

APPENDIX - (R & S)
UNIVERSITY OF MADRAS
MASTER OF SOCIAL WORK (MSW)
REVISED SCHEME OF EXAMINATIONS
FIRST SEMESTER

COURSE COMPONENTS	NAME OF THE COURSE	INST.HOURS	CREDITS	Max Marks		Total
				CIA	EXTERNAL	
CORE	Core Paper I – Social Work Profession- History and Philosophy	4	4	25	75	100
	Core Paper II – Work with Individuals (Case Work)	4	4	25	75	100
	Core Paper III – Work with Groups (Group Work)	4	4	25	75	100
	Core Paper IV- Field Work Practicum - I	12	6	40	60	100
	Extra Disciplinary Paper I- Social and Psychological Foundations for Social Work	3	3	25	75	100
	Soft Skills- 1	2	2	40	60	100

SECOND SEMESTER

COURSE COMPONENTS	NAME OF THE COURSE	INST.HOURS	CREDITS	Max Marks		Total
				CIA	EXTERNAL	

CORE	Core Paper V-Community Organization & Social Action	4	4	25	75	100
	Core Paper VI-Social Work Research and Statistics	4	4	25	75	100
	Core Paper VII-Field Work Practicum - II	10	6	40	60	100
ELECTIVE	Elective Paper I- 1.Disaster Management 2. Working with People living with HIV/AIDS	3	3	25	75	100
	Extra Disciplinary Paper II-Gender and Development	3	3	25	75	100
	Soft Skills-II	2	2	40	60	100

THIRD SEMESTER

COURSE COMPONENT	NAME OF THE COURSE	INST. HOUR	CREDITS	Max Marks		Total
				CIA	EXT	
CORE	*Core Paper VIII - Specialization Paper – I	4	4	25	75	100
	*Core Paper IX - Specialization Paper – II	4	4	25	75	100
	Core Paper X - Management of Organizations	4	4	25	75	100
	Core Paper XI - Field Work Practicum - III	10	6	40	60	100
Elective	Elective Paper II 1. Counselling Theory and Practice 2. Marriage and Family Life Education	3	3	25	75	100
	Elective Paper III 1. Social Policy and Social Legislation 2. Human Rights and Social Work	3	3	25	75	100
	Soft Skills-3	2	2	40	60	100
	Summer Internship*		1			

* Internship will be carried out during the summer vacation of the first year and marks should be sent to the University by the College and the same will be included in the Third Semester Marks Statement.

FOURTH SEMESTER

COURSE COMPONENTS	NAME OF THE COURSE	INST. HOUR	CREDITS	Max Marks		TOTAL
				CIA	EXT	
CORE	*Core Paper XII - Specialization Paper - III	4	4	25	75	100
	*Core Paper XIII - Specialization Paper - IV	4	4	25	75	100
	Core Paper XIV - Field Work Practicum - IV	10	6	40	60	100

ELECTIVE	Elective Paper IV - Migration Issues and human security/ Social work in the unorganized sector	3	3	25	75	100
	Elective Paper – V - Social work and Persons with Disability/ UN Systems for Development and Social Change	3	3	25	75	100
CORE	Core Paper XV - Project Report	4	4	80 Report 20 Viva		100
	Soft Skills-4	2	2	40	60	100
	Block Placement /Internship	--	1			

***Choose any one of the following Groups from four SPECIALIZATION Papers.
Students shall not be permitted to take specialization papers in different Groups:**

GROUP-I-Social work with Families

- a. Core Paper VIII - Specialization - I - Social Work with Families
- b. Core Paper- IX - Specialization - II – Social work with Children
- c. Core Paper - XII - Specialization - III – Social Work with Youth
- d. Core Paper - XIII - Specialization - IV – Social Work with Elderly

GROUP-II-Community Development and Empowerment

- a. Core Paper - VIII - Specialization – Rural Community Development
- b. Core Paper - IX - Specialization – Urban Community Development
- c. Core Paper - XII - Specialization – Development Planning
- d. Core Paper - XIII - Specialization – Entrepreneurship Development

GROUP-III-Human Resource Management

- a. Core Paper - VIII Specialization –Labour Legislations
- b. Core Paper - IX Specialization –Human Resource Management Development
- c. Core Paper – XII Specialization – Industrial Relations and Labor Welfare
- d. Core Paper – XIII Specialization– Organizational Behaviour and Organizational Development

GROUP-IV-Medical and Psychiatric Social Work

- a. Core Paper – VIII Specialization – Medical Social Work
- b. Core Paper – IX Specialization – Psychiatric Social Work
- c. Core Paper – XII Specialization – Community Health
- d. Core Paper – XIII Specialization – Mental Health and Social Work

GROUP-V- Disability Studies and Action

- a. Core paper – VIII Specialization – Persons with Disability and their Rehabilitation Contexts
- b. Core Paper – IX Specialization – Disability and Human Rights
- c. Core Paper – XII Specialization – Family Centred Interventions with Families of Children and Adults with Disabilities
- d. Core Paper – XIII Specialization – Rehabilitation and Counseling for Disability

GROUP-VI-Welfare of the Weaker Sections

- a. Core Paper - VIII Specialization – Empowerment of the Marginalised
- b. Core Paper – IX Specialization – Forced Migration and Social Work Practice
- c. Core Paper – XII Specialization – Gender and Development
- d. Core Paper – XIII Specialization – Conflict Transformation and peace Building for
Social Work

Each Paper carries an internal component.

There is a pass minimum for external component

Theory: Internal Assessment: 75: 25

Field Work: 60: 40

Field Work: External 60 marks (40 – Viva: 20 marks for Agency Supervisor)

Project Report - Report presentation: 80

Viva: 20

PROGRAMME OUTCOMES

- ❖ Imparts knowledge about social work methods, principles of practice and its intervention techniques for social work practice.
- ❖ Acquire specialized knowledge in Human Resource Management, Medical and Psychiatric Social Work / Rural and Urban Community Development.
- ❖ Inculcates scientific temper and analytical thinking towards various social issues and solutions.
- ❖ Equips the students with competent theory and practice-oriented skills for social work practice.
- ❖ Enhances experiential learning through fieldwork practice.
- ❖ Enhances problem solving skills in relation to the psycho-social problems of Individuals and groups as well as communities.
- ❖ Enhances the ability to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective.
- ❖ Acquires knowledge for social justice and rights-based inclusive social work practice.
- ❖ Sensitizes the students about influence of various socio-cultural factors in the prevailing human beliefs and behaviour within the society.
- ❖ Demonstrates ethical and professional behaviour.

SEMESTER I

CORE PAPER I

Subject: Social Work Profession - History and Philosophy

Course Objectives

- To understand the history of social work profession and its stages of development
- To enable the students to analyse the changing trends in the social work practice and emergence of profession to its contemporary structure.

- To understand the facets of discrimination practiced in the society on the basis of gender, caste, religion, race, ethnicity etc. and apply strategies of advocacy and social change that advance social and economic justice.
- To understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Unit 1

Historical Evolution of Social Work; International Perspectives: UK, USA, Social Work in India: Socio-cultural and religious thought; Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar; Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement; Christian Missionaries, Gandhian Social Work, India as a Welfare State, Contributions of Voluntary organisations.

Unit 2

Social Work Profession; Meaning & definition; basic concepts; goals and functions; methods and fields; origin and growth in India: scope and status, International/ national bodies and forums, social work education; importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC.

Unit 3

Social Work Ideologies, Theories and Approaches; Ideologies: Philanthropy, humanitarianism, welfarism, socialism, democracy, marxism, equality, human rights and social justice; Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice.

Unit 4

Philosophy of Social Work Profession; Values, Beliefs and Principles of the Profession; Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997).

Unit 5

International Social Work; Concept, definition, meaning and need, global issues, basic

concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice.

BOOKS FOR REFERENCE

1. Cox David, Manohar Pawar, *International Social Work; Issues, Strategies and Programmes*. New Delhi; Vistaar. 2006.
2. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession*. Cambridge:Policy. 2004.
3. Watson David (ed), *Code of Ethics of Social Work-The Second Step*. London:Routledge and Kegan Paul.1971.
4. Antony A. Vass, *New Directions in Social Work- Social Work Core Knowledge Values and Skills*. New Delhi: Sage, 1996.
5. Cox David, Pawar Manohar, *International Social Work; Issues, Strategies and Programmes*. New Delhi: Vistaar, 2006.
6. University Grants Commission, *I and II Review Commission on Social Work Education*. New Delhi: University Grants Commission, 1992.
7. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Policy Press, 2004.
8. Midgley, J., *Social Work in International Context: Challenges and Opportunities for the 21st Century*. In M. Reisch & E. Gambrill (Eds.), *Social Work in the 21st Century* (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.
9. Payne, M., *Modern Social Work Theory: A Critical Introduction*, Hong Kong; Maxmillan Education, 1991.
10. Reisch Michael, Eileen Gambrill, *Social Work in the 21st Century*. New Delhi: Pine Forge Press, 1997.

Course Outcomes

- Knowledge of evolution of the profession from emergence to its contemporary structure
- Thorough understanding of structures of the society and practices of discrimination met out by various sections of the society
- Ability to recognize the importance of value and ethics and conduct oneself
- Apply social work ethical principles to guide professional practice and attend to professional roles and boundaries

Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S

S-Strong

M – Medium

L- Low

CORE PAPER II

Subject: Work with Individuals (Case Work)

Course Objectives

- To understand Social Case Work as a method of Social Work and develop skills in Social Work practice
- To comprehend theory and models and apply them in direct practice with individuals
- To become aware of the scope of using the methods in various settings

Unit 1

Introduction to Working with Individuals (Social Casework); Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills, Components, Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy

Unit 2

The Helping Process

Phase I- Psychosocial Study, Psychosocial Assessment

Phase II- Intervention Plan and Goal Setting, Intervention

Phase III- Termination, Evaluation and Follow up.

Unit 3

Models and Approaches

Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.

Unit 4

Tools and Techniques in working with Individuals

Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification, Communication.

Unit 5

Case Work in different Settings and Recording

Case work in hospitals, schools, communities, institutional setting and industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording

BOOKS FOR REFERENCE

1. Fischer, Joel. *Effective Case Work Practice An Eclectic Approach*. New York: McGraw Hill, 1978.
2. Upadhyay, R. K., *Social Case Work*. Jaipur: Rawat, 2003.
3. Vyas, A.A. *New Directions in Social Work- Social Work Competencies - Core*

Knowledge,

4. *Values and Skills*. Delhi: Sage, 1996.
5. Bhattacharya, Sanjay. *Social Work, An Integrated Approach*. New Delhi: Deep & Deep, 2004.
6. Datar Sudha, Ruma, Bawikar et al. *Skill Training for Social Workers- A Manual*. New Delhi: Sage, 2010.
7. Hamilton, Gordon, *Theory & Practice of Social Case Work 2nd Edition*. Jaipur: Rawat, Indian Reprint, 2013.
8. Hepworth, D.H. & J.A. Larsen. *Direct Social Work Practice: Theory and Skills*. Dorsey Press, 1993.
9. Mathew, Grace. *An Introduction to Social Casework*. Mumbai TISS, 1992.
10. Misra, P.D. & Beena Misra. *Social Work Profession in India*. Lucknow: New Royal Book, 2004.
11. Trevithick, Pamela. *Social Work Skills – A Practice Handbook*. 2nd Edition. Jaipur: Rawat, 2009.

Course Outcomes

- The students learn the components and process of Social Case Work, as it is one of the primary methods of Social Work practice.
- The students learn the different theories and models that can be applied in a Social Case Work practice.
- The students learn the use of Social Case Work practice in different fields and settings, its scope and importance.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S

CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

CORE PAPER III

Subject: Work with Groups (Group Work)

Course Objectives

- To understand Group Work as a method of Social Work and develop skills in practice
- To understand models and apply them in practice with groups
- To become aware of the scope of using the method in various settings

Unit 1

Introduction to Working with Groups (Social Group Work)

Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.

Unit 2

Types of Groups

Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

Unit 3

Phases of Group Work Process

Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment; Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment; Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-

programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process; Ending Phase: preparing for termination; evaluation and feedback

Unit 4

Group Processes and Dynamics

Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry

Unit 5

Group Work Models and Practice in different settings

Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in groupwork

BOOKS FOR REFERENCE

1. Bhattacharya, Sanjay. *Social Work an Integrated Approach*. New Delhi: Deep & Deep, 2008.
2. Choudhary, Paul. *Introduction to Social Work*. Delhi : Atma Ram & Sons, 1983.
3. Douglass, Tom. *Group Processes in Social Work – A Theoretical Synthesis*. New Delhi: Thomson, 1979.
4. Jha, Jainendra Kumar. *Encyclopaedia of Social Work*. New Delhi: Anmol, 2001.
5. Balagopal, P.R .Vassil, T.V. *Group in Social Work an Ecological Perspective*. New York: Macmillan, 1983.
6. Doel, Mark & Sawda, Catherine. *The Essentials of Group Worker*. London: Jessica Kingsley, 2003.
7. Garvin, Charles D. Gutierrez, Lorraine .M. Galinsky, Maeda. J. *Handbook of Social Work with Groups*. New York: The Guildford, 2006.
8. Johnson and Johnson. *Joining Together: Group Theory and Group Skills*. New Delhi: Premier, 1982.

9. Mark Doel. *Using Group Work*. London: Routledge, 2010.
10. Misra P.D. and Beena Misra. *Social Work Profession in India*. Lucknow: New Royal, 1979
11. Trecker. Harleigh, B. *Social Group Work- Principles and Practice*. New York: Association Press, 1970.

Course Outcomes

- Students can define and understand the meaning of group, Historical development of Social Group Work as a Method, Group Work Models and Practice in different settings
- Students can explain and interpret the different phases of group work process and dynamics
- Students can Communicate effectively, function individually or in teams with a capability to be a leader.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

CORE PAPER IV

Subject: Field Work Practicum I

Course Objectives

- To get exposed to wider area of social realities at the micro level
- To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions

- To acquire documentation skills to ensure professional competence
- To develop the right values and attitudes required for a professional social worker

Syllabus/Components

- Orientation
- Practice Skill Laboratory
- Observation Visits
- Rural Camp

Course Outcomes

- The students learn the different fields of Social Work through Orientation and observation visits to different settings
- The students learn the importance of acquiring various skills to practice Social Work through different Skill Lab sessions and Rural camp.
- The students learn the right values, attitudes and documentation skills that are required in a Professional Social Worker

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

EXTRA DISCIPLINARY PAPER – I

Subject: Social and Psychological Foundations for Social Work

Course Objectives

- To give an understanding of concepts in Psychology and Sociology relevant to Social Work.
- To understand the various stages of Human Growth and Development.
- To enable the student to gain knowledge about the society and its dynamism

Unit 1

Developmental Psychology: Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice; Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-cultural factors influencing development; Influence of heredity and environment.

Unit 2

Theories Related to Personality: Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kohlberg), Social learning theory (Bandura)

Unit 3

Understanding Behaviour and Mental Health: Sensation, Perception and learning (Classical and Operant learning theories), Memory process: Registration, retention and recall, Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation

Unit 4

Sociology and Social Work: Meaning, scope, significance and relevance, Basic Sociological Concepts: Society- Meaning, definition, types, structure, Characteristics of Society, community, social groups; association and institution. social structure and functions of social institutions - marriage, family, kinship, caste, religion and education; socialization: process and agents. social control: concept, types and functions. Agents of social control: kinship, religion, law, education, traditions and customs, social change: urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.

Unit 5

Social Movements in India: Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements; social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities - human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker

BOOKS FOR REFERENCE

1. Bhatia, Hansraj, *Elements of Social Psychology*, Somaiya Publications, Bombay, 1970
2. Christensen, I.P., *Psychology*, BIOS Scientific Publications, New York, 2001
3. Engler, Barbara, *Personality Theories- An Introduction*, 3rd edition, Houghton Muffin, Company, Boston, 1991
4. Gardner Murphy, *An Introduction to Psychology*, Oxford and IBH Publishing and Co., Calcutta, 1964.
5. Morgan, Clifford, T, *Introduction to Psychology*, McGraw-Hill Book Company- New York, 1986
6. Robert A. Baron, 2001, *Psychology*, Prentice Hall of India Pvt., Ltd., New Delhi.
7. Verma, R.M. 2003, *Foundation in Psychology*, Common Wealth Publishers, New Delhi
8. Abhijit Dasgupta, 2012, *On The Margins: Tribes, Castes And Other Social Categories* (Fourth), Sage Publications, New Delhi

9. Anthony Giddens, 1998, *Sociology* (Third), Polity Press, London
10. Sachdev D.R. And Vidhya Bhushan, 2006, *Introduction To Sociology*, Kitab Mahal, Allahabad
11. Frank N Magill, 1995, *International Encyclopedia of Sociology*, British Library, England
12. Indhira R., 2012, *Themes In Sociology of Education*, Sage Publications, New Delhi
13. Jainendra Kumar Jha, 2002, *Basic Principles of Developmental Sociology*, Anmol Publications, New Delhi
14. Khare R.S., 2006, *Caste, Hierarchy, Individualism*, Oxford University Press, New Delhi
15. Mohanty B. B., 2012, *Agrarian Change and Mobalization*, Sage Publications, New Delhi
16. Sahu D.R., 2012, *Sociology Of Social Movement*, Sage Publications, New Delhi
17. Shanger Rao C. N, 2012, *Sociology Principles Of Sociology With An Introduction To Social Thought*, S Chand And Company, New Delhi

Course Outcomes

- Demonstrate the theoretical concept of Psychology and its relevance to Social Work and understand determinants and processes of human development and personality development at various phases in the life span.
- Gain knowledge about various theories and its relevance in formation of psycho-social attitudes and behaviour
- Identify the concept of various human behavior process and its usage in handling challenging situations / persons
- The students will have a better idea about the society and to have better relationship with the people based on this knowledge.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S

CO 4	S	M	S	M	S	S	S	M	M	S
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S-Strong

M – Medium

L- Low

SEMESTER – II

CORE PAPER V

Subject: Community Organization & Social Action

Course Objectives

- To understand a community as a social system
- To learn techniques and skills of CO as a method of Social Work
- To understand methods and approaches in Community Organization and Social Action

Unit 1

Community: Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities, community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes.

Unit 2

Community Organisation; Evolution of CO as a method in Social Work; Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, community organization models: J.Rothman, social planning, locality development and social action, Murray Ross-general content, specific content and process objective.

Unit 3

Process and Skills of Community of Organisation; Analysis, study, assessment,

discussions, organization, action, evaluation, modification, continuation, skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.

Unit 4

Social Action as a Method of Social Work: Definition and meaning; aims and objectives, scope, social action as a method in Social Work, paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; skills of a social activist - mediation, advocacy, negotiation, conflict-resolution

Unit 5

Models and Approaches to Social Action: Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement; Introduction to Social Action Movements in India - Environmental movement (Narmada Bachao Andolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques

BOOKS FOR REFERENCE

1. Christopher A.J. & Thomas, William. New Delhi. *Community Organisation and Social Action*. New Delhi: Himalaya, 2009.
2. Gangrade K.D, *Community Organisation in India*. New Delhi: S Chand, 1972
3. Harper Ernest B, *Community Organisation in Action*. New Delhi: Vikas,1973
4. Walter A. Friedlander Hall, *Concepts & Methods of Social Work*. Delhi: Prentice Hall, 1977.
5. Zaltman, G. Philip Kotler, Ira Kaufman, *Creating Social Change*. Sydney: Holt Renchart & Winston, 1972.
6. Kramer Ralph M, *Readings in Community Organisation Practice*. Delhi: Prentice-Hall,1972.

7. McMillen Wayne, *Community Organisation for Social Welfare*, Chicago: The University of Chicago Press, 1952.

Course Outcomes

- Examine the community organization as a method in solving community problems.
- Analyze the dynamics of social problems and mechanism to solvethem.
- Application of Community Organization in Different Fields
- Evaluate the skills and intervention techniques for social change and development
- Apply social action as a tool for solving mass Problems and role ofsocial workers in society.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	M	S	M	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

CORE PAPER VI

Subject: Social Work Research and Statistics

Course Objectives

- To introduce and understand the various methods of social work research and steps in formulation of research
- To develop the skills to systematically observe research problem, data collection and analysis of data.

- To enable skills to be self-reliant in conceptualization and execution of a research study
- To introduce and learn appropriate statistical techniques for both quantitative and qualitative study

Unit 1

Social Research and Social Work Research: Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

Unit 2

Research Designs: Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error

Unit 3

Methods and Tools of Collecting Data: Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts

Unit 4

Overview of Qualitative Research; Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories.

Unit 5

Application of Statistics in Social Work: Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion;

use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.

BOOKS FOR REFERENCE

1. Gupta, S.P. *Statistical Methods*. New Delhi: Sultan Chand and Sons, 2003.
2. Kumar, Ranjit, *Research Methodology. A Step-by-Step Guide for Beginners*. London: Sage, 1996.
3. Lal Das, D.K., *Designs of Social Research*. Jaipur: Rawat, 2005.
4. Ramachandran P., *Survey Research for Social Work*, Bombay: Institute for Community Organisation Research, 1993.
5. Rubin, Allen and Earl, Babbie. *Research Methods for Social Work*. New Delhi: Cengage Learning, 2011.
6. Alston, Margaret and Wendy Bowles. *Research for Social Workers – An Introduction to Methods*. 2nded, Jaipur: 2003.
7. Bohrnstedt, George W. and David Knoke, *Statistics for Social Data Analysis*. 2nd ed., Illinois: Peacock, 1988.
8. Garrett, Henry E. *Statistics – in Psychology and Education*. New Delhi: Paragon, Indian Reprint, 2011.
9. Mark, Raymond. *Research Made Simple – A Handbook for Social Workers*. New Delhi: Sage, 1996.
10. Thakur, Devendra. *Research Methodology in Social Sciences*. New Delhi: Deep and Deep. 1993.

Course Outcomes

- Initiate scientific temper of inquiry
- Independently able to formulation and execution of research
- Ability to use statistical techniques for data analysis and interpretation
- Enables students to come up with practical solution to social issues

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

CORE PAPER VII

Subject: Field Work Practicum - II

Course Objectives

- Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields
- To train students to practice social work from an ecological, development and integrated perspective
- Develop skills for problem solving in work at the micro level and change at the macro level. Provide concurrent opportunity for the integration of class-room learning and Field Practicum
- Develop professional values and commitment and the professional ideal
- Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.
- Develop skills to organize people to meet their needs and solve their problems. Use roles appropriate to work e.g. advocacy for child's right, human rights.

- Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.
- Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting. 9. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner
- Develop the ability to make innovative contribution to the organization’s functioning. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice
- Develop the capacity to utilize instruction for enhancing and integrating field Practice. Utilize field instructions for enhancing and integrating professional growth
- Make creative use of field instructions to evaluate mutual input. Utilize practice-based research to test effectiveness of specific aspects of Intervention
- Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice.

Course Outcomes

- Students will articulate knowledge of field agency’s structure, mission, policies by creating a self-orientation plan and establishing appropriate communication links with agency personnel
- Students will demonstrate awareness of agency policy regarding use of technology
- Students will develop substantive understanding of social work knowledge in field work practice.
- Students will develop the ability to make innovative contribution to the organization’s functioning.

- Students gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

ELECTIVE PAPER I

Subject: Disaster Management

Course Objectives

- To develop an understanding of eco system equilibrium and dis-equilibrium
- To develop skills to analyze the factors contributing to disaster
- To develop and understanding of the process of Disaster Management

Unit 1

Concept and Definition: Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management

Unit -2

Disaster Management cycle: Prevention, mitigation, preparedness, response, recovery and rehabilitation. Stages in Disaster – pre, during and post disaster, Psychosocial aspects of disaster; Disaster Management Cycle: Prevention, Mitigation, Preparedness,

Response, Recovery and Rehabilitation.

Unit -3

Disaster Mitigation: guiding principles of mitigation, Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes

Unit -4

Disaster Management: Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers.

Unit -5

Stress management of Emergency workers. Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness

BOOKS FOR REFERENCE

1. Bose, B.C *Disaster Management in India*, New Delhi, Rajat Publication. 2007
2. Goel S.L *Disaster Management Organisations and Management of Health Management of Human Being and Animals*, New Delhi, Deep & Deep Publications Pvt. Ltd, 2005
3. Goel S.L *Disaster Management Organisations and Management of Health Management of Human Being and Animals*, New Delhi, Deep & Deep Publications. 2001
4. Prabhas, Chandra, Sinha *Disaster Management Process, Law, Policy & Strategy*, New Delhi, SBS. Publications, 2006
5. Prabhas, Chandra, Sinha *Disaster Mitigation, Preparedness, Recovery & Response*, New Delhi, SBS Publications. 2006

5. Sanjay,K. Roy *Refugees and Human Rights*,Jaipur, Rawat Publications, 2001
6. Singh, R.B *Disaster Management*, Jaipur, Rawat Publications. 2000
7. Verma, K, Manish, *Development, Displacement and Resettlement*,Jaipur, Rawat Publications. 2004

Course Outcomes

- The students understand the eco system equilibrium and dis-equilibrium
- The students learn about the risks and the aftereffects of any Disaster
- The students understand the different phases and process of Disaster Management

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

EXTRA DISCIPLINARY PAPER II

Subject: Gender and Development

Course Objectives:

- To develop an understanding of the perspective of gender and development
- To develop and ability to identify areas of work with women and men
- To understand strategies and interventions that change the situation

Unit 1

Gender Concepts: Sex and gender, gender identity; gender relations, men and

masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment- types, gender development indicators - sex ratio, GER, GDI, GEM

Unit 2

Feminism: Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India; Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice

Unit 3

Protective Measures for Women in India; Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,

Unit 4

Global Perspectives in Women's Development Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; Role of UN- WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security

Unit 5

Special Initiatives and Programmes: Status of women in India, problems specific to Indian women; discrimination against the girl child; National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting

BOOKS FOR REFERENCE

1. Bansal, D, K.; *Gender Justice*, New Delhi: Mahaveer and Sons, 2006.
2. Bhatia Anju, *Women's Development and NGOs*, Jaipur: Rawat, 2000.
3. Dominelli, L., *Feminist Social Work Theory and Practice*, New York: Palgrave Macmillan, 2002.
4. Mikkelsen Britha, *Methods for Development Work and Research – A Guide for Practitioners*, New Delhi: Sage, 1995.
5. Moser O.N Caroline, *Gender Planning and Development, Theory, Practice and Training*, London: Routledge, 1993.
6. Visvanathan Nalini, *The Women, Gender and Development Reader*, Canada: Fernwood Pub, 2011.
7. Banerjee Paula, *Women in Peace Politics*, New Delhi: Sage, 2008.
8. Bansal, D, K.; *Gender Justice*, New Delhi: Mahaveer and Sons, 2006.
9. Bhatia Anju, *Women's Development and NGOs*, Jaipur: Rawat, 2000.
10. Datta, R and Kornberg, J., *Women in Developing Countries- Assessing Strategies For Empowerment*, New Delhi: Viva Books, 2005.
11. Dominelli, L., *Feminist Social Work Theory and Practice*, New York: Palgrave Macmillan, 2002.
12. Evans Kathy M, *Introduction to Feminist Therapy*, New Delhi: Sage, London, 2011.
13. Heywood, L., *The Women's Movement Today*, Vol. 1 and 2, Jaipur: Rawat, 2007.
14. Kaila H.L, *Women, Work and Family*, New Delhi: Rawat, 2005.
15. Karl Marilee, *Women and Empowerment- Participation and Decision Making*, New Delhi: Zed Books Ltd, 1995.
16. Kaushik, Susheela; Ed, *Women's Oppression – Patterns and Perspectives*, New Delhi: Shakti Books, 1985.
17. Mikkelsen Britha, *Methods for Development Work and Research – A Guide for Practitioners*, New Delhi: Sage, 1995.
18. Moser O.N Caroline, *Gender Planning and Development, Theory, Practice and Training*, London: Routledge, 1993.
19. Narasimhan Sakuntala, *Empowering Women*, New Delhi: Sage, 1999.
20. Visvanathan Nalini, *The Women, Gender and Development Reader*, Canada:

Fernwood Pub, 2011.

Course Outcomes

- Students will develop substantive understanding of gender identity, division of labour, gender roles and responsibilities and gender stereotyping. They will be able to differentiate between equity and equality.
- Students can understand about feminist perspectives in social work practice. Acquire knowledge about Special Initiatives and Programmes pertaining to Status of women in India, problems specific to Indian women and discrimination against the girl child.
- Students can articulate about NGOs in Women's Development, Policy Approaches for Women, UN Agenda on Post Development and Sustainable Development Goals and Women as Agents of Peace and Security

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

SEMESTER III

CORE PAPER VIII - SPECIALIZATION PAPER – I CD

Subject : Rural Community Development

Course Objectives

- To Understand the community as a method, its specific approaches, and models
- To develop ability to utilize appropriate approaches and skills to work with communities
- To develop sensitivity and commitment towards issues of marginalized and oppressed groups

Unit 1

Rural Community: Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness, land related issues: Systems of land tenure, Land

reforms, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture labourers, marginal and small farmers'-based 19 industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.

Unit 2

Historical Development: Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradhan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojana, NRHM (National Rural Health Mission)

Unit 3

Rural Community Development: Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

Unit 4

Rural Administration: 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 5

Rural Governance: 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 73rd amendment.

BOOKS FOR REFERENCE

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, NEWDELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.
6. Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, NewDelhi.
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. Ministry Reports, Planning Commission Reports

Course Outcomes

- Critique and apply knowledge to understand person and environment.
- Understand the forms and mechanisms of factor oppress rural development
- Application of Government schemes and various available resources for rural development
- Engage in practices that advance social and economic justice.
- Enable to work effectively in Rural Settings

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

CORE PAPER VIII - SPECIALIZATION PAPER – I: HRM

Subject : Labour Legislations

Course Objectives

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

Unit 1

Concept and History of Labour Legislations: Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws.

Unit 2

Legislations related to Labour: The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947; The Plantation Labour Act 1951; Interstate migrant workmen (regulation and employment and conditions of service) Act, 1979; The Contract Labour (regulation and abolition) Act 1970; The Mines Act 1952; The Motor Transport Workmen Act 1961; The Dock Workers (Safety Health and Welfare) Act 1986; Employment of Manual Scavengers and Construction of Dry latrines (Prohibition) Act, 1993

Unit 3

Legislations related to Industrial Relations and Wages: The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947; The Payment of Wages Act 1936; The Minimum Wages Act 1948; The Payment of Bonus Act 1965

Unit 4

Social Security Legislations: Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity Benefit Act 1961, Workmen's Compensation Act 1923. TN Labour Welfare Fund Act 1972, Equal Remuneration Act, 1976; Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008

Unit 5

Enforcement Authorities: Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment.

BOOKS FOR REFERENCE

1. Dep Topomoy. 2010. Human Resource Development. Anne Books. New Delhi.
2. Dessler Garry, Biju Varkkey.2011. Human Resource Management. DorlingKindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill PublicationCompanies.
4. Parath Sarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.
5. Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.
6. Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.
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8. Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.
9. Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers & Distributors, Delhi, 2008.

10. Silvera D.M., "Human Resource Development,' The Indian Experience, New
11. India Publications, New Delhi, 1990.
12. Rao. T.V, "The HRD Missionary- Role and Functions of HRD managers &HRD Departments," Oxford IBH Publishing Co., New Delhi, 1990
13. Rao. T.V &Pereria D. F., "Recent Experiments in HRD", Oxford & IBH Publishing Co., Delhi.
14. Rao. T.V., "Future of HRD", Macmillan, Delhi.
15. Rao. T.V., "HRD Audit, Response Books, Delhi, 1999
16. Suresh Vyas, "HRD Priorities", Pointed publishers, Jaipur, 1988

Course Outcomes

- Students will get an overview of the History of labour legislations in India and legislations pertaining to working conditions.
- Students will know the development and the judicial set up of Labour Laws. They will learn the salient features of welfare and wage Legislations and integrate the knowledge of Labour Law in General HRD Practice.
- Students will learn the laws relating to Industrial Relations, Social Security and Working conditions and also learn the enquiry procedural and industrial discipline.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

CORE PAPER VIII

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

Subject: Medical Social Work

Course Objectives

- To develop an in-depth understanding of the patients and their problems and to enhance social work skills and intervention in health care settings.
- To develop a holistic and integrated approach to Medical Social Work practice.
- To develop an analytical view in relation to the Psychological, Socio – cultural & environmental factors in disease and to develop an inter-interdisciplinary approach in the health care settings.

Unit 1

Introduction to Medical Social Work: Definition and Concept of Medical Social Work: Origin and Development of Medical Social Work in UK, USA, and India. Trends & Scope in Medical Social work practice in India.

Unit 2

Health Care Approaches & Interventions: Psychosomatic approach, holistic approach to prevention and promotion model. Problem assessment: Intake, assessing individual, social and clinical factors, assessing the family milieu, home visits and discharge planning; patient as a person, patient as a whole. Problems due to hospitalization and interventions: Psycho-socio-economic problems; stages of terminal illness; Application of Methods-Group work, Psychotherapy, Support Counselling

Unit 3

Medical Social Work Department: Medical Social Work Department in a hospital: Organization and administration; Functions, Staff development programmes for Medical

social workers. Public relations in hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Importance of case conference, documentation and record keeping.

Unit 4

Medico-Legal issues: Medico-Legal issues: Consumer Protection Act (COPRA) and its relevance to Medical Social Work profession and the rights of the patients, Health Insurance-Concept, Types and its importance, Medical ethics: Euthanasia, Organ Transplant, Stem Cell Research and Human Cloning 22

Unit 5

Medical Social Work practice in different settings: Role, Functions and skills of Medical Social worker; Outpatients departments, Geriatric Department, Pediatric Department, Emergency/crisis care, Hospice and community health. Use and relevance of various Social Work interventions in Health care settings: HIV/AIDS; Tuberculosis; Maternal Health; Burns; Cancer; Orthopedic; Cardiology; Dialysis unit; Blood Bank; Rehabilitation and CBR.

BOOKS FOR REFERENCE

1. William C. Cockerham (1967): Medical Sociology, Prentice Hall.INC. New Jersey
2. Anderson R. & Bury M. (1988) Living with Chronic Illness- The experience of patients and their families; Unwin Hyman, London
3. Bajpai. P.K. (1997) Social work perspectives o Health, Rawar Publications, Delhi
4. Bartlet. H.M (1961) Social work Practice in the Health Field, National Association of Social workers, New York.
5. Field M. (1963). Patients are people- A Medico Social Approach to prolonged Illness; Columbia University Press, New York.
6. Goldstein D. (1955) Expanding Horizons in Medical Social work. The University of Chicago Press, Chicago.
7. Narasimman M.G & Mukherjee. A.K. (1987) Disability- A continuing Challenge; Wiley Eastern Ltd. New Delhi.
8. Pathak. S. H. (1961) Medical Social work in India; DSSW, Delhi.

9. Pokarno. K.L. (1995) Social beliefs, Cultural Practices in Health & Disease, Rawat Publications, Delhi
10. Prasad L (1996) Rehabilitation of the Physically Handicapped. Konark Publishers, Delhi
11. Reish M. & Gambrill E. (1997) Social work in the 21st Century; Fine Forge Press, New Delhi
12. Tuckett D. & Kanfert J.M.(1978) Basic Readings in Medical sociology; Tavistok Publishers, London

Course Outcomes

- Demonstrate the origin of Medical Social Work abroad and in our country and its current status.
- Understand the basic terminologies related to health and its models and use it as intervention of people with illness.
- Gain knowledge about various diseases and its psycho social effects on people; simultaneously be able to practice interventions and skills needed for assessing techniques and intervention tools
- Advocate assessing techniques and therapeutic interventions for people within illness or critical situations.
- Co-ordinate and co-operate with other departments working for public health and able to bridge the gap in government policies related to health

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S

CO 5	M	M	S	S	M	S	S	M	M	S
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S- Strong M – Medium L- Low

CORE PAPER IX - SPECIALIZATION PAPER – II CD

Subject : Urban Community Development

Course Objectives

- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- To provide knowledge on various developmental efforts.
- To expose students to skills and techniques of working with urban poor.

Unit 1

Basic Concepts: Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.

Unit 2

Slum: Definition, characteristics, types, causes and consequences of growth of slums. Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. Problems of slum dwellers, squatter settlement dwellers, street children. – programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

Unit 3

Urban Community Development in India: Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing

Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.

Unit 4

People's participation in Urban Community Development: concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.

Unit 5

Conscientization – goal settings; identifying and developing leadership, resource mobilization; human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation.

BOOKS FOR REFERENCE

1. Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.
2. Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.
3. Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.
4. Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.
5. Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.
6. Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

Course Outcomes

- Critique and apply knowledge to understand person and environment.
- Understand the forms and mechanisms of factor oppress urban development
- Application of Government schemes and various available resources for rural development
- Engage in practices that advance social and economic justice.
- Enable students to work effectively in urban Setting.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

CORE PAPER IX - SPECIALIZATION PAPER – II HRM

Subject : Human Resource Management And Development

Course Objectives

- Gain knowledge about the Concepts, Principles and strategies of HRD
- Understand the strategic role and efficient use of human resources
- Acquire the skills of implementing Strategic HR aiming at higher practices, Acquiring counselling skills.

Unit-1

HRD: Concept, Objectives, Approaches & Principles – Systems & strategies in HRD. HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) - Performance Measurement Systems – Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system.

Unit 2

Approaches to Measuring Human Resources: Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR Management by Objectives.

Unit 3

Talent Development: Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On the Job and Off the Job Training- Coaching Apprentices, Job Rotation.

Unit 4

Training & Development: Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training-using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.

Unit-5

Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship

BOOKS FOR REFERENCE

1. Dep Topomoy. 2010. Human Resource Development. Anne Books. New Delhi.
2. Dessler Garry, Biju Varkkey.2011. Human Resource Management. DorlingKindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill PublicationCompanies.
4. Parath Sarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.
5. Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New

Delhi.

6. Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.
7. Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books from Sage. New Delhi.
8. Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.
9. Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers & Distributors, Delhi, 2008.
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13. Rao. T.V &Pereia D.F., "Recent Experiments in HRD", Oxford & IBH Publishing Co., Delhi.
14. Rao. T.V., "Future of HRD", Macmillan, Delhi.
15. Rao. T.V., "HRD Audit, Response Books, Delhi, 1999
16. Suresh Vyas, "HRD Priorities", Pointed publishers, Jaipur, 1988

Course Outcomes

- Students can understand the concept of Human Resource Development
- Enabling capacity building of students as HR Professionals
- Develop substantive understanding of Training Need Analysis
- Designing and conducting Training programs for employee empowerment

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

CO 4	S	S	S	S	S	S	S	S	S	S
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S-Strong M – Medium L- Low

CORE PAPER IX

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

Subject : Psychiatric Social Work

Course Objectives

- To acquire knowledge of various treatment approaches and to develop appropriate skills
- To understand the need for preventive and promotive approaches
- To develop ability to apply Social work methods in the promotion of mental health.

Unit 1

Psychiatric Social Work Practice in India: Definition, History and Scope of Psychiatric Social work in India, Changing perspectives of psychiatric Social work, Social work practice in various Mental Health services. Mental Hospital as a Social system - Concept of Milieu therapy and Therapeutic Community, Working with Multi-Disciplinary Team and Psycho Social aspects of Hospitalization

Unit 2

Social Work Treatment in Psychiatric Settings- Theory and models: Psycho analytical, Psycho Social, Transactional analysis, Family therapy, Crisis Intervention, Behaviour therapy, Rational Emotive Therapy, Group Therapy & Strength approach

Unit 3

Psychiatric Social work practice in special settings: Child Mental Health (Special reference to CGC), Deaddiction Clinics, Crisis Intervention Clinics, Geriatric clinics, Schools, Family counseling centers, Industrial setting

Unit 4

Rehabilitation in Psychiatry: Concepts, Principles, Process and programmes, Role of a Psychiatric Social worker, Concept of Community Psychiatry and Community based Rehabilitation, Role of a Psychiatric Social worker.

Unit 5

Programmes and Legislations related to Mental Health: Mental Health Act 1987, International Conventions relevant to mental health - Convention on Rights of Persons with Disabilities (CRPD) Narcotics & Psychotropic Substances Act 1987, Rights of the mentally ill & Advocacy. National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.

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2. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication
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15. Verma, Ratna. Psychiatric Social Work in India. New Delhi: Sage, 1991.
16. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
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Course Outcomes

- Demonstrate the concept of psychiatric social work and its changing trends with special reference to care coordination.
- Utilize various psychosocial interventions during clinical practice
- Outline the concept, principles and application of rehabilitation and its application in different setting
- Utilize psycho social interventions in wide range of settings where its application plays a major role and also use legislations pertaining to mental health to create a discrimination free society.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M

CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong M – Medium L- Low

CORE PAPER X

Subject : Management of Organizations

Course Objectives

- To understand the overall environment and its impact on the nature, structure and development of the organizations in corporate, public and voluntary, sectors in context of social work profession.
- Understand policies and procedures involved in establishing and maintaining human service organization, need for change.
- Acquire skills to network and participate in the management of resources – human material, environmental and network.

Unit 1

Social Services / Welfare Organizations: A Historical perspective, Role of Voluntary Organisations, National Policy on Voluntary Sector, 2005, National Policy on the Voluntary Sector – 2007, Development and welfare organizations response to societal needs, roles of State, Voluntary and corporate sector; Scope of Scientific Management in Welfare Organisations; Types of Non-Profit Organisations - NGO, INGOs, Quasi Government and Transnational NGOs; Society's Registration Act 1860, Companies Act 2013, Trust Act of 1912, Co-operative Societies Act 1912.FCRA related issues, FEMA (Foreign Exchange

Management Act, 1999)

Unit 2

Management of Welfare Organisations: Types of settings, organizational characteristics - origin, nature, size, structure and design, organizational climate, and impact socio-political environment impact. Management Process: Vision of planning, Organizing, directing staff, cooperation and evaluation, Establishments, registration, different types of legislation's, legal status, constitution rules and procedure, goals.

Unit-3

Programme Development: Project Planning -Long term and documentation, Project proposals based on needs, nature of resources, eligibility criteria, records, evaluation and research-SWOT Analysis, Project Monitoring, Project Evaluation. Impact analysis – qualitative and quantitative.

Unit-4

Project Management; Change and its Management, Understanding and managing change, innovation- in a rapidly changing social environment: for policy programmes and structure; Organizational Conflict understanding conflict, conflict resolution, creating positive climate, Concept of Project and Project Cycle Management, Strategic Plan, Tactic Plan, Goals, Objectives, Reporting, Project Proposal Writing, Overview of Logical Framework Analysis, Types Steps, Format, Fund-Raising (Types, Methods, Skills), Monitoring and Evaluation of Projects

Unit-5

Networking and Collaboration; Need and Importance, Process of Networking, Strength and Values of Networking, Collaborating with GOs, NGOs, Corporates and INGOs and UN Agencies Public relations need and its promotion by all in the organization. Representing the organization, networking, public, corporate and voluntary sector, resource, building, Fund Raising, accountability, transparency, use of media for publicity.

BOOKS FOR REFERENCE

1. Anand Sirohi. 2003 *Encyclopedia of Social Welfare Modern Perspective on Social Welfare*. New Delhi: Domain.
2. Aswathappa K. 2007 *Organizational Behaviour*, 7th revised edition. Mumbai: Himalaya Publishing.
3. Monappa Arun & Saiyadain Miza, S. 1997 *Personnel Management*. New Delhi: TATA Macgraw.
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5. Lalitha N.V. 1982 *Status of voluntary Effort in Social Welfare*. New Delhi: NIPCCD.
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7. Mital R, Kumar. 2001 *Personnel Management and Industrial Relation*. New Delhi: Anmol.
8. Maheshwari S.N. 1998 *Management accounting and financial concept*. New Delhi: Sultan Chand & Sons.
9. Prasad L.M. 2004 *Organisational Behaviour*, 4th edition. New Delhi: Sultan Chand and Sons.
10. Prasad, Man Mohan. 1998 *Management Concepts*. New Delhi: Himalaya Publishing.
11. Prasad, Lallan and Gulshan S.S. 2002 *Management Principles and Practice*. New Delhi: Chand.
12. Seshadri T.R. 1995 *Management Lighter and Brighter Sides*. New Delhi: Good Will.
13. Sharma, K.P. 2000 *Project Management*. New Delhi: National Book Trust.

Course Outcomes

- Able to understand overview of management of organizations, its tools and activities.
- Gain knowledge about various legislative measures towards all stake holders and functioning of all sectors.
- Analyze case studies of successful CSR initiatives and understand the skills required for a social worker in CSR

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

CORE PAPER XI - FIELD WORK PRACTICUM – III

Community Development

Course Objectives

- To understand the formal and informal power structures in the rural community.
- To learn about various govt department, NGOs and local bodies engaged in the function of Programme management and implementation pertaining to rural development
- To understand the life of rural peoples and to develop interest to work for the betterment of the rural community.
- To enable to work with disadvantaged groups in rural areas
- To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

Course Outcomes

- Clear understanding of local self-government, and functioning of panchayats on village development
- Learning various level of authorities and resources available for rural community development

- Apply knowledge of human behavior and the social environment
- Engage, assess, intervene, and evaluate with individuals, families, groups, and communities using social work methods tools and techniques

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S

S-Strong

M – Medium

L- Low

Human Resource Management

Course Objectives

- To practically understand the concept of Industrial Relations and to acquire the related competencies
- To familiarize with the Labour Legislations
- To learn to apply the various methods of Social Work in various Industrial Settings
- To observe the application of various Labour Welfare measures
- To observe the practice of current trends in HR
- To provide opportunity for the integration of classroom learning and field practice
- To acquire human resource management skills
- To observe the CSR activities

- To develop skills to organize people to meet their needs and solve their problems
- To make innovative contributions to the organization functioning
- To represent HR profession in inter disciplinary terms
- To carry out application oriented mini – research projects
- To utilize field instructions for enhancing and integrating professional growth in Human Resource

Course Outcomes

- Students can practically assist in managing and planning key human resource functions within organizations.
- Students can examine current issues, trends, practices, and processes in HRM.
- Students can contribute to employee performance management.
- Students develop Problem-solving skills in human resource challenges.
- Students can volunteer and contribute to CSR activities.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

Medical and Psychiatric Social Work

Course Objectives

- To experience the professional use of theory and knowledge in a practice setting.
- To understand the application of professional and ethical standards in the field.
- To integrate practice behavior with social work knowledge, values, and skills.
- To give exposure to the student of the activities of a professional social worker in medical setting and provides opportunities to experience and get involve in many of these activities.
- To provide opportunity to practice the methods of social work especially social case work and group work in the medical settings
- To learn the psychosocial implication on the treatment procedures

Course Outcomes

- Understanding of scope and expected role of social worker in a medical setting
- Acquire knowledge of psycho-social assessment of the patient in relation to the consequence of disease and disability.
- Application of social work methods in the medical setting to resolve the need for psychosocial intervention.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

ELECTIVE PAPER II

Subject : Counselling -Theory and Practice

Course Objectives

- To develop a basic understanding of theory and skills in counselling
- To learn the different approaches and to develop an eclectic approach to counselling
- To integrate counselling skills in social work practice

Unit-1

Concept of Counselling: Definition, principles, and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.

Unit-2

Different Approaches of Counselling; Approaches: Overview of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling

Unit-3

Types and Techniques to Counselling; Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER

Unit-4

The Eagan Model of Counselling: Stage- 1: Problem exploration and clarification Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - nondefensive listening, dynamic self-understanding Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.

Unit-5

Counselling in different settings Marital, family, HIV/AIDS, pastoral counselling, student guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling

BOOKS FOR REFERENCE

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2. Bianca Cody Murphy, Carolyn Dillion (2003): *Interviewing in Action Relationship, Process and Change*. 2nd Ed. USA: Thompson Brooks/Cole.
3. Colin Feltham (2010): *Brief Counselling*, New Delhi: Tata McGraw Hill.
4. David R. Evans, Margret T. Hearn, Max R. Ullmann & Allen E. Ivey (2008): *Essential Interviewing: A Programmed Approach To Effective Communication* (7th Ed.), USA: Thompson Brooks/Cole.
5. Dalaganjan Naik. (2004): *Fundamentals of Guidance and Counselling*. Delhi: Adhyayan.
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9. John, McLeod (2007), *Counselling Skills* (1st Ed.), Jaipur: Rawat Publications.
10. Lawrence, Shulman (2006): *The Skills of Helping- Individuals, Families, Groups, and Communities* (5th Ed.), USA: Thompson Brooks/Cole. .
11. Rao, S. Narayana. (1981): *Counselling Psychology*. Tata McGraw Hill.
12. Reeves, Andrew. (2013): *Counselling and Psychotherapy*. New Delhi: SAGE.
13. Sharma Ramnath and Sharma Rachana. (2004): *Guidance and Counselling in India*. New Delhi: Atlantic

Course Outcomes

- Students will understand about the Concept of Counselling: Definition, principles and goals; factors influencing counselling process and different Approaches to Counselling.
- Students can articulate about the Types and Techniques of Counselling.
- Students can facilitate and implement Counselling in different settings: Marital, family, HIV/AIDS, student guidance, career guidance, grief counselling for suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

ELECTIVE PAPER III

Subject : Social Policy and Social Legislation

Course Objectives

- To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution
- To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes
- To develop an understanding of the concepts of social policy and social welfare policy

Unit-1

Social Policy and Constitution; Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.

Unit-2

Policy Formulation, approaches to social policy, unified, integrated, and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five-year Plans, Programmes, and policies of Twelfth (12) Five Year Plan.

Unit-3

Policy and Planning: Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest

litigation.

Unit-4

Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring, and evaluation. Overview of Major Social Legislation in India, Hindu law : legislation pertaining to marriage divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Minority and Guardianship Act ,1956, Hindu Succession Act ,1956. Special Marriage Act, 1954, Provision regarding marriage and divorce in Mohammedan law. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

Unit-5

Legislations: Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Dowry Prohibition Act (1961) Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Medical Termination of Pregnancy Act 1971. Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Eve teasing Act 1988. Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995.

BOOKS FOR REFERENCE

1. Adams Robert, (2002), Social Policy for Social Work, Palgrave.
2. Baldock John, (2000), Social Policy, Oxford, Oxford University Press.
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8. Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, Vazhga Valamudan Publishers
9. Yeeses Nicole, (2001), Globalization of Social Policy, London Sage Publication.

Course Outcomes

- The students learn about the concept of Social Policy and its relevance to our Constitution
- The students understand about the different plans and programmes of various development issues
- The students learn about the basic concepts of Social Policy and Social Welfare Policy

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S

S-Strong M – Medium L- Low

CORE PAPER XII - SPECIALIZATION PAPER – III CD

Subject : Development Planning

Course Objectives

- To develop theoretical understanding of development and planning
- To enable students to gain an understanding of the administrative machinery involved in development.
- To provide knowledge on various methods strategies and development efforts.

- To understand the role and contribution of professional social worker in the development.

Unit 1

Development Planning: Planning – Concept – models, approaches – types planning process – need and importance of planning for development. Development – definition – concepts – indicators – types – models, social development and planning as a major development thrust in India.

Unit 2

Participatory Planning: Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.

Unit 3

Agriculture and Development: Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.

Unit 4

Co-operative Movement in India: History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.

Unit 5

Development of SC & ST: Concept, constitutional provision, problems and programmes for their development – control and state schemes – Role of Professional Social Workers, NGO's in the development of SC & ST, Refugees and displaced.

BOOK FOR REFERENCES

1. Chakravarty, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press.
2. Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave.
3. Dahiya, S.B., (1988), Development Planning Models, Inter India.
4. Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi.
5. Parman Mary, (1993), Development Planning in India, Reliance Publication.

Course Outcomes

- Analyse the various initiatives taken by the government towards development planning
- Critical thinking to enhance the service delivery and to improve the quality of schemes from the perspective of community.
- Analyse, and understand policies aiming to improve the social and economic well-being.
- Enable to understand and work on the development of deprived and backward sections of the society.
- Equips with knowledge to frame development plans.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S

CO 5	S	M	S	M	S	M	S	M	S	M
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S-Strong

M – Medium

L- Low

CORE PAPER XII- SPECIALIZATION III – HUMAN RESOURCE MANAGEMENT

Subject : Industrial Relations and Labor Welfare

Course Objectives

- To gain knowledge about trade unions
- To understand functions and activities of trade unions and concepts related to Labour welfare
- To acquire the skill of working with the workers and unions.

Unit 1

Industrial Relations: Concept, characteristics, Industrial Relations at Plant and Shop Floor Level, Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation

Unit 2

Conciliation: Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary Administration: Definition wage theories, types, wage determination: structure, differentials.

Unit 3

Collective Bargaining: Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.

Unit 4

Labor Welfare: Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of labour welfare in India. Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.

Unit 5

Employee Empowerment: Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management

BOOKS FOR REFERENCE

1. Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi & Co.
2. Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.
3. Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay.
4. Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,
6. Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.
8. Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective Bargaining, Dehorah Prayer Group.
10. Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.
11. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.
12. BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
13. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.
14. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
15. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
16. Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi

17. Punekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
18. Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

Course Outcomes

- The students understand about the trade unions and industrial relations
- The students gain knowledge on the grievance handling procedures carried in any organization
- The students learn about the statutory and non-statutory labour welfare measures that can be carried out in any industry

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

SPECIALIZATION III – MEDICAL AND PSYCHIATRIC SOCIAL WORK

Subject : Community Health

Course Objectives

- To develop an understanding of the Health Care System in India.

- To develop skills in planning and implementation of Community Health programmes.
- To have an insight into the existing programmes and services at the local, National and International level.

Unit 1

Concepts related to Health: Definition of Health, Concept of Well-being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health; Meaning of disease, sickness/illness, and Sick role; Definition of Public Health, changing concepts in Public Health, Primary health care and Principles of Primary Health Care; Health Perspective - Human Development Index; The Sustainable Development Goals related to health.

Unit 2

Communicable and Non – Communicable Diseases: Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer

Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

Unit 3

Health Programmes & Policy: National Health programmes: NRHM, Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, National and International Organisations related to health: ICMR, WHO, UNICEF, Red Cross, RNTCP. Welfare measures for the Differently Abled, State Health programmes for the weaker sections. National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH

Unit 4

Maternal and Child Health: Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.

Unit 5

Community Health in India: Community Health Issues related to: Environmental issues with reference to water, air, noise, soil, pollution, radiation hazards; Gender; Education; Housing; Occupational Health Hazards; Disasters; Globalization; Employment; Economy. Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine.

Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health

BOOKS FOR REFERENCE

1. Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; Jabalpur: M/s. Banarsidas Bhanot
2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications
3. Bose. A. & Desai P.B. (1982). Studies in the Social Dynamics of Primary Health Care; Delhi: Hindustan Publishing Co.
4. Charns M.P& Schaeffer M.J (1983) Health Care Organisations – A Model for Management: New Jersey: Prentice Hall, Inc.
5. Hanlon J.H (1975) Principles of Public Health Administration
6. Jayaratnam. J. (1993): Occupational Health in Developing Countries; Oxford University Press
7. Miller R.S. (1982) Primary Health Care - More than Medicine, London: Prentice Hall Inc.

8. Miller D. (1976) Dimensions of Community Health; C. Brown Co. Publications Iowa.
9. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.
10. Nanda V.K. (1997) Health Education, Delhi: Anmol Publications,
11. Pandey .R & Kanhere V. (1997) Activists Handbook of Occupational Health and Safety; Delhi: Society for Participatory Research in Asia
12. Phillips D.R. (1994) Primary Health Care- Health and Health Care in the Third World.
13. Pisharoti K.A (1986) Education for Better Health of Mother and Child in Primary Health Care.
14. Thirugnanasambandham C. Primary Health Care,
15. Kapali .V & Parthasarathy T.K. (1983) IUHE- SEARB, Chennai.

Course Outcomes

- Outline the concepts of community/public health and health care delivery system in various level.
- Analyse the role of government and all related sectors in promotion of public health
- Explain the health programs and legislations pertaining to public health and also to explain structure of health administration and planning at different levels.
- Demonstrate the role of National and International agencies in health initiatives and also can explain about the role of mass communication in preventive and promotion aspect of health.
- Understand health-related statistics and reports of all organisations working in the field of health.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S

CO 5	S	S	M	S	S	M	S	M	M	M
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S-Strong

M – Medium

L- Low

CORE PAPER XIII - SPECIALIZATION PAPER – IV CD

Subject : Entrepreneurship Development

Course Objectives

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

Unit 1

Evolution of Entrepreneurship: Nature, Elements, Interactive Process. Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.

Unit 2

Developing the Entrepreneurship Plan: Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning.

Unit 3

Managing Entrepreneurship Growth: Development stages. Financial aspects of Entrepreneurship.

Unit 4

Entrepreneurship Personality characteristics – Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure – preparation of project proposal

Unit 5

Small Scale Industry – Definition and meaning – Classification – Characteristics.
Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.

BOOK FOR REFERENCES

1. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas.
2. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas.
3. Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London.
4. Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
5. Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London

Course Outcomes

- Clear understanding about the scope of entrepreneurship development
- Creating inquisitiveness towards entrepreneurship
- Analysing the opportunities challenges and benefits of entrepreneurship.
- Enhancing entrepreneurship skills for progressing in their business career.
- Equip the ability to promote the spirit of entrepreneurship in the community.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

CORE PAPER XIII - SPECIALIZATION IV - HUMAN RESOURCE AND MANAGEMENT

Subject : Organizational Behaviour and Development

Course Objectives

- To help students gain knowledge on the dynamics of human behavior in the organization setup.
- To enable students to gain understanding on the factors influencing human behavior in organization
- To help students to build knowledge and develop skill in implementation of OD practices

Unit 1:

Introduction to Organization Behavior History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

Unit 2:

Key Pillars of Organization Behavior

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, 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 3:

Foundations of Organization Behavior

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

Unit 4:

Organization Development

Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.

Unit 5:

OD Interventions

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

BOOKS FOR REFERENCE

1. Robbins, S, P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt ltd, New Delhi.
2. Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10th 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" (10th Ed) Mcgraw Hill, New York, 1997.
6. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell,Jr
7. Management of change and organizational development – innovative Approach – Bhatia S.K.
8. Organization Development – Interventions and Strategies – Ramnarayan, T.V.Rao, Kuldeep Singh.
9. Organizational Development and Change – Comings & Worley
10. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.
11. Dwivedi, R.S. (1982), Management of Human Resources, Oxford Publishing Co., Bombay.
12. Frence, Wemdell and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi.
13. Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore.
14. Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay.
15. Ouchi, William, (1981), Theory Z, Avon Books, New York.
16. Pareekh, Udai, (1998), Organizational Behaviour & Process, Rawat Publications, Jaipur.
17. Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hall of India Ltd, New Delhi.
18. Szilagy, Andrew & Marc Wallace, (1997), Organizational Behaviour &
19. Performance, Scott Foresman and Co., London.

Course Outcomes

- The students learn the basic concept of Organizational Behaviour and its relevance to Personal Management
- The students understand the importance of acquiring skills and attitudes that are required for the effective personnel management and organizational behavior environment and culture
- The students gain knowledge through different case studies on organizational behavior leading to positive organizational development and culture

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

CORE PAPER XIII - SPECIALIZATION IV - MEDICAL & PSYCHIATRIC SOCIAL WORK

Subject : Mental Health and Social Work

Course Objectives

- To understand the concept of Mental Health and Positive Mental Health and acquire knowledge of Psychiatric disorders
- To develop skills in identifying mental disorders in health setting and community work.
- To sensitize students of the need for a proactive, preventive approach in mental health.

Unit 1

Concept of Mental Health & Mental Illness: Concept of Mental Health, Magnitude of Mental Health problems in India, Indian view of Mental Health, Changing trends in Mental Health Care. Classification of Mental Disorder – ICD 10 & ICF, DSM-IV

Unit 2

Common Mental Disorders: (ICD 10 classification) – Clinical signs & symptoms. Organic Mental Disorders, Mental and behavioral disorders due to psychoactive substance use, Schizophrenia, Mood Disorders

Unit 3

Common Mental Disorders: (ICD 10 classification) – Clinical signs & symptoms. Neurotic stress related and somatoform disorders, psycho-physiological disorders, Suicide, Sexual disorders; Disorders of adult personality and behaviour, Mental retardation and Psychiatric disorders in Childhood

Unit 4

Psychiatric Assessment: History taking and Mental Status Examination, use of interview in Psychiatric Setting, Psycho-social and Multi-dimensional assessment of Mental disorders; Bio – Psycho-social assessment. Application of systems theory in assessment – use of genogram and eco-map; Use of mental health scales in assessment

Unit 5

Mental Health problems among vulnerable groups: Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness / Mental Retardation, Sexual Minorities, Mental Illness and Homelessness

BOOKS FOR REFERENCE

1. American Psychiatric Association (1995): Diagnostic & Statistical Manual of Mental Disorders (4th Edition). Washington DC: American Psychiatric Association

2. Ahuja, Niraj (2002): A Short Textbook of Psychaitry 5th Editions, New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd.
3. Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi: Sage Publications India Pvt. Ltd.
4. Gelder, Michael, Paul Harrison & Philip Cowen (2006): Shorter Oxford Textbook of Psychiatry (5th edition), New Delhi: Oxford University Press
5. Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner’s Survival Guide. Washington DC: American Psychiatric Press, Inc.
6. Hicks, James Whitney. 50 Signs of Mental Illness – A Guide to Understanding Mental Health. New Delhi. Word Books, 2008.
7. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.
8. Mane P. & Gandevia K. (Eds.) Mental Health in India Issues and Concerns. Mumbai: Tata Institute of Social Sciences, 1993.
9. Srinivasa Murthy & Burns B. (Eds). Community Mental Health – Proceedings of the Indo-US Symposium. Bangalore: NIMHANS, 1992.
10. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependency,; TTK Hospital, Chennai
11. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
12. World Health Organization (1992): The ICD-10 Classification of Mental and Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi: Oxford University Press

Course Outcomes

- Outline the concept of mental health and evolution of psychiatry in Indian Context.
- Demonstrate various mental disorders and behavioural disorders with its related concepts
- Critically analyse and identify individuals with symptoms of mental disorders in clinical setting to provide appropriate interventions.
- Skilled enough in applying various tools to assess mental disorders in clinical practice.

- Demonstrate the concept and types of community psychiatry services and its significant impact on society.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong M – Medium L- Low

CORE PAPER XIV– FIELD WORK PRACTICUM IV

Community Development

Course Objectives

- To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems
- To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies
- To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying
- To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation
- To help the trainee gain insight into the components of Urban Community Development
- To enhance competencies to assess and analyze urban problems, needs and service

delivery.

- To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.

Course Outcomes

- Clear understanding of living pattern, housing, needs and problems of urban residents
- Communicate at various level of authorities and tap resources available
- Apply knowledge of human behavior and the social environment
- Engage, assess, intervene, and evaluate with individuals, families, groups, and communities using social work methods tools and techniques

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S

S-Strong

M – Medium

L- Low

Human Resource Management

Course Objectives

- To practically understand the concept of Industrial Relations and to acquire the related competencies
- To familiarize with the Labor Legislations
- To learn to apply the various methods of Social Work in various Industrial Settings
- To observe the application of various Labor Welfare measures
- To observe the practice of current trends in HR

- To provide opportunity for the integration of class room learning and field practice
- To acquire human resource management skills
- To observe the CSR activities
- To develop skills to organize people to meet their needs and solve their problems
- To make innovative contributions to the organization functioning
- To represent HR profession in inter disciplinary terms
- To carry out application oriented mini – research projects
- To utilize field instructions for enhancing and integrating professional growth in Human Resource

Course Outcomes

- Students can practically assist in managing and planning key human resource functions within organizations.
- Students can examine current issues, trends, practices, and processes in HRM.
- Students can contribute to employee performance management.
- Students develop Problem-solving skills in human resource challenges.
- Students can volunteer and contribute to CSR activities.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

Medical and Psychiatric Social Work

Course Objectives

- To equip the students with the necessary skills for the Psychosocial assessment of persons with mental disorders and disabilities
- To apply the methods of Social Work in the management of persons with mental disorders
- To enable the students to apply the theoretical approaches in practice and develop necessary skills for practice
- To enable the students to develop and implement a programme for Community Mental Health
- To acquire skills of networking and advocacy

Tasks

- Analyzing the person in the mental health environment
- Practice Psychiatric Case History Taking and psycho social assessment
- Assess the health/ welfare needs of various groups and the agency's response to meet these needs
- Study the disease profile and critically analyze the impact of the disease/ problem/ disability on the individual, family and society
- Applications of the methods of social work in the agency and integrate theory and practice in intervention

Human Resource Management

Course Objectives

- To practically understand the concept of Industrial Relations and to acquire the related competencies
- To familiarize with the Labour Legislations

- To learn to apply the various methods of Social Work in various Industrial Settings
- To observe the application of various Labour Welfare measures
- To observe the practice of current trends in HR
- To provide opportunity for the integration of classroom learning and field practice
- To acquire human resource management skills
- To observe the CSR activities
- To develop skills to organize people to meet their needs and solve their problems
- To make innovative contributions to the organization functioning
- To represent HR profession in inter disciplinary terms
- To carry out application oriented mini – research projects
- To utilize field instructions for enhancing and integrating professional growth in Human Resource

Course Outcomes

- Students can practically assist in managing and planning key human resource functions within organizations.
- Students can examine current issues, trends, practices, and processes in HRM.
- Students can contribute to employee performance management.
- Students develop Problem-solving skills in human resource challenges.
- Students can volunteer and contribute to CSR activities.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

Medical and Psychiatric Social Work

Course Objectives

- To experience the professional use of theory and knowledge in a practice setting.
- To understand the application of professional and ethical standards in the field.
- To integrate practice behavior with social work knowledge, values, and skills.
- To give exposure to the student of the activities of a professional social worker in medical setting and provides opportunities to experience and get involve in many of these activities.
- To provide opportunity to practice the methods of social work especially social case work and group work in the medical settings
- To learn the psychosocial implication on the treatment procedures

Course Outcomes

- Understanding of scope and expected role of social worker in a medical setting
- Acquire knowledge of psycho-social assessment of the patient in relation to the consequence of disease and disability.

- Application of social work methods in the medical setting to resolve the need for psychosocial intervention.
- Able to find and mobilise resources for the needy people
- Able to educate people about illness and to accept the treatment procedures

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

ELECTIVE PAPER IV

Subject : Social work in the Unorganized Sector

Course Objectives

- To provide an understanding into the extent and nature of unorganized workers in Urban and rural India.
- To provide an understanding to the problem of unorganized worker, nature of work and services available for these groups
- To develop skills for intervention and working with the workers of the unorganized sector

Unit 1

Unorganised Sector: Definition, meaning and concept: Worker, Labourer, worker of unorganized sector, economic development, occupational structure, minimum wages. Difference between organised and unorganized sectors.

Unit 2

Nature and Problems a) Categories of the workers of the unorganized sector b) Socio – economic profile c) Problems d) Economic development and it's impact on workers of the unorganized sector.

Unit 3

Organisation of the Unorganized a) Worker's movements Peasant, Naxalite, Tebhaga, Sewa. b) ILO and it's role c) Problems of organizing the unorganized d) Role of trade unions, social activists and voluntary organizations e) Generating – public opinion.

Unit 4

Policies, Programmes and Legislations – Review of present situation and impact a) National Child Labour Policy. b) NREG Act, 2005 and NREG schemes c) Minimum Wages Act, Payment of Wages Act, Bonded System Act, Trade Union Act, Contract Labour Act, Equal Remuneration Act, Inter State Migration Workmen Act.

Unit 5

Social Work in the Unorganized Sector: Skills required practice in the unorganized sector, Methods and principles of organizing the unorganized.

BOOKS FOR REFERENCE

1. Aziz, Abdul (1981): Rural Poor: Problems and Prospects, Ashish Publishing House, New Delhi.
2. Banerjee N (1985): Women Workers in the Unorganized Sector, Sangam Books.

3. Census of India (1991): Provisional population totals: Workers and their Distribution Series I, India paper.
4. Dutt R. (1995): Indian Economy, S. Chand and Co.Ltd., New Delhi.
5. Gangrade, K.D. (1983): Women and Child workers in unorganized sector: NonGovernment organization perspectives, New Delhi, Concept.
6. Hasnain, N.(ed) (1998): Weaker sections – The psychosocial perspective, Gyan Publishing House.
7. ILO, (1978): Structure and Functions of rural workers organization, Geneva.
8. ILO, (1998) Showing the way – Trade union against child labour in India, New Delhi.
9. Jose, A.V. (ed) (1998): Limited options – Women workers in rural India, ILO and World Employ unions against child labour in India, New Delhi.
10. Joshi, S.S (1995): Women Workers at the grass - root level – A sociological study, Ashish Publishing House.
11. Sarma, A.M. (1990) Welfare of special categories of Labour, Himalaya.

Course Outcomes

- Clear understanding about the unorganized sector.
- Analyze the problems of unorganized worker.
- Gain insight about various services available for unorganized sector.
- Equip with knowledge to work for unorganized workers

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S

CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

ELECTIVE PAPER V

Subject : Social Work and Persons with Disability

Course Objectives

- To develop understanding of the needs and problems of persons with disability.
- To understand policies, programmes and services available to persons with disability.
- To provide opportunities for social work intervention to the persons with persons

Unit 1

Types of Disability: Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability.

Unit 2

Historical development of services & programmes for the various categories of persons with disability. Institutional and Non –Institutional services for various groups, management of institutions of disabled people.

Unit 3

Causation of Disabilities: Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and

problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.

Unit 4

UN Declaration of Human Rights of Disabled Persons: International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Welfare Services for disabled.

Unit 5

Work, Occupation and Disability: Factors specific to disabled elderly people; and Children, social work in traditional setting. The changing context of social work practice. Social Work intervention for creating supportive environment.

BOOKS FOR REFERENCE

1. Narashimha, (1986): M.C.Disability: A Continuing Challenge, Willey Eastern& A.K.Mukherjee Ltd., New Delhi.
2. Wilson B. R (1987): Rehabilitation Studies, Cambridge University D.L .McMillan,Press.
3. Oliver, Michale (1993) Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London.
4. Gajendra Gadkar, S.N (1983): Disabled in India; Somaiya Publications Pvt. Ltd., Bombay.
5. Bequer Ali (1997):Disability: Challengers, Response, Concerned Action, New Delhi,1997.
6. Kitchlu, T.N (1991):A Century of Blind Welfare in India, Penman Publishers, New Delhi.
7. Abidi, Javed (1995): No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.

Course Outcomes

- Students will learn about the types of Disability and the extent of Disability in India; Various Categories of Persons with disability – Physical, orthopaedic, visual, motor & sensory, their needs and problem
- Students will understand the Historical development of services & programmes for the various categories of persons with disability. institutional and non –institutional services for various groups, management of institutions of disabled people.
- Students will learn about the factors specific to disabled elderly people, Children, and role of Rehabilitation centres in rehabilitating disabled.

Mapping

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong

M – Medium

L- Low

CORE PAPER XV - PROJECT REPORT

Course Objectives

- To develop enhanced practical skills in finding out social problems and integrate with learning
- To develop greater understanding of human behaviour and its causes and finding solutions to it
- To expand knowledge in discovery and innovation of new knowledge
- To analyse and evaluate various social policies and programmes

Course Outcomes

- Students employ evidence-based interventions
- Students understand scientific and ethical approaches to building knowledge
- Students will apply knowledge of human behaviour and the social environment
- Enables students to advance in social and economic well-being and to deliver effective social work services.
- Students can analyse, formulate, and advocate policies that advance social well-being

Mapping

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S

S-Strong

M – Medium

L- Low

ASSESSMENT OF MARKS

INTERNAL ASSESSMENT

INTERNAL MARK – THEORY	
CATEGORY	MARKS
Attendance	5
Continuous Internal Assessment	10
Assignment (Content, Current Affairs, reference materials, Writing skills, Innovative ideas, Submission time, Quality)	5
Presentation (Content, Presentation skills, Vocabulary, communication, Language, usage of ICT tools,)	5
Total	25

INTERNAL MARK - PRACTICAL	
CATEGORY	MARKS
Organization Evaluation	20
Record & Content	10
Skills Used	5
Knowledge	5
Total	40

EXTERNAL MARK

EXTERNAL MARK – THEORY		
SUBJECT	MARKS	TOTAL
Theory	Section A (10*1 marks) 10 out of 12 Questions	10 Marks
	Section B (5*5 marks) 5 out of 7 Questions	25 Marks
	Section C (4*10 marks) 4 out of 6 Questions	40 Marks
	TOTAL	75 Marks

EXTERNAL MARK – PRACTICAL		
SUBJECT	MARKS	TOTAL
Fieldwork	Record / Consolidated Report	10
	Presentation & Communication	10
	Theory into practices	10
	Practice of methods of Social Work	10
	Skills Learnt	10
	Learnings	10
	TOTAL	60 Marks

G. Neethanetti

SIGNATURE OF THE HOD

R. Shankar

PRINCIPAL