S. Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

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**Course 6: FIELD WORK- I****Semester: 1****Course: Core****Credits: 6****Minimum No. of days: 24 (Two days a week)****Overall objectives:**

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- **Understand the basic skills required for the practice of social work, and**
- **To encourage the learner to become a professional social worker.**

**Components of Semester I Concurrent field work.**

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

**COMPONENT NO.1*****OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.*****No. of visits: 6****Duration: 6 Days (1 week)****Component objectives:**

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.
- To make use of the supervision & guidance in understanding social issues.
- 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

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is 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; documentation skills.

**COMPONENT No.2**  
***RURAL CAMP.***

**Duration: Pre-camp Preparation- 8 field work days +On camp : 7 days.**

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

**Objectives:**

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.
4. To help them develop capacities and attitudes suitable for 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, House keeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

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

**COMPONENT No.3*****PROJECT FIELD WORK.***

**Duration: 8 Field Work days over one month.**

**Objective:**

Project field work is a unique component of the field work programme adopting the model of **“Instruction- Training- Skill development- Presentation”** by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

**Process:**

In this component the students will be given an opportunity to learn community interaction and presentation skills through:

- 1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
- 2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
- 3) Presentation and Documentation of the project undertaken.

**Skills to be developed:**

- Basic skills necessary for social work practice such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

***Suggested readings:***

Field Work Manual , Madras School of Social Work, 2008-2009

**Note:**

*Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.*

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*Course 7: SOFT SKILLS -I*

**Semester: 1**

**Course: Soft Skills**

**FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT**

**Credits: 2**

**Teaching hours: 30**

**Objectives:**

- To enable the students to analyse their self and create positive self.
- To sensitize students to the nuances of the four basic **communication skills- Listening, Speaking, Reading and Writing.**
- To enable students to understand others.

**Unit I: Understanding self through a SWOT**

- What /why/ how of Self Esteem /self-awareness/
- How to create Positive self concept
- SWOT analysis of self

**Unit II: **Communication****

What /Why/How of Communication

One to one communication

- Work place communication
- Assertive communication
- Importance of listening in communication

**Unit III: **Presentation skills****

- Public speaking
- Speaking in the meeting
- Speaking during the interview

**Unit IV: Interpersonal Skills I**

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

**Unit V: Interpersonal Skills II**

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

***Suggested readings:***

1. Swaminathan V.D and Kaliappan K.V., “Psychology for Effective Living,” The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., “Organizational Behavior,” Prentice Hall of India, New Delhi, 2005.

***Examination***

Based on Theory and / or practicals.

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# **SEMESTER – II**

*Course 8: SOCIAL WORK WITH COMMUNITIES*

**Semester: 2**

**Course: Core**

**Credits: 3**

**Lecture hours: 45**

**Objectives:**

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

**Unit I Introduction**

**(9 hours)**

**Community:** Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership:** Concept and types of leadership in community.

**Community organization:** Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

**Unit II Phases and Models of Community Organisation**

**(9 hours)**

**Community organization as a Para-political Process:** Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

**Phases in community organization:** Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

**Skills in Community Organization:** Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

**Unit III Approaches, Methods and Models of Community Organization (9 hours)**

**Approaches:** General content, specific content and process objective.

**Models:** Locality Development, Social Planning and Social Action.

**Methods:** Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.



Application of community organization in different settings, emerging trends and experiments.

#### **Unit IV Social Action**

**(9 hours)**

**Social Action:** Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

#### **Unit V Strategies and Tactics of Social Action.**

**(9 hours)**

**Strategies and Tactics:** Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

#### ***Suggested reading***

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- Encyclopedia of social work, Government of India, New Delhi.
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from <http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf>
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.

- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui, H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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**Course 9: SOCIAL RESEARCH AND STATISTICS**

**Semester: 2**  
**Credits : 3**

**Course: Core**  
**Teaching hours : 45**

**Objectives:**

- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- **To hone the skills in undertaking research and in writing about the same.**

**Unit I: Introduction**

**(4 hours)**

Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

**UNIT II: Problem Conceptualization & Research Design**

**(9 hours)**

Research process. Problem Identification – Problem Definition – Review of Literature – Formulation of objectives – Identification of concepts and variables: Conceptualization and operationalisation – Formulation of hypothesis. Research Design: Meaning, Types.

**UNIT III: Data Collection:**

**(9 hours)**

- Data: Meaning, Sources: Primary & Secondary.
- **Tools of data collection:** Observation, Questionnaire, Interview Schedule, Interview Guide (Case Study, Key Informant Interview and Focus Group Discussion).
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- **Usage of internet in data collection.**

**UNIT IV: Data Processing and Analysis**

**(14 hours)**

- Data Processing: Content checking – Data coding – Data Entry – Data cleaning – Data Analysis.
- Statistical Packages available for Quantitative Data Analysis.
- Levels / Types of data analysis - Univariate, Bivariate, Multivariate Analysis.
- Types of Statistics: Concept of Descriptive Statistics and Inferential Statistics.
- Concept and manual calculation of Measures of Central Tendency [Arithmetic Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test. Type 1 and Type 2 errors.
  - **Details pertaining to Manual calculation of Statistics (Problem-solving):**

- Arithmetic Mean: Direct method for Raw Data, Discrete Frequency Data and Class interval Data; Assumed Mean method for Discrete Frequency Data; Assumed Mean and Step Deviation Method for Class interval Data.
- Median: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- Mode: Direct method for Raw Data, Discrete Frequency Data and Class interval Data when the mode is clearly defined. **Note:** Instances of formula-based calculations in case of ill-defined mode are excluded.
- Range: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- Standard Deviation: Direct method for Raw Data and Assumed Mean method for Discrete Frequency Data and Step Deviation method for Class interval Data.
- Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation for a set of two ranks (when ranks are not repeated).
- Chi-Square Test: Chi-square test as a test of independence.

### **UNIT V: Data Presentation & Interpretation and Research Writing (9 hours)**

Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. **Research Writing:** Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

#### ***Suggested readings:***

- Goode, W J and Hatt, P K. (1952). *Methods in Social Research*. Mc.Graw Hill, New York.
- Gupta S.C. (2012). *Fundamentals of Statistics, 7e*. Himalaya Publication Co., New Delhi.
- Kothari C.R (1997). *Research Methodology - Methods and Techniques*. Vishwa Prakashan, New Delhi, 1997
- Monette Duane R. & Sullivan Thomas J. (1998). *Applied Social Research: Tool for Human Services*, Harcourt Brace College Pub., New York.
- Ramachandran P. (1993). *Survey Research for Social Work*, Institute for Community Organization Research, Bombay.
- Ranjit Kumar. (2014). *Research Methodology*. Sage Publications, New Delhi.
- Ranjit Kumar. (2014). *Research Methodology: A step by step guide for beginners*. Sage Publications, New Delhi.
- Rubin, Allen and Babbie, Earl. (2004). *Research Methods for Social Work with infotrac*, Thompson and Wadsworth Publishing, California.
- Wilkinson T.S and Bhandarkar P.L. (2005). *Methodology and Techniques for Social Research, 16e* (Reprint). Himalaya Publication Co., New Delhi.

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#### **Note:**

**In the end semester examination, one question in Part-A and one question in Part-B will be on statistics (problem-solving).**

**Course 10 A: SOCIAL POLICY AND PLANNING**  
(For CD & MPSW Specialization)

**Semester: 2**  
**Credits : 3**

**Course: Core**  
**Teaching Hours: 45**

**Objectives:**

- To understand the issues in social development.
- To gain knowledge of polices in India and planning process in India.
- To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

**Unit I: Concepts and Definitions**

**9 hours**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

**Unit II: Social Policy in India**

**9 hours**

Sources of Policy : Indian Constitution- Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive;. Policy Formulation Process.

**Unit III: Role of various Actors in Policy Formulation**

**9 hours**

State, International organizations (UN, WTO. World Bank), Pressure Groups. Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces: **Role of Social Work Profession vis-a-vis Social Policy, Policy Changes in Post Reform Period, Policy advocacy: analysis and budget analysis as tool of policy advocacy**

**Unit IV: Planning process in India**

**9 hours**

Concept of Panning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, **Monitoring, Midterm Review and Evaluation of the Five Years' Plans;** Democratic Decentralization and Micro-level Planning.

## Unit V: Social development policies and programmes 9 hours

Rural Development, Urban Development, Health, Education, Population and Family Welfare, Environment and Ecology, Poverty Alleviation. **Overview of the policies and programmes for the segments of population:** Children, differently abled Women Youth. Scheduled castes and Scheduled tribe. Review of India's Development Planning and Experience in Achieving Poverty Alleviation and Distributive Justice.

### *Suggested readings:*

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). Administration Politics and development in India, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum*. Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India*. Sage Publications. New Delhi.
5. Chaturvedi T. N. (1984), Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) Social Policy in India, Broadway House, London
7. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
8. Gol. Five-Year Plan - T'to 10\*, Planning Commission of India, New Delhi
9. Gokhale S D (1979) Integrated Social Policy :- India'. *New Development c Polity end Planning* Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
11. Jacob K. K (1989), *Social Policy in India*, ASSWI. Himanshu Publications. Udaipur.
12. Kabra Kamal Nayan (2004) *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
13. Kulkarni P. D. (1997). What is development oriented welfare? *Social Issues in Development*, Uppal Publishing House. New Delhi
14. Kulkarni P.D & Nanavatty Meher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,
15. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House. Mumbai
16. NIRD (2001) "Decentralized Planning", *India Panchayat Raj Report*
17. Patil P.B. (1989), *Panchayat Raj. District Planning and Rural Development*, Yashwantrao Chavan Partishtan, Mumbai (Marathi)
18. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
19. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications. New Delhi
20. Sharma P. N. (1993), *Social Planning: Concepts and techniques*. Print house, Lucknow
21. Sovani N.V (1979) Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi

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*Course 10 B: HUMAN RESOURCE MANAGEMENT*  
(For HRM Specialization)

**Semester: 2**

**Course: Core**

**Credits: 3**

**Teaching Hours: 45**

**Objectives:**

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of human resource management.

**UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)**

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT – II: ACQUISITION OF HUMAN RESOURCES (9 hours)**

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.

Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. Strategies for effective career development.

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

**UNIT – IV: MOTIVATION OF HUMAN RESOURCES (9 hours)**

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

**Employee engagement - concept and strategies.**

**UNIT – V: MAINTENANCE OF HUMAN RESOURCES (9 hours)**

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. **Employee Retention Strategies.**

***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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*Course 11: BASICS OF COUNSELLING*

**Semester: 2**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching Hours: 30**

**Objectives**

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the various models of counselling
- To equip the students on the skills, techniques and process of counselling

**Unit 1 Counselling foundations (5 hours)**

Definition of Counselling and objectives. Types of counseling (concepts only): Crisis Intervention, Preventive, Problem-solving, Family Counselling, Group Therapy. Concepts of Guidance, Psychotherapy and Psychiatry. Values, Principles and Ethics of Counselling

**Unit 2 Counselling Process (10 hours)**

Counselling Process: **A.** Relationship Building – Empathy, Unconditional positive regard, Genuineness, Respect. **B. Assessment** – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation- checklists and rating scales, Self-reporting – Questionnaires, personal essays, journals. **C.** Goal setting: S.M.A.R.T. Goals, Process and Outcome Goals. **D.** Interventions : Affective, Cognitive, Behavioural and Interpersonal. **E.** Termination and Follow-up

**Unit 3 Counselling Skills & Techniques (5 hours)**

Skills & Techniques: Active Listening, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying. Interviewing skills - Questioning, Probing. Verbal & Non-verbal communication, .Self-disclosure.

**Unit 4 Counselling Approaches and Models (5 hours)**

Counselling models: Psychodynamic Approaches, Cognitive-behavioural approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan’s Model, Eclectic Model.

Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision.

**Unit 5 Counselling in different settings (5 hours)**

**Family:** Marital, Family counselling, Life style Counselling.

**Health setting:** Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

**Educational setting:** School counselling, drop out counselling, delinquent counselling, career counselling, Counselling for social media addiction.

**Work place counselling:** Employee and Employer counselling

**Community setting:** Migrants, refugees, socially and economically disadvantaged and disaster.

### **Teaching Methodology**

Lectures, interactive discussions, group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, field visits/guest lectures: Role play and mock exercises.

### **Suggested Reading**

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi
2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.
3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi
4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersey
5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.
6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi
7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi
8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6<sup>th</sup> edition, Brooks / Cole,a part of Cengage Learning
9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson

*Course 12: MANAGEMENT OF ORGANIZATIONS*

**Semester: 2**

**Course: Inter-disciplinary**

**Credits: 2**

**Lecture hours: 30**

**Objectives**

- To provide an overview of the structure and administration of an organization.
- **To impart necessary skill for the management of organizations.**
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

**UNIT I: Fundamentals of Management**

**(6 Hours)**

Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Market). Managerial skills: **Conceptual, Technical and Human Relation Skills.**

**UNIT-II: Evolution of Management Thought**

**(8 hours)**

Concepts and Key Contributions – Classical Theory : Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber); Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argris, Douglas McGregor, M P Follet, Abraham Maslow) New Management theory: System Approach (open/closed/synergy/entropy), Management Science Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).

**UNIT III: Basics of Organization**

**(6 hours)**

**Organization:** Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization Structure by function, by product, by geographical market; network organizations and virtual organizations.

**Business Organizations:** Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).

**UNIT IV - Introduction to Non-Profit Organization**

**(5 hours)**

**Non-profit organization:** Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.

## **UNIT V – Management of Non-profit Organizations (5 hours)**

**Project proposal writing. Fund raising principles and practices,** accountability of funds and donor management. Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

### ***Suggested reading:***

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. P. Subba Rao, Management and organization behavior ( text and cases) Himalaya publishing House, 2017
3. Principles of Management, S. P. Rajagopalan, Srivari Publication
4. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A, Heredia R.A. et al., “Industrial Organization and Management”, Himalaya Publishing House, Bombay, 1979.
6. Gupta C.B., “Organisation and Management” Sultan Chand & Sons, New Delhi, 1998.
7. Joseph L. Massie, “Essentials of Management”, Prentice Hall of India Ltd, New Delhi, 1973.
8. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir, “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi-2004
9. Robin Lall 2004 The Dynamics of NGO’s New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
11. Sooryamoorthy R and Gangrade K.D 2006 NGOs in India-A cross Sectional study New Delhi: Rawat.
12. Vetrivel Surendra 1999 Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
13. Prasanna chandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
14. Vasant Desai Project Management, Himalaya Publishing House Mumbai - 400 004, 1997.

**Course 13 A: SOCIAL LEGISLATION**  
(For CD & MPSW Specialisation)

**Semester: 2**  
**Credits: 2**

**Course: Elective**  
**Teaching hours: 30**

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**Objectives**

- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impart knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing Social Legislation for social transformation.
- To expose them to law enforcement institutions and bridge the gap between the Criminal Justice System and victims.

**Unit I Introduction**

**(6 hours)**

The Constitution of India: Preamble and Fundamental Rights. Judicial system in India: Supreme Court, High Court, District Court and Session Court, Special Courts/Tribunals. Legal Provisions: Free Legal Aid, Public interest litigation, Lok-Adalat, Complaint Procedures, Statutory Commissions. Role of Social Workers in promotion of Social Justice, Human Rights through Social Legislation.

**Unit II Personal Laws**

**(6 hours)**

Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Christian Marriage Act 1955, Laws pertaining to Marriage, The Indian Divorce Amendment Act 2001, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Courts Amendments Act 1991.

**Unit III Women and Law**

**(6 hours)**

Dowry Prohibition Amendment Act 1986, Prevention of Immoral Traffic Act 1956, TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1997, Indecent representation of women Act 1986, Prevention of Women from Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Maternity Benefit 1961 (Amendment in 2017).

**Unit IV Children and Law**

**(6 hours)**

The Prohibition of Child Marriage Act 2006, Juvenile Justice (Care and Protection of Children) Amendment Act, 2015 with TN Rules 2017, Child Labour (Prohibition and Regulation) Amendment Act 2016, Central Adoption Resource Agency Guidelines 2017, Protection of Children from Sexual Offences Act (POCSO) 2012, Guardians and Wards Act, 1890.

**Unit V Social Problems and Law****(6 hours)**

Transplant of Human Organs Amendments Act 2011 with rules 2014, Right to Information Act 2005, Information Technology Act, 2000, Maintenance and Welfare of Parents and Senior Citizens Act- 2007, Bonded Labour (System) Abolition Act. 1976. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Act 2015, The Tamil Nadu Prevention of Begging Act 1945, Tamil Nadu Interests of Depositors Act 1997.

Suggested Reading:

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, New Delhi.
3. Acharya, BasuDurga Das Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7<sup>th</sup>Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan.
6. Diwan. Paras&Diwan, Peeyush (1994) Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K.D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Co.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.
12. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
13. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social Institute.
14. Pradhan. V. P. The Indian Constitution, New Delhi: Ombudsman Publishing House, (T<sup>1</sup>Edition).
15. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
16. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
17. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.
18. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
19. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
20. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
21. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications
22. Siddiqi, Fatima E. & Ranganathan Sarala: Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 & Part 2), New Delhi: Kanishka Publcation.

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**Course 13 B: LABOUR LEGISLATION - I**  
**For HRM Specialisation Students**

**Semester: 2**  
**Credits : 2**

**Course: Elective**  
**Teaching Hours : 30 Hrs**

**Objectives:**

- To help the students to learn the fundamentals of Labour legislations
- To give input to the students on the constitution and its relevance to Labour Legislations.
- **To assist the students in understanding the legislations concerning Labour**

**UNIT I - Fundamentals of Labour Legislation (4 hours)**

Concept of Labour Legislation – Objectives and Need for Labour Legislation

Classification of Labour Legislation: Regulative Labour Legislation, Protective Labour Legislation, Wage-related Labour Legislation – Social Security Legislations- Welfare related Labour Legislations & other important Acts.

**UNIT II – Indian Constitution and Labour Legislation (4 hours)**

Indian Constitution vis-à-vis Labour Legislation – Fundamental Rights – Art 16,19,23,24 &

Directive Principles of State Policy- Art(39,41,42,43,43A).

Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

**UNIT III - Protective Labour Legislation (8 hours)**

The Factories Act, 1948

The TamilNadu Shops and Establishment Act, 1947.

**Unit IV - Regulative Labour Legislation (6 hours)**

Industrial Employment (Standing Orders) Act, 1946

The Contract Labour (Regulation and Abolition) Act, 1970

**Unit V – Legislation related to Social Security****(8 hours)**

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

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

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Unorganised Workers Social Security Act 2008

The Labour laws (Exemption from furnishing Returns and Maintaining registers by certain Establishments) Act, 1988- The Amendment Act 2014

**Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. New Delhi: Sultan Chand & Sons – 2001
3. Kumar, H.L. (2017). *Digest of Important Labour Cases*(11<sup>th</sup> Edition). New Delhi: Universal Law Publisher.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. New Delhi: Universal Law Publisher.
5. Misra, S.N. (2016). *Labour and Industrial Laws*. New Delhi: Universal Law Publisher.
6. Taxmann's (2001). *Labour Laws*. New Delhi: Taxman Allied Services.

**Suggested Webpages:**

1. [www.mca.gov.in](http://www.mca.gov.in)
2. [www.esic.nic.in](http://www.esic.nic.in)
3. [www.epfindia.com](http://www.epfindia.com)
4. [www.labour.nic.in](http://www.labour.nic.in)
5. [www.lawmin.nic.in](http://www.lawmin.nic.in)

**Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views



**Course 14: FIELD WORK - II****Semester: 2****Course: Core****Credits: 6****No. of days: 30 (Two days a week)****Concurrent Pattern****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:

- Work with communities, groups, individuals / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (case work, group work and community organization).
- Inculcate professional growth and development.

**Areas of learning:**

Concurrent practice learning tasks are listed below:

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.

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*Course 15: SOFT SKILLS -II*

**Semester: 2**

**Course: Soft Skills**

**FOCUS AREA: LEADERSHIP & TEAM BUILDING**

**Credits: 2**

**Teaching Hours: 30**

**Objective:**

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

UNIT – I

**INTERPERSONAL SKILLS** – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

**CONFLICT MANAGEMENT** – attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

**TEAM BUILDING -1:** – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

**TEAM BUILDING -2:** - Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

**LEADERSHIP** – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.

**REFERENCES**

- Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.
- Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.
- Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.
- Leil Lowndes. (2003). How to talk to anyone. New Delhi:Tata McGraw-Hill Company Limited.
- Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited.
- Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.
- Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.
- Stephen R. Covey. (2011) The leader in me. Free Press.

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**Course 16: SUMMER PLACEMENT**

**Semester: 2**

**Course: Record Course**

**Credit: 1**

**No. of days: One month (continuously)**

*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 oneself.*

**Objectives:**

1. Knowing about the basics of the working of an industrial organization / social welfare organization.
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 areas 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 a 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 experiences before the class and faculty (in the format provided by the department).

\*\*\*\*\*

# REGULATIONS

## I) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

### I Semester total marks 100 (ICA 50 & ESE 50)

#### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

#### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
 Agency Supervisor: 20 marks

### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

### **III SEMESTER- RESEARCH PROJECT -I**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

#### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives&amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>



## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academicians from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

#### IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

#### V) SOFT SKILLS / SKILL LABS

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### GENERAL

#### ICA for theory courses - in the case of paper sharing:

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### Passing minimum marks:

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

#### Arrear papers:

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE.  
100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS.****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

**IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

## **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

**II Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Batch 2018-2020 onwards)**

## Table of Contents

		<b>Subject</b>	<b>Page No</b>
		About the Programme	3
		Syllabus Matrix	7
<b>SEMESTER - III</b>	<b>CD</b>	Rural Development And Governance	12
		Dalit And Tribal Empowerment	15
		Community Development – Approaches and Tools	17
		Women And Development	19
		Disaster Management & Environmental Social Work	21
	<b>MPSW</b>	Mental Health and Psychiatric Social Work	23
		Medical Social Work	26
		Community Development – Approaches and Tools	28
		Social Work With Families And Senior Citizens	30
		Disaster Management & Environmental Social Work	32
	<b>HRM</b>	Labour Legislation – II	34
		Strategic Human Resource Management	37
		Organizational Behaviour	39
		Employee Relations & Welfare	41
		Performance Management	43
	<b>COMMON</b>	Research Project - I	45
		Field Work – III	46
		Soft Skills – III	49
		Participation in Professional Forum Activities – I	50
	<b>SEMESTER - IV</b>	<b>CD</b>	Urban Development And Governance
Social Work With Children & Youth			56
Community Health			58
Social Entrepreneurship			61
<b>MPSW</b>		Clinical Social Work	65
		Therapeutic Interventions in Social Work	67
		Community Health	69
		Disability and Social Work	72
<b>HRM</b>		Organizational Change & Development	74
		Learning & Development	75
		International Human Resource Management	77
		Compensation Management	79
<b>COMMON</b>		Research Project – II	81
		Field Work – IV	82
		Soft Skills – IV	84
		Participation in Professional Forum Activities – II	85
		Regulations	86

# ABOUT THE PROGRAMME

## 1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

## 2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - To enhance people's capacity for social functioning;
  - To improve the quality of life for everyone;
  - To promote social justice;
  - Provide opportunities for people to develop their capacities to become participating and contributing citizens.

## 3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).

6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

**Core courses / paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code (**C**).

**Interdisciplinary course / paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course / paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code (**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code (**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all, the student has to gain specified number of credits (**minimum 95 credits**) to complete the course, distributed @**Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits**.

### **Teaching Methodology**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.



#### 4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters ( Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

#### 5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

## A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	--	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	--	2			
Record Course	<i>Summer placement</i>	--	--	-	--	2				
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	--	2			
Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--			
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	--	2			
Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--			
	<b>TOTAL</b>			-----			<b>71</b>	<b>24</b>	<b>95</b>	

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course Completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course Completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL</b>			<b>25</b>	-----				
<b>CREDITS</b>								

### SEMESTER III

COURSE NO.	COURSE CODE*	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	Inter-disciplinary	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course Completion.			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:**\*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III & IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course ‘Participation in Professional Forum Activities – I & II’ will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper–6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter-disciplinary	<b>Inter-disciplinary Paper –2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*

## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I <ul style="list-style-type: none"> <li>• Observation</li> <li>• Rural Camp</li> <li>• Project</li> </ul>	24	180	6
II	Field Work II <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III <ul style="list-style-type: none"> <li>• Concurrent</li> </ul>	24	180	6
IV	Field Work IV <ul style="list-style-type: none"> <li>• Block Pattern</li> </ul>	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

## **SEMESTER - III**

## **COMMUNITY DEVELOPMENT SPECIALIZATION**

### **Course 17A: RURAL DEVELOPMENT AND GOVERNANCE**

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards Rural development.
- To understand the role and contribution of professional social work in the developmental process.

### **Unit I Rural community and its Issues**

**(10 Hours)**

Rural community: Definition, types, Characteristics, power structure. Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agricultural labourer, marginal and small farmers. Agro based industries, Rural marketing, Growing urbanization, Industrialization, Globalization, migration and consequent social erosion. Watershed Management – water users association. Organic Farming – concept and problems. Role of Women in Rural Development. Sustainable Development.

### **Unit-II Rural Development Programmes**

**(10 hours)**

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka) projects. Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojna, NRHM (National Rural Health Mission). **Rural entrepreneurship models**



### **Unit - III Rural Community Development & Social Work Application (10 hours)**

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

### **Unit IV Rural Administration (8 hours)**

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

### **Unit V Rural Governance (7 Hours)**

Panchayat systems and local self-government in ancient India, Balwantraji Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73<sup>rd</sup> amendment.

### **Suggested Readings**

1. Mukerji, B.M. (1961). Community Development in India. Orient Longman. Chennai.
2. Desai, A.R. (1971). Rural Sociology. Popular Press. Bombay.
3. Dayal, Rajeshwar. (1974). C.D Programme in India. Kitab Mahal Pvt, Ltd.
4. Dudhashi, P.R. (1977). Rural developmental Administration in India. Popular Press Mumbai.
5. Reporter, B.N .ed(1981). Rural Development and The Corporate Sector. All India Congress Committee.
6. Michael Lipton, (1982). Why poor people remain poor. Heritage publication. New Delhi.
7. Jain, S.C., (1985). Rural Development Institute and Strategies. Rawat Publication.
8. Kartar Singh. (1986). Rural Development- Principles, Policy and Management. Sage Publication. New Delhi.
9. Murthy, S.P. Lyn Gopalan. (1992). Work book on Community Based Rehabilitation Services. Karnataka Joint Assistance Centre.

10. Yadav,Subah Singh.ed. (1993). Infrastructure to Rural Development. Pocket library Publications. Jaipur.
11. Desai, Vasanth. (1994). Dynamics of entrepreneurial Development. Himalayas publishing House. New Delhi.
12. Agrwarl A.N. (2001). Indian Economy, Nature, Problems and Progress. New Delhi. Vikas Biraj, Prakash.
13. Jain, Rashmi. (2003). Communicating Rural Development: Strategies and Alternatives. New Delhi: Rawat Publications.
14. Fernandes, Aloysius. P. (2003). Peoples Institutions managing natural resources in the context of a Watershed Management.
15. The Myrada Experience : (2004)A Manual for capacity building of Peoples institutions managing watersheds, Karnataka- Myrada
16. Abraham, George .M (2004). India Untouched: The Unforgotten face of Rural Poverty, Cranston, The Writers Collective Publications.
17. Karalay, G.N. (2005). Integrated approach to Rural Development. New Delhi: Concept Publishing Company.
18. Shah, Dilip. (2005). Rural Sociology. Jaipur: APD Publishers.
19. Ministry Reports, Planning Commission Reports.
20. Kumar, D. (2007). Rural development and Social Change: Thoughts of Swami Sahajanand. New Delhi ; Deep and Deep Publications.
21. Roy .S & Dash B.M (2015) New perspectives in Community Development. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

### **Journals**

1. Seminar, Social Action, Economic and Political Weekly
2. Selvaraj., K.N (2002). Agricultural Development in India and its Impact on Poverty Reduction. Indian Journal of Social Development. 2(1), 53.
3. Joshi, O., Desai, S., Nanneman, R., & Dubey, A. (2017). Who Participates in MGNREGA?. Analyses from Longitudinal Data. Review of Development & Change. 21(1), 108-137.

## **Course 18A: DALIT AND TRIBAL EMPOWERMENT**

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

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

### **Unit I Dalits and Development**

**(9 hours)**

Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits- Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

### **Unit II Tribal Communities**

**(9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines. tribal social systems and structures: belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination.

### **Unit III Tribal Issues and Development**

**(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 IV Constitutional Safeguards for Dalits**

**(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 on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

### **Unit V Social Work practice for Dalits and Tribal Empowerment**

**(9 hours)**

**Social Work Methods for Dalit and Tribal persons: Social analyses, advocacy, social activism, networking, micro/macro planning,** leadership building and cadre based organizations, social mobilization, Fair-trade, arts and craft manufacturing and marketing, sustainable livelihood management, organising political movement, skills of individual and community conscientisation processes. Tribal Social Work- formulation, approaches, concepts and strategies.

### **Suggested Readings**

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi,.
2. Alexander K.C et.al, 1991.Tribals; Rehabilitation and development, Rawat publications, Jaipur,
3. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi,
4. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi,
5. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi,
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. P.D. Tiwari and R.S. Trpathi (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. Soundra Pandian. M. 2000. Tribal Development in India, Anmol Publications Pvt. Ltd., New Delhi,
11. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House, New Delhi,
12. Thara Shankar Banarjee, in 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. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.
15. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi
16. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi.
17. Thorat Sukhdeo, 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 Life worlds: 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. Sanjoy and Jaideva, Dr. Pramanshi 2003 Encyclopedia of Dalits in India Delhi: Kalpaz Publications.
24. Z Elliot, Eleanor 2005 From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.
25. Ambedkar, BR, Annihilation of Caste

### **Journals**

Seminar, Social Action, Economic and Political Weekly

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## **Course 19A: COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS**

**Semester: 3**

**Course: Core**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach (10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action (8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment (8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning (10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation (9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## Course 20A: WOMEN AND DEVELOPMENT

**Semester: 3**  
**Credits: 3**

**Spln: CD**

**Course: Core**  
**Teaching hours: 45**

### Objectives:

- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To examine the social systems that affect women in meeting growth & special needs.

### Unit 1 Status of Women

**(8 hours)**

Concept of development with reference to women: Women in development, women and development, Gender in development – meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. Feminism and its types. Women's movements. UN-Women.

### Unit II Education, Employment and Health

**(10hours)**

Education : Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women's education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women's labour, feminization of poverty, multiple roles of women. Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and access to health services. HIV/AIDS and impact on women in India. Female Genital Mutilation.

### Unit III Gender Analysis and Framework

**( 8 hours)**

Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. **Self Help Groups:** benefits, procedures and best practices.

### Unit IV Women in difficult circumstances

**(9 hours)**

Women in difficult circumstances: sex work, 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.

**Unit V National and International Efforts****(10 hours)**

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

**Suggested Readings**

1. Bhasin, K (1984), Women and media – analysis, alternatives and actions, Kali for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women : options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton r (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India- report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
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. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

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## **Course 21A: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK**

**Semester: 3**

**Course: Inter-Disciplinary**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief,** Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

#### **UNIT IV ENVIRONMENTAL MOVEMENTS (5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

#### **UNIT V ENVIRONMENTAL MANAGEMENT (5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

#### **Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991 .

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## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **Course 17B: MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK**

**Semester: 3**

**Spln: MPSW**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### **Objectives:**

- To introduce the students to the concepts, classifications, types and historical development of the field of Psychiatry
- To impart knowledge on the various psychiatric disorders and the role of social worker
- To provide knowledge on Emerging researches in mental health

#### **Unit I: Introduction**

**(6 Hours)**

**Concept and Definition:** Normality & Abnormality, Mental Health, Psychiatric Social Work, Community Mental Health and Community Psychiatry – National Mental Health Programme- DMHP. Principles and Concepts of Community Organisation in Mental Health. **Role of Social Worker in Mental Health Services to Individuals**

Historical development of Psychiatry as a field of specialization. Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times). Positive mental health as social capital. Mental health problems in India. Misconceptions about mental illnesses. Scope and trends of Psychiatric Social work in India & Abroad.

#### **Unit II: Classification & Assessment of Mental Health Disorders**

**(10 Hours)**

**Classification:** Diagnostic Statistical Manual (DSM-5) & International Classification of Diseases (ICD-10): History, Classifications, Rationale and its Applications.

**Psychiatric Assessment:** Interviewing, Case history taking, Sources of intake, Mental Status Examination (MSE), Formulation of psychosocial diagnosis, Use of computers in assessment.

#### **Unit-III: Psychiatric Illness & Disorders.**

**(10 Hours)**

**Types and Classifications of Mental Disorders:** Minor and Major: Organic, Toxic (Drug Abuse) and Functional (Non-Organic)

**Organic Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.

**Toxic:** Signs, Symptoms, Etiology, Management and types of Mental and Behavioural disorders due to Psychoactive Substance Use.

**Functional (Non Organic) Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

**Unit-IV: Behavioural Disorders and Child hood Disorders (12 Hours)**

**Behaviour disorders:** Eating Disorders: Anorexia Nervosa, Bulimia Nervosa - Causes, Prevention, Intervention with patients having eating disorders, Non Organic Sleep Disorders

**Common Mental Health Problems and Disorders in Children:** Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism. Behavioural and Emotional disorders.

**Social Work Intervention for childhood disorders:** Therapeutic Intervention, Interventions with Individual and Family - **Role of Psychiatric Social Workers.** Limitations and difficulties faced in psychiatric social work practice.

**Unit V: Research in Mental Health (7 Hours)**

**Emerging research in mental health.** WHO Evidence based researches in Mental Health. Difficulties in practice of ethics and informed research. National Policy on Mental Health. Analysis of Existing Policies and programmes related to Mental Health. Mental Health Care Act, 2017.

**Suggested Readings**

- Coleman, James C., Abnormal psychology and modern life, Taporewala& Sons, Bombay
- D Simon.G.Gowers & Lynne Green:”Eating disorders:Cognitive Behaviour Therapy with Children and Young People”. Routledge; 1 edition
- District Mental Health Programme. website : [http://aamh.edu.au/wp-content/uploads/2014/01/06\\_India\\_DC\\_Jain.pdf](http://aamh.edu.au/wp-content/uploads/2014/01/06_India_DC_Jain.pdf)
- District Mental Health Programme in Tamil Nadu. [www.tnhealth.org/directorate/DMHP.doc](http://www.tnhealth.org/directorate/DMHP.doc)
- Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- Edward, Understanding mental retardation, Cambridge University press, London, 1986
- Francis P.Abraham (2014).Social Work in Mental Health. Areas of Practice, Challenges and Way Forward. Sage Publications, New Delhi.
- Francis P.Abraham (2014).Social Work in Mental Health. Contexts and Theories for Practice. Sage Publications, New Delhi.
- Jennifer A. Hurley, “Eating Disorder opposing viewpoints, Greenhaven Press
- James W Callicutt, Perdro J Lecca :Social work and Mental Health, Free Pr (January 1, 1983)
- Lawson G Lowrey “Psychiatry for Social Workers”, Columbia University Press; Boards Have Heavy Shelfwear edition

- Gordon Hamilton, “Psychotherapy in Child Guidance”, Columbia University Press New York
- Gaird R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- John, Howells G ; Modern perspective in International Child Psychiatry , Brunner & Mazel publication, New York, 1971
- Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rinehart & Winston, New York, 1961.
- Roberts N, Mental Health and Mental Illness, Routledge & Kegan Paul, London, 1967 Zigar.
- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.
- Morrison, J. (2014). The first interview, 4th edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352, 355 pages.
- Morrison, J. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians, 2nd edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352. 313 pages.
- Niraj Ahuja 2011, A short textbook of Psychiatry. Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
- Venkatesan S, Children with developmental disabilities,. Sage Publications, 2004
- Verma, Ratna, Psychiatric Social Work in India, Sage Publication, New Delhi, 1991

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## Course 18B: MEDICAL SOCIAL WORK

**Semester: 3**  
**Credits: 3**

**Spln: MPSW**

**Course: Core**  
**Teaching hours: 45**

### Objectives

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

### Unit – I: Concepts

(8 hours)

**Concept and Definition:** Health, Hygiene, diseases, Illness and Handicap.

**Medical Social Work:** Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad. **Organization and Administration of medical social work in hospitals of State and Central Government organizations.**

### Unit – II: Health Care Models

(9 hours)

**Healthcare Models:** Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health. **Alternative System of Health** - AYUSH (Ayurveda, Unani, Siddha, Yoga, meditation, Naturopathy). **Health Education:** Concept and Principles, Models, Methods and Techniques. Health Empowerment & Social marketing.

### Unit – III: Diseases

(10 hours)

**Major Communicable Diseases:** TB, STD, HIV/AIDS, UTI, Polio, Diarrheal Diseases, Vector Borne Disease, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI).

**Major Non-Communicable Diseases:** Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma.

**Psychosocial Problems and the role of medical social worker in dealing patients:** Physically Challenged, Nutritional Disorders, Occupational Health, Women's Health, Pediatric Health and Geriatric Health problems.

### Unit – IV: **Role of Social Worker**

(10 hours)

**Patient as a person:** Concept of patient as a person, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Concept and Impact of long-term hospitalization on the patients and their families. Teamwork and Multidisciplinary approach.

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**Role and Functions of Medical Social Worker:** **Counselling** and Rehabilitation - with special reference to patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases. Role of Medical Social Worker in Hospital settings. Promotion of health needs and functions in Rural and Urban Community Settings.

**Unit - V : Medical Social Work practice in different settings (8 hours)**

**Medical social work practice in different settings:** Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Special Clinics and Community Health use of Volunteers, Social Support and Self Help groups. Problems encountered by Medical Social Workers in the field.

**Suggested Readings**

- Anderson R.& Bury M.(eds)(1988),Living with chronic illness-The Experience of Patients and their families, Unwin Hyman, London.
- Bajpai P.K.(ed.)(1997),Social Work Perspectives in Health, Rawat Publications, Delhi.
- Barlett H.M.(1961), Social Work Practice in the health field; National Association of social workers, New York.
- Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004)Health Policy for Health Care Professional, Sage Publications, New Delhi.
- Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Crowley M.F.,(1967),A New look at nutrition; Pitman Medical Publishing Co.,Ltd., London.
- Dowding & Barr, (2002)Managing in Health Care, Pearson Education Ltd. London
- Dziegielewski, Sophia,2003 Changing Phase of Health Care, Social Series II Education, Sarabook, New Delhi.
- Field M.,(1963),Patients are people-A Medical-Social Approach to Prolonged
- Illness, Columbia University Press, New York.
- Gambrell E.(1997),Delhi Social work in the 21st century, Pine Forge Press, New Delhi.
- Golstein D.,(1955),Expanding horizons in medical social work, The University of Chicago Press, Chicago.
- Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- Park and Park, 21<sup>st</sup> (Ed), 2011 Preventive and Social Medicine, Banarsi Das Bhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London

**JOURNALS:**

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi

- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

## **Course 19A: COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS**

**Semester: 3**

**Course: Core**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Objectives**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Unit I Concepts and Approach**

**(10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action**

**(8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment**

**(8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning**

**(10 hours)**

Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.

Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.



### **Unit V Policy Analysis and Documentation (9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.

Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **Course 20B: SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS**

**Semester: 3**  
**Credits: 3**

**Spln: MPSW**

**Course: Core**  
**Teaching hours: 45**

### **Objectives:**

- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

### **Unit I: Theoretical and conceptual framework for understanding family (9 hrs)**

Family definition, Marriage, Types of families, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

### **Unit II Family dynamics (10 hrs)**

Trends in the changing family systems, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, Family life cycle and Family development theory. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

### **Unit III Challenges of family (8 hrs)**

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers  
Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.  
Family Intervention: Genogram, **Methods of assessment**, Rehabilitation, Crisis intervention, strengths and resilience

### **Unit IV Senior citizens and their Health status (8 hrs)**

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

### **Unit V Social work interventions (10 hrs)**

**Social work interventions:** Institutional services-Homes, Hospices, Non-Institutional Services – Day care, Recreation, Help line , Family counselling: Geriatric/ Gerontological Social Work.

**Suggested Readings**

1. Desai M (1994) Family and Intervention: a course compendium, TISS Bombay
2. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
3. Dandekar(1996) The Elderly in India, Sage, New Delhi
4. Desai and Raju(2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Krishnan & Mahadevan (1992) The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing

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## **Course 21B: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK**

**Semester: 3**

**Course: Inter-Disciplinary**

*[Common for both CD & MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Objectives**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **UNIT 1: INTRODUCTION TO DISASTERS & DISASTER MANAGEMENT**

**(6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

**Preparedness, Mitigation, Intervention, Search, Rescue, Relief,** Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III ENVIRONMENT SOCIAL WORK & SUSTAINABLE DEVELOPMENT**

**(8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

**UNIT IV ENVIRONMENTAL MOVEMENTS****(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

**UNIT V ENVIRONMENTAL MANAGEMENT****(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

**Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems. Bombay: Himalaya Publishing House, 1991 .

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## HUMAN RESOURCES MANAGEMENT SPECIALIZATION

### COURSE 17C: LABOUR LEGISLATION - II

Semester: 3

Spln: HRM

Course: Core

Credits: 3

Teaching hours: 45

#### Objectives:

- To introduce the students to variety of labour legislations
- To impart knowledge of the content of the law and enable the students to interpret and apply these laws
- To equip the students with the necessary knowledge on the statutory compliance concerning the labour force
- To familiarize the students with the administration of Labour laws in India.

#### UNIT I- Legislation related to Industrial Relations

(10 hours)

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

#### UNIT II- Legislation related to Working conditions

(7 hours)

The TamilNadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

The Apprentices Act, 1961

#### UNIT III- Legislation related to Social Security

(7 hours)

The Employee Compensation Act, 1923

The Maternity Benefit Act, 1961

The Payment of Gratuity Act, 1972

The Equal Remuneration Act 1976

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**UNIT IV - Legislation related to Wages****(9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

**Unit V - Legislation related to Welfare of Labour, Women & other Acts (12 hours)**

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The Child and Adolescent Labour (Prohibition and Regulation Act), 1986. (Amended act 2016)

Welfare Provisions under

- The Plantation Act, 1951
- The Mines Act, 1952
- The Dock Workers (Safety, Health and Welfare) Act, 1986

The TamilNadu Industrial Establishment (National & Festival Holidays) Act, 1958

The TamilNadu Industrial Establishments (Conferment of Permanent status to workmen) Act, 1981

The TamilNadu Labour Welfare Fund Act, 1972

**Additional Reading: (Does not form part of Assessment)**

The Employment Exchange (Compulsory Notification of Vacancies) Act, 1959

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

**Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. Sultan Chand & Sons.
3. Kumar, H.L. (2017). *Digest of Important Labour Cases* (11<sup>th</sup> Edition). Universal Law Publishing.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. Universal Law Publishing.
5. Kumar, H.L. (2016). *Practical Guide to Labour Management: A-Z from Selection to Separation*. Universal Law Publishing.
6. Misra, S.N. (2016). *Labour and Industrial Laws*. Universal Law Publishing.
7. Taxmann's (2001). *Labour Laws*. Taxman Allied Services.
8. Government of India, Ministry of Women and Child Development. November 2015. *Handbook on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee*.

**Suggested Webpages:**

1. [www.labour.nic.in](http://www.labour.nic.in)
2. [www.mca.gov.in](http://www.mca.gov.in)

**Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views



## **COURSE 18C: STRATEGIC HUMAN RESOURCE MANAGEMENT**

**Semester: 3**

**Spln: HRM**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### **Objectives:**

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

### **Unit-I: Strategic management**

**(9 hours)**

Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

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

**(9 hours)**

SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations; Industry 4.0 and its implications to HRM & SHRM. Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource: Technology and organization structure- Management trends- Demographic trends -Utilization of human resources- International developments- Human resource legal environment.

### **Unit-III: Process, Theories and Models**

**(9 hours)**

Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

### **Unit-IV: Integrating strategy and HRM**

**(9 hours)**

Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: Practices, Ethics of SHRM & Corporate Social Responsibility (CSR)** (9 hours)

Employee value propositions, Individual practices & Systems of high performance human resource practices.

Ethics – Concept, importance and Code of SHRM ethics.

**Corporate Social Responsibility (CSR):** Meaning Concept. Theoretical frameworks of CSR: Corporate Accountability Theory, Stakeholder Theory, Legitimacy Theory, Corporate Sustainability Theory, Justice Theory and Signaling Theory. Statutory provisions related to CSR: Sec 135 and Schedule VII of Companies (Amendment) Act 2013 and Companies (CSR Policy) Rules 2014. CSR as a Strategy. Penalties for non-compliance with legal provisions regarding CSR.

**Suggested Readings**

1. Charles R. Greer, “Strategic Human Resource Management- A general managerial approach” (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
2. Alex Miller and Gregory G. Dess, “ Strategic Management” ( 2ndEdn), McGraw – Hill Companies Inc., New York, 1996 ( 658.M)
3. Philip Sadler, “Strategic management,” (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)
4. Bhatia S.K., Human Resource Management- A competitive Advantage,” Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 ( 658.3B)
5. Anuradha Sharma and Aradhana Khandekar, “Human Resource Management – An Indian Perspective,” Response Books, New Delhi, 2006. (658.3A)
6. Anna Tavis, Richard Vosburgh, and Ed Gubman –“Point Counterpoint: New Perspectives on People & Strategy”2012, , Paperback,ISBN: 978-1-58644-276-7
7. Mike Losey, Sue Meisinger, and Dave Ulrich-“ The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow”2005, Hardcover,ISBN: 0471677914
8. Latest updates from Ministry of Corporate Affairs, Government of India.

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## COURSE 19C: ORGANIZATIONAL BEHAVIOUR

**Semester: 3**  
**Credits: 3**

**Spln: HRM**

**Course: Core**  
**Teaching hours: 45**

### Objectives:

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

### **Unit I: Introduction to Organization Behavior (5 hours)**

Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

### **Unit II: Foundations of Individual Behavior (Micro-perspective) (12 hours)**

Biographical characteristics; Perception - meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

### **Unit III: Foundations of Group and Team Behavior (Meso-Perspective) (10 hours)**

Groups (types of groups, stages of group development, group properties, groupthink, groupshift) Teams (Concept, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

### **Unit IV: Key Pillars of Organization Behavior (12 hours)**

**Motivation:** Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).

**Leadership:** Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.

**Unit V: Foundations of Organization Behavior (Macro Perspective) (6 hours)**

Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

**Suggested Readings**

1. Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12<sup>th</sup> Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.
2. Luthans, F. (2010). "Organizational Behavior" (12<sup>th</sup> Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10<sup>th</sup> Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, "Organizational Behavior" (10<sup>th</sup> Ed) Mcgraw Hill, New York, 1997.

***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

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**COURSE 20C: EMPLOYEE RELATIONS AND WELFARE****Semester: 3****Spln: HRM****Course: Core****Credits: 3****Teaching hours: 45****Objectives:**

- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

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

Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

**UNIT – II: I.R. Climate****(9 hours)**

Industrial Conflict: Meaning, causes, consequences, manifestations, **interventions** (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

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

Collective bargaining: Meaning, objectives, process, **skills**.

**Grievance redressal – meaning and process**; Principles of effective grievance redressal.

Employee discipline – meaning and need; Misconduct – concept and list; **disciplinary action** – procedure, hot stove rule of administering discipline, principles of natural justice.

**Employee empowerment** – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers' participation in management – meaning and range. Concept of industrial democracy.

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

**Employee welfare**: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

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

Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

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

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.

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### **Suggested Readings**

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

### **Website**

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from [www.ilo.org/public/libdoc/ilo/2004/104B09\\_362\\_engl.pdf](http://www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf).

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## COURSE 21B: PERFORMANCE MANAGEMENT

**Semester: 3**

**Spln: HRM**

**Course: Inter-Disciplinary**

**Credits: 2**

**Teaching hours: 30**

### Objectives:

- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

### UNIT-I: Introduction to Performance Management

**(6 Hours)**

Performance: Meaning, Definitions, and Elements of Performance.

Performance Management: Definition, Models and Theories of Performance Management, Evolution of Performance Management System, Difference between Performance Management, Potential Appraisal and Performance Appraisal;

*Performance Management Cycle*: Performance Planning, Managing Performance, Development Planning and Managing Employee Satisfaction; *Why Performance Management Fails*: Enablers of Individual and Organizational performance, Role of HR in Performance Management.

### UNIT- II: Developing Performance Plan & Performance Feedback

**(5 Hours)**

*Setting Relevant and Realistic Goals with Employees*: **Development and Contents** of a Performance Plan: Group/team and individuals; **Strategies and Approaches**: Business Intelligence Monitor, Balance Scorecard, Competency Analysis, Key Result Areas (KRAs), Key Performance Indicator (KPIs), Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software). *Performance Feedback*: Qualitative, Quantitative, Positive, Negative, Just Right and Using Feedback for Improving Performance.

### Unit – III: **Performance Appraisal Methods**

**(8 Hours)**

*Performance Appraisal Methods: Absolute Methods* – Graphic Rating Scale, Critical Incidents Methods, Forced Distribution, Behaviourally Anchored Rating Scale (BARS), *Relative Methods* –Ranking, Group-Order, Paired Comparison, and *Management by Objectives*; *360 Degree Appraisal*; Factors that can distort Appraisals; Performance Appraisal Roles - HR and Line Managers; Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.

### UNIT-IV: Employee Performance Reviews

**(6 Hours)**

*Preparatory steps for Employee Performance Reviews*: Formation of management Teams for Performance Reviews; Implementation of the Performance Appraisal Systems; Guidelines for Saving Performance reviews; *Performance Reviews- Best Practices*.

**Unit –V: Linking Performance with Compensation****(5 Hours)**

**Methods and Techniques in Rewarding Employees Performance;** Performance Related Pay (PRP): Incentive plans – Individual, Group, Enterprise; Profit sharing, Gain sharing; Addressing Employee Performance Problems and Issues; Mentoring, Coaching and **Training for Improving Employee's Commitment and Performance.**

**Suggested Readings:**

1. Aguinis, H. (2014). *Performance Management*. Essex: Pearson Education Limited.
2. Armstrong, M., and Baron, A. (2012). *Performance Management: A Strategic and Integrated Approach to Achieve Success*. New Delhi: Jaico Publishing.
3. Armstrong, M., and Baron, A. (2004). *Manging Performance: Performance Management in Action*. London: Chartered Institute of Personnel and Development.
4. Kandula, S. R. (2006). *Performance Management: Strategies, Interventions and Drivers*. New Delhi: Prentice Hall.
5. Lennon, F.S. (2015). *Performance Management: Developing People and Performance*. New Delhi: Viva Books.
6. Rao, T.V. (2013). *Performance Management and Appraisal Systems: HR Tools for Global Competitiveness*. New Delhi: Sage Publications India
7. Ward, P.(1997). *360 Degree Feedback*. London: Chartered Institute of Personnel and Development, London.

**Suggested Articles**

1. *The Performance Management Revolution* - <https://hbr.org/2016/10/the-performance-management-revolution>
2. *Evaluating Employee Performance* - <http://www.gallup.com/businessjournal/14209/evaluating-employee-performance-part.aspx>
3. *Performance Management is Broken: Replace "Rank and Yank" with Coaching and Development* - <https://dupress.deloitte.com/dup-us-en/focus/human-capital-trends/2014/hc-trends-2014-performance-management.html>
4. *The 7-Step Formula For A Performance Review That Actually Works*- <https://www.fastcompany.com/3036166/the-7-step-formula-for-a-performance-review-that-actually->
5. *These 4 Common Biases Are Screwing Up Your Performance Review*- <https://www.fastcompany.com/3052755/these-4-common-biases-are-screwing-up-your-performance-review>



## COURSE 22: RESEARCH PROJECT – I

**Semester: 3**

**Credits: 4**

**Course: Core**

**Duration: 90 days**

### Objectives:

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.

### Unit-1 :

Completion of tasks relating to-

- a) Research area identification ( In the area of specialization chosen)
- b) Research problem formulation. ( 30 days)

### Unit-II:

Completion of tasks relating to-

- c) Completion of Introductory chapter (Chapter I)
- d) Completion of Review of Literature (Chapter II) (30 days)

### Unit-III:

Completion of tasks relating to-

- e) Identification of research field / agency & obtaining necessary approval / permission to conduct research.
- f) Working out appropriate Research methodology (Chapter III).
- g) Construction of tool of data collection
- h) Submission of typed copy of report on the above components & obtaining approval from the research supervisor. ( 30 days)

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 23: FIELD WORK-III****Semester: 3****Credits: 6****Course: Core****No. of days: 25- to 30 days  
(Concurrent Pattern)**

The broad aim of this course work is to provide opportunities for students to apply the knowledge learnt in the class room situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

- (i) Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.
- (ii) Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organisations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and **learn their best practices**. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organisations with much rigour and specialization focus. It will be considered as a part of the field work of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in **planning, implementing** and evaluating learning experiences under the guidance of the teachers.

- (iii) Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the organizational set up the students are expected to work with organization system,

individuals, groups and communities and to get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).

**General objectives:**

1. To provide the students actual field exposure and working experience in their area of specialization.
2. To develop their ability to interact with the agency officials, community, and governmental / non-governmental organizations with which the organization is associated with.
3. To gain practical knowledge / experience for their professional development.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

**For Community Development Specialization:**

During this semester students will be placed in any one of the *community based organizations* working in the area of community development. They are expected to:

1. Develop understanding of the community, its structure, resources and characteristics.
2. Develop skills to analyse perceptions of community regarding their problems, needs and issues affecting their lives.
3. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
4. Develop skills in problem solving and intervention in the person-environment context.
5. Develop skills in research and evaluation.

### **For Medical and Psychiatric Social work Specialization:**

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:

1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.
4. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

### **For HR Specialization:**

During this semester students will be placed in any one of the *industries relating to manufacturing sector*. They are expected to:

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 practice the methods of social work in the agency.
5. To develop the personal and professional self.

### **Evaluation**

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

**COURSE 24: SOFT SKILLS- III****FOCUS AREA: CAREER & WORK PLACE COMPETENCIES****Semester: 3****Credits: 2****Course: Soft Skills****Teaching Hours: 30****Course objectives:**

- To facilitate the transition of students from education to workplace setting.
- To enhance the employability of students.
- To equip the students ready for the workplace.

**Course content:**

- CV preparation
- Participation in GDs
- Interview – personal and technical
- Aptitude tests
- Case study, analysis and discussion
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- Workplace etiquette
- Any other relevant and need-based input

**COURSE 25: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I****Semester: 3****Credits: Nil****Course: Record Course****No. of Sessions: 3 per semester****Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## **SEMESTER - IV**

## COMMUNITY DEVELOPMENT SPECIALIZATION

### COURSE 26A: URBAN DEVELOPMENT AND GOVERNANCE

**Semester: 4**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### Objectives

- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

#### Unit I Concepts and Definitions

**(10 hrs)**

- a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
- b. Urban Problems: Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition, causes, characteristics, functions, classification, approaches to slum development.
- c. Migration – concept, causes, types and theories.

#### Unit II Urbanization and Issues

**(5 hrs)**

Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganised labour: child labour, women labour and construction workers and the role of urban poor in urban development.

#### Unit III Urban Community development

**(10 hrs)**

Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community



Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; **Application of social work method in urban development.**

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District - Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

#### **Unit IV Urban Development Administration (10 hrs)**

Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration -Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); **Role of Voluntary Agencies in Urban Development.**

#### **Unit V Urban Development Programmes (10 hrs)**

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, good governance and cities, concepts of accountability, impact of good governance.

#### **Suggested Readings**

##### **Books**

1. Ashish Bose. (1971). India's Urbanization. McGraw Hill. New Delhi.
2. Clinard, Marshall B. (1972). Slums and Urban Community Development. New York: The Free Press.

3. Desai & Pillai. (1972). Slums and Urbanisation. Popular, Bombay.
4. Bhattacharya, B (1979) Urban Development in India, New Delhi: Shree publishing.
5. Bidyut Mohanty (1993) Urbanization in Developing countries, ISS and Concept, New Delhi.
6. Hesselberg, J. (Ed.). (2002). Issues in Urbanization. Jaipur: Rawat Publications.
7. Ravinder Singh Sandhu Ed.(2003) Urbanisation in India: Sociological Contributions, Sage Publications.
8. Robert Neuwirth, 2005, Shadow Cities: A Billion Squatters; a New Urban World, Routledge, New York and London.
9. Mike Davis, 2006, Planet of Slums, Verso, London and New York.
10. Thudipara Jacob.Z(2007) Urban Community Development, Jaipur, Rawat Publications.
11. Phadke.v.s,Banerjee guha, (2007). Urbanisation development & Environment, New Delhi: Rawat Publications.
12. Nadarajah, M. & Yamamoto, A.N. (Eds.). (2007). Urban Cities: Culture and Sustainability of Cities. Jaipur: Rawat Publications.
13. Rao, C.N. (2007). Accountability of Urban Local Governments in India. New Delhi: Atlanta Publishers & Distributors.
14. Sandhu, Jasmeet. (2013)Urban development & Governance- New Delhi: Rawat Publications.
15. Aluwalia, Isher Judge(2014) Urbanisation in India, New Delhi.
16. Mani.N(2016) Smart cities& Urban Development in India, New Delhi: New Century publications.
17. Rao, Nataraja.C.(2016) Urban Governance in India, New Delhi Kalpaz Publications
18. Bhattacharya.B, Urban Development in India, Concept Publishing Company-NewDelhi.
19. Sharma, R.N. & Sandhi, R.S (Eds.). Small Cities and Towns in Global Era: Emerging Changes and Perspectives. Jaipur: Rawat Publications.

### **Articles**

1. Patel, S. (2016). Participatory Local Governance in Asian Cities: Invited, Closed and Claimed Spaces for Poor?. *Environment and Urbanization ASIA*. 7(1), 1.

2. Swapan, M.S.H. (2016). Participatory Urban Governance in Bangladesh: A Study of the Gap between Promise and Realities. *Environment and Urbanization ASIA*. 7(2). 196.
3. Kumar, N. (2017). Interaction between Migration and Development: Study of income and Workforce Diversification in Rural Bihar. *Environment and Urbanization ASIA*. 8(1), 120.
4. Dubey, A. (2018). Economic Growth and Urban Poverty in India. *Environment and Urbanization ASIA*. 9(1), 18.
5. Talat, M. (2018). Development of Employment Sub-centres in the City of Ahmedabad, India. *Environment and Urbanization ASIA*. 9(1), 37.

**COURSE 27A: SOCIAL WORK WITH CHILDREN AND YOUTH****Semester: 4****Spln: CD****Course: Core****Credits: 3****Teaching hours: 45****Objectives**

- To sensitise the students on the problems of children and youth in the society.
- To develop an understanding of the need and importance for child and youth development.
- To enhance understanding of the **role of social work in child and youth welfare settings.**

**Unit I Demographic Profile (9 hours)**

Demographic profile of children and youth in India; rural – urban differences; important statistics related to the status of children in India and Tamil Nadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

**Unit II Health and Education (9 hours)**

Health and nutritional status and needs 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; problems in education; Universal primary education – SSA, Transit schools, School Social Work – objectives, activities.

**Unit III Children and Youth in Difficult Circumstances (9 hours)**

Children and Youth in especially difficult circumstances: 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, Children living with HIV/AIDS, Children of Prisoners.

**Unit IV Special problems (9 hours)**

Children and youth in need of special care: Physically challenged children – extent, causes, **policies and programmes, other interventions;** Mentally challenged children – types, interventions' Emotionally challenged children : types, **interventions;** Child Guidance Clinic

Specific problems of youth: behavioural problems such as drug abuse, alcoholism, suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. **Skill training** and employment.

## Unit V Constitutional Safeguards (9 hours)

Constitutional safeguards, National Policy, National Policy for Children, National Policy for Youth, 2014. National Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice Board, Child Welfare Committee, Child rights advocacy. Government, NGOs, INGOs (UNICEF, Save the Children) - programmes for Children and Youth in India.

### Suggested Readings

1. NIPCCD (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi
2. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
3. UNICEF (1994) The Child and the Law, UNICEF, New Delhi
4. MSSRF (1994) Policy for the Young Child in Tamil Nadu, MSSRF, Chennai
5. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
6. Tripathy SN ed. (1996) Child Labour in India, Discovery Publishing house, New Delhi
7. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
8. DCI, (1997) International Standards concerning Child Rights, DCI, Geneva
9. Anjali Gandhi (1996) School Social Work, Commonwealth Publishers, New Delhi
10. Fred M Paul (1992), Youth in a Changing Society, Routledge and Kegan Paul, New York
11. Gore M S (1978) Indian Youth – Process of Socialization, VYK, New Delhi
12. Nair, Muralidhar and Ram (1989) Indian Youth - a profile.
13. Herbert J. Walberg USA, Olga Reyes, Roger P. Weissberg - Children and Youth, (1997) Interdisciplinary Perspectives University of Illinois at Chicago, USA
14. Essentials of Nursing Children and Young People, **Edited by:** Jayne Price - Kingston University, UK, Orla Mc Alinden
15. Victor C. Strasburger - University of New Mexico School of Medicine, Albuquerque, NM, USA, Barbara J. Wilson - Department of Communication at the University of Illinois at Urbana-Champaign
16. Amy B. Jordan - (2014) Annenberg School for Communication of the University of Pennsylvania Children, Adolescents, and the Media,

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## COURSE 28A: COMMUNITY HEALTH

**Semester: 4**

**Course: Core**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### Objectives

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- **To provide an understanding on programme planning and education for different target groups about handling of their health problems.**
- To develop a holistic and integrated approach to social work practice in the field of health.

### *Unit I Community Health*

*(9 Hours)*

**Concept and Definition** : Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

### *Unit II Community Health Care*

*(9 Hours)*

**Health Care Service** : Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems and voluntary health systems. **Role of Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

### *Unit III Legislations pertaining to Health*

*(9 Hours)*

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971,Doctors, patients and the

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consumer protection act,1986, Persons with Disability Act,2016, Environment Protection Act, National Health Policy, 2017, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

***Unit IV National Health programmes: (9 Hours)***

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM),National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of National and International organizations in health care field** – NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

***Suggested Readings***

- Ajit, 2009, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee Usha, (1977) Health administration Metropolis, Abhinav Publication, New Delhi.
- Bhattacharya Sanjay, Social Work Interventions and Management, New Delhi: Deep & Deep Publication, 2008.
- Bose A & Desai PB (1983), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Guy Howard,2002, Healthy Villages, WHO publication, Geneva
- James McKenzie An Introduction to Community Health 7th Edition, ISBN-13: 978- 0763790110,ISBN-10: 0763790117
- Javaratham J (ed.) 1993, Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Madhu Nagla (2018), SOCIOLOGY OF HEALTH AND

MEDICINE,ISBN 9788131609347

- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Mutatkar.R.K. 2016,Ayush in Public Health, Vol 2,Concept Publishing Company, New Delhi.
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Pachauri, Saroj, ed.Reaching India's Poor: Non – Governmental Approaches to Community Health (1994), Sagar Publication Public Health.
- Park and Park 23rd Edition, 2015, Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Philips D.R.1990, Health & Health care in the third world, Long man Publishers, Scientific and technical, New York.
- Rabindra Nath Roy and Indranil Saha 2013, Preventive and Social Medicine, Jaypee Brothers Medical Publishers (P) Ltd.
- Ted Lankester 2004, Setting up Community Health Programmes –A Practical Manual for use in Developing Countries, Voluntary Health Association of India, New Delhi.
- Utkarsh Sharma 2017,Public Health, Jnanda Prakashan (P&D), New Delhi

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#### **Website References:**

Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>

Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>

National Health portal  
<https://www.nhp.gov.in/>

Department of Health Research  
<https://dhr.gov.in/>



## **COURSE 29A: SOCIAL ENTREPRENEURSHIP**

**Semester: 4**  
**Credits : 2**

**Spln: CD**

**Course: Inter-Disciplinary**  
**Teaching Hours: 30**

### **Objectives:**

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

### **Unit – I: Social entrepreneurship and social entrepreneur. (6 Hrs)**

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.

Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, 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 programmes (EDP). (6 Hrs)**

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 Hrs)**

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self – Help Groups, Legal issues, Initiatives for 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.

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**Unit –IV: Setting up of small business enterprise. (6 Hrs)**

Identifying the business opportunity, 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 Hrs)**

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), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

**Practical exposure:**

Visits to the small scale industries - successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

**Suggested Readings**

1. E.F.Schumacher, Harper and Row (1972), Small is Beautiful, New York,.
2. Gupta M.C(1987). Entrepreneurship in Small Scale Industry. Anmol publications. New Delhi.
3. Lambden, Johnc & Targett, David. (1990). Small Business Finance – A Simple approach. Pitman publishing, London.
4. F.Kuratko. (2011). Entrepreneurship: A contemporary approach–Donald. Harcourt College publishers, London – 2001.
5. Kumar, Anil (2003). Entrepreneurship Development. New age international publishers Ltd, New Delhi.
6. Saini,J.S. Gurja.B(2003) Entrepreneurship & Education: Challenges and Strategies.

- New Delhi. Rawat Publications.
7. Entrepreneurship Development Programmes and Practice – Jasmer Singh Saini. (2005). Deep & Deep publications pvt.Ltd, New Delhi.
  8. S. Mohan & R. Elangovan, (2006). Current trends in Entrepreneurship – Deep & Deep Publications pvt. Ltd, New Delhi.
  9. Poornima Charantimath (2006). Entrepreneurship development small business enterprises. Dorling Kindersley (India) pvt.Ltd.
  10. Steyaert, Chris, Hijorth, Daniel(2006) Entrepreneurship as Social Change, Edward, Elgar Publishing Ltd.
  11. Carter, N.M., Henry, C., Cinneide, B.O., & Johnston, K(Eds.). (2007). Female Entrepreneurship: Implication for Education Training and Policy. Routledge.
  12. Saini, Jasmer Singh (2009) Entrepreneurship development, Programmes& Practices,  
New Delhi: Deep & Deep Publications
  13. Doherty, B., Foster, G., Mason, C., Meehan, J. Meehan, K. Rotheroe, N., & Royce, M. (2009). Management for Social Enterprise. New Delhi: Sage Publications India Pvt Ltd.
  14. Bornstein, D. & Davis, S. (2010). Social Entrepreneurship: What everyone needs to know. Oxford University Press.
  15. Shanker, Raj (2012) Entrepreneurship Theory & Practice, Chennai, Vijay Nicole Imprints pvt.ltd.
  16. Dutta, Bholanath. (2012), Entrepreneurship Management. New Delhi.
  17. Sinha.S.K(2015) Entrepreneurship & Rural Development, Shree Publishers. New Delhi ,
  18. Charantimath, Poornima.M. (2016)Entrepreneurship Development& Small business Enterprises, Chennai, Pearson Publications.
  19. Paramasivan, C. (Ed.). (2016). Social Entrepreneurship. New Delhi: New Century Publications.
  20. Kummitha, R.K.R. (2016). Social Entrepreneurship: Working towards greater Inclusiveness. Sage Publications.
  21. Industrial Policy Resolutions – Government of India publication.

**Articles**

1. Duening, T.N. (2006). Five Minds for the Entrepreneurial Future. *Journal of Entrepreneurship*. 19(1), 22.
2. Roomi, M.A. & Parrott, G. (2008). Barriers to Development and Progression of Women Entrepreneurs in Pakistan. *Journal of Entrepreneurship*. 17(1), 59-72.
3. Ingrid, W. (2015). Effective Growth Paths for SMEs. *Journal of Entrepreneurship*. 24(2),169.
4. Jun, Y. (2017). Collective Entrepreneurship, Environmental Uncertainty and Small Business Performance: A Contingent Examination. *Journal of Entrepreneurship*. 26(1), 1.
5. The journal of Entrepreneurship – Vol – 15, No – 2.

## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **COURSE 26B: CLINICAL SOCIAL WORK**

**Semester: 4**

**Spln: MPSW**

**Course: Core**

**Credits : 3**

**Teaching Hours: 45**

#### **Objectives:**

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

#### **Unit I Introduction**

**(9 hours)**

Clinical social work: Meaning & Definition, Goal & Objectives, Scope Historical development, Ethics, values & concepts underlying clinical social work practice. NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.

#### **Unit II Differential Diagnosis, Assessment and techniques**

**(9 hours)**

Diagnosis and Assessment: Concept & Definition. Role of one assessing, the Involvement of one assessed, expertise **skills and goals of assessment**. **Types of assessment:** Case study – bio-psycho social, genogram, ecomap, risk factors, suicide/homicide, psychological testing, drug/alcohol, spirituality/religion, strength and copability. Differential Diagnosis.

#### **Unit III Approaches, Theories and Models**

**(9 hours)**

Comprehensive assessment: Bio-psycho-social-spiritual model, Four Quadrant model, 5A's model, IMPACT model, SBIRT model, Trans-theoretical model, Strength based perspective, Stress Vulnerability model.

#### **Unit IV Clinical social work in various settings**

**(9 hours)**

Clinical Social Work & Direct Social Services. Practice of clinical social work in different setting: child welfare agencies, Family service agencies, school settings, correctional institutions, general hospital settings, de-addiction centers, industrial settings, nontraditional mental health services, national & international charitable organization. Working with multi-disciplinary team, industrial health services.

## **Unit V Promotion, Prevention, Treatment and Rehabilitation (9 hours)**

Definition: Promotion, Prevention, Treatment & Rehabilitation. Challenges in the clinical social work settings. **clinical social worker as case manager, evidence based social worker.** Stages of change. Spontaneous/Natural recovery.

### ***Suggested readings:***

1. Hepworth, D.H., Rooney, R.H., Rooney, G.D. & Strom-Gottfried, K (2013). Direct social work practice: Theory & skills (9<sup>th</sup>ed). Belmont, CA: Brooks/Cole Publishing Co.
2. Jerrold R. Brandell (2017) Theory and Practice in Clinical Social Work 1st Edition
3. Danna R. Bodenheimer (2018) Real World Clinical Social Work.
4. Rachele A. Dorfman, (2017). Clinical Social Work: Definition, Practice And Vision (Brunner / Mazel Basic Principles into Practice)
5. Jacqueline Corcoran (2000) Evidence-Based Social Work Practice with Families: A Lifespan Approach.
6. Ludwig, A. (1985). Cognitive processes associated with “spontaneous” recovery from alcoholism. *Journal of Studies on Alcohol*, 46, 53-58.
7. Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient hospital settings: what should we do?. *Alcoholism: Clinical and experimental research*, 34(12), 2004-2010.
8. Introduction ASAM, New Definition of addiction
9. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
10. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
11. Morrison, J. (1995). DSM-IV Made Easy. New York, N.Y.: Guilford Press.
12. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
13. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.
14. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press
15. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
16. Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
17. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
18. Pomerantz, A.S., Corson, J.A. & Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. *J ClinPsychol Med Settings*, 16, 40-46.
19. Thielke, S., Vannoy, S., & Unutzer, J. (2007). Integrating mental health and primary care. *Primary Care: Clinics in Office Practice*, 34, 571–592.

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## COURSE 27B: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK

Semester: 4

Spln: MPSW

Course: Core

Credits : 3

Teaching Hours: 45

### Objectives:

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psychosocial interventions while working with patients, their families and communities.
- 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 Introduction and Overview

(10 hours)

**Counselling:** counseling process, Values & Ethics in Counselling. **Therapy:** Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, **Skills,** Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy,

**Phases of therapy:** **Early phase**-rapport, the therapist as a teacher, therapeutic contract-phases of contract, limit setting. **Middle phase:** the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. **Final phase:** planning for termination, the work of the final phase, feelings reactions to termination.

### Unit II Psycho- Social Therapies

(10 hours)

**Therapeutic Counseling & Psychotherapy:** Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures

**Psycho-Social Therapies:** Definition, Types (Cognitive and behavioural therapies, Psychoanalytical and psychodynamic therapies, Humanistic therapies, Arts therapies and Other therapies). Emerging Trends in Holistic treatment.

**Cognitive and behavioural therapies :** Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. **Psychoanalytical and psychodynamic therapies:** Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

### Unit III

(12 hours)

**Humanistic therapies:** Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

**Arts therapies :** Art therapy/Art psychotherapy, Drama therapy, Music therapy

**Other therapies** : Couple Therapy, Rational Emotive Therapy (RET) & Rational Emotive and Behavioural Therapy (REBT), Behaviour Modification, Psychodrama, and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness, Play therapy and Psychosexual therapy. Role of Social Worker.

#### **UNIT IV Indigenous and Current Techniques (7 hours)**

**Indigenous therapeutic Techniques** : Yoga, Meditation, Spiritual Healing and Relaxation Therapy. Emerging trends in Healing- Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process.

#### **UNIT V Rehabilitation (6 hours)**

**Rehabilitation:** Definition, principles, need and importance. Options in rehabilitation- Hospital based - quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc. Rehabilitation Models adopted by organizations such as Banyan and SCARF.

**Community based rehabilitation:** Meaning and Definition, Objectives, Approaches, components, importance and Scope in Mental Health.

Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.

#### **Suggested Reading**

1. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
2. Helen, 1995, Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA
3. Coleman, Comprehensive Textbook of Abnormal Psychology
4. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
5. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersey,
6. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
7. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.
8. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA
9. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
10. Robert, WR and Robert H N,ED, Theories of Social Case Work
11. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
12. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New york

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## COURSE 28A: COMMUNITY HEALTH

**Semester: 4**

**Course: Core**

*[Common for both CD& MPSW specialization students]*

**Credits: 3**

**Teaching hours: 45**

### Objectives

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- **To provide an understanding on programme planning and education for different target groups about handling of their health problems.**
- To develop a holistic and integrated approach to social work practice in the field of health.

### *Unit I Community Health*

*(9 Hours)*

**Concept and Definition** : Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

### *Unit II Community Health Care*

*(9 Hours)*

**Health Care Service** : Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems and voluntary health systems. **Role of Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

### *Unit III Legislations pertaining to Health*

*(9 Hours)*

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971,Doctors, patients and the consumer protection act,1986, Persons with Disability Act,2016, Environment Protection

**MSSW – MSW – Course Regulations effective from the batch 2018-2020 onwards**

Act, National Health Policy, 2017, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

***Unit IV National Health programmes: (9 Hours)***

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of National and International organizations in health care field –** NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

***Suggested Readings***

- Ajit, 2009, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- Banerjee Usha, (1977) Health administration Metropolis, Abhinav Publication, New Delhi.
- Bhattacharya Sanjay, Social Work Interventions and Management, New Delhi: Deep & Deep Publication, 2008.
- Bose A & Desai PB (1983), Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- Guy Howard, 2002, Healthy Villages, WHO publication, Geneva
- James McKenzie An Introduction to Community Health 7th Edition, ISBN-13: 978- 0763790110, ISBN-10: 0763790117
- Javaratham J (ed.) 1993, Occupational Health in Developing Countries, Oxford University Press, Oxford.
- Madhu Nagla (2018), SOCIOLOGY OF HEALTH AND MEDICINE, ISBN 9788131609347

- Mishra, 2000 Indian Health Report, Oxford University Press, Delhi
- Mutatkar.R.K. 2016,Ayush in Public Health, Vol 2,Concept Publishing Company, New Delhi.
- Narayana, 1997 Health and Development, Rawat Publications, New Delhi
- Pachauri, Saroj, ed.Reaching India's Poor: Non – Governmental Approaches to Community Health (1994), Sagar Publication Public Health.
- Park and Park 23rd Edition, 2015, Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Philips D.R.1990, Health & Health care in the third world, Long man Publishers, Scientific and technical, New York.
- Rabindra Nath Roy and Indranil Saha 2013, Preventive and Social Medicine, Jaypee Brothers Medical Publishers (P) Ltd.
- Ted Lankester 2004, Setting up Community Health Programmes –A Practical Manual for use in Developing Countries, Voluntary Health Association of India, New Delhi.
- Utkarsh Sharma 2017,Public Health, Jnanda Prakashan (P&D), New Delhi

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#### **Website References:**

Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>

Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>

National Health portal  
<https://www.nhp.gov.in/>

Department of Health Research  
<https://dhr.gov.in/>

## **COURSE 29B: DISABILITY AND SOCIAL WORK**

**Semester: 4**  
**Credits: 2**

**Spln: MPSW**

**Course: Inter-disciplinary**  
**Teaching hours: 30**

### **Objectives:**

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare , and rehabilitation services to the disabled.

### **Unit I : Introduction to Disability**

**(4 hours)**

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability. Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

### **Unit II: Classification of Disability**

**(6 hours)**

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, **assessment**, impact on child's development and adult.

Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

### **Unit III: Needs and problems of Persons with Disability (7 hours)**

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. **Role of Social Worker in rehabilitation of Person with Disability** and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

#### **Unit IV: Education and Employment for Disabled (7 hours)**

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children (IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Tele care, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

#### **Unit-V : Rights and Entitlements Of The Disabled – Laws & Institutes (6 hours)**

Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, The Mental Health Care Act, 2017, The Rehabilitation Council of India Act, 1992, The Rights of Persons with Disabilities Act, 2016, The National Trust Act (1999), Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

#### **Suggested Readings**

- Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka, Pub, New Delhi, 2005
- Dr. Jose Murickan S.J, Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerala federation of the blind, 1995
- Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration, 2004
- James E. Yasseldyke, Bob Algozzine, Martha Thyrlow: Critical Issues in special education, Kanishka Pub, New Delhi.
- Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
- Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya, Coimbatore, 2000.
- Text book for BED special education, MPBHOJ University, Bhopal.
- Addlakha Renu (2009) Disability and society- A reader.
- Simcock, Peter; Castle, Rhoda (2016), Social Work and Disability.
- Dalal, Ajit.K (2018) Disability Rehabilitation and social work.

## **HUMAN RESOURCE MANAGEMENT SPECIALIZATION**

### **COURSE 26C: ORGANIZATIONAL CHANGE AND DEVELOPMENT**

**Semester: 4**

**Spln: HRM**

**Course: Core**

**Credits : 3**

**Teaching Hours: 45**

#### **Objectives**

- To help the students to build knowledge on OD
- To help the students to develop skill in implementation of OD practices.
- To gain knowledge about the concepts of Change Management

#### **UNIT I: Management of Change (9 hours)**

Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

#### **UNIT II: Organization Development (9 hours)**

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

#### **UNIT III - The Process of Organization Development (9 hours)**

Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.

#### **UNIT IV - Human Process Intervention (9 hours)**

Individual Based: Coaching and Counseling, Behaviour Modelling  
Group based: Self-Directed work Team, Conflict management  
Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

#### **UNIT V - Techno Structural Interventions (9 hours)**

Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

#### **Suggested Readings**

1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6<sup>th</sup> Ed. by Wendell L French and Cecil H. Bell, Jr
2. Management of change and organizational development – innovative Approach –Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V.Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

## COURSE 27C: LEARNING AND DEVELOPMENT

**Semester: 4**  
**Credits : 3**

**Spln: HRM**

**Course: Core**  
**Teaching Hours: 45**

### Objectives:

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

### UNIT – I: INTRODUCTION TO LEARNING (9 hours)

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

### UNIT –II: TRAINING (9 hours)

Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

### UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS (9 hrs)

**Training Needs Assessment:** Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

**Training Methods:** Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), ICT-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training. Role of Virtual Reality, Augmented Reality, Artificial Intelligence and Gamification in Training.

**UNIT –IV: TRAINING EVALUATION****(9 hours)**

Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Output] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

**UNIT –V: EMPLOYEE DEVELOPMENT****(9 hours)**

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). **Career development** – Career Management System (Self-assessment, reality check, goal setting, action planning).

***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

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## **COURSE 28B: INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

**Semester: 4**  
**Credits : 3**

**Spln: HRM**

**Course: Core**  
**Teaching Hours: 45**

### **Objectives:**

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

### **UNIT-I: Globalization and International Business. (9 hours)**

Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.

Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

### **UNIT-II: International / Global Human Resource Management. (9 hours)**

Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management.

Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

### **UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)**

Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.

Aligning Training and Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.

Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

**UNIT-IV: International Compensation. (9 hours)**

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

**UNIT-V: Contemporary Issues in IHRM. (9 hours)**

The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict.

Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. **Women in international management.** IHRM in developing countries- IHRM in 21<sup>st</sup> century.

**Suggested Readings**

1. Aswathappa, K. (2010). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books.
2. Bhatia, S.K. (2013). *International Human Resource Management: A Global Perspective, Practices, and Strategies for Competitive Success*. New Delhi: Deep & Deep Publishing.
3. Briscoe, D.A., Schuler, R., and Claus, L. (2009). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.
4. Dowling, P.J., and Welch, D. (2005). *International Human Resource Management: Managing People in a Multinational Context*. New Delhi: Thomson Learning
5. Hofstede, G. (2003). *Cultures and Organizations: Intercultural Cooperation and its Importance for Survival*. London: Profile Books.
6. Morrison, J. (2006). *The International Business Environment: Global and Local Market Places in a Changing World*. New York: PalgraveMacMillan.
7. Rao, P.L. (2008). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books
8. Scullion, H., and Lineham, M. (2005). *International Human Resource Management: A Critical Text*. New York: PalgraveMacMillan.
9. Tarique, I., Briscoe, D., and Schuler, R. (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.

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## **COURSE 29C: COMPENSATION MANAGEMENT**

**Semester: 4**

**Spln: HRM**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching Hours: 30**

### **OBJECTIVES:**

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

### **UNIT 1 Concepts related to Compensation (6 hours)**

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

### **UNIT 2 Compensation Management (6 hours)**

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- **Wage and salary surveys**, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

### **UNIT 3 Variable Pay and Executive Compensation (6 hours)**

**Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans,** Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

### **UNIT 4 Managing Employee Benefits (6 hours)**

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.

**UNIT-5 Legal aspects****(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- **designing a benefits package.**

**Self Study / Extra Inputs:**

Software for payroll processing

Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)

**References:**

- Armstrong, M., & Murlis, A. (2010). *Reward Management*. London: Kogan Page.
- Fisher, J.G. (2009). *Compensation Management: How to Run Successful Employee Incentive Schemes*. London: Kogan Page.
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## COURSE 30: RESEARCH PROJECT – II

**Semester: 4**

**Credits: 4**

**Course: Core**

**Duration: 90 days**

### Objectives:

- To introduce and to provide hands on training to the students on the various sampling procedures.
- **To impart data collection skills**
- **To develop their ability to analyse the data they have collected.**
- **To develop their scientific writing.**
- To enable them in preparing research reports.

**Unit-1 :** (30 days)

Completion of tasks relating to-

1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

**Unit-II:** (30 days)

Completion of tasks relating to-

4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

**Unit-III:** (30 days)

Completion of tasks relating to-

7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 31: FIELD WORK- IV****Semester: 4****Credits: 6****Course: Core****No. of days: 25- to 30 days  
(Block Field work Pattern)**

The broad aim of this course work is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT / Service / Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization) for the specified period of time.

In the organizational set up aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

**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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

**Community Development:**

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.

1. To understand the implementation of development projects and programmes of the Government / NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

### **Medical and Psychiatric Social Work**

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of Corporate organizations.

1. To understand the psychiatric social work setting and the client's need and problems.
2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counselling and associated projects.
5. To develop the essential communication, liaison and networking skills.

### **Human Resource Management:**

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

### **Evaluation**

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

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**COURSE 32: SOFT SKILLS- IV**  
**MS/15S/407**  
**FOCUS AREA: SPECIALISATION COMPETENCIES**

**Semester: 4**  
**Credits: 2**

**Course: Soft Skills**  
**Teaching Hours: 30**

The objective of 4<sup>th</sup> semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Powerpoint
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising
14. Any other relevant and need-based input



**COURSE 33: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II****Semester: 4****Course: Record Course****Credits: Nil****No. of Sessions: 3 per semester****Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## REGULATIONS

### D) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

Component:	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

##### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

##### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
 Agency Supervisor: 20 marks

#### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:** Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as ‘Research Project – I’ & ‘Research Project – II’.

#### **III SEMESTER- RESEARCH PROJECT -I**

##### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

##### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

##### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

##### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

##### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

##### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

S.No	Criteria	Marks
1	Research Chapters & Tool	10
2	Clarity on the research Objectives & methodology	10
3	Response to Questions	5
	Total	25

## **IV SEMESTER – RESEARCH PROJECT -II**

### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis

- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters (III,IV,V&amp;VI)</b>	10
2	<b>Methodology, Data Analysis &amp; Presentation etc.</b>	10
3	<b>Response to Questions</b>	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.



### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

\* \* \*



# MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

32, Casa Major Road, Egmore, Chennai 600008  
College Off. : 28194566 / 5126 Principal : 28195125 E-Mail  
: principal@mssw.in Website : [www.mssw.in](http://www.mssw.in)

**Dr. S. RAJA SAMUEL, M.A., Ph.D.**

**Principal**

This is to certify that following are the courses having focus on employability/ entrepreneurship/ skill development in MSW Programme.

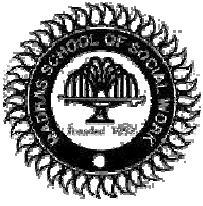
**Signature of the Principal**

**Dr. S. RAJA SAMUEL, M.A., Ph.D.,**  
Principal  
Madras School of Social Work (Autonomous)  
No. 32, Casa Major Road,  
Egmore, Chennai - 600 008.



Courses focus on SD - Skill Development, EN- Entrepreneurship, EM- Employability						
Semester	Course Code	Title of the Course	EM	EN	SD	Pg.No.in svllabus
First Semester	MS/20C/101	Social Work Profession	Yes		Yes	15
	MS/20C/102	Social Work with Individuals	Yes		Yes	18,19
	MS/20C/103	Social Work with Groups	Yes	Yes	Yes	20,21
	MS/20 ID/104	Sociology			Yes	22,23
	MS/20 ID/105	Psychology			Yes	24,25
	MS/20C/106	Field Work -I	Yes		Yes	26,27
	MS/20 S/107	Soft Skills-I			Yes	30,31
Second Semester	MS/20C/201	Social Work with Communities	Yes	Yes	Yes	34
	MS/20C/202	Social Research and Statistics	Yes	Yes	Yes	36
	MS/20C/203 A	Social Policy & Planning (CD &	Yes		Yes	39
	MS/20C/203 B	Human Resource Management (HRM)	Yes		Yes	42
	MS/20 ID/204	Basics of Counselling	Yes		Yes	44
	MS/20 ID/205	Management of Organizations	Yes	Yes	Yes	46
	MS/20E/206 A	Social Legislation (CD & MPSW)*	Yes		Yes	48
	MS/20E/206 B	Labour Legislation – I (HRM)	Yes			51
	MS/20C/207	Field Work –II	Yes		Yes	54
	MS/20S/208	Soft Skills–II			Yes	55
	MS/20 C/209	Summer Placement	Yes		Yes	57
Third Semester	MS/20 C/301 A	Rural Development And Governance		Yes		12
	MS/20 C/301 B	Labour Legislation – II	Yes		Yes	34
	MS /20 C/ 301C	Mental Health and Psychiatric Social	Yes		Yes	23
	MS/20 C/302 A	Dalit And Tribal Empowerment			Yes	15
	MS/20 C/302B	Strategic Human Resource Management	Yes	Yes		37
	MS/20 C/302 C	Medical Social Work	Yes		Yes	26
	MS /20 C/ 303A	Community Development – Approaches	Yes		Yes	17,28
	MS/20 C/303 B	Organizational Behaviour	Yes		Yes	39
	MS/20 C/304 A	Women And Development		Yes		19
	MS/20 C/304 B	Employee Relations & Welfare	Yes	Yes	Yes	41
	MS/20 C/304 C	Social Work With Families And Senior			Yes	30
	MS/20 ID/305 A	Disaster Management & Environmental			Yes	21,32
	MS/20 ID/305 B	Performance Management	Yes	Yes	Yes	43
	MS/20 C/306	Research Project - I	Yes	Yes	Yes	45
	MS/20 C/307	Field Work – III	Yes	Yes	Yes	46
	MS/20 S/308	Soft Skills – III	Yes		Yes	49
	MS/20 XC/306	Participation in Professional Forum	Yes			50
	MS/20C/401 A	Urban Development And Governance	Yes	Yes	Yes	52
	MS/20C/401 B	Organizational Change & Development	Yes		Yes	74

<b>Fourth Semester</b>	MS/20C/401 C	Clinical Social Work	Yes		Yes	65
	MS/20C/402 A	Social Work With Children & Youth	Yes		Yes	56
	MS/20C/402 B	Learning & Development	Yes		Yes	75
	MS/20C/402 C	Therapeutic Interventions in Social	Yes		Yes	67
	MS/20C/403 A	Community Health*	Yes		Yes	58,69
	MS/20C/403 B	International Human Resource	Yes	Yes	Yes	77
	MS/20ID/404 A	Social Entrepreneurship	Yes	Yes		61
	MS/20ID/404 B	Compensation Management	Yes	Yes	Yes	79
	MS/20ID/404 C	Disability and Social Work	Yes		Yes	72
	MS/20C/405	Research Project – II	Yes	Yes	Yes	81
	MS/20C/406	Field Work – IV	Yes	Yes	Yes	82
	MS/20S/407	Soft Skills – IV			Yes	84
	MS/20F/408	Participation in Professional Forum	Yes			85



# MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)

(Affiliated to the University of Madras)

## Post-Graduate Department of Social Work

### MASTER OF SOCIAL WORK (MSW)

Yellow colour highlighted-courses focus on employability

blue colour highlighted-courses focus on entrepreneurship

pink colour highlighted-courses focus on skill development

### I Year

### COURSE REGULATIONS AND SYLLABUS

(Effective from the Batch 2020-2022 and onwards)

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,

Principal

Madras School of Social Work (Autonomous)

No. 32, Casa Major Road,

Egmore, Chennai - 600 008.



**MSSW – MSW – Course Regulations effective from the batch 2020-2022 and onwards (with PO-CO mapping)**

## Table of Contents

	Subject	Page No
	About the Programme	3
	Syllabus Matrix	10
SEMESTER-I	Social Work Profession	15
	Social Work with Individuals	18
	Social Work with Groups	20
	Sociology	22
	Psychology	24
	Field Work –I	26
	Soft Skills–I	30
SEMESTER –II	Social Work with Communities	33
	Social Research and Statistics	36
	Social Policy & Planning (CD & MPSW)	39
	Human Resource Management (HRM)	42
	Basics of Counselling	44
	Management of Organizations	46
	Social Legislation (CD & MPSW)	48
	Labour Legislation – I (HRM)	51
	Field Work –II	54
	Soft Skills–II	55
	Summer Placement	57
	Regulations	58
	Appendix - MSW Programme Outcomes, Programme Specific Outcomes and Course Outcomes (PO-PSO-CO) mapping / matrix	67

## **ABOUT THE PROGRAMME**

### **1. INTRODUCTION:**

Social work is a practice profession and therefore the objectives of the MSW programme are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

### **2. OBJECTIVES OF THE MSW PROGRAMME:**

The objectives of the MSW programme is focused on preparing the candidates for a career in Social work through professional training aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely: (a) To enhance people's capacity for social functioning; (b) To improve the quality of life for everyone; (c) To promote social justice; (d) To provide opportunities for people to develop their capacities to become participating and contributing citizens.

### **3. LEARNING OUTCOME-BASED APPROACH TO CURRICULUM PLANNING IN MSW PROGRAMME**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as MSW Degree programme is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the Post-Graduate in Social Work.

### **4. POST-GRADUATE ATTRIBUTES IN SOCIAL WORK**

The post-graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a MSW student. Some of the desirable attributes which a MSW student should demonstrate include: a. Disciplinary Knowledge, b. Communication Skills, c. Critical Thinking, d. Problem Solving, e. Research-related Skills, f. Collaboration/ Cooperation/ Team work, g. Scientific Reasoning using Quantitative/Qualitative Data, h. Reflective Thinking, i. Information/Digital Literacy, j. Self-, Directed Learning, k. Multicultural Competence, l. Moral and Ethical Awareness/Reasoning, m. Community Engagement, n. Leadership Readiness/ Qualities, o. Lifelong Learning

## 5. QUALIFICATION DESCRIPTORS IN SOCIAL WORK

A qualification descriptor indicates the generic outcomes and attributes expected for the award of the degree of MSW. The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding and the skills and competencies that the holders of the qualification are expected to attain and demonstrate. A MSW Degree holder should be able to:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.
- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating intervention-based solutions and arguments.
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

## 6. PROGRAMME LEARNING OUTCOMES FOR MSW (POs)

Programme Learning Outcomes for MSW refers to the intended outcomes of the programme of study which must be achieved for the award of a specific degree. A MSW student should be able to:

- i. PO1: Theoretical Understanding of Social Work: Demonstrate (i) a fundamental and systematic or coherent understanding of the academic field of Social Work, its different branches and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Social Work, including professionals engaged in research and development, teaching and government/public service; (iii) skills in areas



related to one's specialization within the disciplinary/subject area of Social Work and current and emerging developments in the field of Social Work .

- ii. PO2: Application of Social Work Knowledge: Demonstrate the ability to use the knowledge of Social Work in formulating and tackling Social Work -related problems and identifying and applying appropriate Social Work principles and methodologies to solve a wide range of problems associated with Social Work.
- iii. PO3: Research Acumen: Recognise the importance of qualitative as well as quantitative data and approaches/methods for fully comprehending the human society.
- iv. PO4: Evidence-based Practice: Plan and execute Social Work-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/field investigations.
- v. PO5: Skills development: Demonstrate relevant generic skills and global competencies such as (i) problem- solving skills that are required to solve different types of Social Work-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Social Work-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Social Work; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.
- vi. PO6: Professional Development: Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii)the ability to identify the potential ethical issues in work-related situations; (iii) appreciation of intellectual property, environmental and sustainability issues; and (iv) promoting safe learning and working environment.

#### **PROGRAMME SPECIFIC LEARNING OUTCOMES FOR MSW (PSOs)**

PSO1: Demonstrate a scientific understanding of the nature and dynamics of social problems and issues.

PSO2: Reflect on and critique the factors contributing to social problems, the consequences and the constitutional responses (legislations) thereof.

PSO3: Internalise the social work values, principles, ethics and attitudes required for professional rigour.

PSO4: Apply the social work knowledge, skills and attitudes to professionally address the social problems and issues at individual, organisational and community levels in the Indian and global contexts.

PSO5: Apply the social work knowledge to function effectively as socially sensitive change agents for sustainable development.

**Note:** The MSW Programme Outcomes, Programme Specific Outcomes and Course Outcomes (PO-PSO-CO) mapping / matrix is given in the Appendix.

## 7. PATTERN OF THE PROGRAMME:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)
7. SWAYAM online courses (identified by the Department) (not required for course completion)

As per the course content, the terminology is elaborated below:

**Core courses/paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code **(C)**.

**Interdisciplinary course /paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code **(ID)**.

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code **(E)**.

**Soft skills course /paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code **(S)**.

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code **(R)**. All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

**SWAYAM online courses** are courses identified by the Department and found related to the programme of study. These are courses not currently offered in the curriculum. The students are encouraged to explore these online courses and learn from them. Hence, these courses are not considered as a requirement for course completion.

In all, the student has to gain specified number of credits (*minimum 95credits*) to complete the course, distributed @*Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits.*

## **8. TEACHING METHODOLOGY**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

## **9. ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

## **10. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College. Instant Examination provision is available for final semester students. COE office regulations will apply.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

## **11. SWAYAM ONLINE COURSES**

As an academic innovation and to encourage online learning, a list of SWAYAM online courses have been identified by the Board of Studies (Social Work) for the MSW programme that MSW students could pursue, with effect from Academic Year 2020-22 batch and onwards.

The approved list of SWAYAM online courses for MSW programme is given below.

**Approved list of SWAYAM online courses for MSW**

S.NO	COURSE NAME	INSTITUTE	DURATION
<b><i>I MSW</i></b>			
1	Energy Economics and policy	IIT MANDI	8 weeks
2	Stress Management	IIT , Karaghpur	4 weeks
3	Developing Soft skills and Personality	IIT, Kanpur	8 weeks
<b><i>II MSW-CD</i></b>			
4	Water, Society and Sustainability	IIT Kharagpur	4 weeks
5	Project management	IITK (Kanpur)	8 weeks
6	Corporate Social Responsibility	IITKGP	8 weeks
<b><i>II MSW - MPSW</i></b>			
7	Gerontological Social Work	Andhra University	12 weeks
8	Economics of Health and Health Care	IITK	8 weeks
9	Health Research Fundamentals	NIE	8 Weeks
<b><i>II MSW - HRM</i></b>			
10	Data Analysis & Decision Making - III	IIT Kanpur	12 Weeks
11	E-Business	IIT Kharagpur	12 Weeks
12	Management Accounting	IIT Roorkee	12 Weeks

The norms regarding completion of SWAYAM online courses are as follows:

- a) The pursuit and completion of the SWAYAM online courses identified for MSW programmes is not mandatory for course completion.
- b) The credits awarded for the SWAYAM online courses (by the respective online course coordinators) will not be included for CGPA calculation.
- c) For MSW programme, out of the 12 titles finalised by the Board (three each for MSW I Year, MSW-CD, MSW-MPSW and MSW-HR papers), the student irrespective of specialisation is free to explore any of the titles.

## 12. MATRIX

## A: PAPER- CREDIT- CLASS HOURS- EXAM HOURS –MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL		SEMESTER - WISE CREDIT TOTAL	
								Core Non core		
I	Core	Theory	3	3	3	3	9	15	-	21
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	Soft skill I	-	1	2	2	--	2			
II	Core	Theory	3	3	3	3	9	15	10	25
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	Soft skill II	-	1	2	2	--	2			
	Record Course	Summer placement	--	--	-	--	2			
III	Core	Research	1	4	-	Only ICA & Viva	4	22	4	26
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	Soft skill III	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--		
IV	Core	Research	1	4	-	Only ICA & Viva	4	19	4	23
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	Soft skill IV	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>						<b>71</b>	<b>24</b>	<b>95</b>	

## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL CREDITS</b>			<b>25</b>	-----				

### SEMESTER III

COU RSE NO.	COURSE CODE	TITLE OF THE COURSE	CRE D ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance(CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management(HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development– Approaches and Tools(Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development(CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	3	45	3	50	50	100
21.	Inter- disciplinary	Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	- -	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>2</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one-time fee for semester III&IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course 'Participation in Professional Forum Activities – I & II' will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	<b>Specialization Paper-5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development (HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper-6</b> Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper-7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter-disciplinary	Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement or Course Completion.			
33.	Record Course	Participation in Professional Forum Activities-II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*



### C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I • Observation • Rural Camp • Project	24	180	6
II	Field Work II • Concurrent	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III • Concurrent	24	180	6
IV	Field Work IV • Block Pattern	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

# **SEMESTER -I**

**Course 1: SOCIAL WORK PROFESSION**

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Lecture hours: 45**

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**Course Objectives:**

- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Demonstrate an understanding of social work and related concepts.
- Examine the knowledge about evolution of social work in the West and in India and its emergence as a profession.
- Discuss the various models of professional practices and its applications.
- Compare and contrast the Social reform movements and social welfare Programmes in the Indian context.

**UNIT- I: Introduction**

**(9 hours)**

**Social work:** Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio–philosophical foundations of social work in India. History of Social Work in the West and in India.

**UNIT – II Social Work Practice.**

**(10 hours)**

**Introduction to the Methods of Social Work.** Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice.

**Fields of Social Work:** Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights.

**Social Work as a profession:** Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

**Unit –III: Theories and models of Social Work (10 hours)**

**Theories and Perspectives:** Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory.

**Models and Approaches:** Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT-IV: Social reform and social movements in India (9 hours)**

**Indian social reformers and their contributions:** Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, VinobaBhave, Narayana Guru, JyothibaPhoole. AryaSamaj& Brahma Samaj.Contemporary Social reformers in India.Contributions of Voluntary work and NGO's to Social Work in India.

**UNIT-V: Social Welfare Programmes. (7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India).Social work and sustainable development.

***Suggested reading***

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.(2008)
2. Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York(1986)
3. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai(1972)
4. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi(1967)
5. Gore M S : Social Work and Social Work Education, Asia Publishing House(1976)
6. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi(1972)
7. Khinduka S K: Social Work in India, SarvodayaSahityaSamaj, Rajasthan(1972)

8. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi(1992)
9. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi(1968)
10. Cox, David; Manohar Paw.(2011).International Social Work: issues, strategies, and programs.:Vistaar Publications
11. Malcom Payne, 2005, 3<sup>rd</sup>ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
12. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
13. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2<sup>nd</sup>ed, Free Press, New York.(1985)
14. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
15. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing Company.(2016)
16. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
17. Wolfer,T.A. (2005) An Introduction to Decision cases and case method learning.  
In T.A. Wolfer& T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
18. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
19. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. Advances in Social Work, 1, 1-22.

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**Course 2 : SOCIAL WORK WITH INDIVIDUALS**

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Teaching Hours: 45**

**Course Objectives:**

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

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify case work as a method of social work and recognize the values and principles required to work with individuals.
- Examine problems of individuals and factors affecting them.
- Describe the basic concepts, tools and techniques in working with individuals in problem solving and in developmental work.
- Demonstrate appropriate skills and attitudes to work with individuals.
- Discern various situations and settings where the method could be used in the context of social realities of the country.

**Unit I Introduction**

**(6 hours)**

Case Work: Concepts, objectives/purpose/its 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 Case worker Client Relationship**

**(8 hours)**

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional 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 Case Work Process****(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 Case Work Approaches****(13 hours)**

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

**Unit-V Case Work in Various Settings****(11 hours)**

Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Casework practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

**Suggested readings:**

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William (1970) Client Worker Transactions, Rutledge &Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, NY.
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park
8. Smalley, R.E., (1971), Theory of Social Work Practice; Columbia Univ Press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, Newbury Park.
10. Tilbury,D.E.F (1977). Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge &Kegan Paul., London
12. Timms, Noel (1964), Social Case Work: Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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**Course 3: SOCIAL WORK WITH GROUPS**

**Semester: 1**  
**Credits: 3**

**Course: Core**  
**Teaching Hours: 45**

**Course Objectives:**

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

**Course Learning Outcomes:**

At the end of the course, the students will be able to

1. Gain knowledge about group work method and demonstrate understanding of the theories, values and principles of working with groups.
2. Compare and Contrast the problems of groups and factors affecting them.
3. Discuss basic concepts, tools and techniques in working with groups in problem solving and in developmental work.
4. Acquire the skills required for working with groups and implement appropriate interventions.

**Unit I Groups and Group Work**

**(8 hours)**

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

**Unit II Group Dynamics**

**(10 hours)**

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Socio-metry and Socio-gram.



**Unit III Group Work process****(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 Meetings-interviewing, Ground rules for group work meetings, goal 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 Group Work Models and Types****(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, and Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

**Unit V Group Work in various settings****(5 hours)**

Group Work Settings and Practice: Skills of a group worker, Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

***Suggested readings:***

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

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*Course 4: SOCIOLOGY*

**Semester: 1**  
**Credits: 2**

**Course: Inter-disciplinary**  
**Teaching hours: 30**

**Course Objectives:**

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

1. Identify the sociological perspectives on the Indian Society, its structure and dynamics.
2. Analyse various pressing social problems.
3. Recognize and investigate the social problems and use social work methods to better professional practice.

**Unit- I: Introduction**

**(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

**Unit- II: Institution, Culture and Society**

**(6 hours)**

Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

**Unit- III: Social Control****(4 hours)**

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

**Unit- IV: Social Change and Social Movements****(5 hours)**

Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V: Social Problems and developmental issues****(10 hours)**

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

***Suggested readings***

1. An Introduction to Sociology by VidyaBhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert.P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton.A.Hartjen.(1979)
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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*Course 5: PSYCHOLOGY*

**Semester: 1**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching hours: 30**

**Course Objectives:**

- To develop an in-depth understanding on the concepts of psychology
- To understand the life span of individuals
- To gain insight on various factors contributing for the personality of an individual
- To facilitate the integration of above knowledge with social work practice

**Course Learning outcomes:**

At the end of the course, the students will be able to

- Describe the fundamentals of Psychology.
- Interpret the physical, emotional and social, Personality development of the individual from conception to old age.
- Discuss the factors affecting personality of individuals.

**Unit I-Psychology**

**(5 hours)**

Psychology: Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

**Behaviour**-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormally.

**Attitude**- formation, maintenance, attitude and behaviour

**Unit II- 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, emotional and social development - Personality development, Challenges of each Life Stage.

**Unit III- Learning & Memory**

**(6 hours)**

**Learning:** Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike's Trial and Error Theory and Bandura's Observational Learning Theory.

**Memory:** The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

**Unit-IV – Emotion & Motivation (6 hours)**

**Emotion:** Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion.

**Motivation:** Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow's Hierarchy of Needs Theory.

**Unit V- Thinking & Perception (7 hours)**

**Thinking:** Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.

**Perception:** Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational.

**Personality:** Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

**Suggested Readings:**

1. Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D, 2nd Edition, Hodder and Strongton ( 7<sup>th</sup> edition ,2003)
3. Introduction to Psychology- Morgan and King,6th edition, 1979, McGraw Hill( 7h edition , 2017
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts &Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B,1980, McGraw-Hill ( 5h edition ,2017)
6. Adjustment and Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, HJelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hills-date N.J. (U.S.A.).
9. Hall, C. &Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology.Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S.Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman,1989 New Delhi.

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**Course 6: FIELD WORK- I**

**Semester: 1**  
**Credits: 6**

**Course: Core**  
**Minimum No. of days: 24 (Two days a week)**

**Overall Course objectives:**

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- Understand the basic skills required for the practice of social work, and
- To encourage the learner to become a professional social worker.

**Learning outcomes:**

At the end of the course, the students will be able to

- Demonstrate an understanding of the field of professional social work.
- Identify the different fields of social work practice.
- Implement the skills required for the practice of social work, and
- Acquire the competencies of a professional social worker.

**Components of Semester I Concurrent field work.**

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

**COMPONENT NO.1*****OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.***

**No. of visits: 6**

**Duration: 6 Days (1 week)**

**Component objectives:**

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.

- To make use of the supervision & guidance in understanding social issues.
- To document the outcome of visits.

### **Component Learning outcomes:**

At the end of the component, the students will be able to

- Recognise social welfare agencies, its structure, functioning and staffing etc.
- Utilise /Value the supervision and guidance in understanding social issues.
- Report the outcome of the visits.
- Acquire observation, critical analysis, communication and interpersonal skills.

### **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

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is 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; documentation skills.

### **COMPONENT No.2 - RURAL CAMP.**

**Duration: Pre-camp Preparation- 8 field work days +On camp: 7 days.**

The actual rural camp is preceded by two weeks of camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be

implemented, and to liaise with local community, various NGO's and Government departments to conduct the rural camp in a particular place.

### **Component Objectives:**

The objective of the rural camp is:

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

### **Component learning outcomes:**

At the end of the component, the students will be able to

- Experience group living and develop capacities and attitudes suitable for group living.
- Recognise rural realities.
- Implement development projects in rural areas.

### **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 coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

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



### **COMPONENT No.3 - PROJECT FIELD WORK.**

**Duration: 8 Field Work days over one month.**

#### **Component Objective:**

Project field work is a unique component of the field work programme adopting the model of “*Instruction- Training- Skill development- Presentation*” by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

#### **Component Learning Outcomes:**

At the end of the component, the students will be able to

- Examine social issues through action research.
- Address social issues through street play, puppet show or other suitable interventions.
- Acquire skills in recording and documentation.

#### **Process:**

In this component the students will be given an opportunity to learn community interaction and presentation skills through:

- 1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
- 2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
- 3) Presentation and Documentation of the project undertaken.

#### **Skills to be developed:**

- **Basic skills** necessary for social work practice such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

#### ***Suggested readings:***

Field Work Manual, Madras School of Social Work, 2008-2009

***Note:*** Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.

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**Course 7: SOFT SKILLS -I****Semester: 1****Course: Soft Skills****FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT****Credits: 2****Teaching hours: 30****Course Objectives:**

- To enable the students to analyse their self and create positive self.
- To sensitize students to the nuances of the four basic communication skills- Listening, Speaking, Reading and Writing.
- To enable students to understand others.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Assess their self and appraise a positive self.
- Demonstrate the four basic communication skills -Listening, Speaking, Reading and writing.
- Identify self through a SWOT analysis.

**Unit I: Understanding self through a SWOT**

- What /why/ how of Self Esteem /self-awareness/
- How to create Positive self concept
- SWOT analysis of self

**Unit II: Communication**

What /Why/How of Communication

One to one communication

- Work place communication
- Assertive communication
- Importance of listening in communication

**Unit III: Presentation skills**

- Public speaking
- Speaking in the meeting
- Speaking during the interview

**Unit IV: Interpersonal Skills I**

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

**Unit V: Interpersonal Skills II**

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

***Suggested readings:***

1. Swaminathan V.D and Kaliappan K.V., “Psychology for Effective Living,” The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., “Organizational Behavior,” Prentice Hall of India, New Delhi, 2005.

***Examination***

Based on Theory and / or Practical.

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## **SEMESTER –II**

*Course 8: SOCIAL WORK WITH COMMUNITIES*

**Semester: 2**

**Course: Core**

**Credits: 3**

**Lecture hours: 45**

**Course Objectives:**

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

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Discuss the concepts and processes related to working with communities.
- Identify the uses and practice of community organization in various fields of social work.
- Describe the role of social worker in social change and social development.
- Enlist the emerging trends and experiments in community organization.
- Appraise social action as a method of social work and implement social action strategies to solve problems.

**Unit I Introduction**

**(9 hours)**

**Community:** Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership:** Concept and types of leadership in community.

**Community organization:** Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

**Unit II Phases and Models of Community Organisation**

**(9 hours)**

**Community organization as a Para-political Process:** Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

**Phases in community organization:** Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

**Skills in Community Organization:** Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

### **Unit III Approaches, Methods and Models of Community Organization (9 hours)**

**Approaches:** General content, specific content and process objective.

**Models:** Locality Development, Social Planning and Social Action.

**Methods:** Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.

Application of community organization in different settings, emerging trends and experiments.

### **Unit IV Social Action (9 hours)**

**Social Action:** Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

### **Unit V Strategies and Tactics of Social Action. (9 hours)**

**Strategies and Tactics:** Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal situation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

### ***Suggested readings***

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Gangrade, K.D. (1971) “Community Organisation in India, Popular Prakashan, Bombay.
- Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi(1973)(1984 PB)
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social

Action, Himalaya Publication House, New Delhi.

- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20<sup>th</sup>ed, Vol: 1-4, NASW press, Oxford University Press, New York.(2008)
- Encyclopedia of social work, Government of India, New Delhi.(1987)
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69 (Homan MS 2011 'Theoretical Frameworks for community change', in Promoting community change: making it happen in the real world, 5th edn, Brooks/Cole Cengage Learning, Belmont, CA,
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from <http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf>
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.
- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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**Course 9: SOCIAL RESEARCH AND STATISTICS**

**Semester: 2**  
**Credits : 3**

**Course: Core**  
**Teaching hours : 45**

**Course Objectives:**

- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- To hone the skills in undertaking research and in writing about the same.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Discuss the relevance of research for social work profession.
- Master the research process with special emphasis on Quantitative Research.
- Acquire skills necessary for undertaking research.
- Demonstrate skills related to data analysis and reporting in research.

**Unit I: Introduction**

**(4 hours)**

Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

**UNIT II: Problem Conceptualization & Research Design**

**(9 hours)**

Research process. Problem Identification –Problem Definition – Review of Literature – Formulation of objectives –Identification of concepts and variables: Conceptualization and operationalisation – Formulation of hypothesis. Research Design: Meaning, Types.

**UNIT III: Data Collection:**

**(9 hours)**

- Data: Meaning, Sources: Primary & Secondary.
- Tools of data collection: Observation, Questionnaire, Interview Schedule, Interview Guide (Case Study, Key Informant Interview and Focus Group Discussion).
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- Usage of internet in data collection.



**UNIT IV: Data Processing and Analysis****(14 hours)**

- Data Processing: Content checking – Data coding – Data Entry –Data cleaning – Data Analysis.
- Statistical Packages available for Quantitative Data Analysis.
- Levels / Types of data analysis - Univariate, Bivariate, Multivariate Analysis.
- Types of Statistics: Concept of Descriptive Statistics and Inferential Statistics.
- Concept and manual calculation of Measures of Central Tendency [Arithmetic Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test. Type 1 and Type 2 errors.

- *Details pertaining to Manual calculation of Statistics (Problem-solving):*

- Arithmetic Mean: Direct method for Raw Data, Discrete Frequency Data and Class interval Data; Assumed Mean for Discrete Frequency Data; Assumed Mean and Step Deviation Method for Class interval (exclusive method only) Data.
- Median: Direct method for Raw Data, Discrete Frequency Data and Class interval Data (exclusive method only).
- Mode: Direct method for Raw Data, Discrete Frequency Data and Class interval Data (Exclusive method only and when the mode is clearly defined). **Note:** Instances of formula-based calculations in case of ill-defined mode are excluded.
- Range: Direct method for Raw Data, Discrete Frequency Data and Class interval (exclusive method only) Data.
- Standard Deviation: Direct method for Raw Data and Assumed Mean method for Discrete Frequency Data and Step Deviation method for Class interval (exclusive method only) Data.
- Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation for a set of two ranks (when ranks are not repeated).
- Chi-Square Test: Chi-square test as a test of independence.

**UNIT V: Data Presentation & Interpretation and Research Writing (9 hours)**

Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. **Research Writing:** Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

**Note:**

**In the end semester examination, one question in Part-A and one question in Part-B will be on statistics (problem-solving).**

**For additional reading (does not form part of assessment)**

Deriving class interval by less than method and more than method; Processing by inclusive method.

***Suggested readings:***

- Bell, Linda (2017). *Research methods for Social Workers*, Palgrave.
- Das, Lal D.K.(2017). *Practice of Social Research: Social work perspective*. Rawat Publication.
- Fortune, Anne E.; Reid, William.(2017).*Research in Social Work*. Rawat Publication.
- Goode, WJ and Hatt, P K. (1952). *Methods in Social Research*. Mc.GrawHill, New York.
- Grinnell, Richard (M).(2008).*Social Work Research and Evaluation: Foundations of Evidence-Based Practice*. Oxford University Press.
- Gupta S.C. (2012). *Fundamentals of Statistics, 7e*. Himalaya Publication Co., New Delhi.
- Kothari C.R (1997). *Research Methodology - Methods and Techniques*. Vishwa Prakashan, New Delhi,1997
- Mathews, Ian.(2011).*Evidence Based Practice in Social Work*. Learning Matters ltd.
- Monette Duane R. & Sullivan Thomas J. (1998). *Applied Social Research: Tool for Human Services*, Harcourt Brace College Pub., New York.
- Ramachandran P. (1993). *Survey Research for Social Work*, Institute for Community Organization Research, Bombay.
- Ranjit Kumar. (2014). *Research Methodology*. Sage Publications, New Delhi.
- Ranjit Kumar. (2014). *Research Methodology: A step by step guide for beginners*. Sage Publications, New Delhi.
- Rubin, Allen and Babbie, Earl. (2017). *Research Methods for Social Work (9e)*. Cengage Learning, California.
- Schutt, K.Russell.(2010).*Fundamentals of Social Work Research*. Sage Publications India Pvt Ltd.
- Shaw, Ian; Holland, Sally. (2015).*Doing Qualitative Research in Social Work*. Sage Publications India Pvt Ltd.
- Sherman, Edmund.(2013).*Qualitative Research in Social Work*. Rawat Publication.
- Wilkinson T.S and Bhandarkar P.L. (2005). *Methodology and Techniques for Social Research, 16e* (Reprint). Himalaya Publication Co., New Delhi.

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**Course 10 A: SOCIAL POLICY AND PLANNING  
(For CD & MPSW Specialization)**

**Semester: 2**

**Credits :3**

**Course: Core**

**Teaching Hours: 45**

**Course Objectives:**

- To understand the issues in social development.
- To gain knowledge of policies in India and planning process in India.
- To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

**Course Learning Outcomes:**

At the end of this course the students will be able to

- Recognize the role of social policy planning in social development.
- Articulate the social planning process in India.
- Demonstrate understanding of the significant social policies in India.

**Unit I: Concepts and Definitions**

**(9 hours)**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

**Unit II: Social Policy in India**

**(9 hours)**

Sources of Policy : Indian Constitution - Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive;. Policy Formulation Process.

**Unit III: Role of various Actors in Policy Formulation**

**(9 hours)**

State, International organizations (UN, WTO, World Bank), Pressure Groups, Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces: **Role of Social Work Profession vis-a-vis Social Policy, Policy Changes in Post Reform Period, Policy advocacy; analysis and budget analysis as tool of policy advocacy**

**Unit IV: Planning process in India****(9 hours)**

Concept of Planning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, Monitoring, Midterm Review and **Evaluation of the Five Years' Plans**; Democratic Decentralization and Micro-level Planning.

**Unit V: Social development policies and programmes****(9 hours)**

Rural Development, Urban Development, Health, Education, Population and Family Welfare, Environment and Ecology, Poverty Alleviation. Overview of the policies and programmes for the segments of population: Children, differently abled Women Youth. Scheduled castes and Scheduled tribe. Review of India's Development Planning and Experience in Achieving Poverty Alleviation and Distributive Justice.

***Suggested readings:***

1. Ahmad Shamsad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). *Administration Politics and development in India*, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum*. Sage Publication, New Delhi
4. Blakemore, Ken; Booth, Louise Warwick .*Social Policy: An Introduction*
5. Chalam K S (2007) *Caste Based Reservations and Human Development in India*. Sage Publications. New Delhi.
6. Chaturvedi T. N. (1984), *Planning and Its Implementation*, Indian Institution of Public Administration, New Delhi.
7. Dreze, Jean 2017 *Social Policy*. Orient Black swan Pvt Ltd..New Delhi
8. Eyden Joan (1969) *Social Policy in India*, Broadway House, London
9. Ganapathy R.S. and others (1985), *Public Policy and Policy Analysis in India*
10. Gokhale S D (1979) *Integrated Social Policy :India'*. *New Development and Policy Planning*. Rawat Publications, Delhi.
11. GoI. Five-Year Plan - to 10. Planning Commission of India, New Delhi
12. Green, Lorraine; Clarke, Karen 2017. *Social Policy for Social Work*
13. Inamdar N. R. (1992), *Development Administration in India*, Rawat Publication, New Delhi.
14. Ira C. Colby, Catherine N. Dulmus, Karen M. Sowers (2013). *Social Work and Social Policy: Advancing the Principles of Economic and Social Justice*
15. Jacob K. K (1989), *Social Policy in India*, ASSWI. Himanshu Publications. Udaipur.
16. Kabra Kamal Nayan (2004)*Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
17. Kulkarni P. D. (1997). *What is development oriented welfare? SocialIssues in Development*, Uppal Publishing House. New Delhi
18. Kulkarni P.D &NanavattyMeher (1997) *Social Issues in Development*, Uppal Publishing House. New Delhi,

19. Kulkarni P.D. (1979) *Social Policy and Social Development in India*. Lalvani Publishing House. Mumbai
20. Kumar, Shiva A.K.; Rustagi, preet; Subrahmanian, Ramya (2016). 99 India's Children : Essays on Social Policy. Oxford University Press.
21. NIRD (2001) "Decentralized Planning", *India Panchayat Raj Report*
22. Pathak, Shankar.2015 *Social Policy Social Welfare and Social Development*
23. Patil P.B. (1989) *Panchayat Raj. District Planning and Rural Development*, Yashwant rao Chavan Partishtan, Mumbai (Marathi)
24. Ramchandran Padma (1994), *Some issues in Development Administration*, Sage Publications, and New Delhi
25. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems*, Sage Publications. New Delhi
26. Sharma P. N. (1993), *Social Planning: Concepts and techniques*. Print house, Lucknow
27. Sovani N.V (1979) 'Whither Social Planners and Social Planning', *New Development of Policy and Planning*, Rawat Publications, Delhi

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**Course 10 B: HUMAN RESOURCE MANAGEMENT  
(For HRM Specialization)**

**Semester: 2**

**Course: Core**

**Credits: 3**

**Teaching Hours: 45**

**Course Objectives:**

- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of human resource management.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Develop knowledge on the fundamentals of Human Resource Management.
- Explain the process and techniques of staffing (acquisition of human resources).
- Discuss training and development process and methods.
- Identify the motivation & leadership theories and the basics of employee compensation.

**UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)**

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT – II: ACQUISITION OF HUMAN RESOURCES (9 hours)**

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.

Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. **Strategies for effective career development.**

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

#### **UNIT – IV: MOTIVATION OF HUMAN RESOURCES (9 hours)**

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

**Employee engagement - concept and strategies.**

#### **UNIT – V: MAINTENANCE OF HUMAN RESOURCES (9 hours)**

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. Employee Retention Strategies.

#### ***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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*Course 11: BASICS OF COUNSELLING*

**Semester: 2**  
**Credits: 2**

**Course: Inter-disciplinary**  
**Teaching Hours: 30**

**Course Objectives:**

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the various models of counselling
- To equip the students on the skills, techniques and process of counselling

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Demonstrate understanding of counseling and its need.
- Compare and contrast the various models of counseling
- Apply the learnt skills, techniques of counseling in their practice.

**Unit 1 Counselling foundations (5 hours)**

Definition of Counselling and objectives. Types of counseling (concepts only): Crisis Intervention, Preventive, Problem-solving, Family Counselling, Group Therapy. Concepts of Guidance, Psychotherapy and Psychiatry. Values, Principles and Ethics of Counselling

**Unit 2 Counselling Process (10 hours)**

Counselling Process: **A.** Relationship Building – Empathy, Unconditional positive regard, Genuineness, Respect. **B. Assessment** – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation- checklists and rating scales, Self-reporting – Questionnaires, personal essays, journals. **C.** Goal setting: S.M.A.R.T. Goals, Process and Outcome Goals. **D.**Interventions : Affective, Cognitive, Behavioural and Interpersonal. **E.** Termination and Follow-up

**Unit 3 Counselling Skills & Techniques (5 hours)**

Skills & Techniques: Active Listening, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying. Interviewing skills - Questioning, Probing. Verbal & Non-verbal communication, .Self-disclosure.

**Unit 4 Counselling Approaches and Models (5 hours)**

Counselling models: Psychodynamic Approaches, Cognitive-behavioural approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan’s Model, Eclectic Model.



Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision.

**Unit 5 Counselling in different settings**

**(5 hours)**

**Family:** Marital, Family counselling, Life style Counselling.

**Health setting:** Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

**Educational setting:** School counselling, drop out counselling, delinquent counselling, career counselling, Counselling for social media addiction.

**Work place counselling:** Employee and Employer counselling

**Community setting:** Migrants, refugees, socially and economically disadvantaged and disaster.

**Suggested Readings:**

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi
2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.
3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi
4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersey
5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.
6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi
7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi
8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6<sup>th</sup> edition, Brooks / Cole,a part of Cengage Learning
9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson

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*Course 12: MANAGEMENT OF ORGANIZATIONS*

**Semester: 2**  
**Credits: 2**

**Course: Inter-disciplinary**  
**Lecture hours: 30**

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**Course Objectives:**

- To provide an overview of the structure and administration of an organization.
- To impart necessary skill for the management of organizations.
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

**Course Learning Outcomes:**

At the end of the course, the student will be able to

- Identify the fundamentals of Management and distinguish between Profit and Non-Profit organisations.
- Demonstrate administrative and documentation techniques in both types of organisations.
- Describe the NGO Registration procedure and identify how to run the NGOs effectively.
- Execute fund raising techniques and develop proposal writing skills.

**UNIT I: Fundamentals of Management (6 Hours)**

Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Market). Managerial skills: Conceptual, Technical and Human Relation Skills.

**UNIT-II: Evolution of Management Thought (8 hours)**

Concepts and Key Contributions– Classical Theory : Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber); Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argyris, Douglas McGregor, M P Follet, Abraham Maslow) New Management theory: System Approach (open/closed/synergy/entropy), Management Science Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).

**UNIT III: Basics of Organization (6 hours)**

**Organization:** Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization

Structure by function, by product, by geographical market; network organizations and virtual organizations.

**Business Organizations:** Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).

#### **UNIT IV - Introduction to Non-Profit Organization (5 hours)**

**Non-profit organization:** Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.

#### **UNIT V – Management of Non-profit Organizations (5 hours)**

**Project proposal writing. Fund raising principles and practices, accountability of funds and donor management.** Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

#### ***Suggested readings:***

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. P. SubbaRao, Management and organization behavior ( text and cases) Himalaya publishing House, 2017
3. Principles of Management, S. P. Rajagopalan, Srivari Publication
4. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A, Heredia R.A. et al.(1979), “Industrial Organization and Management”, Himalaya Publishing House, Bombay.
6. Gupta C.B., “Organisation and Management” Sultan Chand & Sons, New Delhi, 1998.
7. Joseph L. Massie,(1973) “Essentials of Management”, Prentice Hall of India Ltd, New Delhi.
8. Harold Koontz, Heinz Welhrich and RamachandraAryasir(2004), “Principles of Management”, Tata McGraw Hill Publishing Co Ltd, New Delhi
9. Robin Lall(2004 )The Dynamics of NGO’s New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues (1983) Hand Book for the Management of Voluntary Organisation Madras, Alfa.
11. Sooryamoorthy R and Gangrade K.D (2006) NGOs in India-A cross Sectional study New Delhi: Rawat.
12. Vetrivel Surendra(1999) Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
13. Prasannachandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
14. Vasant Desai Project Management, Himalaya Publishing House.1997.

**Course 13 A: SOCIAL LEGISLATION  
(For CD & MPSW Specialisation)**

**Semester: 2**  
**Credits: 2**

**Course: Elective**  
**Teaching hours: 30**

**Course Objectives:**

- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impact knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing Social Legislation for social transformation.
- To expose them to law enforcement institutions and bridge the gap between the Criminal Justice System and victims.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify the judicial system and the legal mechanisms for seeking justice in India.
- Describe the various legislations to deal with social problems.
- Explain the various legislations related to specific populations like women, children, and other vulnerable sections.
- Analyze personal laws pertaining to marriage, divorce, adoption and maintenance.
- Recognise law enforcement institutions to bridge the gap between the Criminal Justice System and victims.

**Unit I Introduction**

**(6 hours)**

The Constitution of India: Preamble and Fundamental Rights. Judicial system in India: Supreme Court, High Court, District Court and Session Court, Special Courts/Tribunals. Legal Provisions: Free Legal Aid, Public interest litigation, Lok-Adalat, Complaint Procedures, Statutory Commissions. Role of Social Workers in promotion of Social Justice, Human Rights through Social Legislation.

**Unit II Personal Laws**

**(6 hours)**

Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Christian Marriage Act 1955, Laws pertaining to Marriage, The Indian Divorce Amendment Act 2001, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Courts Amendments Act 1991.

**Unit III Women and Law**

**(6 hours)**

Dowry Prohibition Amendment Act 1986, Prevention of Immoral Traffic Act 1956, TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1997, Indecent

representation of women Act 1986, Prevention of Women from Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Maternity Benefit 1961 (Amendment in 2017), The Criminal Law Amendment Act – 2013(NIRBAYA ACT)

#### **Unit IV Children and Law**

**(6 hours)**

The Prohibition of Child Marriage Act 2006, Juvenile Justice (Care and Protection of Children) Amendment Act, 2015 with TN Rules 2017, Child Labour (Prohibition and Regulation) Amendment Act 2016, Central Adoption Resource Agency Guidelines 2017, Protection of Children from Sexual Offences Act (POCSO) 2012, Guardians and Wards Act, 1890.

#### **Unit V Social Problems and Law**

**(6 hours)**

Transplant of Human Organs Amendments Act 2011 with rules 2014, Right to Information Act 2005, Information Technology Act, 2000, Maintenance and Welfare of Parents and Senior Citizens Act- 2007, Bonded Labour (System) Abolition Act. 1976. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Act 2015, The Tamil Nadu Prevention of Begging Act 1945, Tamil Nadu Interests of Depositors Act 1997.

#### **Suggested Readings:**

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, New Delhi.
3. Acharya, Basu Durga Das Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7<sup>th</sup> Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan.
6. Diwan. Paras & Diwan, Peeyush (1994) Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K.D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Co.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.
12. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
13. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social Institute.
14. Pradhan. V. P. The Indian Constitution, New Delhi: Ombudsman Publishing House.
15. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications

16. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur :Rawat Publication.
17. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.
18. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
19. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
20. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
21. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications
22. Siddiqi, Fatima E. &RanganathanSarala: Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 & Part 2), New Delhi: KanishkaPublcation.

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**Course 13 B: LABOUR LEGISLATION - I**  
**For HRM Specialisation Students**

**Semester: 2**  
**Credits : 2**

**Course: Elective**  
**Teaching Hours : 30 Hrs**

**Course Objectives:**

- To help the students to learn the fundamentals of Labour legislations
- To give input to the students on the constitution and its relevance to Labour Legislations.
- **To assist the students in understanding the legislations concerning Labour**

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Describe the concept, need and classifications of labour legislations.
- Relate Indian constitution and labour legislation and the underlying components of industrial jurisprudence.
- Identify the laws which seek to protect labour in different industrial establishments.
- Explain the legislations regulating the relations between employees and employers.
- Discuss legislations pertaining to social security.

**UNIT I - Fundamentals of Labour Legislation (4 hours)**

Concept of Labour Legislation – Objectives and Need for Labour Legislation

Classification of Labour Legislation: Regulative Labour Legislation, Protective Labour Legislation, Wage-related Labour Legislation – Social Security Legislations- Welfare related Labour Legislations & other important Acts.

**UNIT II – Indian Constitution and Labour Legislation (4 hours)**

Indian Constitution vis-à-vis Labour Legislation – Fundamental Rights – Art16,19,23,24 & Directive Principles of State Policy- Art(39,41,42,43,43A.

Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

**UNIT III - Protective Labour Legislation ( 8 hours)**

The Factories Act, 1948

The Tamil Nadu Shops and Establishment Act, 1947.

**Unit IV - Regulative Labour Legislation (6 hours)**

Industrial Employment (Standing Orders) Act, 1946

The Contract Labour (Regulation and Abolition) Act, 1970

**Unit V – Legislation related to Social Security (8 hours)**

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

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

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Unorganised Workers Social Security Act 2008

The Labour laws (Exemption from furnishing Returns and Maintaining registers by certain Establishments) Act, 1988- The Amendment Act 2014

**Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. New Delhi: Sultan Chand & Sons – 2001
3. Kumar, H.L. (2017). *Digest of Important Labour Cases*(11<sup>th</sup> Edition). New Delhi: Universal Law Publisher.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. New Delhi: Universal Law Publisher.
5. Misra, S.N. (2016). *Labour and Industrial Laws*. New Delhi: Universal Law Publisher.
6. Taxmann's (2001). *Labour Laws*. New Delhi: Taxman Allied Services.



**Suggested Webpages:**

1. [www.mca.gov.in](http://www.mca.gov.in)
2. [www.esic.nic.in](http://www.esic.nic.in)
3. [www.epfindia.com](http://www.epfindia.com)
4. [www.labour.nic.in](http://www.labour.nic.in)
5. [www.lawmin.nic.in](http://www.lawmin.nic.in)

**Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views

**Course 14: FIELD WORK - II**

**Semester: 2**  
**Credits: 6**

**Course: Core**  
**No. of days: 30 (Two days a week)**  
**Concurrent Pattern**

**Course 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:

- Work with communities, groups, individuals / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (case work, group work and community organization).
- Inculcate professional growth and development.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify both agency and the clients as a system.
- Develop skills to practice social work.
- Explain about the administrative procedures, programme management etc.
- Report about the field work activities carried out.

**Areas of learning:**

Concurrent practice learning tasks are listed below:

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.

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*Course 15: SOFT SKILLS -II*

**Semester: 2**

**Course: Soft Skills**

**FOCUS AREA: LEADERSHIP & TEAM BUILDING**

**Credits: 2**

**Teaching Hours: 30**

**Course Objective:**

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Demonstrate team building and conflict management skills using Out Bound Training methodology.
- Articulate the basic skills necessary for leadership, communication and task execution in teams.

UNIT – I

**INTERPERSONAL SKILLS** – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

**CONFLICT MANAGEMENT** –attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

**TEAM BUILDING -1:** – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

**TEAM BUILDING -2:** - Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

**LEADERSHIP** – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.

## REFERENCES

1. Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.
2. Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.
3. Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.
4. Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.
5. Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited.
6. Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.
7. Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.
8. Stephen R. Covey. (2011) The leader in me. Free Press.

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**Course 16: SUMMER PLACEMENT**

**Semester: 2**

**Course: Record Course**

**Credit: 1**

**No. of days: One month (continuously)**

*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 oneself.*

**Course Objectives:**

1. Knowing about the basics of the working of an industrial organization / social welfare organization.
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 areas 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.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify the basics of working of an industrial organization / a social welfare organization
- Analyze the client systems and managerial operations of the work setting.
- Classify the organizations in their specialization areas.
- Assess self in the role of a professional.

**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 a 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 experiences before the class and faculty (in the format provided by the department).

\*\*\*\*\*

# REGULATIONS

## I) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

Component:	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

### I Semester total marks 100 (ICA 50 & ESE 50)

#### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

#### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
     Agency Supervisor: 20 marks

### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the



relevant field (External) + Faculty supervisor concerned.

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as 'Research Project – I' & 'Research Project – II'.

#### **III SEMESTER- RESEARCH PROJECT -I**

##### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

##### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

##### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

##### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

##### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

<b>S.No</b>	<b>Criteria</b>	<b>Marks</b>
1	<b>Research Chapters &amp; Tool</b>	10
2	<b>Clarity on the research Objectives &amp; methodology</b>	10
3	<b>Response to Questions</b>	5
	<b>Total</b>	<b>25</b>

### **IV SEMESTER – RESEARCH PROJECT -II**

#### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

#### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

#### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

#### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

#### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study

- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

**Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE.  
100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS.****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

### **PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

#### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

#### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

## Appendix

## MSW Programme Outcomes, Programme Specific Outcomes and Course Outcomes

## (PO-PSO-CO) mapping / matrix

## Semester 1

## Semester 1: Core Courses (Theory)

Course 1: Social Work Profession			Course 2: Social Work with Individuals			Course 3: Social Work with Groups		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,6	1,3	1	1,4,6	3,4	1	1,5	1,3
2	1,4	3,5	2	2,4,5	4,5	2	2,4	2,4
3	2,5,6	3,4	3	2,4,5	2,5	3	2,5	4,5
4	2,4	2,5	4	2,5,6	4,5	4	4,5,6	3,5
			5	2,4	4,5			

## Semester 1: Inter-disciplinary Courses (Theory) &amp; Soft Skills

Course 4: Sociology			Course 5: Psychology			Course 7: Soft Skills		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1	1,2	1	1,5	1,2	1	5,6	2
2	1,2	2,3	2	2,4,5	1,2	2	2,5	1
3	3,4,5,6	4,5	3	2,4,6	2,4	3	1,2,5	1

## Semester 1: Field Work (Core Course)

Course 6: Field Work I			FW Component 1: Observation Visits			FW Component 2: Rural Camp			FW Component 3: Project Field Work		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	2,4	1,2	1	1,2	1,2	1	5,6	1,2	1	2,4	1,2
2	1,5,6	3,4	2	2,4	3	2	4,6	1,4	2	4,5,6	4,5
3	5,6	4,5	3	6	4	3	2,4,5	3,4,5	3	5,6	4,5
4	2,6	3,5	4	3,4,6	3,5						

**Semester 2**  
**Semester 2: Core Courses (Theory)**

Course 8: Social Work with Communities			Course 9: Social Research & Statistics			Course 10: Social Policy & Planning (CD & MPSW)			Course 10: Human Resource Management (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,6	1,2	1	1,3,4	3	1	1,2	2	1	1,2	2
2	1,2,4	1,3,4	2	2,3,5	4	2	2,5	4	2	2,4	4
3	4,5,6	4,5	3	5,6	4	3	4,5,6	2,4,5	3	5,6	5
4	2,4,6	2,3,4,5	4	3,5,6	4,5				4	2,5	3,5
5	2,4	4,5									

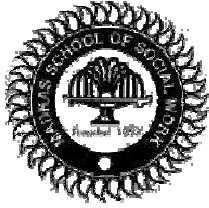
**Semester 2: Inter-Disciplinary & Elective Courses (Theory)**

Inter-Disciplinary Courses						Elective Courses					
Course 11: Basics of Counselling			Course 12: Management of Organizations			Course 13: Social Legislation (CD & MPSW)			Course 13: Labour Legislation – I (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,5	1,3	1	1,2	1,2	1	1,2	1,2	1	1,6	2,4
2	2,4	3,4	2	2,5	3,4	2	2,4	2,4	2	2,4	1,2
3	4,5,6	4,5	3	2,4	3,4	3	2,3,4	2,4	3	2,4	4,5
4			4	4,5,6	4,5	4	3,4	2,3,4	4	5,6	1,5
						5	2,4,5	2,3,4,5	5	2,6	2,4

**Semester 2: Field Work (Core), Soft Skills & Record Course**

Course 14: Field Work – II			Course 15: Soft Skills – II			Course 16: Record Course – Summer Placement		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed		POs addressed	PSOs addressed
1	2	1,3	1	2,4	2	1	2,4,5	1,2
2	2,4	3,4,5	2	2,5,6	1,2	2	2,4,6	4,5
3	2,6	4,5				3	2,4,5	3,4,5
4	2,5,6	4,5				4	2,4,6	3,4,5

\* \* \*



**MADRAS SCHOOL OF SOCIAL WORK  
(AUTONOMOUS)**

**(Affiliated to the University of Madras)**

**Post-Graduate Department of Social Work**

**MASTER OF SOCIAL WORK (MSW)**

**II Year**

**COURSE REGULATIONS AND SYLLABUS**

**(Effective from the Batch 2020-2022 onwards)**



## Table of Contents

		<b>Subject</b>	<b>Pg No</b>	
		About the Programme	3	
		Syllabus Matrix	10	
<b>SEMESTER - III</b>	<b>CD</b>	Rural Development And Governance	15	
		Dalit And Tribal Empowerment	19	
		Community Development – Approaches and Tools	22	
		Women And Development	24	
		Disaster Management & Environmental Social Work	26	
	<b>MPSW</b>	Mental Health and Psychiatric Social Work	29	
		Medical Social Work	32	
		Community Development – Approaches and Tools	35	
		Social Work With Families And Senior Citizens	37	
		Disaster Management & Environmental Social Work	39	
	<b>HRM</b>	Labour Legislation – II	42	
		Strategic Human Resource Management	45	
		Organizational Behaviour	48	
		Employee Relations & Welfare	50	
		Performance Management	52	
	<b>COMMON</b>	Research Project-I	55	
		Field Work –III	56	
		Soft Skills–III	60	
		Participation in Professional Forum Activities – I	61	
	<b>SEMESTER - IV</b>	<b>CD</b>	Urban Development And Governance	63
Social Work With Children & Youth			67	
Community Health			69	
Social Entrepreneurship			72	
<b>MPSW</b>		Clinical Social Work	76	
		Therapeutic Interventions in Social Work	78	
		Community Health	81	
		Disability and Social Work	84	
<b>HRM</b>		Organizational Change & Development	87	
		Learning & Development	89	
		International Human Resource Management	91	
		Compensation Management	94	
<b>COMMON</b>		Research Project –II	96	
		Field Work –IV	97	
		Soft Skills–IV	100	
		Participation in Professional Forum Activities – II	101	
			Regulations	102
			Appendix	110

## **ABOUT THE PROGRAMME**

### **1. INTRODUCTION:**

Social work is a practice profession and therefore the objectives of the MSW programme are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

### **2. OBJECTIVES OF THE MSW PROGRAMME:**

The objectives of the MSW programme is focused on preparing the candidates for a career in Social work through professional training aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely: (a) To enhance people's capacity for social functioning; (b) To improve the quality of life for everyone; (c) To promote social justice; (d) To provide opportunities for people to develop their capacities to become participating and contributing citizens.

### **3. LEARNING OUTCOME-BASED APPROACH TO CURRICULUM PLANNING IN MSW PROGRAMME**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning is that higher education qualifications such as MSW Degree programme is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of the Post-Graduate in Social Work.

### **4. POST-GRADUATE ATTRIBUTES IN SOCIAL WORK**

The post-graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a MSW student. Some of the desirable attributes which a MSW student should demonstrate include: a. Disciplinary Knowledge, b. *Communication Skills*, c. Critical Thinking, d. Problem Solving, e. Research-related Skills, f. Collaboration/ Cooperation/ Team work, g. Scientific Reasoning using Quantitative/Qualitative Data, h. Reflective Thinking, i. Information/Digital Literacy, j. Self-, Directed Learning, k. Multicultural Competence, l. Moral and Ethical Awareness/Reasoning, m. Community Engagement, n. Leadership Readiness/ Qualities, o. Lifelong Learning

## 5. QUALIFICATION DESCRIPTORS IN SOCIAL WORK

A qualification descriptor indicates the generic outcomes and attributes expected for the award of the degree of MSW. The qualification descriptors also describe the academic standard for a specific qualification in terms of the levels of knowledge and understanding and the skills and competencies that the holders of the qualification are expected to attain and demonstrate. A MSW Degree holder should be able to:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study, including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues/theories in the field of study; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialization and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialization, and an ability to use established techniques of analysis and enquiry within the area of specialisation.
- Demonstrate comprehensive knowledge about materials and methods, including professional literature relating to essential and advanced learning areas pertaining to the chosen disciplinary area(s) and field of study, and techniques and skills required for identifying/solving problems and issues relating to the disciplinary area and field of study.
- Demonstrate skills in identifying information needs, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, analysis and interpretation of data using methodologies as appropriate to the subject(s) for formulating intervention-based solutions and arguments.
- Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
- Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyse problems and issues and seek solutions to real-life problems.
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

## 6. PROGRAMME LEARNING OUTCOMES FOR MSW (POs)

Programme Learning Outcomes for MSW refers to the intended outcomes of the programme of study which must be achieved for the award of a specific degree. A MSW student should be able to:

- i. PO1: Theoretical Understanding of Social Work: Demonstrate (i) a fundamental and systematic or coherent understanding of the academic field of Social Work, its different branches and applications, and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals related to the disciplinary/subject area of Social Work, including professionals engaged in research and development, teaching and government/public service; (iii) skills in areas

related to one's specialization within the disciplinary/subject area of Social Work and current and emerging developments in the field of Social Work .

- ii. PO2: Application of Social Work Knowledge: Demonstrate the ability to use the knowledge of Social Work in formulating and tackling Social Work -related problems and identifying and applying appropriate Social Work principles and methodologies to solve a wide range of problems associated with Social Work.
- iii. PO3: Research Acumen: Recognise the importance of qualitative as well as quantitative data and approaches/methods for fully comprehending the human society.
- iv. PO4: Evidence-based Practice: Plan and execute Social Work-related experiments or field investigations, analyse and interpret data/information collected using appropriate methods, including the use of appropriate software such as programming languages and purpose-written packages, and report accurately the findings of the experiment/field investigations.
- v. PO5: Skills development: Demonstrate relevant generic skills and global competencies such as (i) problem- solving skills that are required to solve different types of Social Work-related problems with well-defined solutions, and tackle open-ended problems that may cross disciplinary-area boundaries; (ii) investigative skills, including skills of independent investigation of Social Work-related issues and problems; (iii) communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences; (iv) analytical skills involving paying attention to detail and ability to construct logical arguments using correct technical language related to Social Work; (v) ICT skills; (vi) personal skills such as the ability to work both independently and in a group.
- vi. PO6: Professional Development: Demonstrate professional behaviour such as (i) being objective, unbiased and truthful in all aspects of work and avoiding unethical behavior such as fabricating, falsifying or misrepresenting data or to committing plagiarism; (ii)the ability to identify the potential ethical issues in work-related situations; (iii) appreciation of intellectual property, environmental and sustainability issues; and (iv) promoting safe learning and working environment.

#### **PROGRAMME SPECIFIC LEARNING OUTCOMES FOR MSW (PSOs)**

PSO1: Demonstrate a scientific understanding of the nature and dynamics of social problems and issues.

PSO2: Reflect on and critique the factors contributing to social problems, the consequences and the constitutional responses (legislations) thereof.

PSO3: Internalise the social work values, principles, ethics and attitudes required for professional rigour.

PSO4: Apply the social work knowledge, skills and attitudes to professionally address the social problems and issues at individual, organisational and community levels in the Indian and global contexts.

PSO5: Apply the social work knowledge to function effectively as socially sensitive change agents for sustainable development.

**Note:** The MSW Programme Outcomes, Programme Specific Outcomes and Course Outcomes (PO-PSO-CO) mapping / matrix is given in the Appendix.

## 7. PATTERN OF THE PROGRAMME:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)
7. SWAYAM online courses (identified by the Department) (not required for course completion)

As per the course content, the terminology is elaborated below:

**Core courses/paper** refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code(**C**).

**Interdisciplinary course /paper** refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code (**ID**).

**Elective course / paper** refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code (**E**).

**Soft skills course /paper** refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code(**S**).

**Record Course** refers to courses required for course completion. For identification purposes they are denoted by the letter code(**R**). All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

**Certificate Courses** refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4<sup>th</sup> semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

**SWAYAM online courses** are courses identified by the Department and found related to the programme of study. These are courses not currently offered in the curriculum. The students are encouraged to explore these online courses and learn from them. Hence, these courses are not considered as a requirement for course completion.

In all, the student has to gain specified number of credits (*minimum 95credits*) to complete the course, distributed @*Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits.*

## **8. TEACHING METHODOLOGY**

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

## **9. ELIGIBILITY FOR THE AWARD OF MSW DEGREE:**

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

## **10. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:**

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College. Instant Examination provision is available for final semester students. COE office regulations will apply.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

## **11. SWAYAM ONLINE COURSES**

As an academic innovation and to encourage online learning, a list of SWAYAM online courses have been identified by the Board of Studies (Social Work) for the MSW programme that MSW students could pursue, with effect from Academic Year 2020-22 batch and onwards.

The approved list of SWAYAM online courses for MSW programme is given below.

**Approved list of SWAYAM online courses for MSW**

S.NO	COURSE NAME	INSTITUTE	DURATION
<b><i>I MSW</i></b>			
1	Energy Economics and policy	IIT MANDI	8 weeks
2	Stress Management	IIT , Karaghpur	4 weeks
3	Developing Soft skills and Personality	IIT, Kanpur	8 weeks
<b><i>II MSW-CD</i></b>			
4	Water, Society and Sustainability	IIT Kharagpur	4 weeks
5	Project management	IITK (Kanpur)	8 weeks
6	Corporate Social Responsibility	IITKGP	8 weeks
<b><i>II MSW - MPSW</i></b>			
7	Gerontological Social Work	Andhra University	12 weeks
8	Economics of Health and Health Care	IITK	8 weeks
9	Health Research Fundamentals	NIE	8 Weeks
<b><i>II MSW - HRM</i></b>			
10	Data Analysis & Decision Making - III	IIT Kanpur	12 Weeks
11	E-Business	IIT Kharagpur	12 Weeks
12	Management Accounting	IIT Roorkee	12 Weeks

The norms regarding completion of SWAYAM online courses are as follows:

- a) The pursuit and completion of the SWAYAM online courses identified for MSW programmes is not mandatory for course completion.
- b) The credits awarded for the SWAYAM online courses (by the respective online course coordinators) will not be included for CGPA calculation.
- c) For MSW programme, out of the 12 titles finalised by the Board (three each for MSW I Year, MSW-CD, MSW-MPSW and MSW-HR papers), the student irrespective of specialisation is free to explore any of the titles.

## 12. MATRIX

**A: PAPER- CREDIT- CLASS HOURS- EXAMHOURS –MATRIX**

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL			SEMESTER - WISE CREDIT TOTAL
								Core	Non core	
<b>I</b>	Core	Theory	3	3	3	3	9	15	-	<b>21</b>
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4	6		
	<i>Soft skill I</i>	-	1	2	2	--	2			
<b>II</b>	Core	Theory	3	3	3	3	9	15	10	<b>25</b>
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4			
	Elective	Theory	1	2	2	3	2			
	<i>Soft skill II</i>	-	1	2	2	--	2			
	Record Course	<i>Summer placement</i>	--	--	-	--	2			
<b>III</b>	Core	Research	1	4	-	Only ICA & Viva	4	22	4	<b>26</b>
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2			
	<i>Soft skill III</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--	--		
<b>IV</b>	Core	Research	1	4	-	Only ICA & Viva	4	19	4	<b>23</b>
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2			
	<i>Soft skill IV</i>	-	1	2	2	--	2			
	Record Course	Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--	--		
	<b>TOTAL</b>						<b>71</b>	<b>24</b>	<b>95</b>	



## B: SYLLABUS MATRIX

### SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course Completion.			
<b>TOTAL CREDITS</b>			<b>21</b>	----				

# Course Code will be allotted by the Office of the Controller of Examinations

### SEMESTER II

COURSE SE	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work I - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course Completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
<b>TOTAL</b>			<b>25</b>	-----				
<b>CREDITS</b>								

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### SEMESTER III

COU RSE NO.	COURSE CODE*	TITLE OF THE COURSE	CRED ITS	LECTU RE HOURS	EXAM HRS	ICA	ESE	MAX. MAR KS
17.	Core	<b>Specialization Paper-1</b> Rural Development & Governance(CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	<b>Specialization Paper-2</b> Dalit & Tribal Empowerment (CD) Medical Social Work(MPSW) Strategic Human Resource Management(HRM)	3	45	3	50	50	100
19.	Core	<b>Specialization Paper-3</b> Community Development– Approaches and Tools(Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	<b>Specialization Paper-4</b> Women And Development(CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations &Welfare (HRM)	3	45	3	50	50	100
21.	Inter- disciplinary	<b>Interdisciplinary Paper-1</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course Completion.			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
<b>TOTAL CREDITS</b>			<b>26</b>	-----				

**Note:** \*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III&IV will have to be paid during the III semester registration.

\*\*Registration for the Record Course 'Participation in Professional Forum Activities – I & II' will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

## SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	<b>Specialization Paper-5</b> Urban Development And Governance (CD) Clinical Social Work(MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	<b>Specialization Paper-6</b> Social Work With Children & Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning & Development(HRM)	3	45	3	50	50	100
28.	Core	<b>Specialization Paper-7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	Inter-disciplinary	<b>Inter-disciplinary Paper -2</b> Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities-II (Course Completion only)	--	3 per semester				
<b>TOTAL CREDITS</b>			<b>23</b>	----				

**Note:**

*The Soft skill courses will not be taken into account for classification. But candidates should appear and complete all these subjects for course completion.*

## C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I • Observation • Rural Camp • Project	24	180	6
II	Field Work II • Concurrent	24	180	6
	<i>Summer Placement*</i>	1 month	-	2
III	Field Work III • Concurrent	24	180	6
IV	Field Work IV • Block Pattern	24	180	6
Total		96**	720**	26

\*No Marks. Course completion requirement only.

\*\*Summer & Block internships not included

## **SEMESTER - III**

## **COMMUNITY DEVELOPMENT SPECIALIZATION**

### **Course 17A: RURAL DEVELOPMENT AND GOVERNANCE**

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours:45**

#### **Course Objectives:**

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards rural development.
- To understand the role and contribution of professional social work in the developmental process.

#### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify rural poverty, dynamics and issues.
- Analyse the changing profile of rural India in terms of consumption patterns, land use patterns, cropping, lifestyle, living standards, and settlement patterns.
- Describe the various methods, programmes, strategies and developmental efforts towards rural development.
- Explain the role and contribution of professional social work in the developmental process of rural society.

#### **Unit I Rural community and its Issues**

**(10 Hours)**

Rural community: Definition, types, Characteristics, power structure. Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agricultural labourer, marginal and small farmers. Agro based industries, Rural marketing, Growing urbanization, Industrialization, Globalization, migration and consequent social erosion. Watershed Management –water users association.

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Organic Farming – concept and problems. Role of Women in Rural Development. Sustainable Development.

### **Unit-II Rural Development Programmes (10hours)**

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka) projects. Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojana, NRHM (National Rural Health Mission). **Rural entrepreneurship models**

### **Unit - III Rural Community Development & Social Work Application (10 hours)**

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

### **Unit IV Rural Administration (8hours)**

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

### **Unit V Rural Governance (7Hours)**

Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73<sup>rd</sup> amendment.

### **Suggested Readings**

1. Mukerji, B.M. (1961). Community Development in India. Orient Longman.Chennai.
2. Desai, A.R. (1971). Rural Sociology. Popular Press.Bombay.
3. Dayal, Rajeshwar. (1974). C.D Programme in India. Kitab Mahal Pvt, Ltd.
4. Dudhashi, P.R. (1977). Rural developmental Administration in India. Popular Press Mumbai.
5. Reporter, B.N .ed(1981). Rural Development and The Corporate Sector. All India Congress Committee.
6. Michael Lipton, (1982). Why poor people remain poor. Heritage publication. New Delhi.
7. Jain, S.C., (1985). Rural Development Institute and Strategies. RawatPublication.
8. Kartar Singh. (1986). Rural Development- Principles, Policy and Management. Sage Publication. NewDelhi.
9. Murthy, S.P. Lyn Gopalan. (1992). Work book on Community Based Rehabilitation Services. Karnataka Joint Assistance Centre.
10. Yadav,Subah Singh.ed. (1993). Infrastructure to Rural Development. Pocket library Publications. Jaipur.
11. Desai, Vasanth. (1994). Dynamics of entrepreneurial Development. Himalayas publishing House. New Delhi.
12. Agrwarl A.N. (2001). Indian Economy, Nature, Problems and Progress. New Delhi. Vikas Biraj, Prakash.
13. Jain, Rashmi. (2003). Communicating Rural Development: Strategies and Alternatives. New Delhi: Rawat Publications.
14. Fernandes, Aloysius. P. (2003). Peoples Institutions managing natural resources in the context of a Watershed Management.
15. The Myrada Experience : (2004)A Manual for capacity building of Peoples institutions managing watersheds, Karnataka- Myrada
16. Abraham, George .M (2004). India Untouched: The Unforgotten face of Rural Poverty, Cranston, The Writers Collective Publications.
17. Karalay, G.N. (2005). Integrated approach to Rural Development. New Delhi: Concept Publishing Company.
18. Shah, Dilip. (2005). Rural Sociology. Jaipur: APD Publishers.
19. Ministry Reports, Planning Commission Reports.



20. Kumar, D. (2007). Rural development and Social Change: Thoughts of Swami Sahajanand. New Delhi ; Deep and Deep Publications.
21. Roy .S & Dash B.M (2015) New perspectives in Community Development. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

### **Journals**

1. Seminar, Social Action, Economic and Political Weekly
2. Selvaraj., K.N (2002). Agricultural Development in India and its Impact on Poverty Reduction. Indian Journal of Social Development. 2(1), 53.
3. Joshi, O., Desai, S., Nanneman, R., & Dubey, A. (2017). Who Participates in MGNREGA?. Analyses from Longitudinal Data. Review of Development & Change. 21(1), 108-137.

## Course 18A: DALIT AND TRIBAL EMPOWERMENT

**Semester: 3**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### Course Objectives:

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

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Demonstrate an understanding of caste system in India and how it affects the Dalit Empowerment.
- Discuss about the primitive communities' life style, economic activities, and their struggle in India and in the world.
- Assess and critique the impact of globalization and developments on Tribal communities.
- Demonstrate the knowledge on constitutional provisions for the protection of Dalit and Tribal communities.
- Apply the professional social work competencies for Dalit and Tribal empowerment.

### Unit I Dalits and Development

**(9 hours)**

Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits–Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

### Unit II Tribal Communities

**(9 hours)**

Concepts of tribal, adivasi, indigenous, aborigines. Tribal social systems and structures: belief systems, culture-indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination.

### Unit III Tribal Issues and Development

**(9 hours)**

Globalisation and tribals: labour relations and exploitation, politics of tribal welfare and development, issues of governance facing tribals, education, health, food security, and 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;

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reservation and positive discrimination; tribal sub-plan; Special component plan.

#### **Unit IV Constitutional Safeguards for Dalits (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 on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

#### **Unit V Social Work practice for Dalits and Tribal Empowerment (9 hours)**

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

#### **Suggested Readings**

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi.
2. Ambedkar, BR, Annihilation of Caste. (1936)
3. Ambedkar, B.R. 1948 The Untouchables, Delhi: Amrit.
4. Alexander K. C et. all 1991. Tribals; Rehabilitation and Development, Rawat Publication, Jaipur.
5. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi
6. Beteille, Andre 1996 Caste, Class and Power. New Delhi: Oxford University Press.
7. Deogaonkar.S.G, 1994. Tribal Administration and Development, Concept Publishing
8. Company, New Delhi.
9. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publication, New Delhi,
10. Freeman, J.M.1979 Untouchables-An Indian History .London: George Allen and Unwin, Discovery publication of India.
11. Government of India. 2001. Report of the Steering Committee on Empowering the Scheduled Tribes, Planning Commission, Delhi.
12. Ganguli, Debjani 2005 Caste and Dalit Life worlds: Postcolonial Perspectives. New Delhi:
13. Mohanty, R.P.2003 Dalits Development and Change: An Empirical Study. New Delhi:
14. Kumar, B.B. 1998, The Tribal Societies of India, Osmon, Delhi.Development in India: Uppal Publishing House.
15. Kamble ND, 1981, 'Atrocities son Scheduled Castes in Post Independent India, Ashis
16. Publishing House, New Delhi.
17. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.

18. Paswan, Dr.Sanjoy and Jaideva, Dr.Pramanshi 2003 Encyclopaedia of Dalits in India
19. Delhi: Kalpaz Publications.
20. Singh, K.S., 1982. Tribal Movements in India, Vol. 2, Manohar Publications, Delhi.
21. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi
22. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi.
23. Soundra Pandian.M. 2000. Tribal Development in India, Anmol Publications Pvt.Ltd.,
24. New Delhi.
25. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House,
26. New Delhi.
27. Thara Shankar Banarjee, in Budhadeb Chaudari 1990. (Ed.),'Tribal transformation in
28. India', Vol.II.Inter India Publications, New Delhi,
29. Thorat Sukhdeo, 2009; 'Dalits in India: Search for Common Identity', Sage
30. Publications, New Delhi.
31. Zelliott, Eleanor 2005 From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi.

### **Journals**

Seminar, Social Action, Economic and Political Weekly

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## **Course 19A: COMMUNITY DEVELOPMENT-APPROACHES AND TOOLS**

**Semester: 3**

**Course: Core**

**(Common for both CD& MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Course Objectives:**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Classify the various approaches and the processes involved in the community development process.
- Identify the various tools that could be used in community needs assessment.
- Compare and contrast the various tools used in project planning, implementation, monitoring and evaluation of development projects.
- Articulate the importance of policy analysis for practice
- Implement the documentation techniques that will help in managing projects / programmes.

### **Unit I Concepts and Approach**

**(10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.

Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development Sustainable livelihoods.

### **Unit II Participatory Learning and Action**

**(8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

### **Unit III Need Assessment**

**(8 hours)**

Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums(Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

**Unit IV Planning****(10 hours)**

Community Planning Tools: Visioning, Participatory Project Planning, Logical Framework Analysis: Overview, Advantages and limitations. Results Based Management: Problem Analysis, Objectives Analysis, Indicators, Risks and Assumptions. Project Planning Matrix, Gender Mainstreaming. Scheduling: PERT, CPM & Gantt Chart. Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen Report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

**Unit V Policy Analysis and Documentation****(9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking, Fact Finding Missions. Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign/Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

**Suggested Readings**

1. Britha Mikkelsen, 1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital :A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J. Seed and A. Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## Course 20A: WOMEN AND DEVELOPMENT

**Semester: 3**  
**Credits: 3**

**Spln: CD**

**Course: Core**  
**Teaching hours: 45**

### Course Objectives:

- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by 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.
- To examine the social systems that affect women in meeting growth & special needs.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Demonstrate an understanding of the profile of the perspectives of women and development in the Indian society.
- Describe the concepts of WID, WAD and GAD.
- Critique and assess the key issues faced by women and identify strategies to address them.

### Unit 1 Status of Women

(8hours)

Concept of development with reference to women: Women in development, women and development, Gender in development—meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. Feminism and its types. Women's movements. UN-Women.

### Unit II Education, Employment and Health

(10hours)

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

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

### Unit III Gender Analysis and Framework

( 8 hours)

Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. **Self Help Groups**: benefits, procedures and best practices.

**Unit IV Women in difficult circumstances (9 hours)**

Women in difficult circumstances: sex work, 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.

**Unit V National and International Efforts (10 hours)**

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

**Suggested Readings**

1. Bhasin, K (1984), Women and media—analysis, alternatives and actions, Kalika for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women: options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India—report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
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. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

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## **Course 21A: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK**

**Semester: 3**

**Course: Inter-Disciplinary**

*[Common for both CD& MPSW specialization students]*

**Credits: 2**

**Teaching hours: 30**

### **Course Objectives:**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Discuss and analyse the types of disasters and plan the preparedness for the disaster.
- Appreciate and apply different interventions in the community
- Compare different environmental issues and international conventions, agreements that promote sustainable development
- Critique various environment movements and their impacts.
- Analyse the roles of stakeholders (Government, NGOs & Social Workers) in safeguarding environment and ensuring sustainable livelihood.

### **UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

### **UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT (8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

### **UNIT IV ENVIRONMENTAL MOVEMENTS (5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India.-Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

### **UNIT V ENVIRONMENTAL MANAGEMENT (5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation –needs and importance and important laws in India. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

#### **Suggested Readings**

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI, Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W.M., Green Development: Environment and Development in the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col., Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989.
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990.
10. Kumar B. Das ed., Environment and Development Conundrum Delhi: Discovery Publishing House, 1992.
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .

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12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993.
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992.
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989.
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990.
16. Vasanth Desai, Forest Management in India : Issues and problems Bombay: Himalaya Publishing House, 1991.

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**Organic Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease.

**Toxic:** Signs, Symptoms, Etiology, Management and types of Mental and Behavioural disorders due to Psychoactive Substance Use.

**Functional (Non Organic) Mental Disorders:** Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

#### **Unit-IV: Behavioural Disorders and Child hood Disorders (12 Hours)**

**Behaviour disorders:** Eating Disorders: Anorexia Nervosa, Bulimia Nervosa - Causes, Prevention, Intervention with patients having eating disorders, Non Organic Sleep Disorders

**Common Mental Health Problems and Disorders in Children:** Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism. Behavioural and Emotional disorders.

**Social Work Intervention for childhood disorders:** Therapeutic Intervention, Interventions with Individual and Family - Role of Psychiatric Social Workers. Limitations and difficulties faced in psychiatric social work practice.

#### **Unit V: Research in Mental Health (7 Hours)**

**Emerging research in mental health.** WHO Evidence based researches in Mental Health. Difficulties in practice of ethics and informed research. National Policy on Mental Health. Analysis of Existing Policies and programmes related to Mental Health. Mental Health Care Act, 2017.

#### **Suggested Readings**

- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.
- Callicutt W James and Lecca J Perdro.(1983).Social work and Mental Health, Free Pr.
- Gowers G. Simon D. & Green Lynne. (2009).Eating disorders: Cognitive Behaviour Therapy with Children and Young People. Routledge. New York.
- Francis P.Abraham (2014).Social Work in Mental Health. Areas of Practice, Challenges and Way Forward. Sage Publications.
- Francis P.Abraham (2014).Social Work in Mental Health. Contexts and Theories for Practice. Sage Publications.

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- Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians*, 2nd edition. Guilford Press.
- Morrison, J. (2014). *The first interview*, 4th edition. Guilford Press.
- Niraj Ahuja (2011). *A short textbook of Psychiatry*. Jaypee Brothers Medical Publishers (P) Ltd.
- Peshawaria and Venkatesan S.(2004). *Children with developmental disabilities*. Sage Publications.
- Verma, Ratna.(1991). *Psychiatric Social Work in India*. Sage Publication.

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## Course 18B: MEDICAL SOCIAL WORK

**Semester: 3**  
**Credits: 3**

**Spln: MPSW**

**Course: Core**  
**Teaching hours: 45**

### Course Objectives:

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Describe the historical developments of Social Work in Medical Settings.
- Discuss about the holistic and integrated approach to Social Work Practice in the field of Health.
- Identify the common Physical Diseases and Health problems of the Community.
- Demonstrate an understanding of the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

### Unit – I: Concepts

**(8 hours)**

**Concept and Definition:** Health, Hygiene, diseases, Illness and Handicap.

**Medical Social Work:** Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad. **Organization and Administration of medical social work in hospitals of State and Central Government organizations.**

### Unit – II: Health Care Models

**(9 hours)**

**Healthcare Models:** Preventive, Curative, Promotional, Integrative and Development Model. Holistic Approach to Health. **Alternative System of Health** - AYUSH (Ayurveda, Unani, Siddha, Yoga, meditation, Naturopathy). **Health Education:** Concept and Principles, Models, Methods and Techniques. Health Empowerment & Social marketing.

### Unit – III: Diseases

**(10 hours)**

**Major Communicable Diseases:** TB, STD, HIV/AIDS, UTI, Polio, Diarrheal Diseases, Vector Borne Disease, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI).

**Major Non-Communicable Diseases:** Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma.

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**Psychosocial Problems and the role of medical social worker in dealing patients:** Physically Challenged, Nutritional Disorders, Occupational Health, Women's Health, Pediatric Health and Geriatric Health problems.

**Unit – IV: Role of Social Worker**

**(10 hours)**

**Patient as a person:** Concept of patient as a person, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Concept and Impact of long-term hospitalization on the patients and their families. Teamwork and Multidisciplinary approach.

**Role and Functions of Medical Social Worker:** Counselling and Rehabilitation - with special reference to patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases. Role of Medical Social Worker in Hospital settings. Promotion of health needs and functions in Rural and Urban Community Settings.

**Unit - V : Medical Social Work practice in different settings**

**(8 hours)**

**Medical social work practice in different settings:** Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers, Hospice, Special Clinics and Community Health use of Volunteers, Social Support and Self Help groups. Problems encountered by Medical Social Workers in the field.

**Suggested Readings**

- Bajpai P.K. (ed.).(1997). Social Work Perspectives in Health. Rawat Publications. Delhi.
- Barlett H.M.(1961). Social Work Practice in the health field; National Association of Social workers, New York.
- Blaxter, Mildred (2004), Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professionals, Sage Publications, New Delhi.
- Brannon & Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Dowding & Barr, (2002) Managing in Health Care, Pearson Education Ltd. London
- Dziegielewska, Sophia. (2003). Changing Phase of Health Care. Social Series II Education, Sarabook, New Delhi.
- Field M.(1963). Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.

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- Gambrill.E. (1997). Delhi Social work in the 21<sup>st</sup> century, Pine for gepress,New Delhi.
- Golstein D.(1955),Expanding horizons in medical social work,The University of Chicago Press, Chicago.
- Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- Park and Park, 23<sup>rd</sup> (Ed),2015 Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London.

#### **JOURNALS:**

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi
- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

## **Course 19A: COMMUNITY DEVELOPMENT-APPROACHES AND TOOLS**

**Semester: 3**

**Course: Core**

**(Common for both CD & MPSW Specializations)**

**Credits: 3**

**Teaching hours: 45**

### **Course Objectives:**

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Classify the various approaches and the processes involved in the community development process.
- Identify the various tools that could be used in community needs assessment.
- Compare and contrast the various tools used in project planning, implementation, monitoring and evaluation of development projects.
- Articulate the importance of policy analysis for practice
- Implement the documentation techniques that will help in managing projects / programmes.

### **Unit I Concepts and Approach**

**(10 hours)**

Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation. Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

### **Unit II Participatory Learning and Action**

**(8 hours)**

Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Time lines, matrices, wealth ranking.

### **Unit III Need Assessment**

**(8 hours)**

Community Need Assessment Tools: Base line Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

### **Unit IV Planning**

**(10 hours)**

Community Planning Tools: Visioning, Participatory Project Planning, Logical Framework Analysis: Overview, Advantages and limitations. Results Based Management:

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Problem Analysis, Objectives Analysis, Indicators, Risks and Assumptions. Project Planning Matrix, Gender Mainstreaming. Scheduling: PERT, CPM & Gantt Chart. Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen Report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

### **Unit V Policy Analysis and Documentation**

**(9 hours)**

Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions. Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign/Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

### **Suggested Readings**

- Britha Mikkelsen, 1995, Methods for Development Work and Research, Sage, New Delhi
- Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital :A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
- D. Mosse, D. Mosse, J. Farrington and A. Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
- M. Moore, M. Choudhary and N. Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No. 80.
- C. Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
- Williams, J. Seed and A. Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
- J. Pretty, I. Gujit, J. Thompson and I. Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
- R. Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
- B. Broughton and J. Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
- L. Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
- H. Goyder, R. Davies and W. Williamson 1998. Participatory Impact Assessment. London, Action Aid.
- D. Marsden, P. Oakley and B. Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

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## **Course 20B: SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS**

**Semester: 3**

**Spln: MPSW**

**Course: Core**

**Credits: 3 Teaching hours: 45**

### **Course Objectives:**

- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

### **Course Learning Outcomes:**

At the end of the course, the students will be able to:

- Describe family structure, dynamics, & problems of the Indian society.
- Apply the skills in solving familial problems in day today life.
- Address the needs of victims of the society.
- Discuss the policy and legislative support for the welfare of the weaker sections of the society.
- Implement the scientific intervention techniques for solving the individual problems.

### **Unit I: Theoretical and conceptual framework for understanding family (9 hrs)**

Family definition, Marriage, Types of families, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

### **Unit II Family dynamics (10 hrs)**

Trends in the changing family systems, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, Family life cycle and Family development theory. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

### **Unit III Challenges of family (8 hrs)**

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers. Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse. Family Intervention: Genogram, **Methods of assessment**, Rehabilitation, Crisis intervention, strengths and resilience

**Unit IV Senior citizens and their Health status****(8 hrs)**

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

**Unit V Social work interventions (10 hrs)**

**Social work interventions:** Institutional services-Homes, Hospices, Non-Institutional Services–Day care, Recreation, Helpline, Family counselling: Geriatric/ Gerontological Social Work.

**Suggested Readings**

- Audinarayana Narayanswamy and Johnsi.J. (2015). Ageing Health and Care.T.R.Publications. Chennai.
- Berkman Barbara et.al.(2015). Social Work in Health and Ageing. Rawat Publications. Jaipur.
- Dandekar. (1996). The Elderly in India. Sage publications. New Delhi.
- Desai and Raju.(2000). Gerontological Social Work in India: Some issues and perspectives. BR Publishers. New Delhi.
- Desai M. (1994). Family and Intervention: a course compendium, TISS Bombay
- Gunjal B.S and Molankal M Gangabhushan (2010) :Fields of Social Work Practice,Baraha Publishing, Bengaluru.
- Khargiwala.(1993). Family dynamics: social work perspectives, Anmol. New Delhi
- Krishnan &Mahadevan. (1992).The Elderly Population in the Developed World: Policies, Problems and Perspectives. BR Publishing.
- Patel Sarjoo and Gadotra Veena.(2011).Ageing an interdisciplinary approach.Rawat Publications. Jaipur.
- Sharma Rahi Bela. (1997). Women Marriage Family, Violence and Divorce. Mangal Deep Publication. Jaipur.

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**Course 21B: DISASTER MANAGEMENT & ENVIRONMENTAL SOCIAL WORK****Semester: 3****Course: Inter-Disciplinary***[Common for both CD& MPSW specialization students]***Credits: 2****Teaching hours:30****Course Objectives:**

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Discuss and analyse the types of disasters and plan the preparedness for the disaster.
- Appreciate and apply different interventions in the community
- Compare different environmental issues and international conventions, agreements that promote sustainable development
- Critique various environment movements and their impacts.
- Analyse the roles of stakeholders (Government, NGOs & Social Workers) in safeguarding environment and ensuring sustainable livelihood.

**UNIT 1: INTRODUCTION TO DISASTERS & DISASTER MANAGEMENT****(6 hours)**

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

**UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)**

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

**Community Interventions:** Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

### **UNIT III ENVIRONMENT SOCIAL WORK &SUSTAINABLE DEVELOPMENT**

**(8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO's and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

### **UNIT IV ENVIRONMENTAL MOVEMENTS**

**(5 hours)**

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. –Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Green peace, Anti-nuclear movements.

### **UNIT V ENVIRONMENTAL MANAGEMENT**

**(5 hours)**

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation –needs and importance and important laws in India. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

#### **Suggested Readings**

- Chopra Ravi, Natural Bounty- Artificial scarcity. Peoples Science Institute PSI. Dehradun.
- Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
- Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
- Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
- Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
- Adams, W.M., Green Development: Environment and Development in the Third World, 1991.
- Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
- Gautam Sharma Lt.Col., Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989.

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- John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990.
- Kumar B. Das ed., Environment and Development Conundrum Delhi: Discovery Publishing House, 1992.
- Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
- Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993.
- Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992.
- Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989.
- Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990.
- Vasanth Desai, Forest Management in India : Issues and problems. Bombay: Himalaya Publishing House, 1991.

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## **HUMAN RESOURCES MANAGEMENT SPECIALIZATION**

### **COURSE 17C: LABOUR LEGISLATION - II**

**Semester: 3**

**Spln: HRM**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### **Course Objectives:**

- To introduce the students to variety of labour legislations
- To impart knowledge of the content of the law and enable the students to interpret and apply these laws
- To equip the students with the necessary knowledge on the statutory compliance concerning the labour force
- To familiarize the students with the administration of Labour laws in India.

#### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify significant legislations pertaining to industrial relations.
- Describe the legislations related to working conditions and social security.
- Discuss the legislations related to wages.
- Outline the legislations related to welfare of labour and women.

#### **UNIT I- Legislation related to Industrial Relations**

**(10 hours)**

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

#### **UNIT II- Legislation related to Working conditions**

**(7 hours)**

The TamilNadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

The Apprentices Act, 1961

**UNIT III- Legislation related to Social Security (7 hours)**

The Employee Compensation Act, 1923

The Maternity Benefit Act, 1961

The Payment of Gratuity Act, 1972

The Equal Remuneration Act 1976

**UNIT IV - Legislation related to Wages (9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

**Unit V - Legislation related to Welfare of Labour, Women & other Acts (12 hours)**

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

The Child and Adolescent Labour (Prohibition and Regulation Act), 1986. (Amended act 2016)

Welfare Provisions under

- The Plantation Act, 1951
- The Mines Act, 1952
- The Dock Workers (Safety, Health and Welfare) Act, 1986

The Tamil Nadu Industrial Establishment (National & Festival Holidays) Act, 1958

The Tamil Nadu Industrial Establishments (Conferment of Permanent status to workmen) Act, 1981

The Tamil Nadu Labour Welfare Fund Act, 1972

**Additional Reading: (Does not form part of Assessment)**

The Employment Exchange (Compulsory Notification of Vacancies) Act, 1959

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

### **Suggested Readings:**

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. Sultan Chand & Sons.
3. Kumar, H.L. (2017). *Digest of Important Labour Cases* (11<sup>th</sup> Edition). Universal Law Publishing.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. Universal Law Publishing.
5. Kumar, H.L. (2016). *Practical Guide to Labour Management: A-Z from Selection to Separation*. Universal Law Publishing.
6. Misra, S.N. (2016). *Labour and Industrial Laws*. Universal Law Publishing.
7. Taxmann's (2001). *Labour Laws*. Taxman Allied Services.
8. Government of India, Ministry of Women and Child Development. November 2015. *Handbook on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee*.

### **Suggested Web pages:**

1. [www.labour.nic.in](http://www.labour.nic.in)
2. [www.mca.gov.in](http://www.mca.gov.in)

### **Journals & Case Laws:**

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views

## COURSE 18C: STRATEGIC HUMAN RESOURCE MANAGEMENT

**Semester: 3**  
**Credits: 3**

**Spln: HRM**

**Course: Core**  
**Teaching hours: 45**

### Course Objectives:

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

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Identify the basic concepts of Strategic Management.
- Analyse the major trends in Strategic Human Resource Management.
- Compile and assess the various strategic options at Corporate Level, Business Level and Functional Level.
- Discuss the concept and analyse the importance of Strategic HRM in the modern business world.

### Unit-I: Strategic management (9 hours)

Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

### Unit-II: Strategic Human Resource Management (SHRM) (9 hours)

SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations; Industry 4.0 and its implications to HRM & SHRM. Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource: Technology and organization structure- Management trends- Demographic trends-Utilization of human resources- International developments- Human resource legal environment.

**Unit-III: Process, Theories and Models (9 hours)**

Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

**Unit-IV: Integrating strategy and HRM (9 hours)**

Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

**Unit-V: Practices, Ethics of SHRM & Corporate Social Responsibility (CSR) (9 hours)**

**Employee value propositions, Individual practices &** Systems of high performance human resource practices.

Ethics – Concept, importance and Code of SHRM ethics.

**Corporate Social Responsibility (CSR):** Meaning Concept. Theoretical frameworks of CSR: Corporate Accountability Theory, Stakeholder Theory, Legitimacy Theory, Corporate Sustainability Theory, Justice Theory and Signaling Theory. Statutory provisions related to CSR: Sec 135 and Schedule VII of Companies (Amendment) Act 2013 and Companies (CSR Policy) Rules 2014. CSR as a Strategy. Penalties for non-compliance with legal provisions regarding CSR.

**Suggested Readings**

1. Charles R. Greer, “Strategic Human Resource Management- A general managerial approach” (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)
2. Alex Miller and Gregory G. Dess, “Strategic Management” ( 2ndEdn), McGraw – Hill Companies Inc., New York, 1996 ( 658.M)
3. Philip Sadler, “Strategic management,” (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)
4. Bhatia S.K., Human Resource Management- A competitive Advantage,” Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 ( 658.3B)
5. Anuradha Sharma and Aradhana Khandekar, “Human Resource Management – An Indian Perspective,” Response Books, New Delhi, 2006. (658.3A)
6. Anna Tavis, Richard Vosburgh, and Ed Gubman –“Point Counterpoint: New Perspectives on People & Strategy”2012, , Paperback,ISBN: 978-1-58644-276-7

**MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)**

7. Mike Losey, Sue Meisinger, and Dave Ulrich-“ The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow”2005, Hardcover,ISBN: 0471677914
8. Latest updates from Ministry of Corporate Affairs, Government of India.

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## COURSE 19C: ORGANIZATIONAL BEHAVIOUR

**Semester: 3**  
**Credits: 3**

**Spln: HRM**

**Course: Core**  
**Teaching hours: 45**

### Course Objectives:

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

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Describe the basic concepts of organizational behaviour
- Recognise the foundations of individual behaviour at the workplace.
- Identify the meso-perspective of organizational behaviour.
- Acquire the knowledge on macro-level foundations of organizational behaviour.

#### **Unit I: Introduction to Organization Behavior (5 hours)**

Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning).

#### **Unit II: Foundations of Individual Behavior (Micro-perspective) (12 hours)**

Biographical characteristics; Perception- meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

#### **Unit III: Foundations of Group and Team Behavior (Meso-Perspective) (10 hours)**

Groups (types of groups, stages of group development, group properties, group think, group shift) Teams (Concept, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

#### **Unit IV: Key Pillars of Organization Behavior (12 hours)**

**Motivation:** Meaning, Need, Theories of motivation –Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).

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**Leadership:** Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.

**Unit V: Foundations of Organization Behavior (Macro Perspective) (6 hours)**

Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

**Suggested Readings**

1. Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12<sup>th</sup> Ed) Pearson Prentice Hall of India Pvt Ltd, New Delhi.
2. Luthans, F. (2010). "Organizational Behavior" (12<sup>th</sup> Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10<sup>th</sup> Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, "Organizational Behavior" (10<sup>th</sup> Ed) McGraw Hill, New York, 1997.

**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

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## COURSE 20C: EMPLOYEE RELATIONS AND WELFARE

**Semester: 3**

**Spln: HRM**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

### Course Objectives:

- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Identify the basic concepts of Industrial Relations.
- Demonstrate an understanding of industrial conflicts and resolution.
- Discuss the Grievance redressal, collective bargaining, employee discipline and employee empowerment.
- Describe the welfare measures and social security in India.

### UNIT – I: Industrial Relations

**(9 hours)**

Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

### UNIT – II: I.R. Climate

**(9 hours)**

Industrial Conflict: Meaning, causes, consequences, manifestations, **interventions** (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

### UNIT – III: Proactive & Reactive IR

**(9 hours)**

Collective bargaining: Meaning, objectives, process, **skills**.

**Grievance redressal** – meaning and process; Principles of effective grievance redressal.

Employee discipline – meaning and need; Misconduct – concept and list; disciplinary action – procedure, hot stove rule of administering discipline, principles of natural justice.

**Employee empowerment** – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers' participation in management – meaning and range. Concept of industrial democracy.

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

Employee welfare: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

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

Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

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

ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.

**Suggested Readings**

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

**Website**

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from [www.ilo.org/public/libdoc/ilo/2004/104B09\\_362\\_engl.pdf](http://www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf).

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## COURSE 21B: PERFORMANCE MANAGEMENT

**Semester: 3**  
**Credits: 2**

**Spln: HRM**

**Course: Inter-Disciplinary**  
**Teaching hours: 30**

### Course Objectives:

- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Describe the basics of performance management and its theories and explain the performance cycle and role of HR in Performance Management.
- Compare and contrast the different Performance Management Strategies and their applications in organizations.
- Recognise the different Appraisal methods, software applications followed in organizations and differentiate the role of HR and Line Managers in Performance Appraisal.
- Implement the process of conducting performance reviews and of developing performance plans.
- Enumerate the different reward plans and identify the techniques to improve the employee performance and commitment.

### UNIT-I: Introduction to Performance Management

(6 Hours)

Performance: Meaning, Definitions, and Elements of Performance.

Performance Management: Definition, Models and Theories of Performance Management, Evolution of Performance Management System, Difference between Performance Management, Potential Appraisal and Performance Appraisal;

**Performance Management Cycle:** Performance Planning, Managing Performance, Development Planning and Managing Employee Satisfaction; *Why Performance Management Fails:* Enablers of Individual and Organizational performance, Role of HR in Performance Management.

### UNIT- II: Developing Performance Plan & Performance Feedback (5 Hours)

*Setting Relevant and Realistic Goals with Employees:* Development and Contents of a Performance Plan; Group/team and individuals; *Strategies and Approaches:* Business Intelligence Monitor, Balance Scorecard, Competency Analysis, Key Result Areas (KRAs), Key Performance Indicator (KPIs), Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software).

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*Performance Feedback: Qualitative, Quantitative, Positive, Negative, Just Right and Using Feedback for Improving Performance.*

**Unit – III: Performance Appraisal Methods (8 Hours)**

*Performance Appraisal Methods: Absolute Methods – Graphic Rating Scale, Critical Incidents Methods, Forced Distribution, Behaviourally Anchored Rating Scale (BARS, Relative Methods –Ranking, Group-Order, Paired Comparison, and Management by Objectives; 360 Degree Appraisal; Factors that can distort Appraisals; Performance Appraisal Roles - HR and Line Managers; Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.*

**UNIT-IV: Employee Performance Reviews (6 Hours)**

*Preparatory steps for Employee Performance Reviews: Formation of management Teams for Performance Reviews; Implementation of the Performance Appraisal Systems; Guidelines for Saving Performance reviews; Performance Reviews- Best Practices.*

**Unit –V: Linking Performance with Compensation (5 Hours)**

*Methods and Techniques in Rewarding Employees Performance; Performance Related Pay (PRP): Incentive plans – Individual, Group, Enterprise; Profit sharing, Gain sharing; Addressing Employee Performance Problems and Issues; Mentoring, Coaching and Training for Improving Employee's Commitment and Performance.*

**Suggested Readings:**

1. Aguinis, H. (2014). *Performance Management*. Essex: Pearson Education Limited.
2. Armstrong, M., and Baron, A. (2012). *Performance Management: A Strategic and Integrated Approach to Achieve Success*. New Delhi: Jaico Publishing.
3. Armstrong, M., and Baron, A. (2004). *Manging Performance: Performance Management in Action*. London: Chartered Institute of Personnel and Development.
4. Kandula, S. R. (2006). *Performance Management: Strategies, Interventions and Drivers*. New Delhi: Prentice Hall.
5. Lennon, F.S. (2015). *Performance Management: Developing People and Performance*. New Delhi: Viva Books.
6. Rao, T.V. (2013). *Performance Management and Appraisal Systems: HR Tools for Global Competitiveness*. New Delhi: Sage Publications India
7. Ward, P.(1997). *360 Degree Feedback*. London: Chartered Institute of Personnel and Development, London.

**Suggested Articles**

1. *The Performance Management Revolution* - <https://hbr.org/2016/10/the-performance-management-revolution>

2. *Evaluating Employee Performance* - <http://www.gallup.com/businessjournal/14209/evaluating-employee-performance-part.aspx>
3. *Performance Management is Broken: Replace "Rank and Yank" with Coaching and Development* - <https://dupress.deloitte.com/dup-us-en/focus/human-capital-trends/2014/hc-trends-2014-performance-management.html>
4. *The 7-Step Formula For A Performance Review That Actually Works*-<https://www.fastcompany.com/3036166/the-7-step-formula-for-a-performance-review-that-actually->
5. *These 4 Common Biases Are Screwing Up Your Performance Review*-<https://www.fastcompany.com/3052755/these-4-common-biases-are-screwing-up-your-performance-review>

## COURSE 22: RESEARCH PROJECT-I

**Semester: 3**

**Credits: 4**

**Course: Core**

**Duration: 90 days**

### Course Objectives:

- To orient the students to field research.
- To develop their skills in research problem formulation and research field /area identification.
- To train them in developing tool of data collection.

### Course Learning Outcomes:

By the end of the Research Project, the students will be able to:

- Implement field research.
- Identify research problem, define it and plan for a field study.
- Construct a tool for data collection.

### Unit- 1 :

Completion of tasks relating to-

- a) Research area identification (In the area of specialization chosen)
- b) Research problem formulation. ( 30 days)

### Unit-II:

Completion of tasks relating to-

- c) Completion of Introductory chapter (Chapter I)
- d) Completion of Review of Literature (Chapter II) (30 days)

### Unit-III:

Completion of tasks relating to-

- e) Identification of research field / agency &obtaining necessary approval /permission to conduct research.
- f) Working out appropriate Research methodology (Chapter III).
- g) Construction of tool of data collection
- h) Submission of typed copy of report on the above components &obtaining approval from their search supervisor. ( 30 days)

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 23: FIELD WORK-III****Semester: 3****Course: Core****Credits: 6****No. of days: 25-to 30days  
(ConcurrentPattern)**

The broad aim of this coursework is to provide opportunities for students to apply the knowledge learnt in the classroom situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

- (i) Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.
- (ii) Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organizations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and **learn their best practices**. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organizations with much rigour and specialization focus. It will be considered as a part of the fieldwork of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in **planning, implementing** and evaluating learning experiences under the guidance of the teachers.

- (iii) Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the organizational setup the students are expected to work with organization system,

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individuals, groups and communities and to get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).

### **General Course objectives:**

1. To provide the students actual field exposure and working experience in their area of specialization.
2. To develop their ability to interact with the agency officials, community, and governmental/non-governmental organizations with which the organization is associated with.
3. To gain practical knowledge/ experience for their professional development.

### **Specific Course 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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

### **For Community Development Specialization:**

During this semester students will be placed in any one of the *community based organizations* working in the area of community development. They are expected to:

1. Develop understanding of the community, its structure, resources and characteristics; and analyse perceptions of community regarding their problems, needs and issues affecting their lives.
2. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
3. Develop skills in problem solving and intervention in the person-environment context.
4. Develop skills in proposal writing, research and evaluation.
5. Develop skills in understanding the functioning of different types and levels of organisation.
6. Develop skills in learning the current organisational strategies for development and apply different approaches & tools to solve the problems professionally.

### **Course Learning Outcomes:**

At the end of the Field work, the students will be able to

- Describe the present scenario of community behaviour.
- Identify the functions and work culture of Local, State, National and International level organisations.



- Acquire knowledge in the practice of community development.
- Discuss the importance of research in development sector.

### **For Medical and Psychiatric Social work Specialization:**

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:

1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.
4. Develop skills in problemsolving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

### **Course Learning Outcomes:**

At the end of the Field work, the students will be able to

- Recognise the medical setting / child guidance setting.
- Demonstrate intake procedures, assessments and referrals in the medical setting.
- Examine the clients and their perceptions regarding their problems, needs and issues affecting their lives.
- Examine the issues pertaining to community health and develop and implement appropriate interventions.

### **For HR Specialization:**

During this semester students will be placed in anyone of the *industries relating to manufacturing sector*. They are expected to:

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 practice the methods of social work in the agency.
5. To develop the personal and professional self.

### **Course Learning Outcomes:**

At the end of the Field work, the students will be able to

- Recognizes and relate the business environment, HR Department and its functional areas.
- Identify and interpret the HR functional areas.
- Apply the methods of social work in the agency.
- Compose their personal and professional self.

**Evaluation**

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

**COURSE 24: SOFT SKILLS-III****FOCUS AREA: CAREER & WORK PLACE COMPETENCIES****Semester: 3****Credits: 2****Course: Soft Skills****Teaching Hours: 30****Course objectives:**

- To recognise the transition of students from education to workplace setting.
- To enhance the employability of students.
- To equip the students ready for the workplace.

**Course content:**

- CV preparation
- Participation in GDs
- Interview – personal and technical
- Aptitude tests
- Case study, analysis and discussion
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- Workplace etiquette
- Any other relevant and need-based input

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Recognise the transition from education to workplace setting.
- Acquire better employability skills.
- Recognise recruitment and selection procedures.

**COURSE 25: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I****Semester: 3****Course: Record Course****Credits: Nil****No. of Sessions: 3 per semester****Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Articulate a host of topics relevant to the field of study through various professional forums.
- Develop professional networking skills.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

## **SEMESTER-IV**

## COMMUNITY DEVELOPMENT SPECIALIZATION

### COURSE 26A: URBAN DEVELOPMENT AND GOVERNANCE

**Semester: 4**

**Spln: CD**

**Course: Core**

**Credits: 3**

**Teaching hours: 45**

#### Course Objectives:

- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

#### Course Learning Outcomes:

At the end of the course, the students will be able to

- Compile the knowledge on the unique nature of urban community and its problems.
- Critique the impact of urbanization and the problems related to it.
- Apply the various urban development projects / programmes undertaken by the Government and voluntary organisations during field work practice.
- Analyse the various urban development programme & administrative structure.

#### Unit I Concepts and Definitions

(10 hrs)

- a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
- b. Urban Problems :Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition ,causes, characteristics, functions, classification ,approaches to slum development.
- c. Migration – concept, causes, types and theories.

#### Unit II Urbanization and Issues

(5 hrs)

Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization,Unorganized/Informalsectors:concept,characteristics;  
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unorganized labour: child labour, women labour and construction workers and the role of urban poor in urban development.

### **Unit III Urban Community development (10 hrs)**

Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; Application of social work method in urban development.

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District- Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

### **Unit IV Urban Development Administration (10 hrs)**

Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74<sup>th</sup> amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration-Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); Role of Voluntary Agencies in Urban Development.

### **Unit V Urban Development Programmes (10 hrs)**

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, good governance and cities, concepts of accountability, impact of good governance.

## Suggested Readings

### Books

1. Ashish Bose.(1971).India's Urbanization. McGraw Hill. New Delhi.
2. Clinard,MarshallB.(1972).SlumsandUrbanCommunityDevelopment.NewYork: The Free Press.
3. Desai & Pillai. (1972).Slums and Urbanisation. Popular, Bombay.
4. Bhattacharya, B (1979)Urban Development inIndia, New Delhi: Shreepublishing.
5. BidyutMohanty(1993)UrbanizationinDevelopingcountries,ISSandConcept,New Delhi.
6. Hesselberg, J. (Ed.). (2002). Issues in Urbanization. Jaipur: Rawat Publications.
7. Ravinder Singh Sandhu Ed.(2003) Urbanisation in India: Sociological Contributions,Sage Publications.
8. RobertNeuwirth,2005,ShadowCities:ABillionSquatters;aNewUrbanWorld, Routledge, New YorkandLondon.
9. Mike Davis, 2006, Planet of Slums, Verso,London and New York.
10. Thudipara Jacob.Z(2007) Urban Community Development, Jaipur, Rawat Publications.
11. Phadke.v.s.,Banerjee guha, (2007). Urbanisation development & Environment, New Delhi: Rawat Publications.
12. Nadarajah, M. & Yamamoto, A.N. (Eds.). (2007). Urban Cities: Culture and Sustainability of Cities. Jaipur: Rawat Publications.
13. Rao, C.N. (2007). Accountability of Urban Local Governments in India. New Delhi: Atlanta Publishers & Distributors.
14. Sandhu, Jasmeet. (2013)Urban development & Governance- New Delhi: Rawat Publications.
15. Aluwalia, Isher Judge(2014) Urbanisation in India, New Delhi.
16. Mani.N(2016) Smart cities& Urban Development in India, New Delhi: New Century publications.
17. Rao, Nataraja.C.(2016) Urban Governance in India, New Delhi Kalpaz Publications
18. Bhattacharya.B, Urban Development in India, Concept Publishing Company-NewDelhi.
19. Sharma, R.N. & Sandhi, R.S (Eds.). Small Cities and Towns in Global Era: Emerging Changes and Perspectives. Jaipur: Rawat Publications.

### Articles

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*



1. Patel, S. (2016). Participatory Local Governance in Asian Cities: Invited, Closed and Claimed Spaces for Poor?. *Environment and Urbanization ASIA*. 7(1), 1.
2. Swapan, M.S.H. (2016). Participatory Urban Governance in Bangladesh: A Study of the Gap between Promise and Realities. *Environment and Urbanization ASIA*. 7(2). 196.
3. Kumar, N. (2017). Interaction between Migration and Development: Study of income and Workforce Diversification in Rural Bihar. *Environment and Urbanization ASIA*. 8(1), 120.
4. Dubey, A. (2018). Economic Growth and Urban Poverty in India. *Environment and Urbanization ASIA*. 9(1), 18.
5. Talat, M. (2018). Development of Employment Sub-centres in the City of Ahmedabad, India. *Environment and Urbanization ASIA*. 9(1), 37.

**COURSE 27A: SOCIALWORK WITH CHILDREN AND YOUTH****Semester: 4****Spln: CD****Course: Core****Credits: 3****Teaching hours: 45****Course Objectives:**

- To sensitise the students on the problems of children and youth in the society.
- To develop an understanding of the need and importance for child and youth development.
- To enhance understanding of the role of social work in child and youth welfare settings.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Analyse the problems of children and youth in the society.
- Compile the need and importance of child and youth development
- **Recognise the role of social workers in child and youth welfare settings.**

**Unit I Demographic Profile (9 hours)**

Demographic profile of children and youth in India; rural–urban differences ;important statistics related to the status of children in India and TamilNadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

**Unit II Health and Education (9 hours)**

Health and nutritional status and needs 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; problems in education; Universal primary education – SSA, Transit schools, School Social Work– objectives, activities.

**Unit III Children and Youth in Difficult Circumstances (9 hours)**

Children and Youth in especially difficult circumstances: 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;ChildAbuse:dimensions,causesandinterventions;StreetandWorking Children:causes,Interventions(Govt.andNGO),Childrenofsexworkers,Displaced children,NaturalDisastersandchildren,ChildrenlivingwithHIV/AIDS,Childrenof Prisoners.

**Unit IV Special problems (9 hours)**

Children and youth in need of special care: Physically challenged children–extent, causes, policies and programmes, other **interventions**; Mentally challenged children– types, interventions’ Emotionally challenged children : types, interventions; Child Guidance Clinic Specific problems of youth: behavioural problems such as drug abuse, alcoholism,

suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. Skill training and employment.

### **Unit V Constitutional Safeguards (9 hours)**

Constitutional safeguards, National Policy, National Policy for Children, National Policy for Youth, 2014. National Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice Board, Child Welfare Committee, Child rights advocacy. Government, NGOs, INGOs (UNICEF, Save the Children) - programmes for Children and Youth in India.

### **Suggested Readings**

1. NIPCCD(2002)TheChildinIndia–AstatisticalProfile,NIPCCD,New Delhi
2. Devi,Laxmi(ed)1998,ChildandFamilyWelfare,AnmolPublications,New Delhi
3. UNICEF (1994) TheChild and theLaw, UNICEF, New Delhi
4. MSSRF(1994) Policyfor theYoung Child in Tamil Nadu, MSSRF, Chennai
5. HarshMander&VidyaRao(1996)AnagendaforCaring:interventionsfor Marginalized groups, VHAI, New Delhi
6. TripathySNed.(1996)ChildLabourinIndia,DiscoveryPublishinghouse, New Delhi
7. AshaRane(1994)StreetChildren:achallengetotheSocialWorkProfession, TISS, Bombay
8. DCI,(1997)International Standards concerning Child Rights, DCI, Geneva
9. AnjaliGandhi(1996)SchoolSocialWork,CommonwealthPublishers,New Delhi
10. Fred M Paul (1992),Youth in aChanging Society,Routledge and Kegan Paul, New York
11. GoreM S(1978)IndianYouth– Process of Socialization, VYK, New Delhi
12. Nair, Muralidhar and Ram (1989)Indian Youth-aprofile.
13. Herbert J. Walberg USA,Olga Reyes,Roger P. Weissberg - Children and Youth,(1997) Interdisciplinary Perspectives University of Illinois at Chicago, USA
14. Essentials of Nursing Children and Young People,**Edited by:Jayne Price** - Kingston University, UK,Orla Mc Alinden
15. Victor C. Strasburger - University of New Mexico School of Medicine, Albuquerque, NM, USA, Barbara J. Wilson - Department of Communication at the University of Illinois at Urbana-Champaign
16. Amy B. Jordan - (2014)Annenberg School for Communication of the University of Pennsylvania Children, Adolescents, and the Media,

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**COURSE 28A: COMMUNITY HEALTH****Semester: 4****Course: Core***[Common for both CD& MPSW specialization students]***Credits: 3****Teaching hours: 45****Course Objectives:**

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Demonstrate an understanding of the health care system in India, health policies and legislative provision relating to health.
- Apply the existing programmes and services at local, national and international levels in their work place.
- Analyse the preventive and developmental approach in the field of health.
- Implement planning and education for different target groups in their work place.
- Discuss the holistic and integrated approach to social work practice in the field of health.

**Unit I Community Health****(9Hours)**

**Concept and Definition :** Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Pre-pathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

**Unit II Community Health Care****(9Hours)**

**Health Care Service :** Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary  
*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

health center, private health systems, indigenous systems and voluntary health systems.

**Role of Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

**Unit III Legislations pertaining to Health (9Hours)**

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, Persons with Disability Act,2016, Environment Protection Act, National Health Policy, 2017, The Population Policy, 2000, Health for all (HFA) 2000. State Health Insurance scheme.

**Unit IV National Health programmes: (9Hours)**

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Health Mission (NHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

**Unit V National and International NGOs & Research in Health (9 Hours)**

**Role of National and International organizations in health care field**–NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

**Suggested Readings**

1. Ajit (2009). Social Dimensions of Health, Rawat Publications, New Delhi.
2. Bajpai. (1998). Social Work Perspectives on Health, Rawat Publications, New Delhi
3. Guy Howard.(2002). Healthy Villages. WHO publication. Geneva
4. Madhu Nagla. (2018). Sociology of Health And Medicine. ISBN 9788131609347

5. Mishra. (2000) Indian Health Report, Oxford University Press, Delhi.
6. Mutatkar.R.K. (2016).Ayush in Public Health, Vol 2,Concept Publishing Company,New Delhi.
7. Park and Park 23rd Edition. (2015). Preventive and Social Medicine, Banarsidas Bhanot Publishers. Jaipur.
8. Rabindra Nath Roy and Indranil Saha. (2013). Preventive and Social Medicine. Jaypee Brothers Medical Publishers (P) Ltd.
9. Sharma Utkarsh. (2017). Public Health. Jnanda Prakashan (P&D). New Delhi.
10. Ted Lankester (2004). Setting up Community Health Programmes –A Practical Manual for use in Developing Countries. Voluntary Health Association of India. New Delhi.

**Website References:**

- Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>
- Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>
- National Health portal  
<https://www.nhp.gov.in/>
- Department of Health Research  
<https://dhr.gov.in/>

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## COURSE 29A: SOCIAL ENTREPRENEURSHIP

**Semester: 4**  
**Credits : 2**

**Spln: CD**

**Course: Inter-Disciplinary**  
**Teaching Hours: 30**

### Course Objectives:

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

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Demonstrate an understanding of the concept and scope of social entrepreneurship
- Apply the process of social entrepreneurship development.
- Describe the contribution of entrepreneurship to economic development of the country.

### **Unit – I: Social entrepreneurship and social entrepreneur. (6 Hrs)**

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.

Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, 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 programmes (EDP). (6 Hrs)**

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.

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**Unit – III: Women Social entrepreneurship. (6 Hrs)**

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self–Help Groups, Legal issues, Initiatives for 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 Hrs)**

Identifying the business opportunity, 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 Hrs)**

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), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

**Practical exposure:**

Visits to the small scale industries-successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

**Suggested Readings**

1. E.F.Schumacher, Harper and Row (1972), Small is Beautiful, New York,.
2. Gupta M.C (1987). Entrepreneurship in Small Scale Industry. Anmol publications. New Delhi.



3. Lambden, John C. & Targett, David. (1990). Small Business Finance – A Simple Approach. Pitman publishing, London.
4. F. Kuratko. (2011). Entrepreneurship: A contemporary approach – Donald. Harcourt College publishers, London – 2001.
5. Kumar, Anil (2003). Entrepreneurship Development. Newage international publishers Ltd, New Delhi.
6. Saini, J.S. Gurja. B. (2003) Entrepreneurship & Education: Challenges and Strategies. New Delhi. Rawat Publications.
7. Entrepreneurship Development Programmes and Practice – Jasmer Singh Saini. (2005). Deep & Deep publications pvt. Ltd, New Delhi.
8. S. Mohan & R. Elangovan, (2006). Current trends in Entrepreneurship – Deep & Deep Publications pvt. Ltd, New Delhi.
9. Poornima Charantimath (2006). Entrepreneurship development small business enterprises. Dorling Kindersley (India) pvt. Ltd.
10. Steyaert, Chris, Hijorth, Daniel (2006) Entrepreneurship as Social Change, Edward, Elgar Publishing Ltd.
11. Carter, N.M., Henry, C., Cinneide, B.O., & Johnston, K (Eds.). (2007). Female Entrepreneurship: Implication for Education Training and Policy. Routledge.
12. Saini, Jasmer Singh (2009) Entrepreneurship development, Programmes & Practices, New Delhi: Deep & Deep Publications
13. Doherty, B., Foster, G., Mason, C., Meehan, J. Meehan, K. Rotheroe, N., & Royce, M. (2009). Management for Social Enterprise. New Delhi: Sage Publications India Pvt Ltd.
14. Bornstein, D. & Davis, S. (2010). Social Entrepreneurship: What everyone needs to know. Oxford University Press.
15. Shanker, Raj (2012) Entrepreneurship Theory & Practice, Chennai, Vijay Nicole Imprints pvt. Ltd.
16. Dutta, Bholanath. (2012), Entrepreneurship Management. New Delhi.
17. Sinha. S.K. (2015) Entrepreneurship & Rural Development, Shree Publishers. New Delhi,
18. Charantimath, Poornima. M. (2016) Entrepreneurship Development & Small business Enterprises, Chennai, Pearson Publications.

19. Paramasivan, C. (Ed.). (2016). *Social Entrepreneurship*. New Delhi: New Century Publications.
20. Kummitha, R.K.R. (2016). *Social Entrepreneurship: Working towards greater Inclusiveness*. Sage Publications.
21. *Industrial Policy Resolutions*– Government of India publication.

### Articles

1. Duening, T.N. (2006). Five Minds for the Entrepreneurial Future. *Journal of Entrepreneurship*. 19(1), 22.
2. Roomi, M.A. & Parrott, G. (2008). Barriers to Development and Progression of Women Entrepreneurs in Pakistan. *Journal of Entrepreneurship*. 17(1), 59-72.
3. Ingrid, W. (2015). Effective Growth Paths for SMEs. *Journal of Entrepreneurship*. 24(2), 169.
4. Jun, Y. (2017). Collective Entrepreneurship, Environmental Uncertainty and Small Business Performance: A Contingent Examination. *Journal of Entrepreneurship*. 26(1), 1.
5. *The Journal of Entrepreneurship*– Vol – 15, No –2.

## **MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION**

### **COURSE 26B: CLINICAL SOCIAL WORK**

**Semester: 4**  
**Credits : 3**

**Spln: MPSW**

**Course: Core**

**Teaching Hours: 45**

#### **Course Objectives:**

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

#### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Describe the concepts related to working in clinical set up and processes involved in it.
- Discuss the approaches, theories and models in clinical social work
- Recognise the use and the practice of clinical social work in different settings
- Identify the role of social workers in clinical settings.

#### **Unit I Introduction**

**(9 hours)**

Clinical social work: Meaning & Definition, Goal & Objectives, Scope Historical development, Ethics, values & concepts underlying clinical social work practice. NASW Standards & behaviors for the practice of clinical social work. Core Competencies, techniques and Careers in Clinical Social Work practice.

#### **Unit II Differential Diagnosis, Assessment and techniques**

**(9 hours)**

Diagnosis and Assessment: Concept & Definition. Role of one assessing, the Involvement of one assessed, expertise skills and goals of assessment. Types of assessment: Case study – bio-psycho social, genogram, ecomap, risk factors, suicide/homicide, psychological testing, drug/alcohol, spirituality/religion, strength and copability. Differential Diagnosis.

**Unit III Approaches, Theories and Models (9 hours)**

Comprehensive assessment: Bio-psycho-social-spiritual model, Four Quadrant model, 5A's model, IMPACT model, SBIRT model, Trans-theoretical model, Strength based perspective, Stress Vulnerability model.

**Unit IV Clinical social work in various settings (9 hours)**

Clinical Social Work & Direct Social Services. Practice of clinical social work in different setting: child welfare agencies, Family service agencies, school settings, correctional institutions, general hospital settings, de-addiction centers, industrial settings, nontraditional mental health services, national & international charitable organization. Working with multi-disciplinary team, industrial health services.

**Unit V Promotion, Prevention, Treatment and Rehabilitation (9 hours)**

Definition: Promotion, Prevention, Treatment & Rehabilitation. Challenges in the clinical social work settings. **clinical social worker as case manager, evidence based social worker, Stages of change.** Spontaneous / Natural recovery.

**Suggested Readings:**

1. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
2. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
3. Brandell, Jerrold. R (2014).Essentials of Clinical Social Work. Sage Publications.
4. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press
5. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
6. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
7. Hunter, C.L., Goodie, J.L., Oordt, M.S., & Dobbmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
8. Hepworth, D.H., Rooney, R.H., Rooney, G.D. & Strom-Gottfried, K (2013). Direct social work practice: Theory & skills (9<sup>th</sup>ed). Belmont,CA: Brooks/Cole Publishing Co.
9. Maguire and Lambert. (2002).Clinical Social Work: Beyond Generalist Practice with Industrials, Groups and Families. Brooks/Cole Publishers.
10. Russel and Mary Nomme. (1990).Clinical Social Work: Research and Practice. Sage Publications.
11. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press

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## COURSE 27B: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK

Semester: 4

Spln: MPSW

Course: Core

Credits : 3

Teaching Hours: 45

### Course Objectives:

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psycho-social interventions while working with patients, their families and communities.
- To initiate the student into integrating indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics of Professional Intervention.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Identify the various forms of Therapeutic Interventions in Social work practice.
- Acquire the skills required to practice various psychosocial interventions while working with patients, their families and communities.
- Integrate indigenous and holistic therapeutic practices keeping the principles and the code of ethics for Professional Intervention.

### Unit I Introduction and Overview

(10 hours)

**Counselling:** counseling process, Values & Ethics in Counselling. **Therapy:** Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, Skills, Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy,

**Phases of therapy:** **Early phase**-rapport, the therapist as a teacher, therapeutic contract-phases of contract, limit setting. **Middle phase:** the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. **Final phase:** planning for termination, the work of the final phase, feelings reactions to termination.

### Unit II **Psycho-Social-Therapies**(10 hours)

**Therapeutic Counseling & Psychotherapy:** Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures

**Psycho-Social-Therapies:** Definition, Types (Cognitive and behavioural therapies,

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Psychoanalytical and psychodynamic therapies, Humanistic therapies, Arts therapies and Other therapies). Emerging Trends in Holistic treatment.

**Cognitive and behavioural therapies** : Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. **Psychoanalytical and psychodynamic therapies**: Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

### Unit III

(12 hours)

**Humanistic therapies**: Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

**Arts therapies** : Art therapy/Art psychotherapy, Drama therapy, Music therapy

**Other therapies** : Couple Therapy, Rational Emotive Therapy (RET)&Rational Emotive and Behavioural Therapy (REBT),Behaviour Modification, Psycho drama, and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness and Play therapy. Role of Social Worker.

### UNIT IV Indigenous and Current Techniques

(7 hours)

**Indigenous therapeutic Techniques** : Yoga, Meditation, Spiritual Healing and Relaxation Therapy. Emerging trends in Healing- Transactional Analysis, Neuro-linguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process.

### UNIT V Rehabilitation

(6hours)

**Rehabilitation**: Definition, principles, need and importance. Options in rehabilitation- Hospital based- quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc. Rehabilitation Models adopted by organizations such as Banyan and SCARF.

**Community based rehabilitation**: Meaning and Definition, Objectives, Approaches, components, importance and Scope in Mental Health.

**Social Worker's role in Therapy**, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.

### Suggested Reading

1. Egan, Gerard, (2006) The skilled helper: A problem management and opportunity,

- Development Approach to helping, Wadsworth publishers, Boston, USA
2. Joshi Anjali and Phadke K.M. (2018). Rational Emotive Behaviour Therapy Integrated. Sage Publications.
  3. Joyce Phil and Sills Charlotte. (2002). Skills in Gestalt Counselling and Psychotherapy.Sage Publications.
  4. Kerson, Toba Schwaber.(2010).Social Work in Health Settings .:Routledge Taylor & Francis Group.
  5. Mangal, S.K. (2006). An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
  6. Miller, Lisa. (2012).Counselling Skills for Social Work.Sage Publications.
  7. Lapworth, Phil. (2001) Integration in Counselling and Psychotherapy: Developing a personal approach. Sage publications. New Delhi.
  8. Ravi Meera (2008).Counselling What,Why and How.Viva Books.
  9. Seligman Linda and Reichenberg W.Lowie (2019).4<sup>th</sup> Edition.Theories of Counseling and Psychotherapy Systems,Strategies and Skills. Pearson Education,Inc.
  10. Windy, Dryden. (2002). Handbook of Individual Therapy. Sage Publications, New Delhi.

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**COURSE 28A: COMMUNITY HEALTH****Semester: 4****Course: Core***[Common for both CD& MPSW specialization students]***Credits: 3****Teaching hours: 45****Course Objectives:**

- To help the students to understand the health care system in India, health policies and legislative provision relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Demonstrate an understanding of the health care system in India, health policies and legislative provision relating to health.
- Apply the existing programmes and services at local, national and international levels in their work place.
- Analyse the preventive and developmental approach in the field of health.
- Implement planning and education for different target groups in their work place.
- Discuss the holistic and integrated approach to social work practice in the field of health.

***Unit I Community Health******(9Hours)***

**Concept and Definition:** Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Pre-pathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). SDGs. Health and Development. Constitutional Provisions for Health and Right to Health.

***Unit II Community Health Care******(9Hours)***

**Health Care Service:** Principles and Levels: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems– primary health center,



private health systems, indigenous systems and voluntary health systems. Role of **Professional Social Worker in community health systems.**

**Organization and administration of Health Care:** Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees. Health Programmes, Health status and health problems in India.

***Unit III Legislations pertaining to Health (9Hours)***

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTP Act,1971, Doctors, patients and the consumer protection act,1986, Persons with Disability Act,2016, Environment Protection Act, National Health Policy, 2017, The Population Policy, 2000, Health for all (HFA) 2000. State Health Insurance scheme.

***Unit IV National Health programmes: (9Hours)***

Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Health Mission (NHM), National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the 12<sup>th</sup> Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

***Unit V National and International NGOs & Research in Health (9 Hours)***

**Role of National and International organizations in health care field**–NIEPMD, NIMHANS, NIVH, NIE, NIRT, WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

**Research applications in Health:** Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care.

***Suggested Readings***

1. Ajit (2009). Social Dimensions of Health, Rawat Publications, New Delhi.
2. Bajpai. (1998). Social Work Perspectives on Health, Rawat Publications, New Delhi
3. Guy Howard.(2002). Healthy Villages. WHO publication. Geneva
4. Madhu Nagla. (2018). Sociology of Health and Medicine. ISBN 9788131609347
5. Mishra. (2000) Indian Health Report, Oxford University Press, Delhi.
6. Mutatkar.R.K. (2016). Ayush in Public Health, Vol 2, Concept Publishing

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- Company, New Delhi.
7. Park and Park 23rd Edition. (2015). Preventive and Social Medicine, Banarsidas Bhanot Publishers. Jaipur.
  8. Rabindra Nath Roy and Indranil Saha. (2013). Preventive and Social Medicine. Jaypee Brothers Medical Publishers (P) Ltd.
  9. Sharma Utkarsh. (2017). Public Health. Jnanda Prakashan (P&D). New Delhi.
  10. Ted Lankester (2004). Setting up Community Health Programmes –A Practical Manual for use in Developing Countries. Voluntary Health Association of India. New Delhi.

#### **Website References:**

- Voluntary Health Association of Health Publication  
<http://www.vhai.org/dc/publications.php>
- Ministry of Health and Family Welfare  
<https://mohfw.gov.in/>
- National Health portal  
<https://www.nhp.gov.in/>
- Department of Health Research  
<https://dhr.gov.in/>

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## **COURSE 29B: DISABILITY AND SOCIAL WORK**

**Semester: 4**  
**Credits: 2**

**Spln: MPSW**

**Course: Inter-disciplinary**

**Teaching hours:30**

### **Course Objectives:**

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare, and rehabilitation services to the disabled.

### **Course Learning Outcomes:**

At the end of the course, the students will be able to

- Identify disability and its classification.
- Explain the different problems faced by disabled people.
- Discuss about different strategies, therapies and assistive devices for helping the disabled.
- Demonstrate understanding of different avenues of employment for the disabled in the organized and unorganized sectors.
- Articulate various Laws, Welfare measures, and Rehabilitation services to the disabled.

### **Unit I : Introduction to Disability**

**(4 hours)**

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability. Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

### **Unit II: Classification of Disability**

**(6 hours)**

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, **assessment**, impact on child's development and adult.

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Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

### **Unit III: Needs and problems of Persons with Disability (7 hours)**

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. **Role of Social Worker in rehabilitation of Person with Disability** and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

### **Unit IV: Education and Employment for Disabled (7 hours)**

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children(IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Telecare, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

### **Unit-V : Rights and Entitlements Of The Disabled–Laws & Institutes (6 hours)**

Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, The Mental Health Care Act, 2017, The Rehabilitation Council of India Act, 1992, The Rights of Persons with Disabilities Act, 2016, The National Trust Act (1999),Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre ,District disability rehabilitation centres, Composite regional centre(CRCs),Regional rehabilitation centre (RRCs)

### **Suggested Readings**

- Addlakha Renu. (2009). Disability and society- A reader. Orient Blackswan Pvt.Limited.
- Dalal, Ajit.K. (2018). Disability Rehabilitation and Social Work. Rawat Publications.
- Lawrence Denis.(2009).Understanding Dyslexia.McGraw Hill.Open University Press.

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- Mani M.N.G (2000). Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalay Coimbatore.
- MohapataraC.S (2004). Disability management in India, challenges and commitment, NIHM and Indian Institute of public administration,
- SimcocK, Peter; Castle, Rhoda (2016), Social Work and Disability.
- SinghJ.P Dr. and Manoj K. Dash Dr. (2005). Disability Development in India .RCI. Kanishka, Pub. New Delhi.

## HUMAN RESOURCE MANAGEMENT SPECIALIZATION

### COURSE 26C: ORGANIZATIONAL CHANGE AND DEVELOPMENT

Semester: 4

Spln: HRM

Course: Core

Credits : 3

Teaching Hours: 45

#### Course Objectives

- To help the students to build knowledge on OD
- To help the students to develop skill in implementation of OD practices.
- To gain knowledge about the concepts of Change Management

#### Course Learning Outcomes:

At the end of the course, the students will be able to

- Recognize the human process issues to be diagnosed and resolved by the OD consultant towards reaching organization effectiveness.
- Interpret a range of organization data to gain insights into organizational effectiveness.
- Analyze activity data from organizational systems in order to frame and implement effective OD interventions.
- Collect and evaluate data to judge the effectiveness of OD interventions.
- Identify the key roles and responsibilities of an OD consultant needed to develop and sustain long term OD interventions.

#### UNIT I: Management of Change

(9 hours)

Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

#### UNIT II: Organization Development

(9 hours)

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

#### UNIT III - The Process of Organization Development

(9 hours)

Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.

#### UNIT IV - Human Process Intervention

(9 hours)

Individual Based: Coaching and Counseling, Behaviour Modelling

Group based: Self-Directed work Team, Conflict management

Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

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**UNIT V - Techno Structural Interventions****(9 hours)**

Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

**Suggested Readings**

1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6<sup>th</sup> Ed. by Wendell L French and Cecil H. Bell, Jr
2. Management of change and organizational development – innovative Approach – Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V.Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

## COURSE 27C: LEARNING AND DEVELOPMENT

**Semester: 4**  
**Credits : 3**

**Spln: HRM**

**Course: Core**  
**Teaching Hours: 45**

### Course Objectives:

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Demonstrate an understanding of the fundamentals of learning
- Describe training and its process.
- Examine training needs assessment, training methods and training evaluation.
- Discuss about employee development.

### UNIT – I: INTRODUCTION TO LEARNING

**(9 hours)**

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

### UNIT –II: TRAINING

**(9 hours)**

Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

### UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS (9 hrs)

**Training Needs Assessment:** Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

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**Training Methods:** Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), ICT-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training. Role of Virtual Reality, Augmented Reality, Artificial Intelligence and Gamification in Training.

#### **UNIT –IV: TRAINING EVALUATION (9 hours)**

Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirkpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Output] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

#### **UNIT –V: EMPLOYEE DEVELOPMENT (9 hours)**

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). **Career development** – Career Management System (Self-assessment, reality check, goal setting, action planning).

#### ***Suggested readings:***

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

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**COURSE 28B: INTERNATIONAL HUMAN RESOURCE MANAGEMENT****Semester: 4****Spln: HRM****Course: Core****Credits : 3****Teaching Hours: 45****Course Objectives:**

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Describe global business environment and International Business.
- Identify concepts related to International Human Resource Management.
- Explain International Recruitment, Learning and Development and Performance Management.
- Recognise international compensation structure.
- Investigate the contemporary issues in International Human Resource Management.

**UNIT-I: Globalization and International Business. (9 hours)**

Global business environment – Globalism & Globalization, Drivers of Globalization. International regulation of Trade-WTO,GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.

Regional Trading Blocs-The TRIAD; Strategies, choices for firms to enter international environment-International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

**UNIT-II: International /Global Human Resource Management. (9 hours)**

Concept, meaning and definition of International Human Resource Management (IHRM)

-Difference between Domestic Human Resource Management and International Human Resource Management.

Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

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### **UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)**

Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.

Aligning Training and Development with Business strategies; Training and Development for Global work/Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.

Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

### **UNIT-IV: International Compensation. (9 hours)**

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

### **UNIT-V: Contemporary Issues in IHRM. (9 hours)**

The concern of organized labor/Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. **Women in international management.** IHRM in developing countries- IHRM in 21<sup>st</sup> century.

#### **Suggested Readings**

1. Aswathappa, K. (2010). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books.
2. Bhatia, S.K. (2013). *International Human Resource Management: A Global Perspective, Practices, and Strategies for Competitive Success*. New Delhi: Deep & Deep Publishing.
3. Briscoe, D.A., Schuler, R., and Claus, L. (2009). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.
4. Dowling, P.J., and Welch, D. (2005). *International Human Resource Management: Managing People in a Multinational Context*. New Delhi: Thomson Learning
5. Hofstede, G. (2003). *Cultures and Organizations: Intercultural Cooperation and its Importance for Survival*. London: Profile Books.
6. Morrison, J. (2006). *The International Business Environment: Global and Local Market Places in a Changing World*. New York: Palgrave MacMillan.

7. Rao, P.L. (2008). *International Human Resource Management: Text and Cases*. New Delhi: Excel Books
8. Scullion, H., and Lineham, M. (2005). *International Human Resource Management: A Critical Text*. New York: Palgrave MacMillan.
9. Tarique, I., Briscoe, D., and Schuler, R. (2016). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. London: Routledge.

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## COURSE 29C: COMPENSATION MANAGEMENT

**Semester: 4**

**Spln: HRM**

**Course: Inter-disciplinary**

**Credits: 2**

**Teaching Hours: 30**

### Course Objectives:

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

### Course Learning Outcomes:

At the end of the course, the students will be able to

- Classify and relate the terms associated with compensation management
- Formulate the various techniques for creating an optimal compensation structure for retention of best of employees with least cost.
- Analyse the various employee benefits and design its administration.

### UNIT I: Concepts related to Compensation

**(6 hours)**

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

### UNIT II: Compensation Management

**(6 hours)**

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

### UNIT III: Variable Pay and Executive Compensation

**(6 hours)**

Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

**UNIT IV: Managing Employee Benefits****(6 hours)**

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.

**UNIT V: Legal aspects****(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- **designing a benefits package**.

**Self Study / Extra Inputs:**

Software for payroll processing

Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)

**References:**

- Armstrong, M., & Murlis, A. (2010). *Reward Management*. London: Kogan Page.
- Fisher, J.G. (2009). *Compensation Management: How to Run Successful Employee Incentive Schemes*. London: Kogan Page.
- Henderson, R. I. (2015). *Compensation Management in a Knowledge Based World*. New Delhi: Pearson Publications.
- Martocchio, J.J. (2010). *Employee Benefits*. New Delhi: Tata McGraw Hill.
- Singh, B.D. (2012). *Compensation and Reward Management*. New Delhi: Excel Books.

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## COURSE 30: RESEARCH PROJECT– II

**Semester: 4**  
**Credits: 4**

**Course: Core**  
**Duration: 90 days**

### Course Objectives:

- To introduce and to provide hands on training to the students on the various sampling procedures.
- To impart data collection skills
- To develop their ability to analyse the data they have collected.
- To develop their scientific writing.
- To enable them in preparing research reports.

### Course Learning Outcomes:

At the end of the Research Project, the students will be able to

- Execute data collection plans.
- Analyse the data collected.
- Demonstrate scientific writing and research reporting skills.

**Unit-1 :** (30 days)

Completion of tasks relating to-

1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

**Unit-II:** (30 days)

Completion of tasks relating to-

4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

**Unit-III:** (30 days)

Completion of tasks relating to-

7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

### Suggested Readings

Research Manual, Madras School of Social Work, 2011

**COURSE 31: FIELD WORK-IV****Semester: 4****Course: Core****Credits: 6****No. of days: 25-to 30days  
(Block Fieldwork Pattern)**

The broad aim of this coursework is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT/ Service/Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization) for the specified period of time.

In the organizational setup aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

**Course 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 and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

**Specific Objectives – Community Development Specialisation:**

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.

1. To understand the implementation of development projects and programmes of the Government/ NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

**Community Development Specialisation specific Course Learning Outcomes:**

At the end of the Field work, the students will be able to

1. Identify the development projects and programmes of the Government/ NGOs and Corporate organizations.

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2. Develop project management skills.
3. Describe the nuances of managing non-profit organizations.
4. Acquire skills in working on macro issues such as lobbying, advocacy and campaigns.

### **Specific Objectives – Medical and Psychiatric Social Work**

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of corporate organizations.

1. To understand the psychiatric social work setting and the client's need and Problems.
2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counseling and associated projects.
5. To develop the essential communication, liaison and networking skills.

### **Medical and Psychiatric Social Work Specialisation specific Course Learning Outcomes:**

At the end of the Field work, the students will be able to

1. Describe the functioning of psychiatric social work settings and its clients.
2. Acquire the competencies to deal with clients.
3. Demonstrate therapeutic interventions and techniques.
4. Develop their personal and professional self.

### **Specific Objectives – Human Resource Management**

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

**Human Resource Management Specialisation specific Course Learning Outcomes:**

At the end of the Field work, the students will be able to:

1. Recognize the operations of HR Department in service organizations
2. Classify and describe the day-to-day functions of organizations
3. Formulate and execute projects on real time issues.
4. Develop their personal and professional self.

**Evaluation**

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

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**COURSE 32: SOFT SKILLS-IV**  
**FOCUS AREA: SPECIALISATION COMPETENCIES**

**Semester: 4**  
**Credits: 2**

**Course: Soft Skills**  
**Teaching Hours: 30**

**Course Objective:**

The objective of 4<sup>th</sup> semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Power point
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising
14. Any other relevant and need-based input

**Course Learning Outcomes:**

At the end of the course, the students will be able to

1. Acquire the early career skills relevant to their field of specialization.
2. Develop their personal and professional self.

**COURSE 33: PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II****Semester: 4****Credits: Nil****Course: Record Course****No. of Sessions: 3 per semester****Course Objectives:**

- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

**Requirements:**

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

**Course Learning Outcomes:**

At the end of the course, the students will be able to

- Articulate a host of topics relevant to the field of study through various professional forums.
- Develop professional networking skills.

## **REGULATIONS**

### I) ASSESSMENT PATTERN (ALL SEMESTERS)

- i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

<b>Component:</b>	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
<b>Marks Allocated:</b>	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

- ii. **Field Work:**

#### I Semester total marks 100 (ICA 50 & ESE 50)

##### I semester (ICA Break up):

- a) Observation visit : 10 marks;  
 b) Rural camp : 25 marks  
     Pre-camp & Post-Camp (by Faculty supervisor) – 10 marks  
     On-camp (by Camp Directors) - 15 marks  
 c) Project Field work : 15 marks

##### I semester (ESE Break up):

- Project Field work Presentation : 20 marks  
 Field work viva (FW Report 10; Viva 20) : 30 marks

#### II Semester total marks 100 (ICA 50 & ESE 50)

- ICA (Faculty Supervisor): 50 marks  
 ESE 50 (Break up):  
     Field work viva 20 marks  
     Report 10 marks  
     Agency Supervisor: 20 marks

#### III & IV semesters: III & IV Semester total marks 100: (ICA 50 & ESE 50)

- ICA 50 marks (components)  
     Mid-Field Work presentation 10 marks  
     End-Field Work presentation 10 marks  
     Faculty Supervisor 30 marks  
 ESE 50 marks (components)  
     Agency supervisor 10 marks  
     Report 10 marks  
     Viva 30 marks

**iii. II Year - Research Project I & II:**

Semester		Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
<b>Total marks</b>		<b>50</b>	<b>50</b>	<b>100</b>

**II) FIELD WORK NORMS:**

**General:**

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

**I MSW (I &II Semester) Field Work**

**a) Observation visit:**

All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

**b) Rural camp:**

Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

**c) Project work:**

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:

- i) An empirical study report (30 pages) on the selected topic.
- ii) Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

**d) Concurrent fieldwork:**

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

**e) Summer placement:**

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:

- i) About the agency.
- ii) Activities, programmes & projects of the agency.
- iii) Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

**II MSW (III & IV Semester) Field Work**

- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

**Study Visits:**

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

**Field Work:**HR specialization:

- III Semester (Manufacturing sector)
- IV Semester (IT / Service/ Hospitality sector)
- End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.

- III Semester (Community based organizations)
- IV Semester (Specialized institutions)
- End of Course Block placement (Specialized institutions / Student Choice)

**Viva-voce examination:** Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

### **III) RESEARCH PROJECT:**

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as 'Research Project – I' & 'Research Project – II'.

#### **III SEMESTER- RESEARCH PROJECT -I**

##### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

##### **External Valuation for Research Project**

The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

##### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work(external)+Faculty supervisor concerned.

##### **Report Format**

- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

##### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

##### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:



S.No	Criteria	Marks
1	Research Chapters & Tool	10
2	Clarity on the research Objectives & methodology	10
3	Response to Questions	5
	Total	25

#### **IV SEMESTER – RESEARCH PROJECT -II**

##### **Internal Valuation for Research Project**

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

##### **External Valuation for Research Project**

The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

##### **External Panel**

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work(external)+Faculty supervisor concerned.

##### **Report Format**

- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

##### **Presentation**

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

### **Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	Research Chapters (III,IV,V&VI)	10
2	Methodology, Data Analysis & Presentation etc.	10
3	Response to Questions	5
<b>Total</b>		25

### **IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:**

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

### **V) SOFT SKILLS / SKILL LABS**

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

### **GENERAL**

#### **ICA for theory courses - in the case of paper sharing:**

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

#### **Passing minimum marks:**

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA) and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

**Arrear papers:**

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears, the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

**Attendance requirements for ICA & ESE:**

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

**PATTERN OF QUESTION PAPERS****P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)**

Time: 1 Hour

Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

- Pattern I: 25 questions carrying 1 mark each, without choice.
- Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
- Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

**P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)  
(FOR 2 &3 CREDIT PAPERS)**

Time: 3 Hours

Max: 100 Marks

**PART-A (5 x 8 = 40 Marks)**

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600 words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

**PART-B (3 x 20 = 60 Marks)**

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

### **IN-CLASS TEST**

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

### **INNOVATIVE TAKE-HOME ASSIGNMENTS**

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:

- 1) Short survey.
- 2) Field visit and analytical reporting of the visit.
- 3) Preparing a photo dossier and analytical comments.
- 4) Poster presentation on a theme.
- 5) Presenting a paper in a conference.
- 6) Making a short documentary.
- 7) Preparing a case study.
- 8) Publishing an article in a national daily or news magazine or journal.
- 9) Report of an in-depth interview with an individual.
- 10) Report of key informant interviews at least with three individuals.
- 11) Preparing an information dossier on a particular issue.
- 12) Analytical report on a focus group discussion.
- 13) Developing a research tool.
- 14) Making an instructional multi-media presentation.

Appendix  
**Madras School of Social Work**  
**MSW Programme Outcomes, Programme Specific Outcomes and Course Outcomes**  
**(PO-PSO-CO) Mapping / Matrix**

**Semester 3**

**Semester 3: Core Courses (Theory & Research Project)**

Course 17A: RD & G (CD)			Course 17B: MH & PSW (MPSW)			Course 17C: LL-II (HRM)			Course 22: Research Project - 1		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,2	1,2	1	1,4	1,3	1	1,6	2,4	1	2,4	4,5
2	3,6	1,2	2	2,5	2,4	2	2,6	1,5	2	3,4,5	2,3,4
3	4,6	3,4	3	3,4	1,4	3	2,4	2,4	3	2,5,6	2,4,5
4	5,6	3,4,5	4	5,6	1,4	4	1,2	4,5			

**Semester 3: Core Courses (Theory) & Soft Skills**

Course 18A: D& TE (CD)			Course 18B: MSW (MPSW)			Course 18C: SHRM (HRM)			Course 24: Soft Skills III		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,4	1,2	1	1,4	1,2	1	1,5	1,2	1	2,5	2,3
2	1,4	1,2	2	1,2	2,3	2	2,5	2,3	2	5,6	3,4
3	2,4,5	2,3	3	2,4,5	2,3,4	3	3,6	4,5	3	3,5,6	3,4
4	2,4,5	2,4	4	2,4,6	3,4,5	4	1,2	3,5			
5	4,5,6	3,4,5									

## Semester 3: Core Courses (Theory) &amp; Inter-disciplinary Courses

Core Courses (Theory)						Inter-disciplinary Course					
Course 19A: CD – A & T (Common for CD & MPSW)			Course 19B: OB (HRM)			Course 21A: DM & ESW (Common for CD & MPSW)			Course 21B: PM (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,2	1,2	1	1,2	1,2	1	1,2,4	1,2	1	1,3	1,2
2	2,4	2,3	2	1,4	2,3	2	2,3,4	3,4,5	2	3,4	2,4
3	2,5,6	3,4	3	1,5	3,4	3	3,4	2,3,4	3	2,4,5	2,4,5
4	1,3	3,4	4	2,4	4,5	4	4,6	2,4	4	2,4,5	1,2
5	4,5,6	4,5				5	4,5,6	2,4	5	2,3,5	2,4,5

## Semester 3: Core Courses (Theory) &amp; Record Course

Course 20A: W & D (CD)			Course 20B: SWF & SC (MPSW)			Course 20C: ERW (HRM)			Course 25: PPFA		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,4	1,2	1	1	1	1	1,2	1,2	1	1,2	1,2,3
2	2,5	3,4	2	4,5	3,4	2	2,4	2,3	2	5,6	4
3	4,5,6	2,3,5	3	4,6	4,5	3	4,5	4,5			
			4	2,4	2,4,5	4	1,2	2,5			
			5	4,5,6	4,5						

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

**Semester 3: Field Work (Core Course)**

Course 23: Field Work – III (CD)			Course 23: Field Work – III (MPSW)			Course 23: Field Work – III (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	2,4	1,2	1	1,2	1,2	1	1,2	1,2
2	2,5	2,4	2	2,4,5	3,4	2	2,4,5	2,3
3	4,6	3	3	2,3,4	3,4	3	2,5	4,5
4	2,6	3,4	4	4,5,6	3,4,5	4	4,5,6	3,5

**Legend:**

<b>Specialization Paper–1</b> Rural Development & Governance(CD) Mental Health& Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	<b>Inter-disciplinary</b> Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)
<b>Specialization Paper–2</b> Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management(HRM)	Research Project-I* Field Work III
<b>Specialization Paper–3</b> Community Development– Approaches and Tools(Common Paper For CD/MPSW) Organizational Behaviour(HRM)	Soft skills III – Career and Workplace Competencies
<b>Specialization Paper–4</b> Women And Development(CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations & Welfare (HRM)	Participation in Professional Forum Activities- I** (Course Completion only)

**Semester 4**

**Semester 4: Core Courses (Theory & Research Project)**

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

Course 26A: UD & G (CD)			Course 26B: CSW (MPSW)			Course 26C: OC&D (HRM)			Course 30: Research Project - II		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,5	1,2	1	1,2	1,4	1	1,2	1,2	1	2,3,5	1,2
2	2,4	2	2	2,4,5	2,3	2	1,4	2,3	2	4,5	3
3	4,5,6	3,4	3	2,4,6	3,4	3	2,4,5	2,3,4	3	5,6	4
4	3,4,6	3,4	4	4,5,6	3,4	4	3,4	1,4			
						5	5,6	1,5			

#### Semester 4: Core Courses (Theory) & Soft Skills

Course 27A: SWC & Y (CD)			Course 27B: TISW (MPSW)			Course 27C: L&D (HRM)			Course 32: Soft Skills IV		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,5	1,2	1	1,2	2,3	1	1,2	1,2	1	2,5,6	3,4
2	2,4,5	2,3	2	2,4,5	3,4	2	1,2	1,3	2	5,6	3,4,5
3	4,5,6	3,4	3	2,4,6	3,4,5	3	1,4	4,5			
						4	1,5,6	1,4			

#### Semester 4: Core Courses (Theory)

<b>Core Courses</b>
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*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*



Course 28A: CH (Common for CD & MPSW)			Course 28B: IHRM (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,2	1,2	1	1,2	1,3
2	2,4,5	2,4	2	1,2	4,5
3	3,4,5	3,4	3	1,2,5	5
4	2,4,5	3,4,5	4	4,6	2,4
5	1,5,6	3,4,5	5	2,6	3,5

#### Semester 4: Inter-disciplinary Courses

Inter-disciplinary Courses								
Course 29A: SE (CD)			Course 29B: DSW (MPSW)			Course 29C: CM (HRM)		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	1,5	1,2	1	1	1,2	1	1,2	3,4
2	2,6	3,4,5	2	2,4	1,3,4	2	1,4,5	4,5
3	4,5,6	4,5	3	2,4	3,4,5	3	4,5	3,5
			4	4,5,6	4,5			
				2,5,6	2,5			

#### Semester 4: Field Work (Core Course) & Record Course

*MSSW – MSW – Course Regulations effective from the batch 2020-2022 & onwards (with PO-CO mapping)*

Field Work									Record Course		
Course 31: Field Work – IV (CD)			Course 31: Field Work – IV (MPSW)			Course 31: Field Work – IV (HRM)			Course 33: PPFA-II		
CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed	CO	POs addressed	PSOs addressed
1	2,5	1,2	1	4,5	1,2	1	4,5	2,3	1	1,2	1,2,3
2	4,5	3	2	5,6	3,4	2	2,5	4	2	5,6	4
3	2,5,6	3,4	3	1,2	1,4,5	3	2,5,6	5			
4	4,5,6	3,4,5	4	5,6	4,5	4	5,6	4,5			

**Legend:**

<b>Specialization Paper–5</b> Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development (HRM)	Research Project II
<b>Specialization Paper–6</b> Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	Field Work IV
<b>Specialization Paper–7</b> Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	Soft Skills IV – Specialization Competencies
Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	Participation in Professional Forum Activities–II (Course Completion only)

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