



ANNA ADARSH

COLLEGE FOR WOMEN

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – I

SYLLABUS

EFFECTIVE FROM THE ACADEMIC YEAR 2021-2022

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – I

LIST OF STAFF MEMBERS

NAME OF THE STAFF	DESIGNATION
DR. G. NEATHRAVATHI	HEAD OF THE DEPARTMENT
MS. MARY SHEENA P.A	ASSISTANT PROFESSOR

APPENDIX - 6 (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 (Social Case Work)	4	4	25	75	100
	Core Paper III – Work with Groups (Social Group Work)	4	4	25	75	100
	Core Paper IV- Field Work Practicum - I	12	6	40	60	100
EXTRA DISCIPLINARY	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 Disaster Management or Working with People living with HIV/AIDS	3	3	25	75	100
EXTRA DISCIPLINARY	Extra Disciplinary Paper II Gender and Development	3	3	25	75	100
	Soft Skills-II	2	2	40	60	100

THIRD SEMESTER

COURSE COMPONENTS	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 Counselling -Theory and Practice or Marriage and Family Life Education	3	3	25	75	100
	Elective Paper III Social Policy and Social Legislation or 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 or Social work in the unorganized sector	3	3	25	75	100
	Elective Paper V Social Work and Persons with Disability or 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 SIX SPECIALIZATIONS comprising of four papers in each. Students shall not be permitted to choose specialization papers from different Groups:**

GROUP-I- Family Social Work

- 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 I – Rural Community Development
- b. Core Paper - IX - Specialization II Urban Community Development
- c. Core Paper - XII - Specialization III Development Planning
- d. Core Paper - XIII - Specialization IV Entrepreneurship Development

GROUP-III-Human Resource Management

- a. Core Paper - VIII Specialization I – Human Resource Development
- b. Core Paper - IX Specialization II– Labour Legislations
- c. Core Paper – XII Specialization III - Industrial Relations and Labour Welfare

GROUP-IV-Medical and Psychiatric Social Work

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

GROUP-V- Disability Studies and Action

- a.Core paper – VIII Specialization I – Persons with Disability and their Rehabilitation
Contexts

- b. Core Paper – IX Specialization II – Disability and Human Rights

- c. Core Paper – XII Specialization III – Family Centred
Interventions with Families of Children and Adults with
Disabilities

- d. Core Paper – XIII Specialization IV – Rehabilitation and Counseling for Disability

GROUP-VI-Welfare of the Weaker Sections

- a. Core Paper - VIII Specialization I– Empowerment of the Marginalised

- b. Core Paper – IX Specialization II –Forced Migration and Social Work Practice

- c. Core Paper – XII Specialization III – Gender and Development

- d. Core Paper – XIII Specialization IV 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

APPENDIX - (R & S)
UNIVERSITY OF MADRAS
MASTER OF SOCIAL WORK (MSW)

SYLLABUS

SEMESTER – I

CORE PAPER I – Social Work Profession - History and Philosophy

Total Teaching Hours: 60

Objectives:

- To gain an understanding of the history and philosophy of Social Work and its emergence as a Profession
- To develop insights into the origin and development of Voluntary organization
- To appreciate Social Work as a Profession and to recognize the need and importance of Social Work Education and training

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.

CORE PAPER II – Work with Individuals (Social Case Work) Total Teaching Hours: 60

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

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 group work

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.

CORE PAPER IV - Field Work Practicum I

General Objectives:

1. To get exposed to wider area of social realities at the micro level
2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions
3. To acquire documentation skills to ensure professional competence
4. To develop the right values and attitudes required for a professional social worker

Components:

1. Orientation
2. Practice Skill Laboratory
3. Observation Visits
4. Rural Camp

EXTRA DISCIPLINARY PAPER – I Social and Psychological Foundations for Social Work

Total Teaching Hours: 60

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

Fundamentals of Sociology: 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: definition and meaning, 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. Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi
13. Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
14. Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi
15. Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi
16. Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi

SEMESTER – II

CORE PAPER V – Community Organization & Social Action

Total Teaching Hours: 60

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 Organisation 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.

CORE PAPER VI – Social Work Research and Statistics

Total Teaching Hours: 60

Objectives:

- To understand the nature, principles and methods of Social Work Research
- To develop the skills of independently conceptualising a problem and executing a research study
- To understand and learn the application of appropriate statistical techniques in Social Work Research

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. 2nd ed, 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.

CORE PAPER VII - Field Work Practicum- II

Objectives:

The broad objectives of II semester Field Work Practicum are to:

- 1.Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.
- 2.To train students to practice social work from an ecological, development and integrated perspective
- 3.Develop skills for problem solving in work at the micro level and change at the macro level.
- 4.Provide concurrent opportunity for the integration of class-room learning and Field Practicum
- 5.Develop professional values and commitment and the professional ideal
- 6.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.
- 7.Develop skills to organize people to meet their needs and solve their problems.
- 8.Use roles appropriate to work e.g. advocacy for child's right, human rights.
- 9.Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.
10. 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.
11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner
12. Develop the ability to make innovative contribution to the organization's functioning

13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice
14. Develop the capacity to utilize instruction for enhancing and integrating field Practice
15. Utilize field instructions for enhancing and integrating professional growth
16. Make creative use of field instructions to evaluate mutual input
17. Utilize practice-based research to test effectiveness of specific aspects of Intervention
18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice

Field Work Practicum Seminars

Viva –Voce to be conducted before the commencement of university Examinations.

ELECTIVE PAPER I - 1. Disaster Management

Total Teaching Hours: 45

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, Psycho social 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
Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005
2. Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep & Deep Publications. 2001
3. Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy & Strategy, New Delhi, SBS.Publications, 2006
4. 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

Objectives:

- To help students get a better understanding of HIV / AIDS in India
- To enable students in developing skills to work with people living with HIV
- To encourage students in understanding the ethical and human rights issues

Unit 1

Introduction to Sexually Transmitted Diseases: Epidemiology of HIV / AIDS Global situation; HIV / AIDS in India; Approach to patients with suspected HIV infection. Pre-test and Post-test Counseling. Target groups – sex workers, MSM, Truck drivers, IDU (Intra venous drug abuses) Street children.

Unit 2

Assessment, Intervention; Psychological and social factors: Other diseases -Tuberculosis, Skin diseases, Cancer, Herpes, STD, Liver disorders, steroids; physical examination; emphasis on gender sensitivity; Transgender issues; laboratory investigations, risk factors and contacts.

Unit 3

Approach to working with HIV patients: Systemic approach – trust, confidence and confidentiality. Initial assessment, history taking and Intervention. Behaviour change communication; life skills.

Unit 4

Awareness Raising and Preventative Programmes: Demythologising HIV / AIDS. – Sex education – peer influence / pressure – Adolescent behaviour – Sex, Alcohol and Drugs interplay – Use of condoms, prevention and control of STDs, HIV / AIDS – Healthy Sexuality and reproductive behaviour and relationship gender equity. HIV infection and pregnancy. Needle and condom distribution.

Unit 5

Social, ethical and legal issues: National AIDS Control Programmes (NACP), role of NGOs – networking, skills to manage HIV / AIDS and STDs. Social Support systems; Family Counseling – partners and children, strategies, community health programmes, conducting and managing awareness programmes, Role of Social Workers, Support groups.

BOOKS FOR REFERENCE

- 1.Das, A.K. Strategies for Prevention and Control of HIV/AIDS in Developing Countries; Medicine Update, Vol8, 230-5. (1998)
- 2.Ministry of National Health And Welfare Straight Facts about Drugs and Drug Abuse; Canada, (1983)

3. Terrence C. Cox, Michael R. Jacobs Drugs and Drug Abuse – A Reference Text; Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation, (1983)
4. Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- Updated Information-The Only Medicine, Chennai, Macmillan, India Ltd..
5. Sherly, Joseph, Social Work Practice & Men who Have Sex with Men, New Delhi, Sage Publication, 2005
6. Willow, Pequegnet, Jose Sz Apocznik Working with Families In the Era of HIV/AIDS, New Delhi, Sage Publication Pvt Ltd, 2000.

EXTRA DISCIPLINARY II Gender and Development

Total Teaching Hours: 60

Objectives:

- To develop an understanding of the perspective of gender and development
- To develop an ability to identify areas of work with women and men and
- 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. Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.
2. Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.

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

SEMESTER - III

CORE PAPER – VIII SPECIALIZATION I – FAMILY SOCIAL WORK

a. Social Work with Families

Total Teaching Hours: 60

Objectives:

- To develop an understanding on marriage and family as social institutions and comprehend emerging forms of marriage and families
- To gain knowledge and skills in applying theoretical frameworks to work with families
- To gain an understanding of policies and programmes for family development

Unit 1

Families in Society: Family as a social institution, concept, characteristics, types, functions, family ecology, family members and households; norms, family dynamics; patriarchy; changing features of family; challenges affecting family, emerging family patterns - single parent families, female headed households, dual earner families, reconstituted families, surrogacy.

Unit 2

Marriage and Family Life: Concept and definition of marriage, forms of marriages, functions, changing situations in marital relationships, live-in relationships; gay, lesbian, bisexual, transgender and queer relationships, challenges in marriage and family life; marital discord, impact of migration, industrialisation, urbanisation on family life – changing values and functions, equity and equality in family functions, dowry issue, separation and divorce, family life education: need and importance, positive parenting.

Unit 3

Theoretical Frameworks and Laws: Life Span Approach, Rehabilitation, Crisis Intervention; Systems/ Ecological Perspectives; Strengths Based Approach; Assessment of Family Needs: Steps in problem assessment and goal setting for intervention; tools for assessment,

Unit 4

Social Work and Senior Care: Meaning and definition; demography of aging; longevity of life, ageing differentials; challenges of senior citizens; special needs of senior citizens; intergenerational relationships, life transition needs; disorders, diseases and disabilities; coping with loss of partner and other crises, grief counselling and preparation for death

Unit 5

Role of Government and NGOs: Ministry of Health and Family Welfare: Family Welfare Programmes: Programmes of the Central and State Social Welfare Board, Family Courts Act 1984; mediation and conciliation, lok adalats National Policies on Aging: National Policy on Older Persons-1999, Senior Citizen Act, 2007; National Council for Senior Citizens; concessions, facilities and programmes for senior citizens, role and contributions of NGOs, Self Help and support groups, family counselling centres, changing concept of institutionalisation; assisted living centres and communities for senior care

BOOKS FOR REFERENCE

1. Carter, B. McGoldricke. M., The Changing Family Life Cycle-A Framework for Family Therapy London: Allyn & Bacon, 1989.
2. Duvall, Evelyn M. Family Development. ed 3, New York: J.B. Lipincott Company, 1989.
3. Hurlock, E. Developmental Psychology - A Life Span Approach. ed 5. New Delhi: Tata McGraw Hill, 1995.
4. Saleebey, Dennis, The Strengths Perspective in Social Work Practice. ed 4, New York: Pearson Education, 2006.
5. Tata Institute of Social Sciences. Family Intervention - Case Studies. Mumbai: TISS, 1994.
6. Ambrosino, R. Hefferman, J. and Shuttlesworth, G. Social Work and Social Welfare- An Introduction, ed. 5, New York: Brooks /Cole Thomson Learning, 2005.
7. Bhatlavande, P. Gangakhedkar, R. On the Horizon of Adulthood, India: UNICEF, 2001.
8. Compton, Beulah R. Galaway, B. Cournoyer, Barry R. Social Work Processes, ed 7, New York: Brooks / Cole Thompson Learning, 2005.
9. Desai, M. (ed), Family & Interventions- Course Compendium, Mumbai: TISS, 1994. Goode, William J. The Family, New Delhi: Prentice Hall, 1965.
10. Indira T Rani, Adjustment of Senior Citizens, New Delhi: Discovery, 2010.
11. Margaret, A., Schvaneveldt. M.J. Handbook of Family Life Education- The Practice of Family Life Education, New Delhi: Sage, 1993.
12. Mckie Linda, Understanding Families, London: Sage, 2012.
13. Pachauri, S., A Reproductive Health Package for India, New Delhi: Population Council, 1995.
14. Suneetha K, Social Support for the Elderly, New Delhi: Sonali, 2010. Timonen Virpi, Ageing Societies, New York: Tata Mc Graw Hill, 2008.

SPECIALIZATION I – COMMUNITY DEVELOPMENT AND EMPOWERMENT

a. Rural Community Development

Total Teaching Hours: 60

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 laborer, marginal and small farmers. Agro-based 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, NEW DELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.

Ministry Reports, Planning Commission Reports.

SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

a. Human Resource Development

Total Teaching Hours: 60

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 counseling skills.

Unit 1

Human Resource Management and Development: Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives, Approaches & Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD): Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)

Unit 2

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

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. Dorling Kindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.
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 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.
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 & Pereira 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

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

a. Medical Social Work

Total Teaching Hours: 60

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

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

SPECIALIZATION I– DISABILITY STUDIES AND SOCIAL ACTION

a. Persons with Disability and their Rehabilitation Contexts

Total Teaching Hours: 60

Objectives:

- To critically examine the social construction of disability from different stakeholder perspectives.
- To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

Unit 1

Disability: Definition, Social construction of Disability, attitudes, stigma, discrimination, magnitude, causes, , magnitude, causes, types, consequences of disability; Disabling and enabling environment,

Unit 2

Types of Disability – I: Hearing Impairment- Deaf, blind, Locomotor Disability, Cerebral Palsy- Multiple Sclerosis- Intellectual disability/mental retardation - magnitude, causes, types, assessment, impact on child’s development and adults of each disability.

Unit 3

Types of Disability – II: Learning disability, Mental illness including psycho social disability- Autism- Burns, HIV/AIDS, Cancer, Leprosy- magnitude, causes, types, assessment, impact on child's development and adults of each disability.

Unit 4

Needs and Approaches to working with PWD: Daily activities, education- special and inclusive, vocation and employment, interpersonal relationships, Health including physical, mental, reproductive and sexuality, Psychology of disability, adjusting to one's own disability, self-esteem. different approaches to disability- medical, system, legal, socio- political, human right, psychological, eco/voc, social model.

Unit 5

Rehabilitation: types, level of rehabilitation- prevention, promotion, tertiary, different areas- medical, education, psychological adjustment, vocation, employment, rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music, Different setting such as School, hospital. Community, clinic, Enabling environment, Role of Social Worker in rehabilitation of person with disability and as a vital member of multidisciplinary rehabilitation team

BOOKS FOR REFERENCE

1. Albrecht, G., Seelman, K., Bury, M (ed), Handbook of Disability Studies, New Delhi: Sage Publication, 2001
2. Fulder, A.R. & Best, A.B. & Bax, M.C.O. The Management of Visual Impairment in Childhood. London: Mac Keith Press, 1993
3. Karna, G Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House, 2001
4. Mc Innes J.M. & Treffry J.A Deaf-Blind Infants and Children. England: Open University Press. 1982
5. Michel E.D. & Vennon M. They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf. 1981
6. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan
7. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge
8. Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
9. Stein L.K. (1988). Hearing Impairment. In VasHasselt V.B. (Ed.) Handbook of Developmental and Physical Disability (pp.271-294). New York: Perganon Press.
10. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
11. Malin N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.
12. Matson J.L. (1988). Mental Retardation in Adults. In B.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (pg.353-369).
13. Rauch J.B. (1988). Social Work and the Genetics Revolution: Genetic Services. Social Work Journal of the National Association of Social Workers, No.5, 389.

14. Reeve, R.E. (1988). Learning Disabilities. In V.B. VanHasselt (Ed.), Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.
15. Segal S.P., Silverman, C. & Temkin, T. (1993). Empowerment and Self Help Agency practice for People with Mental Disabilities. Social Work, Journal of the National Association of social Workers, 38(6), 705.
16. Swain, J, Finkelstein.V, French,S and Oliver ,M (ed) (2003) Disabling Barriers-Enabling Environments, London: Sage Publication
17. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
18. Tilak, D. (1994). Destination Unknown: Descriptions of a Mentally Handicapped Daughter, Bombay: TISS.
19. Tyson, M.E. & Favell, J.E. (1988). Mental Retardation in Children. In V.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.

SPECIALIZATION I– WELFARE OF THE WEAKER SECTIONS

a. Empowerment of the Marginalised

Total Teaching Hours: 60

Objectives:

- To expose the reality of the dispossessed sections of the society
- To facilitate an understanding of the social and political factors that influence the weaker sections
- To provide an analytical perspective of the issues involved in the weaker sections.

Unit 1

Societal processes: Socialization, socialized self, social control and group formation, social inequality, social stratification, race, ethnicity, inequality in the Indian context.

Unit 2

Disadvantaged Sections: Identifying the weaker sections, concept and definition of Welfare, looking through the lenses of the disadvantaged sections, classification of the Weaker Sections, background, context, legal classification and its consequences

Unit 3

Disadvantaged Sections a Sectoral Approach: An analysis of the situation of Dalits, Tribes, Women, Landless Laborers and Minorities.

Unit 4

Laws and welfare measures: Protective discrimination, approaches for the welfare/development/empowerment of the Disadvantaged Sections- Program Planning and related issues - budget, social policy, and the politics of welfare planning.

Unit 5

Social Work Interventions: Case Studies and Models for the upliftment of the Disadvantaged Sections. Reformers: Phule, Ambedkar, Periyar, Pundit Ayothidass and other contemporary reformers.

BOOK FOR REFERENCE

1. Ambedkar, B.R, (1987). “Annihilation of Caste” Dr.B.R. Ambedkar -“Writing and Speeches”. Mumbai, The Education Department, Government of Maharashtra.
2. Beteille, Andre. (1996). Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi, Oxford University Press.
3. Ghurye, GS ,(1961). Caste, Class and Occupation. Bombay, Popular Book Depot.
4. Ilaiah. Kancha (1996). Why I Am Not A Hindu. Calcutta, Samya publications, Calcutta.
5. Louis, Prakash, (2003). The Political Sociology of Dalit Assertion. New Delhi, Gyan.
6. Michael, S,M., ed., (1999). Dalits in Modern India. New Delhi, Vision and Values.
7. Thurston. E (assisted by K. Rangachari) (1909). The Tribes and Castes of South India. Madras, Government Press.
8. Yadav , (2004). Encyclopedia of Scheduled Castes and Scheduled Tribes. New Delhi, Anmol Publications.

CORE PAPER – IX-SPECIALIZATION II –FAMILY SOCIAL WORK

b. Social Work with Children

Total Teaching Hours: 60

Objectives:

- To create awareness on the situation of children in India
- To understand the legal provisions, services and programmes for children
- To acquire skills and methods to work with children

Unit 1

Understanding Children in India: Demographic profile of children in India, situational analysis of the rights of children– survival, health, nutrition, education and with specific reference to the girl child, constitutional safeguards assuring the rights of children in India, UNCRC, Millennium Development Goals, Post 2015 Development Agenda.

Unit 2

Overview of Problems: Children in special circumstances, in conflict with law, in need of care and protection: street children – definition causes, effects, services and prevention, child labour, child beggary, child abuse, child trafficking, child prostitution – definition, nature/characteristics, causes, effects, services, prevention, children in need of special care, differently abled (physically and mentally challenged), emotionally disturbed, learning disabled, children living with HIV/AIDS, children of prisoners, children in disaster situations

Unit 3

Legislations and Services: Pre-conception and Pre-natal Diagnostic Techniques Act, 1994, Persons with Disabilities (Equal Protection and Participation) Act, 2000, Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Commissions for Protection of Child Rights Act, 2005, The Child Marriage

Restraint Act, 2006, The Right of Children to Free and Compulsory Education, Act, 2009, The Protection of Children from Sexual Offences Act, 2012 (POCSO)

Unit 4

Child Services: Mechanisms, National Commission for Protection of Child Rights/ State Commission for Protection of Child Rights, District Child Protection Unit, Child Welfare Committee, Juvenile Justice Board, Structure and Function, National Policy for Children 2013, Government Programmes: ICDS Programme, School Health Programme, Health and Nutrition Programmes, Sarva Shiksha Abhiyan, Integrated Child Protection Schemes, Beti Bachao Beti Padhao, Dr. Muthulakshmi Reddy Maternity Benefit Scheme, Initiatives by NGOs and INGOs in Promotion of Child Rights, National Institute of Public Cooperation for Child Development (NIPCCD), UNICEF, CRY, Childline, ICCW, Bachpan Bachao Andolan

Unit 5

Social Work with Children: Approaches to working with children – institutional settings, SOS children’s villages, non-institutional settings: adoption –in country and inter-country adoption, sponsorship and foster care, multi-disciplinary approach – sustainable/developmental approach, participatory approach, preventive model, rehabilitative models, convergence approach, rights based approach, networking and advocacy, sexually exploited children.

BOOKS FOR REFERENCE

1. Bajpai, Asha. Child Rights in India: Law, Policy, and Practice. India: Oxford, 2006.
2. Sarada, D., Rajini. N. Child Rights and Young Lives: Theoretical Issues & Empirical Studies. India: Discovery, 2009.
3. Tandon, R.K. & Sudarshan, K.N. Directory & Handbook on Children. New Delhi: Ashish, 1998.
4. Theis, Joachim. Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific. Sweden: Save The Children, 2004.
5. Wal, S. International Encyclopaedia of Child Development Priorities for 21 Century. Vol., I – V. New Delhi: Sarup and Sons, 1999.

SPECIALIZATION II – COMMUNITY DEVELOPMENT AND EMPOWERMENT

b. Urban Community Development

Total Teaching Hours: 60

Objectives:

- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- 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 setting, 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.

SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

b. Labour Legislations

Total Teaching Hours: 60

Objectives:

- Gain knowledge about labour legislations and labour welfare
- Understand the legal provisions of labour welfare
- Acquire the skills of working with corporate sector

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. Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
2. Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.
3. Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.
4. Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
5. Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand & Company. New Delhi
6. M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai
7. Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.
8. Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.
9. Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.
10. Tripathi, P.C.1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi.
11. Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

b. Psychiatric Social Work

Total Teaching Hours: 60

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.

BOOKS FOR REFERENCE

1. Bhattacharya, Sanjay. Social Work Interventions and Management. New Delhi: Deep & Deep, 2008.
2. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication
3. Francis, Abraham P. (Ed.) Social Work in Mental Health – Areas of Practice, Challenges & Way Forward. New Delhi: Sage, 2014.
4. Francis, Abraham P. (Ed.) Social Work in Mental Health – Contexts & Theories for Practice. New Delhi: Sage, 2014.

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. Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds.) *Promoting Mental Health – Concepts, Emerging Evidence & Practice*. Geneva: WHO, 2005.
7. Mane P. & Gandevia K. (Eds.) (1993): *Mental Health in India: Issues and Concerns*; Mumbai: Tata Institute of Social; Sciences.
8. Malhotra, Savita (2002): *Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders*. New Delhi: Macmillan India Ltd.
9. Pritchard, Colin. *Mental Health Social Work*, London: Routledge, 2006.
10. Roberts, Albert R. & Greene, Gilbert J. *Social Workers’ Desk Reference*. New York: Oxford University, 2001.
11. Robert Bland, Noel Renouf & Ann Tullgren. *Social Work Practice in Mental Health: An introduction*. Australia: Allen & Unwin, 2009
12. Sekar, K. Parthasarathy, R. Muralidhar, D. Chandrasekhar Rao. *Handbook of Psychiatric Social Work*. Bangalore: NIMHANS, 2007.
13. Srinivasa Murthy & Burns B. (Eds). *Community Mental Health – Proceedings of the Indo-US Symposium*. Bangalore: NIMHANS, 1992.
14. T.T. Ranganathan Clinical Research Foundation (1989): *Alcoholism & Drug Dependancy*, Chennai: TTK Hospital
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.
17. Weisman, Avery D. (1972): *On Dying and Denying – a psychiatric study of terminality*. New York: Behavioral Publications, Inc.

SPECIALIZATION II – DISABILITY STUDIES AND SOCIAL ACTION

b. Disability and Human Rights

Total Teaching Hours: 60

Objectives:

- To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability.
- To critically examine legislations, national planning effort and policy formulations for recognizing the human rights of persons with disability in India and action taken their inclusion, development and rehabilitation using the rights-based perspective.
- To study the role of government organizations, NGOs and international organizations in providing services to disabled persons.

Unit 1

Theoretical Perspectives regarding PWDs: Constitutional Provisions, UN Convention Rights of persons with disability & on Human Rights, Biwako Millennium Framework for Action, PWD Act, RCI Act, National Trust Act, Mental Health Act. PWDs in Children, Women,

Education (RTE, SSA, inclusive education, special school vs integration), Health, Elderly, R&R policies, Victims of disaster, mass violence – prevention

Unit 2

Law and Disability: Law & Disability – eugenics, right to life, reproductive rights, right to marry & to family, Inheritance, Guardianship, insurance, employment – ESI, government employment, hiring & firing, criminal liability, Right to representation in governance, PRIs, RTI, PIL Barrier free environment access, Certification processes. Role of International and National organizations in Disability, Role of voluntary organizations.

Unit 3

Women and Disability: Gender Analysis framework, Status of women and girls with disability in India, Impact of disability on women's education, employment, marriage; Socio-cultural, politico-economic impact on disability of women and men.

Unit 4

Issues faced by Persons with Disability: Issues faced by male and women with disabilities such as education, vocation, employment, violence, marriage, parenting especially motherhood, reproductive health, sexuality, esteem, political participation, legal issues, family relationship, stigma, attitude Transgender with disability, Present the autobiography of persons with disabilities to understand issues and challenges

Unit 5

Social Work Practice in Special Settings: Intervention strategies for men and women with disabilities in different areas such as education, health including physical, mental, reproductive health, sexuality, employment, livelihood, self-esteem, violence against women with disabilities legal aid, self-help groups, Intervention strategies for men and women with disabilities Mobility Schemes for PWD's, Institutionalization & Rights of PWDs, Movements of PWDs for rights.

BOOK FOR REFERENCE

1. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol.no.1 and 2
2. Bhambhani, Meenu (1999), The burden of woman with Disabilities, Action Aid Disability News. Vol. No.1 and 2
3. Brace, Mike & Joshi, L (1985) Where There's A Will
4. Campling J. (ed) (1981) Images of Ourselves Women with Disabilities Talking. London: Routledge and Kegan Paul Limited.
5. Corbett, K.& Froschl, M. (1982) Access to the Future: Serving Disabled Young Women. In the Davidson (Ed.) 1982. The Second Mile: Contemporary Approaches in Counselling
6. Young Women. Tucson, New Directions for Young Women.
7. Dias, Lidwin (1982) Women and Disability- A Triple Disadvantages, Perspectives in Social Work, Vol. 19
8. Dingra S.S.(1985) Smiling Through Misfortune. New Delhi: N.B.O.Publication
9. Earakson, J & Musser,J.(1976) Joni. Kent:STC Books
10. Hans, Asha & Patri A. (2000) Women Disability, and Identity, Delhi: Sage Publication
11. Indian Journal on Gender Studies- special issues on Women with Disabilities, August 2008

12. Lonsdale, Susan (1990) *Women and Disability: The Experience of Physical Disability among Women*. Houndmills, Macmillan Distribution Ltd
13. Pruthvish, S. (1999) *Some Aspects of the Status of Women with Disabilities*. Action Aid Disability News. Vol 10, No.1 and 2.
14. Raju Shoba (1996) *Gender and Disability*. Ability July-Sept. 1996
15. Swain,J; Finkelstein,V; French,S; & Oliver, M.(2001) *Disabling Barriers- Enabling Environments*. London: Sage Publications in Association with the Open University
16. Thakur,V. Hariprasad (1999) *Fact Sheet: Women and Disability*. Sankalp Newsletter, Jan. 1999, Vol.9 No.1
17. Thomas, Carol (1999) *Female Forms: Experiencing and Understanding Disability*. Buckingham, Open University Press

SPECIALIZATION II – WELFARE OF THE WEAKER SECTIONS

b. Forced Migration and Social Work Practice

Total Teaching Hours: 60

Objectives:

- To introduce the students to the concepts of Forced Migration
- To enable the students to understand the magnitude of forced migration on Human Development
- To help students to understand the role of a social worker in situations of forced migration.

Unit 1

Forced Migration: definition, types: Conflict induced, disaster induced, and development induced. Types of Forced Migrants: Refugees, internally displaced, asylum seekers, Human trafficking, Environmental and disaster displaced migrants.

Unit 2

Mapping world displacement: major geo political issues in displacement. Laws and conventions related to displacement: United Nations Convention on Refugees, the protocols, guiding principles of internal displacement, OAU, Cartagena Declaration and other regional instruments.

Unit 3

Forced Migration in India: History in India, causes and consequences, relief and rehabilitation of forced migrants. Role of the State in dealing with refugees and IDPs.

Unit 4

Case Studies in Forced migration: Narmada Bachao Andolan, Polavaram, Tsunami (2004), Tibetan refugees, Sri Lankan refugees, Chin Refugees, Chakma Refugees and other long term displacement in India.

Unit 5

Social Work Practice and Forced Migration: Disaster mitigation and Social Work response: five stages of disaster preparedness. Interventions with long term refugees and IDPs, participatory planning for displaced communities, durable solutions for displacement and

BOOKS FOR REFERENCE

1. Benz, Georg (2009): Political economy of managed migration Non state actors, Europeanization, and the politics of designing migration policies. New Delhi, Oxford & IBH Publishing co.
2. Bauer, Harald (2006): Labour Movement: How Migration Regulates Labor Markets. London, Oxford University Press.
3. Khadri, Binod (2009): India Migration Report 2009. Past present and the future outlook. International Migration and Diaspora Studies Project, Zakir Hussain Centre for Educational Studies, New Delhi, Jawaharlal Nehru University.
4. Nayyar, Deepak (2000): Globalization and Migration: Retrospect and Prospect. Noida, V.V. Girl National Labour Institute.
5. Rajan, S. Irudaya & Marie Percot (2011): Dynamics of Indian Migration. Routledge, New Delhi.
6. Rao, M.S.A (2005): Studies in Migration Internal and International Migration in India. Delhi, Manohar Publication.
7. Sasikumar, S.K (2001): International Labour Migration from Independent India, Noida, V.V. Girl National Labour Institute.

Objectives:

- To understand the environment and its impact on nature, structure and development of the organizations in corporate, public and voluntary sectors.
- 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.
4. Laxmi Devi. 1998 The Management. New Delhi: Institute for Sustainable Development, Lucknow, Anmol.
5. Lalitha N.V. 1982 Status of voluntary Effort in Social Welfare. New Delhi: NIPCCD.
6. Luthans Fred. 2005 Organizational Behaviour, 8th edition. New Delhi: Tata McGraw Hill.
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.

CORE PAPER XI– Field Work Practicum III

Objectives of Field Work based on Specializations:

Family Social Work

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand family life and intervention
2. To enable the students to practice the methods of Social Work in Family and Child Welfare setting
3. To equip the students with necessary skills for the therapeutic and service oriented intervention
4. To enable the students to develop a Plan for Assessment and Goal setting for Family and Child Rights intervention

Tasks:

Assessment of families through Ecomap, Genogram and Family Dynamics

Applying interventions with families - Crisis Intervention, Family System Intervention, Family Counselling for Self Help groups

Practicing Family Life Education

Working with Families in difficult circumstances (HIV/ disaster, displacement)

Planning and Organizing Training Programmes

Duration: 16 Days

Community Development

Rural Community Development

Objectives:

1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community
2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies
3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker
4. To enable to work with disadvantaged groups in rural areas
5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

Tasks:

Administrative set up of Panchayati Raj Institutions (PRIs)

Panchayat Raj members, their socio-economic and caste status

Coordination of block level administrative personnel with elected person at different levels

Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used

Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice

Application of the principles of Rural Community Development

Application of methods of professional social work in rural setting

Identify/ study/ explore the rural problems covering the following aspects:

- a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
- b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)
- c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labour Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labour Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organizational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

- Manpower Planning (Need Analysis)
- Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)
- Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)
- Selection (Interview/ Written Test /Group Discussion / Physical examination)
- Induction and Placement, Promotion and Transfer
- Training and Development (Need Analysis/ Types/Outsourcing)
- Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)
- Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)
- Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)
- Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)
- Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)
- Social Security Benefits (Social Insurance/ Social Assistance)
- Employee Service Register, Communication
- Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

- IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils)
- Grievance Handling - Grievance Settlement Procedure
- Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)
- Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labor Welfare Measures

- Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)
- Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling
- Workers' Education, Recreation, Other Welfare Measures

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Medical Social Work

Objectives:

1. To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability
2. To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
3. To enable the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psycho-social Treatments
4. To enable the students to develop a Rehabilitation Plan with respect to long-term illness & Disability
5. To enable the students to understand the national health programmes and its implementation at community level

Tasks:

1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
2. Develop and implement intervention strategies with family and community as social support systems

3. Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
4. Identify & undertake Group therapeutic sessions
5. Organise a need based/ setting-based Community Health Programme
6. Function as a member of the Multidisciplinary team
7. Network with other organizations and advocate when necessary
8. Document and maintain records

Disability Studies and Action

Objectives:

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
2. To gain knowledge and skill towards need based interventions for and with persons with disability and their accessibility for facilitating inclusion in society.
3. To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disabilities and their families, and the range of related issues in the systemic and structural contexts.
4. To learn to be self-aware, to innovate and to evolve an anti-oppressive empowerment based micro and macro partnership practice for working with, through and for people with disabilities and various stakeholders.

Tasks:

1. Application of Social Work methods in various disability settings
2. Analysis of their socio-economic conditions
3. Awareness & facilitation of inclusive culture with Peers.
4. Identify & undertake Group therapeutic sessions
5. Network with other organizations and advocate when necessary
6. Planning and Organizing Training Programmes
7. Document and maintain records

Welfare of Weaker Sections

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand the challenges faced by weaker sections of the society.
2. To foster the spirit of Solidarity, brotherhood and cooperation among the members of the Weaker Sections of the Society.
3. To equip students to raise the status and improve the condition of life of all oppressed classes.
4. To enable the students to work with weaker sections of the society and facilitate inclusion by helping gain access to their needs.

5. To understand the social, economic and political injustice to the weaker sections of the society and help them become empowered.

Tasks:

1. Study the socio-economic conditions of the different weaker sections of the society
2. Analyze their conditions through case work and group activities
3. Conduct community programmes for the weaker sections of the society to help them get empowered
4. Create awareness in the community for inclusion of the weaker sections of the society
5. Network with other organizations and advocate when necessary
6. Document and maintain records.

STUDY TOUR:

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well-known organizations (common and specialization based) involved in the practice of social work outside the jurisdiction of University of Madras. The Place and the days shall be decided by the department in consultation with the students. The students are expected to observe the differences and nuances in such organizations with respect to their concurrent field work agencies in terms of service delivery. A detailed report of the study tour has to be submitted to the department immediately after the study tour.

Duration: 8 Days

ELECTIVE PAPER – II 1. Counseling - Theory and Practice

Total Teaching Hours: 45

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: Over view 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 - non-defensive 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

1. Association of Psychological and Educational Counsellors of Asia (APECA) (1982):
Counselling in Asia, Perspectives and Practices.

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.
6. Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India.
7. Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.
8. John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.
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.

ELECTIVE- II – 2. Marriage and Family life Education

Total Teaching Hours: 45

Objectives:

- To establish a meaningful understanding of family life, marriage and responsible Parenthood.
- To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship.
- To gain knowledge on the services available for the welfare of the family.

Unit 1

The family: Definition, Importance of the family for Individual, Types of family, changing, Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.

Unit 2

Marriage: Definition, Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counseling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy.

Unit 3

Conjugal Harmony: Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career

Women), and appropriate division of roles. Communication in Marriage; Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.

Unit 4

Sexuality: Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, pregnancy and birth. Family planning, family life education.

Unit 5

Family Disorganization Factors: contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counseling, Family Counseling Centers, Family Court, All Women’s Police Station.

BOOKS FOR REFERENCE

1. Betty, Carter and Monica, McGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed.
2. Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London.
3. Evely, Millis, Duvall, Family Development, II Ed.
4. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications.
5. Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press
6. Klemers, Marriage and Family Relationships.
7. Marie, Mascarenhas, (1999), Family Life Education of Value Education.
8. Pimeta, J., Grooming you for Marriage, St. Paul’s Publications.
9. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi.

ELECTIVE III – 1. Social Policy and Social Legislation

Total Teaching Hours: 45

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 and approaches: 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. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation

Unit 4

Major Social Legislation in India I: 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. Medical Termination of Pregnancy Act 197, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.

Unit 5

Major Social Legislations in India II: Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, 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 Ragging Act 1997, Persons with Disabilities Act 1995.
Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile
Justice Act 2001.

BOOKS FOR REFERENCE

1. Adams Robert, (2002), Social Policy for Social Work, Palgrave.
2. Baldock John, (2000), Social Policy, Oxford, Oxford University Press.
3. Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay.
4. Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi.
5. Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.
6. Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.
7. Nair, T. Krishnan (ed.) (1976), Social Work Education & Development of Weaker Sections, Madras-Association of Schools of Social Work in India.
8. Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, Vazhga Valamudan Publishers
8. Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.

ELECTIVE III – 2. Human Rights and Social Work

Total Teaching Hours: 45

Objectives:

- To provide a perspective and foundation for a human rights culture among students.
- To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.
- To equip students with knowledge about the human rights movements and new rights gained.

Unit 1

Introduction to Human Rights: categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.

Unit 2

Understanding law and the State: The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.

Unit 3

Global Market and Human Rights: Business corporations and human rights standards
Science, technology and human rights; Protection and regeneration of natural resources.
Intellectual Rights

Unit 4

Rights of the Marginalized Sections: Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.

Unit 5

Human rights Movement in India: Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.

BOOKS FOR REFERENCE

1. Baxi, Upendra, (2005) Future of Human Rights Oxford University Press, London
2. Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.
3. Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.
4. Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA.
5. Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi
6. Shanmugavelayutham, K. Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai

7. Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.

7. United Nations, 1994: Human Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.

SEMESTER – IV

CORE PAPER XII - SPECIALIZATION III – FAMILY SOCIAL WORK

c. Social Work with the Youth

Total Teaching Hours: 60

Objectives:

- To acquire knowledge of Youth Development, need and importance of working with youth
- To develop the ability to understand issues confronting youth in the changing socio-economic, political and cultural scenario
- To gain understanding of different governmental/nongovernmental programmes for youth

Unit 1

Youth Development: Concept, Definition, Aims and Objectives Demographic Profile of the Youth in Rural, Tribal and Urban India Status of Youth – Global Situation. National Youth Policy – 2014

Unit 2

Needs of Youth: Physical, Intellectual, Emotional, Social and Religious Needs of Youth, Socialization of Youth, Influence of Family, Peer, Neighbourhood, Reference Groups, Religion and Media, Impact of Westernisation, Modernisation, Urbanisation and Globalisation Socio-Economic, Political and Cultural Challenges faced by Youth, Youth and Poverty

Unit 3

Specific Problems of Youth: Behavioural Problems- Substance Abuse, Sexually Transmitted Diseases, HIV/AIDS, Sexual Problems, Eating Disorders and Obesity. Emotional Problems- Identity Crisis, Alienation, Low, Self-esteem and, Suicide, Career Conflict, Conflicts in Selecting a Partner

Unit 4

Youth and Social Development: Youth in Politics, Conflict situations, Terrorism, Millennium Development Goals Post 2015 Development Agenda, Youth for Leadership, Welfare Programmes for Rural/Urban Youth- National Programmes - NCC, NSS, Scouts and Guides, Sports, Youth Festivals, Career Counselling., Youth Organisations and Movements in India- Rajiv Gandhi National Institute for Youth Development, Nehru Yuva Kendra Sangathan, Vishwa Yuva Kendra, Students Federation of India, National Students Union of India, Democratic Youth Federation of India, AICUF

Unit 5

Training and Application of Social Work Methods: Training, capacity building, research, networking, volunteering, peer counselling and advocacy, designing and implementing community-based youth development programmes/projects and entrepreneurial initiatives

BOOKS FOR REFERENCE

1. Ahuja, Ram. Indian Social Problems. New Delhi: Rawat, 1993.

2. Dugan, Laird. Approaches to Training and Development. Jaipur.: Rawat , 2007
3. Kehily Jane Mary (Ed.). Understanding Youth: Perspectives, Identities and Practices. London: Sage, 2009.
4. Hartman, A., and Laird, J. (1983) Family Centred Social Work Practice, New York: The Free Press
5. Kuriakose P.T Vishwa. Youth Work in India: Scope and Strategy New Delhi: Vishwa Yuva Kendra, 1985.
6. Rajendran Vasanthi & David Paul. Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation. Mumbai: Rajiv Gandhi National Institute of Youth Development,
7. Ruhela. S.P. Sociology of the Youth Culture in India. Delhi: Indian, 2001.

SPECIALIZATION III – COMMUNITY DEVELOPMENT AND EMPOWERMENT

a. Development Planning

Total Teaching Hours: 60

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, Definition of SC and ST, Constitutional provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role

of Professional Social Workers, NGO's in the development of SCs & STs, Development initiatives for Migrants, Refugees and Displaced.

BOOKS FOR REFERENCE

1. Chakravarthy, 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.

SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT

c. Industrial Relations and Labour Welfare

Total Teaching Hours: 60

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,
5. Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.
6. Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective Bargaining, Dehorah Prayer Group.
7. Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.
8. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.
9. BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
10. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.
11. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
12. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
13. Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi
14. Punekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
15. Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

SPECIALIZATION III – MEDICAL AND PSYCHIATRIC SOCIAL WORK

c. Community Health

Total Teaching Hours: 60

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.

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.

SPECIALIZATION III – DISABILITY STUDIES AND ACTION

c. Family Centred Interventions with Children and Adults with Disabilities

Total Teaching Hours: 60

Objectives:

- To understand the effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives.
- To examine the issues and concerns faced by such families at various family life cycle stages and at predictable crisis periods and the interventions needed by these families during those stages or periods.
- To gain skills in undertaking a holistic family assessment.

Unit 1

Overview of contemporary Indian families across the family life cycle, Understanding the effect of the presence of disabled individual on the family unit from an ecological and systems perspective, Factors influencing perception and coping strategies.

Unit 2

Family Coping strategies: Family's coping strategies, need for interventions with the family unit using a partnership approach, Parental attitudes that interfere with counselling efforts.

Unit 3

Social Work Practice in special settings: Family centred interventions, Family centred social work, Holistic assessment of the family system, Family crisis intervention, Reactions of parents at time of diagnosis, Needs and concerns of families, Use of family crisis intervention.

Unit 4

Needs and Concerns of Families – I: Needs and concerns in infancy years and interventions, Holistic implications of disability, prosthetics, child's school years and interventions, enabling parental involvement in education including integration in regular school, Counselling parents in areas of direct care, Support groups of parents, siblings, group assignment, Child's school years – behavioural Functioning, dealing with 'Behaviour Problems'.

Unit 5

Needs and concerns of Families – II: Needs and concerns of families during child's adolescent and young adult years and interventions, Counselling related to personality development, sexuality, marriage, parenting, career, Needs and concerns of families with a newly disabled individual and interventions, Summing up and Feedback.

BOOKS FOR REFERENCE

1. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July – Dec. 2007, pp 75- 81
2. Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
3. Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 – 1075
4. Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
5. Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
6. Fidler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 370 – 381
7. Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
8. Giffiths, M. and Russle, P. (Eds.) (1985) Working Together with Handicapped Children: Guidelines for Parents and Professionals, London: Souvenir Press.
9. Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd.
10. Hartman, A., and Laird, J. (1983) Family Centred Social Work Practice New York: The Free Press
11. Hewett, S., Newson, J., Newson, E. (1970) The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes, London: Allen and Unwin Ltd.

12. Hinchcliffe, A. (2007) *Children with Cerebral Palsy: A Manual for Therapists, Parents and Community Workers*, New Delhi: Sage Publications India Pvt Ltd.
13. Hornby, G. (1994) *Counselling in Childhood Disability: Skills for working with Parents*, London: Chapman and Hall
14. Kashyap, L. (1986) *The Family's Adjustment to their Hearing-Impaired Child*, *The Indian Journal of Social Work* 47(1), 28-36.
15. Kashyap, L. (1991) *Research on Families with Disabled Individuals: Review and Implications*, in *Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289)*. Bombay: Tata Institute of Social Sciences.
16. Kashyap, L. (1996) *Measurement Issues in Family Centered Social Work*, in Bharat, S. (Ed.) *Family Measurement in India*, New Delhi: Sage Publications.
17. Lutz, B., Bowers, B. (2005) *Disability in Everyday Life*, *Qualitative Health Research*, Vol. 15 (8), Oct. 2005
18. Powell, T.H. (1985) *Brothers and Sisters: A Special Part of Exceptional Families*, London: Paul Brooks
19. Priestley, M. (Ed.) (2001) *Disability and the Life Course: Global Perspectives*, Cambridge: Cambridge University Press
20. Raghavan, P. (1994) *Journey with a Special Traveller*, Mumbai: Bharatiya Vidya Bhavan

SPECIALIZATION III – WELFARE OF THE WEAKER SECTIONS

c. Gender and Development

Total Teaching Hours: 60

Objectives:

- To understand basic concepts on gender
- To be sensitive to specific issues related to women
- To develop competencies to work with gender issues in society

Unit 1

Gender Concepts: Social Construction of Gender – Sex and Gender – Gender Discrimination – Gender Stereotyping – Gender as a Social Construct- Gender Roles – Gender Analysis – Gender Audit – Gender Budgeting – Gender Sensitivity – Gender Equity and Equality – Gender Budgeting, Gender Mainstreaming - Gender Gap. Patriarchy – Sexuality, Sex ratio, Transgender, LGBTQ.

Unit 2

Feminism: Definition: Objectives – Goals – Types, – Indian Feminism, Dalit Feminism, Movements, Status of Women in Pre-Post Independent India - Contemporary Feminist Thought – Feminism in Post- Colonial India, Theories, Issues Problems, Policies and Programmes by Governmental and Non- Governmental, Organizations.

Unit 3

Issues Related to Female Children and Women: Female Feticide – Female Infanticide, Child Marriage – Child Labour – Dowry - Divorce – Widowhood – Commercial Sex– Domestic Violence – Problem of Elderly Women – Problems of Single Women/Single Parent –

Marginalized and Deprived Groups (SC/ST, Mathammas, Devadasis, Women Prisoners Juvenile Girls) – Women at Protection Homes and HIV Positive – Differently Abled Women – Aged Women. Mode of Production – Women in Organized and Unorganized Sector – Determinants of Wage Differentiation

Unit 4

Gender Indices and Frameworks: Sex ratio in India, child sex ratio in India, Gender Enrolment Ratio (GER), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Gap Index (GGI), Gender Status Index (GSI). Gender Frameworks: Gender Analysis Matrix, (GAM) Capacities and Vulnerabilities Analysis Framework, Women's Empowerment (Longwe) Framework

Unit 5

Constitutional Provisions and Special Initiatives for women Indian Constitution relating to women – Fundamental Rights, Directive Principles of State Policy, CEDAW, Dowry Prohibition Act, Laws Relating to Inheritance of Property, Family Court Act 1986, Protection of Women from Sexual Harassment at Work Place 2013, Domestic Violence Act 2005, Violence against women in Public, PNDT Act, Role of Cells and Counseling Centers, Legal Aid Cells, Help lines, State and National level Commissions for women, Minimum Wages Act – Equal Wages and Equal Remuneration Act, Maternity Benefit Act

BOOKS FOR REFERENCE

1. Adhikari, Sudeep and Sinha, B.R.K (2012). Human development, Equity and gender justice. New Delhi: New Century Publication.
2. Bharat J, Madhu J, (2004). Indian Approaches to Women's Empowerment, Jaipur: Rawat.
3. Clara Zetkin, (1988) Movements for the Emancipation of Women, New Delhi: Kamgar Prakashan.
4. Gill, Rosalind (2007) Gender and the Media. Jaipur: Rawat Publication.
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6. Leela Kasthuri, 1995. Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992. Occasional Paper NO 25. New Delhi: Centre for Women's Development Studies.
7. Lena Dominelli, (2002), Feminist Social Work Theory and Practice, New York: Palgrave.
8. Lotika Sarkar, (1995), Women's Movement and the Legal Process, Occasional Paper No. 24 New Delhi: Centre for Women's Development Studies.
9. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay.: Popular Prakashan.
10. Mala Khullar, (Ed.), (2005). Writing the Women's Movement: A Reader, Zubaan, Kali for Women, New Delhi
11. Neera Desai and Usha Thakkar, (1999). Women in Indian Society. New Delhi: National Book Trust India.
12. Sarkar, Sumita and Manjari Srivastava (2011) Globalisation and Gender. Jaipur: Rawat Publication.
13. Sharmila Rege, (Ed.), (2003) Sociology of Gender – The Challenge of Feminist Sociological Knowledge. New Delhi: Sage Publications.

14. Singh, A.K (2010) Gender Budgeting and Women Empowerment in India. New Delhi: Serials Publication. Shivathmika Publishers, India.
15. Leela Kasthuri, (1995) Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992, Occasional Paper NO 25, Centre for Women's Development Studies, New Delhi.
16. Tulsi Patel, (Ed.), (2007) Sex selective Abortion in India – Gender, Society and New Reproductive Technologies, New Delhi: Sage Publications.
17. United Nations Development Organisation, (1995) Human Development Report, UNDP, Delhi.
18. Veena Poonacha, (1995) Gender within the Human Rights Discourse, RCWS, SNTD, Bombay
19. World Bank (2012) World Development Report 2012: Gender Equality and Development. World Bank, Washington.
20. World Health Organisation, (2000) Women of South East Asia- A health profile, WHO, Regional Office for South East Asia, New Delhi.

Web Sources

<http://www.oecd.org/dac/gender-development/43041409.pdf>

<http://wafira.org/onewebmedia/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

CORE PAPER XIII - SPECIALISATION IV: FAMILY SOCIAL WORK

d. Social Work with the Elderly

Total Teaching Hours: 60

Objectives:

- To understand the theories, concepts and perspectives in gerontological social work
- To examine the historical norms of roles, power and status of older persons and emerging trends and issues in the context of liberalized political economy and changing demography.
- To study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.

Unit 1

Status of Elderly: Historical norms in different cultures, urban / rural, tribal, economic, age and gender contexts. Situational analysis of the aged with respect to age, gender, place of residence, economic status and globalization. Demographic characteristics of the Elderly

Unit 2

Health of the Elderly: Longevity and physical health, Mental and emotional health Ill health, disabilities and care giving. Sexuality in old age, Spirituality in old age; Review of health policies for the disabled and their implementation with references to elderly; Health intervention: periodical checkup, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment.

Unit 3

Elderly and Family: Interventions of elderly with parents, spouse, children, children-in-laws, grandchildren and others; Care giving roles between elderly and the family. Stress management of caregivers; Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment; Review of laws for inheritance and protection from abuse, Intervention needs: Raising family awareness about bereavement, and bereavement counseling

Unit 4

Policy, Legislation and Schemes for Elderly: National Policy for Elderly, Scheme for the welfare of the aged, institutional care and non-institutional care in day care and mobile Medicare units, Laws affecting elderly Policy and Plans for elderly.

Unit 5

Programmes for Ageing: Development programmes for preparations for old age, retirement, programmes for preparation for death and bereavement, raising family and community awareness about ageing. Non-institutional services / Community services: Continuing educations, mutual/self-help groups, second career, training of elderly as volunteers, counseling and legal aid multi-services / day care centers, home/family-based services, telephone help lines, information and referral services, and death with dignity. Training of para professionals and volunteers.

BOOKS FOR REFERENCE

1. Dandekar, K. (1996), *The Elderly in India*, Sage Publications, New Delhi.
2. Desaum N abd Suva Rahym (2000), *Gerontological Social Work in India, Some Issues and Perspectives*, B.R. Publishers, Delhi.
3. Irundaya Rajan, S. Mishra, U.S. and Sarma P.S., (1997), *Indian Elderly: Asset or Liability*, Sage Publications, New Delhi.
4. Khan, M.Z., (1997), *Elderly in Metropolis*, Inter India Publishers, New Delhi.
5. Krishnan, P and Mahadevan, K. (eds.) (1992), *The Elderly Population the Developed World: Policies, Problems and Perspectives*, B.R. Publishing, Delhi.

SPECIALISATION IV- COMMUNITY DEVELOPMENT AND EMPOWERMENT

d. Entrepreneurship Development

Total Teaching Hours: 60

Objectives:

- To enable students comprehend the role of entrepreneurship in economic development
- To provide an understanding, nature and process of entrepreneurship development
- To motivate the students to innovate and develop entrepreneurial initiatives

Unit 1

Evolution of Entrepreneurship: Concept. Meaning, 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 in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks

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.

BOOKS FOR REFERENCE

- 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.

SPECIALISATION IV: HUMAN RESOURCE MANAGEMENT

d. Organizational Behaviour and Development

Total Teaching Hours: 60

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. France, Wendell 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. Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour &
19. Performance, Scott Foresman and Co., London.

SPECIALIZATION IV– MEDICAL AND PSYCHIATRIC SOCIAL WORK

d. Mental Health and Social Work

Total Teaching Hours – 60

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 Dependancy,,: 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

SPECIALIZATION IV– DISABILITY STUDIES AND ACTION

d. Rehabilitation and Counseling for Disability

Total Teaching Hours: 60

Objectives:

- To understand the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms.
- To enhance knowledge of approaches/models that could be used to work with individuals and groups of persons with disability.
- To develop and enhance skills of working with persons with disability using various approaches and application of the models of intervention.

Unit 1

Rehabilitation: Definition, meaning and concept, aim, Historical Perspective, Misconceptions, causes and characteristics, need and importance, Fields of Rehabilitation, access to rehabilitation, Community & Disability - Participation and empowerment, Community mobilisation-process and skills in rehabilitation, -Case Studies, Networking of organizations for persons with disabilities,

Unit 2

Rehabilitation advocacy and lobbying : concepts, need for these methods, Advocacy-Issue framing, Force Field- Strategies for Advocacy, Stakeholder Analysis for Advocacy, Stakeholder Analysis, Networking, Advocacy Experiences on Disability, General legal provisions relating to the disabled, specific legislations for the disabled

Unit 3

Counselling in different settings: Mapping and contextualizing issues faced by persons with disability and their families Counselling in different settings, Critical periods in life cycle / Transitions Framework / Quality of Life, Issues related to acceptance of self and disability, coping with lifestyles, IPR, Egan's model of Counselling

Unit 4

Counselling Individuals for personal adjustment: Approaches to counselling – Psychodynamic, Behavioural, existential/humanistic, transpersonal approaches, Individual counselling using behavioural approach - Skills and techniques, Individual counselling using other approaches – skills and techniques, including RET.

Unit 5

Counselling needs - Group Counselling, Self-help groups, Facilitation skills, Community Based Rehabilitation, Community Education, Holistic interventions, Reluctance reaction, Dependence reaction, Crisis and Intervention, Depressed reaction, suicidal reaction.

BOOKS FOR REFERENCE

- 1.S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 6)
- 2.Ben-Shlomo, Y. & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. International Journal of Epidemiology, 31, 285 – 293.
- 3.Brown, I and Brown, R.I. (2003). Quality of Life and Disability: An approach for community Practitioners. London: Jessica Kingsley Publishers
- 4.Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.
- 5.Corey, G. (1997). Theory and Practice of Counselling & Psychotherapy. California: Wadsworth.
- 6.Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 3)
- 7.Parker, R. (Ed.) (1987). Rehabilitation Counselling: Basics and Beyond. Texas: Pro-ed. Inc. (Chapter 4)
- 8.Nelson-Jones, R. (2002). Essential Counselling and Therapy Skills: The Skilled Client Model. London. Sage
- 9.Rao, N.S. (2008). Counselling and Guidance. New Delhi: Tata McGraw Hill.
10. Kurtz, L.F. (1997). Self Help and Support Groups: A Handbook for Practitioners. CA: Sage.
11. White, S.A. (1999). The Art of Facilitating Participation: Releasing the Power of Grassroots Communication. CA: Sage
12. Punani, B. Rawal, N. & Sajit J. (2002). Manual Community Based Rehabilitation (Visually Impaired) II Edition, Ahmedabad: Blind People's Association.
13. Thomas, M. & Thomas, M.J. (2003). Manual for CBR Planners. Bangalore: Asia Pacific Disability Rehabilitation Journal.
14. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
15. Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall.

SPECIALIZATION IV – WELFARE OF THE WEAKER SECTIONS

d. Conflict Transformation and Peace Building for Social Work

Total Teaching Hours: 60

Objectives:

- To introduce the students to the concepts of justice, peace and conflict transformation
- To enable the students to apply the techniques of conflict transformation in their work
- To facilitate students to use the tools of conflict transformation in the field of development

Unit 1

Conflict : Definition and concepts of Conflict, crises and disputes. Conflict situations, causes and effects, Intractable conflicts and its impact.

Unit 2

Tools for conflict analysis: The conflict map, conflict tree, time line, Power triangle, ABC triangle, force field analysis, the needs, interests and positions, relationship map, and structural analysis.

Unit 3

Approaches to resolving conflicts: Conflict management, resolution, transformation. Decoding the Adam Curl, John Paul Lederarch and Johan Galtung models. Structural Dimensions, Relational and Personal dimension of conflict transformation.

Unit 4

Skills for conflict transformation and peace building: Nonviolent communication, Appreciative enquiry, building substantial Dialogue, Fact finding, Networking, Negotiation, mediation and Alternative Dispute resolution skills.

Unit 5

Social work settings and conflict transformation: Case studies from clinical settings, small group settings involving two or three people, community settings and situations involving masses.

BOOKS FOR REFERENCE

1. Barash, David P. and Charles P. Webel.(2002). Peace and Conflict Studies. Thousand Oaks, CA: Sage
2. Burton (1), John W. (1990). Conflict: Resolution and Provention. London: Macmillan Press.
3. Clements, Kevin and the editors. (2003). Theory Research and Practice. In Conflict Cheldelin, Druckman, and Fast eds. New York: Continuum.
Accessed 1/5/08.http://www.sfcg.org/programmes/ilr/ilt_manualpage.html, Chapters 1,2
4. Francis, Diana. (2002) People, Peace, and Power: Conflict Transformation in Action. London: Pluto Press.
5. Gilligan, James. (2001) Preventing Violence. New York: Thames and Hudson.
6. Jeong, Ho-Won. (2000) Peace and Conflict Studies: An Introduction. Aldershot, England: Ashgate.

7. Lederach, John Paul. (1995) *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, NY: Syracuse University Press.
8. Lederach, John Paul. (1997) *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.
9. Parker, John et al. (2003) *Social Theory: A Basic Tool Kit*. New York: Palgrave Macmillan.
10. Ramsbotham, O., and Woodhouse, T., and Miall, H. (2005) *Contemporary Conflict Resolution*, 2nd Edition. Malden, MA: Blackwell.
11. Schirch, Lisa. (2004) *Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books.
12. Stassen, Glen, ed. (1998) *Just Peacemaking: Ten Practices for Abolishing War*. Cleveland, OH: The Pilgrim Press.

CORE PAPER XIV– Field Work Practicum IV

Family Social Work

Objectives:

1. To enable the students to understand socio-economic dynamics with special reference to the family setting
2. To help the students to identify specific issues that require immediate attention and intervention with reference to ensuring the Child Rights
3. To enable the students to understand Social Work interventions in Family and Child Welfare Setting

Tasks:

1. Application of Social Work methods in Child Rights setting
2. Application of Social Work methods with Children in difficult circumstances
3. Practice Multi-disciplinary approaches in Family and Child Welfare settings
4. Enhance skills in Rights Based Approach for Child Rights

Community Development and Empowerment

Objectives:

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

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

Tasks:

1. Observation visit to urban community / slums (informal settlements)
2. Analysis of their socio-economic conditions
3. Application of the principles of Urban community development
4. Application of professional social work methods in urban setting
5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures
6. Identify/ study/ explore the urban problems covering the following aspects:
 - a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.
 - b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
 - c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labor Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labor Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organizational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

Manpower Planning (Need Analysis)

Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)

Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)

Selection (Interview/ Written Test /Group Discussion / Physical examination)

Induction and Placement, Promotion and Transfer

Training and Development (Need Analysis/ Types/Outsourcing)

Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)

Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)

Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)

Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)

Social Security Benefits (Social Insurance/ Social Assistance)

Employee Service Register, Communication

Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils)

Grievance Handling - Grievance Settlement Procedure

Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)

Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labor Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)

Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures

V Labour Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Objectives:

1. To equip the students with the necessary skills for the Psychosocial assessment of persons with mental disorders and disabilities
2. To apply the methods of Social Work in the management of persons with mental disorders
3. To enable the students to apply the theoretical approaches in practice and develop necessary skills for practice
4. To enable the students to develop and implement a programme for Community Mental Health
5. 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

Disability Studies and Action**Objectives:**

1. To help students to critically examine the social construction of disability from different Stakeholder perspectives.
2. To make students aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
3. To be exposed to the various types of disabilities and their causal factors, Prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.
4. To examine the impact of each disability on different aspects of an individual's growth and development.
5. To become familiar with the roles of the different professionals in the multi-Disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.

Tasks:

Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)

Identify & undertake Group therapeutic sessions

Organise a need based/ setting-based Community Health Programme

Function as a member of the Multidisciplinary team

Network with other organizations and advocate when necessary

Document and maintain records

Welfare of Weaker Sections**Objectives:**

1. To understand the challenges faced by the weaker sections of the society.
2. To examine the issues and concerns faced by such communities at various stages and at predictable crisis periods and the interventions needed by these communities during those stages or periods.
3. To help students gain skills in the application of various social work methods for the welfare of weaker sections.

Tasks:

1. Use social work principals, values and Ethics to work with the weaker sections of the society.
2. Identify and undertake case work and group work sessions for those in need
3. Conduct community programmes based on their need

4. Conduct mini research on an issue that is prevalent
5. Network with other organizations and advocate when necessary
6. Function as a member of the Multidisciplinary team
7. Document and maintain records

ELECTIVE IV- 1. Migration Issues and Human Security Total teaching hours: 45

Objectives

- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants

Unit 1

Migration: Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.

Unit 2

Migration in India: Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees

Unit 3

Globalisation and Migration; Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,

Unit 4

International Migration: Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

Unit 5

Migration and Human Security: Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter- State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979

BOOKS FOR REFERENCE

1. Amal Datta, (2003): Human Migration. A Social Phenomenon. India: Mittal.
2. Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.
3. Devesh Kapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.
4. David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.
5. R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul. .

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: Categories of the workers of the unorganized sector, Socio – economic profile, Problems, Economic development and its impact on workers of the unorganized sector.

Unit 3

Organisation of the Unorganized: Worker's movements Peasant, Naxalite, Tebhaga, SEWA., ILO and it's role, Problems of organizing the unorganized, Role of trade unions, social activists and voluntary organization, Generating – public opinion.

Unit 4

Policies, Programmes and Legislations – Review of present situation and impact, National Child Labour Policy, NREG Act, 2005 and NREG schemes, 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: Non- Government 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 Employment 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.
14. Sarma, A.M. (1990) Welfare of special categories of Labour, Himalaya.

ELECTIVE V

1. Social Work and Persons with Disability

Total teaching hours: 45

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.

ELECTIVE PAPER V- 2.UN Systems for Development and Social Change

Total teaching hours: 45

Objectives:

- To enable students, familiarize with UN systems and frameworks for development
- To familiarize students with current UN documents, treaties and policies for development
- To critically analyze the functioning and achievements of the UN Systems

Unit 1

The United Nations System: aim and objectives of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

Unit 2

Global Issues on the UN Agenda: Brief Overview Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals

Unit 3

Organisations of Economic and Social Council: Introduction to ECOSOC, The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA); United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

Unit 4

Programmes of the UN: Aims and Programmes, United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes
United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes
United Nations Children’s Fund (UNICEF), World Food Programme (WFP) - aims and programmes

Unit 5

UN Entities and other related Agencies – Aims and Programmes Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)
Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)
World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

BOOKS FOR REFERENCE

1. Basu, Rumki.(1993): UN Structure and Function: An International Organisation. New Delhi: Sterling.
2. Black, K. J. (2007): Development in Theory and Practice- Paradigms and Paradoxe. Jaipur: Rawat.

3. Boulder, Colo. (1997): The United Nations and the Changing World Politics. New York: West View, United Nations.
4. Pant, S. K. (2006): Human Development- Concept and Issues in the Context of Globalisation. Jaipur: Rawat. .
5. Pawar, S. N. Ambekar, J., B., and Shrikant, D. (2004): NGOs and Development - The Indian Scenario. Jaipur: Rawat.
6. Verma, K. Manish. (2004): Development, Displacement and Resettlement. Jaipur: Rawat.
7. Willets, Peter. (1996): The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems. Washington DC: Brookings Institutions.

CORE PAPER – XV – RESEARCH PROJECT

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.

The total credits for Research Project is Four .

Total Marks 100.

Project Report - Report presentation: 80

Evaluation by External only.

Viva voce carries: 20 (Both Internal and External)

Block Placement / Internship: (After IV Semester Examination)

After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full-time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.

Objectives:

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

Duration: 1 month

AC.S'18

LEARNING OBJECTIVES & LEARNING OUTCOMES

SEMESTER I

CORE PAPER I - SUBJECT: SOCIAL WORK PROFESSION - HISTORY AND PHILOSOPHY

Learning 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.

Learning 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

CORE PAPER II - SUBJECT: WORK WITH INDIVIDUALS (CASE WORK)

Learning 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

Learning 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.

CORE PAPER III - SUBJECT: WORK WITH GROUPS (GROUP WORK)

Learning 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

Learning 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.

CORE PAPER IV - SUBJECT: FIELD WORK PRACTICUM I

Learning 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

Learning 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

EXTRA DISCIPLINARY PAPER – I - SUBJECT: SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK

Learning 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

Learning 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.

SEMESTER – II

CORE PAPER V - SUBJECT: COMMUNITY ORGANIZATION & SOCIAL ACTION

Learning 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 Organisation and Social Action

Learning Outcomes:

- Examine the community organization as a method in solving community problems.
- Analyse the dynamics of social problems and mechanism to solve them.
- 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 of social workers in society.

CORE PAPER VI - SUBJECT: SOCIAL WORK RESEARCH AND STATISTICS

Learning 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

Learning Outcomes:

- Initiate scientific temper of inquiry
- Independently able to formulation and execution of research
- Ability to use statistical techniques for data analysis and interpretation

CORE PAPER VII - SUBJECT: FIELD WORK PRACTICUM - II

Learning 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.

Learning 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; 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. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice

ELECTIVE PAPER I - SUBJECT: DISASTER MANAGEMENT

Learning 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

Learning Outcomes:

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

EXTRA DISCIPLINARY PAPER II - SUBJECT: GENDER AND DEVELOPMENT

Learning 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

Learning 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

SEMESTER III

CORE PAPER - VIII

SPECIALIZATION – I - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: RURAL COMMUNITY DEVELOPMENT

Learning Objectives:

- To understand the determinants and elements of rural development
- To understand the change in the strategies and approach of rural development
- To learn various initiatives taken by the government to uplift rural development
- To develop sensitivity towards issues and challenges in rural community development

Learning 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.

CORE PAPER VIII

SPECIALIZATION - I – HUMAN RESOURCE AND MANAGEMENT

SUBJECT: LABOUR LEGISLATIONS

Learning 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

Learning 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.

CORE PAPER VIII

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

SUBJECT: MEDICAL SOCIAL WORK

Learning 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.

Learning 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 its 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

CORE PAPER - IX

SPECIALIZATION – II - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: URBAN COMMUNITY DEVELOPMENT

Learning Objectives:

- To understand the determinants and elements of Urban development
- To understand the change in the strategies and approach of Urban development
- To learn various initiatives taken by the government to uplift Urban development
- To develop sensitivity towards issues and challenges in Urban community development

Learning 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.

CORE PAPER IX

SPECIALIZATION II - HUMAN RESOURCE AND MANAGEMENT

Subject : Human Resource Management and Development

Learning 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 counseling skills.

Learning Outcomes:

- Students can understand the concept of Human Resource Development, Objectives, Approaches & Principles – Systems & strategies in HRD – HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) and Performance Measurement Systems
- Students can articulate about Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system. Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators and HR Management by Objectives.

- Students will develop substantive understanding of Training Need Analysis at Individual and Organizational level, Designing and conducting Training programs and employee empowerment

CORE PAPER IX

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

SUBJECT: PSYCHIATRIC SOCIAL WORK

Learning Objectives:

- To acquire knowledge of various treatment approaches and to develop the skill to apply the same to Mental Health needs of the people
- To understand the need for preventive and promotive approaches and to develop the ability to apply Social work methods in the promotion of mental health.
- To develop a holistic and integrated approach to Social work practice in the field of Mental Health.

Learning 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 place a major role and also use legislations pertaining to mental health to create a discrimination free society.

CORE PAPER – X

SUBJECT: MANAGEMENT OF ORGANIZATIONS

Learning 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.

Learning 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.
- Analyse case studies of successful CSR initiatives and understand the skills required for a social worker in CSR

CORE PAPER XI

SUBJECT: FIELD WORK PRACTICUM III

COMMUNITY DEVELOPMENT - RURAL COMMUNITY DEVELOPMENT

Learning 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

Learning 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

Human Resource Management

Manufacturing/ Service/ IT Sectors

Learning Objectives:

- 1.To practically understand the concept of Industrial Relations and to acquire the related competencies
- 2.To familiarize with the Labour Legislations
- 3.To learn to apply the various methods of Social Work in various Industrial Settings
- 4.To observe the application of various Labour Welfare measures
- 5.To observe the practice of current trends in HR
- 6.To provide opportunity for the integration of class room learning and field practice
- 7.To acquire human resource management skills
- 8.To observe the CSR activities
- 9.To develop skills to organize people to meet their needs and solve their problems
- 10.To make innovative contributions to the organization functioning
- 11.To represent HR profession in inter disciplinary terms
- 12.To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Medical and Psychiatric Social Work - Medical Social Work

Learning 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 behaviour 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 psycho social implication on the treatment procedures

Learning 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 psycho social intervention.

ELECTIVE PAPER – II

SUBJECT: COUNSELLING THEORY AND PRACTICE

Learning 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

Learning 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

ELECTIVE PAPER III

SUBJECT: SOCIAL POLICY & SOCIAL LEGISLATION

Learning 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

Learning 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

SUMMER INTERNSHIP

Learning Objectives:

- Develop enhanced practice skill and integrate learning
- Develop greater understanding of reality situations through involvement in day to day work
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme
- Enhance awareness of self in the role of a Professional Social Worker

Learning Outcomes:

- It will broaden the student's perspectives on development and welfare concerns, offer pre-employment work experiences and enable her/him to assume professional responsibilities after graduation.
- Student's communication, documentation and leadership skills will be enhanced.
- It helps the students in Problem solving, goal setting and decision making. Students can integrate team work and leadership practices taught in the social work curriculum.

SEMESTER – IV

CORE PAPER - XII

SPECIALIZATION III - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: DEVELOPMENT PLANNING

Learning Objectives:

- To develop knowledge on the various systems involved in development planning
- To understand the various sectors/sections of community for whom the development initiatives were undertaken
- To learn various methods and strategies followed for development
- To understand the role and responsibility of social worker in planning the development

Learning 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

CORE PAPER XII

SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT

SUBJECT: INDUSTRIAL RELATIONS AND LABOR WELFARE

Learning 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.

Learning 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

CORE PAPER XII

SPECIALIZATION – III MEDICAL & PSYCHIATRIC SOCIAL WORK

SUBJECT: COMMUNITY HEALTH

Learning 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.
- To sensitize students about the need for proactive, Preventive and developmental approaches in the field of health.

Learning 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.

CORE PAPER - XIII

SPECIALIZATION IV – COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT : ENTREPRENEURSHIP DEVELOPMENT

Learning Objectives:

- To learn different facets involved in entrepreneurship development
- To understand the process and dynamics of entrepreneurship development
- To enable to explore the opportunities of entrepreneurship development

Learning Outcomes:

- Clear understanding about the scope of entrepreneurship development
- Creating inquisitiveness towards entrepreneurship
- Analysing the opportunities challenges and benefits of entrepreneurship

CORE PAPER XIII

SPECIALIZATION IV - HUMAN RESOURCE AND MANAGEMENT

SUBJECT: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

Learning Objectives:

- To help students build a knowledge base appropriate to Personal Management and Organizational Behaviour.
- To enable the students to perceive and develop the attitudes required for the successful application of personnel management and organizational Behaviour
- To assist them to perceive develop the skills appropriate to the field practices.

Learning 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

CORE PAPER XIII

SPECIALIZATION – IV MEDICAL & PSYCHIATRIC SOCIAL WORK

SUBJECT: MENTAL HEALTH AND SOCIAL WORK

Learning Objectives:

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

Learning 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 so as 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.

CORE PAPER XIV

SUBJECT: FIELD WORK PRACTICUM IV

Community Development - Urban Community Development

Learning Objectives:

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

Human Resource Management

Manufacturing/ Service/ IT Sectors

Learning Objectives:

- 1.To practically understand the concept of Industrial Relations and to acquire the related competencies
- 2.To familiarize with the Labor Legislations
- 3.To learn to apply the various methods of Social Work in various Industrial Settings
- 4.To observe the application of various Labor Welfare measures
- 5.To observe the practice of current trends in HR
- 6.To provide opportunity for the integration of class room learning and field practice
- 7.To acquire human resource management skills
- 8.To observe the CSR activities
- 9.To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in HumanResource

Medical and Psychiatric Social Work

Psychiatric Social Work

Learning Objectives:

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

Learning Outcomes:

The trainees have to complete the tasks based on their respective specialization, the learning outcomes are achieved with practical exposure and employability knowledge in the respective specializations.

ELECTIVE IV

SUBJECT: MIGRATION ISSUES AND HUMAN SECURITY

Learning Objectives:

- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants
- Understand the relationship between migration and development

Learning Outcomes:

- The students gain knowledge on the concept of Migration in the context of

development and displacement

- The students understand the emerging trends, determinants on migration
- The students learn the association of migration with the development and their rights

ELECTIVE PAPER V

SUBJECT: SOCIAL WORK AND PERSONS WITH DISABILITY

Learning 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

Learning 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.

CORE PAPER XV

SUBJECT: RESEARCH PROJECT

Learning Objectives:

- To conduct an investigation in accordance with the scientific method
- To provide knowledge about interventions or treatments really help or hinder the attainment of social work goals
- To assist in creating understanding on the knowledge of Social Work Research

Learning Outcomes:

- The students learn to undertake research based on their specialization in Social Work
- The students gain knowledge on the research designs and other statistical tools in the process of undertaking research
- The students understand the purpose of Social Work Research and its implications in the field

BLOCK PLACEMENT

Learning Objectives:

- To provide an opportunity to experience day-to-day work in a social work setting.
- To involve in direct practice with the client system and with the ongoing management operations of the setting as a pre-employment work experience
- To enable the students to prepare themselves for professional responsibilities after graduation
- To integrate theory and practice skills necessary for employment in their respective settings.

Learning Outcomes:

- Enhanced practice skill and integrate learning
- Greater understanding of reality situations in working with the clients
- Enhanced awareness of self in the role of a Professional Social Worker

ASSESSMENT STANDARDS

Student performance is assessed both internally and externally through examinations and tests periodically. Internal assessment is evaluated on TWO internal class tests, assignments and seminar marks secured by each student. External exam is conducted by the University of Madras at the end of each semester. All internal marks are registered online in the university portal which would be added to the external marks secured by the student. The college follows semester system with Continuous Internal Assessment and model exam. An orientation program is conducted for the PG students at the beginning of the academic year on Internal & External Assessment.

Internal Assessment: As per the university norms Internal Marks is for **25 Marks**. Apart from the TWO CIA (Continuous Internal Assessment), semester end Model examinations for each semester, Class tests are conducted regularly. Students who are found to be exceptionally weak are given special attention and opportunities to improve their performance. Assignments, Seminars and Project Works are other major evaluation criteria wherein students perform either individually or in groups. Various teaching learning methods are incorporated to supplement the theoretical method and the students are well prepared for the final semester Examinations which are conducted as per guidelines issued by the University of Madras.

INTERNAL MARK	
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

External Assessment: External exam is conducted by the University of Madras at the end of each semester. External examination is of three-hour duration for all the theory papers and practical papers. As per the university norms Internal Marks is for **75 Marks**. Every theory paper has objective type questions, essay type and application orientated question in the question paper. The compilation of all the question papers will be done at the departmental level so that department has its own Question bank, which helps the students for reference and preparation for the examinations.

Signature of the HOD

Signature of the Principal



ANNA ADARSH

COLLEGE FOR WOMEN

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – II

SYLLABUS

EFFECTIVE FROM THE ACADEMIC YEAR 2021-2022

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – II

LIST OF STAFF MEMBERS

NAME OF THE STAFF	DESIGNATION
MS. DHIVYA R.K. S	HEAD OF THE DEPARTMENT
MS. SUGAPRIYANKA . L. S	ASSISTANT PROFESSOR
MS. M. JEEVANTHI	ASSISTANT PROFESSOR

APPENDIX - 6 (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 (Social Case Work)	4	4	25	75	100
	Core Paper III – Work with Groups (Social Group Work)	4	4	25	75	100
	Core Paper IV- Field Work Practicum - I	12	6	40	60	100
EXTRA DISCIPLINARY	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 Disaster Management or Working with People living with HIV/AIDS	3	3	25	75	100
EXTRA DISCIPLINARY	Extra Disciplinary Paper II Gender and Development	3	3	25	75	100
	Soft Skills-II	2	2	40	60	100

THIRD SEMESTER

COURSE COMPONENTS	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 Counselling -Theory and Practice or Marriage and Family Life Education	3	3	25	75	100
	Elective Paper III Social Policy and Social Legislation or 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		CR	Max Marks	TOTAL
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	NAME OF THE COURSE			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 or Social work in the unorganized sector	3	3	25	75	100
	Elective Paper V Social Work and Persons with Disability or 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 SIX SPECIALIZATIONS comprising of four papers in each. Students shall not be permitted to choose specialization papers from different Groups:**

GROUP-I- Family Social Work

- 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 I – Rural Community Development
- b. Core Paper - IX - Specialization II Urban Community Development
- c. Core Paper - XII - Specialization III Development Planning
- d. Core Paper - XIII - Specialization IV Entrepreneurship Development

GROUP-III-Human Resource Management

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

GROUP-IV-Medical and Psychiatric Social Work

- a. Core Paper – VIII Specialization I– Medical Social Work
- b. Core Paper – IX Specialization II – Psychiatric Social Work

c. Core Paper – XII Specialization III – Community Health

d. Core Paper – XIII Specialization IV – Mental Health and Social Work

GROUP-V- Disability Studies and Action

a. Core paper – VIII Specialization I – Persons with Disability and their Rehabilitation

Contexts

b. Core Paper – IX Specialization II – Disability and Human Rights

c. Core Paper – XII Specialization III – Family Centred Interventions with Families of Children and Adults with Disabilities

d. Core Paper – XIII Specialization IV – Rehabilitation and Counseling for Disability

GROUP-VI-Welfare of the Weaker Sections

a. Core Paper - VIII Specialization I– Empowerment of the Marginalised

b. Core Paper – IX Specialization II –Forced Migration and Social Work Practice

c. Core Paper – XII Specialization III – Gender and Development

d. Core Paper – XIII Specialization IV 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

APPENDIX - (R & S)
UNIVERSITY OF MADRAS
MASTER OF SOCIAL WORK (MSW)

SYLLABUS

SEMESTER – I

CORE PAPER I – Social Work Profession - History and Philosophy

Total Teaching Hours: 60

Objectives:

- To gain an understanding of the history and philosophy of Social Work and its emergence as a Profession
- To develop insights into the origin and development of Voluntary organization
- To appreciate Social Work as a Profession and to recognize the need and importance of Social Work Education and training

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.

CORE PAPER II – Work with Individuals (Social Case Work) Total Teaching Hours: 60

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

CORE PAPER III – Work with Groups (Social Group Work)

Total Teaching Hours: 60

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 group work

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.

CORE PAPER IV - Field Work Practicum I

General Objectives:

1. To get exposed to wider area of social realities at the micro level
2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions
3. To acquire documentation skills to ensure professional competence
4. To develop the right values and attitudes required for a professional social worker

Components:

1. Orientation
2. Practice Skill Laboratory
3. Observation Visits
4. Rural Camp

EXTRA DISCIPLINARY PAPER – I Social and Psychological Foundations for Social Work

Total Teaching Hours: 60

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

Fundamentals of Sociology: 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: definition and meaning, 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. Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi
13. Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
14. Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi
15. Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi
16. Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi

SEMESTER – II

CORE PAPER V – Community Organization & Social Action

Total Teaching Hours: 60

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 Organisation 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.

CORE PAPER VI – Social Work Research and Statistics

Total Teaching Hours: 60

Objectives:

- To understand the nature, principles and methods of Social Work Research
- To develop the skills of independently conceptualising a problem and executing a research study
- To understand and learn the application of appropriate statistical techniques in Social Work Research

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.

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. 2nd ed, 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.

CORE PAPER VII - Field Work Practicum- II

Objectives:

The broad objectives of II semester Field Work Practicum are to:

- 1.Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.
- 2.To train students to practice social work from an ecological, development and integrated perspective
- 3.Develop skills for problem solving in work at the micro level and change at the macro level.
- 4.Provide concurrent opportunity for the integration of class-room learning and Field Practicum
- 5.Develop professional values and commitment and the professional ideal
- 6.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.
- 7.Develop skills to organize people to meet their needs and solve their problems.
- 8.Use roles appropriate to work e.g. advocacy for child's right, human rights.

9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.
10. 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.
11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner
12. Develop the ability to make innovative contribution to the organization's functioning
13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice
14. Develop the capacity to utilize instruction for enhancing and integrating field Practice
15. Utilize field instructions for enhancing and integrating professional growth
16. Make creative use of field instructions to evaluate mutual input
17. Utilize practice-based research to test effectiveness of specific aspects of Intervention
18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice

Field Work Practicum Seminars

Viva –Voce to be conducted before the commencement of university Examinations.

ELECTIVE PAPER I - 1. Disaster Management

Total Teaching Hours: 45

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, Psycho social 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
Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005
2. Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep & Deep Publications. 2001
3. Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy & Strategy, New Delhi, SBS.Publications, 2006
4. 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

ELECTIVE I - 2. Working with People living with HIV / AIDS

Total Teaching Hours:

45

Objectives:

- To help students get a better understanding of HIV / AIDS in India
- To enable students in developing skills to work with people living with HIV
- To encourage students in understanding the ethical and human rights issues

Unit 1

Introduction to Sexually Transmitted Diseases: Epidemiology of HIV / AIDS Global situation; HIV / AIDS in India; Approach to patients with suspected HIV infection. Pre-test and Post-test Counseling. Target groups – sex workers, MSM, Truck drivers, IDU (Intra venous drug abuses) Street children.

Unit 2

Assessment, Intervention; Psychological and social factors: Other diseases -Tuberculosis, Skin diseases, Cancer, Herpes, STD, Liver disorders, steroids; physical examination; emphasis on gender sensitivity; Transgender issues; laboratory investigations, risk factors and contacts.

Unit 3

Approach to working with HIV patients: Systemic approach – trust, confidence and confidentiality. Initial assessment, history taking and Intervention. Behaviour change communication; life skills.

Unit 4

Awareness Raising and Preventative Programmes: Demythologising HIV / AIDS. – Sex education – peer influence / pressure – Adolescent behaviour – Sex, Alcohol and Drugs interplay – Use of condoms, prevention and control of STDs, HIV / AIDS – Healthy Sexuality and reproductive behaviour and relationship gender equity. HIV infection and pregnancy. Needle and condom distribution.

Unit 5

Social, ethical and legal issues: National AIDS Control Programmes (NACP), role of NGOs – networking, skills to manage HIV / AIDS and STDs. Social Support systems; Family

Counseling – partners and children, strategies, community health programmes, conducting and managing awareness programmes, Role of Social Workers, Support groups.

BOOKS FOR REFERENCE

1. Das, A.K. Strategies for Prevention and Control of HIV/AIDS in Developing Countries; Medicine Update, Vol8, 230-5. (1998)
2. Ministry of National Health And Welfare Straight Facts about Drugs and Drug Abuse; Canada, (1983)
3. Terrence C. Cox, Michael R. Jacobs Drugs and Drug Abuse – A Reference Text; Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation, (1983)
4. Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- Updated Information-The Only Medicine, Chennai, Macmillan, India Ltd..
5. Sherly, Joseph, Social Work Practice & Men who Have Sex with Men, New Delhi, Sage Publication, 2005
6. Willow, Pequegnat, Jose Sz Apocznik Working with Families In the Era of HIV/AIDS, New Delhi, Sage Publication Pvt Ltd, 2000.

EXTRA DISCIPLINARY II Gender and Development

Total Teaching Hours: 60

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 and

- 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. Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.
2. Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.
3. Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.
4. Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.
5. Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008.
6. Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006.

7. Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.
8. Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005.
9. Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.
10. Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011.
11. Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007.
12. Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995.
13. Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.
14. Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.

SEMESTER - III

CORE PAPER – VIII SPECIALIZATION I – FAMILY SOCIAL WORK

a. Social Work with Families

Total Teaching Hours: 60

Objectives:

- To develop an understanding on marriage and family as social institutions and comprehend emerging forms of marriage and families
- To gain knowledge and skills in applying theoretical frameworks to work with families
- To gain an understanding of policies and programmes for family development

Unit 1

Families in Society: Family as a social institution, concept, characteristics, types, functions, family ecology, family members and households; norms, family dynamics; patriarchy; changing features of family; challenges affecting family, emerging family patterns - single parent families, female headed households, dual earner families, reconstituted families, surrogacy.

Unit 2

Marriage and Family Life: Concept and definition of marriage, forms of marriages, functions, changing situations in marital relationships, live-in relationships; gay, lesbian, bisexual,

transgender and queer relationships, challenges in marriage and family life; marital discord, impact of migration, industrialisation, urbanisation on family life – changing values and functions, equity and equality in family functions, dowry issue, separation and divorce, family life education: need and importance, positive parenting.

Unit 3

Theoretical Frameworks and Laws: Life Span Approach, Rehabilitation, Crisis Intervention; Systems/ Ecological Perspectives; Strengths Based Approach; Assessment of Family Needs: Steps in problem assessment and goal setting for intervention; tools for assessment,

Unit 4

Social Work and Senior Care: Meaning and definition; demography of aging; longevity of life, ageing differentials; challenges of senior citizens; special needs of senior citizens; intergenerational relationships, life transition needs; disorders, diseases and disabilities; coping with loss of partner and other crises, grief counselling and preparation for death

Unit 5

Role of Government and NGOs: Ministry of Health and Family Welfare: Family Welfare Programmes: Programmes of the Central and State Social Welfare Board, Family Courts Act 1984; mediation and conciliation, lok adalats National Policies on Aging: National Policy on Older Persons-1999, Senior Citizen Act, 2007; National Council for Senior Citizens; concessions, facilities and programmes for senior citizens, role and contributions of NGOs, Self Help and support groups, family counselling centres, changing concept of institutionalisation; assisted living centres and communities for senior care

BOOKS FOR REFERENCE

1. Carter, B. McGoldricke. M., The Changing Family Life Cycle-A Framework for Family Therapy London: Allyn & Bacon, 1989.
2. Duvall, Evelyn M. Family Development. ed 3, New York: J.B. Lipincott Company, 1989.
3. Hurlock, E. Developmental Psychology - A Life Span Approach. ed 5. New Delhi: Tata McGraw Hill, 1995.
4. Saleebey, Dennis, The Strengths Perspective in Social Work Practice. ed 4, New York: Pearson Education, 2006.
5. Tata Institute of Social Sciences. Family Intervention - Case Studies. Mumbai: TISS, 1994.
6. Ambrosino, R. Hefferman, J. and Shuttlesworth, G. Social Work and Social Welfare- An Introduction, ed. 5, New York: Brooks /Cole Thomson Learning, 2005.
7. Bhatlavande, P. Gangakhedkar, R. On the Horizon of Adulthood, India: UNICEF,2001.
8. Compton, Beulah R. Galaway, B. Cournoyer, Barry R. Social Work Processes, ed 7, New York: Brooks / Cole Thompson Learning, 2005.
9. Desai, M. (ed), Family & Interventions- Course Compendium, Mumbai: TISS,1994.
Goode, William J. The Family, New Delhi: Prentice Hall,1965.
10. Indira T Rani, Adjustment of Senior Citizens, New Delhi: Discovery, 2010.
11. Margaret, A., Schvaneveldt. M.J. Handbook of Family Life Education- The Practice of Family Life Education, New Delhi: Sage,1993.
12. Mckie Linda, Understanding Families, London: Sage, 2012.
13. Pachauri, S., A Reproductive Health Package for India, New Delhi: Population Council, 1995.

14. Suneetha K, Social Support for the Elderly, New Delhi: Sonali, 2010. Timonen Virpi, Ageing Societies, New York: Tata Mc Graw Hill, 2008.

SPECIALIZATION I – COMMUNITY DEVELOPMENT AND EMPOWERMENT

a. Rural Community Development

Total Teaching Hours: 60

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 laborer, marginal and small farmers. Agro-based 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 Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, 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, NEW DELHI.
 5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
 6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
 7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
 8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
 9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.
- Ministry Reports, Planning Commission Reports.

SPECIALIZATION I – HUMAN RESOURCE MANAGMENT

a. Human Resource Development

Total Teaching Hours: 60

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 counseling skills.

Unit 1

Human Resource Management and Development: Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives, Approaches & Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD): Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)

Unit 2

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

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. Dorling Kindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.
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 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.
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 & Pereira 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

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

a. Medical Social Work

Total Teaching Hours: 60

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

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

SPECIALIZATION I– DISABILITY STUDIES AND SOCIAL ACTION

a. Persons with Disability and their Rehabilitation Contexts

Total Teaching Hours: 60

Objectives:

- To critically examine the social construction of disability from different stakeholder perspectives.
- To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

Unit 1

Disability: Definition, Social construction of Disability, attitudes, stigma, discrimination, magnitude, causes, , magnitude, causes, types, consequences of disability; Disabling and enabling environment,

Unit 2

Types of Disability – I: Hearing Impairment- Deaf, blind, Locomotor Disability, Cerebral Palsy- Multiple Sclerosis- Intellectual disability/mental retardation - magnitude, causes, types, assessment, impact on child’s development and adults of each disability.

Unit 3

Types of Disability – II: Learning disability, Mental illness including psycho social disability- Autism- Burns, HIV/AIDS, Cancer, Leprosy- magnitude, causes, types, assessment, impact on child’s development and adults of each disability.

Unit 4

Needs and Approaches to working with PWD: Daily activities, education- special and inclusive, vocation and employment, interpersonal relationships, Health including physical, mental, reproductive and sexuality, Psychology of disability, adjusting to one’s own disability, self-esteem. different approaches to disability- medical, system, legal, socio- political, human right, psychological, eco/voc, social model.

Unit 5

Rehabilitation: types, level of rehabilitation- prevention, promotion, tertiary, different areas- medical, education, psychological adjustment, vocation, employment, rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music, Different setting such as School, hospital. Community, clinic, Enabling environment, Role of Social Worker in rehabilitation of person with disability and as a vital member of multidisciplinary rehabilitation team

BOOKS FOR REFERENCE

1. Albrecht, G., Seelman, K., Bury, M. (ed), Handbook of Disability Studies, New Delhi: Sage Publication, 2001
2. Fulder, A.R. & Best, A.B. & Bax, M.C.O. The Management of Visual Impairment in Childhood. London: Mac Keith Press, 1993
3. Karna, G. Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House, 2001
4. Mc Innes J.M. & Treffry J.A. Deaf-Blind Infants and Children. England: Open University Press. 1982
5. Michel E.D. & Vennon M. They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf. 1981
6. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan
7. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge
8. Oliver, M, Sapey, B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
9. Stein L.K. (1988). Hearing Impairment. In VanHasselt V.B. (Ed.) Handbook of Developmental and Physical Disability (pp.271-294). New York: Pergamon Press.
10. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
11. Malin N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.
12. Matson J.L. (1988). Mental Retardation in Adults. In B.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (pg.353-369).
13. Rauch J.B. (1988). Social Work and the Genetics Revolution: Genetic Services. Social Work Journal of the National Association of Social Workers, No.5, 389.
14. Reeve, R.E. (1988). Learning Disabilities. In V.B. VanHasselt (Ed.), Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.
15. Segal S.P., Silverman, C. & Temkin, T. (1993). Empowerment and Self Help Agency practice for People with Mental Disabilities. Social Work, Journal of the National Association of social Workers, 38(6), 705.
16. Swain, J, Finkelstein, V, French, S and Oliver, M (ed) (2003) Disabling Barriers- Enabling Environments, London: Sage Publication
17. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
18. Tilak, D. (1994). Destination Unknown: Descriptions of a Mentally Handicapped Daughter, Bombay: TISS.
19. Tyson, M.E. & Favell, J.E. (1988). Mental Retardation in Children. In V.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.

SPECIALIZATION I– WELFARE OF THE WEAKER SECTIONS

a. Empowerment of the Marginalised

Total Teaching Hours: 60

Objectives:

- To expose the reality of the dispossessed sections of the society
- To facilitate an understanding of the social and political factors that influence the weaker sections
- To provide an analytical perspective of the issues involved in the weaker sections.

Unit 1

Societal processes: Socialization, socialized self, social control and group formation, social inequality, social stratification, race, ethnicity, inequality in the Indian context.

Unit 2

Disadvantaged Sections: Identifying the weaker sections, concept and definition of Welfare, looking through the lenses of the disadvantaged sections, classification of the Weaker Sections, background, context, legal classification and its consequences

Unit 3

Disadvantaged Sections a Sectoral Approach: An analysis of the situation of Dalits, Tribes, Women, Landless Laborers and Minorities.

Unit 4

Laws and welfare measures: Protective discrimination, approaches for the welfare/development/empowerment of the Disadvantaged Sections- Program Planning and related issues - budget, social policy, and the politics of welfare planning.

Unit 5

Social Work Interventions: Case Studies and Models for the upliftment of the Disadvantaged Sections. Reformers: Phule, Ambedkar, Periyar, Pundit Ayothidass and other contemporary reformers.

BOOK FOR REFERENCE

1. Ambedkar, B.R, (1987). "Annihilation of Caste" Dr.B.R. Ambedkar -"Writing and Speeches". Mumbai, The Education Department, Government of Maharashtra.
2. Beteille, Andre. (1996). Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi, Oxford University Press.
3. Ghurye, GS ,(1961). Caste, Class and Occupation. Bombay, Popular Book Depot.
4. Ilaiah. Kancha (1996). Why I Am Not A Hindu. Calcutta, Samya publications, Calcutta.
5. Louis, Prakash, (2003). The Political Sociology of Dalit Assertion. New Delhi, Gyan.
6. Michael, S.M., ed., (1999). Dalits in Modern India. New Delhi, Vision and Values.
7. Thurston. E (assisted by K. Rangachari) (1909). The Tribes and Castes of South India. Madras, Government Press.
8. Yadav , (2004). Encyclopedia of Scheduled Castes and Scheduled Tribes. New Delhi, Anmol Publications.

CORE PAPER – IX-SPECIALIZATION II –FAMILY SOCIAL WORK

b. Social Work with Children

Total Teaching Hours: 60

Objectives:

- To create awareness on the situation of children in India
- To understand the legal provisions, services and programmes for children
- To acquire skills and methods to work with children

Unit 1

Understanding Children in India: Demographic profile of children in India, situational analysis of the rights of children– survival, health, nutrition, education and with specific reference to the girl child, constitutional safeguards assuring the rights of children in India, UNCRC, Millennium Development Goals, Post 2015 Development Agenda.

Unit 2

Overview of Problems: Children in special circumstances, in conflict with law, in need of care and protection: street children – definition causes, effects, services and prevention, child labour, child beggary, child abuse, child trafficking, child prostitution – definition, nature/characteristics, causes, effects, services, prevention, children in need of special care, differently abled (physically and mentally challenged), emotionally disturbed, learning disabled, children living with HIV/AIDS, children of prisoners, children in disaster situations

Unit 3

Legislations and Services: Pre-conception and Pre-natal Diagnostic Techniques Act, 1994, Persons with Disabilities (Equal Protection and Participation) Act, 2000, Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Commissions for Protection of Child Rights Act, 2005, The Child Marriage Restraint Act, 2006, The Right of Children to Free and Compulsory Education, Act, 2009, The Protection of Children from Sexual Offences Act, 2012 (POCSO)

Unit 4

Child Services: Mechanisms, National Commission for Protection of Child Rights/ State Commission for Protection of Child Rights, District Child Protection Unit, Child Welfare Committee, Juvenile Justice Board, Structure and Function, National Policy for Children 2013, Government Programmes: ICDS Programme, School Health Programme, Health and Nutrition Programmes, Sarva Shiksha Abhiyan, Integrated Child Protection Schemes, Beti Bachao Beti Padhao, Dr. Muthulakshmi Reddy Maternity Benefit Scheme, Initiatives by NGOs and INGOs in Promotion of Child Rights, National Institute of Public Cooperation for Child Development (NIPCCD), UNICEF, CRY, Childline, ICCW, Bachpan Bachao Andolan

Unit 5

Social Work with Children: Approaches to working with children – institutional settings, SOS children’s villages, non-institutional settings: adoption –in country and inter-country adoption, sponsorship and foster care, multi-disciplinary approach – sustainable/developmental approach, participatory approach, preventive model, rehabilitative models, convergence approach, rights based approach, networking and advocacy, sexually exploited children.

BOOKS FOR REFERENCE

1. Bajpai, Asha. Child Rights in India: Law, Policy, and Practice. India: Oxford, 2006.
2. Sarada, D., Rajini. N. Child Rights and Young Lives: Theoretical Issues & Empirical Studies. India: Discovery, 2009.
3. Tandon, R.K. & Sudarshan, K.N. Directory & Handbook on Children. New Delhi: Ashish, 1998.
4. Theis, Joachim. Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific. Sweden: Save The Children, 2004.
5. Wal, S. International Encyclopaedia of Child Development Priorities for 21 Century. Vol., I – V. New Delhi: Sarup and Sons, 1999.

Objectives:

- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- 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 setting, 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.

SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

b. Labour Legislations

Total Teaching Hours: 60

Objectives:

- Gain knowledge about labour legislations and labour welfare
- Understand the legal provisions of labour welfare
- Acquire the skills of working with corporate sector

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. Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
2. Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.
3. Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.
4. Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
5. Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand & Company. New Delhi
6. M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai
7. Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.
8. Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.
9. Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.
10. Tripathi, P.C.1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi.
11. Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

b. Psychiatric Social Work

Total Teaching Hours: 60

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.

BOOKS FOR REFERENCE

1. Bhattacharya, Sanjay. *Social Work Interventions and Management*. New Delhi: Deep & Deep, 2008.
2. Colin Pritchard (2006): *Mental Health Social Work*, London: Routledge Publication
3. Francis, Abraham P. (Ed.) *Social Work in Mental Health – Areas of Practice, Challenges & Way Forward*. New Delhi: Sage, 2014.
4. Francis, Abraham P. (Ed.) *Social Work in Mental Health – Contexts & Theories for Practice*. New Delhi: Sage, 2014.
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. Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds.) *Promoting Mental Health – Concepts, Emerging Evidence & Practice*. Geneva: WHO, 2005.
7. Mane P. & Gandevia K. (Eds.) (1993): *Mental Health in India: Issues and Concerns*; Mumbai: Tata Institute of Social; Sciences.
8. Malhotra, Savita (2002): *Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders*. New Delhi: Macmillan India Ltd.
9. Pritchard, Colin. *Mental Health Social Work*, London: Routledge, 2006.
10. Roberts, Albert R. & Greene, Gilbert J. *Social Workers’ Desk Reference*. New York: Oxford University, 2001.
11. Robert Bland, Noel Renouf & Ann Tullgren. *Social Work Practice in Mental Health: An introduction*. Australia: Allen & Unwin, 2009
12. Sekar, K. Parthasarathy, R. Muralidhar, D. Chandrasekhar Rao. *Handbook of Psychiatric Social Work*. Bangalore: NIMHANS, 2007.
13. Srinivasa Murthy & Burns B. (Eds). *Community Mental Health – Proceedings of the Indo-US Symposium*. Bangalore: NIMHANS, 1992.
14. T.T. Ranganathan Clinical Research Foundation (1989): *Alcoholism & Drug Dependancy*, Chennai: TTK Hospital
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.
17. Weisman, Avery D. (1972): *On Dying and Denying – a psychiatric study of terminality*. New York: Behavioral Publications, Inc.

SPECIALIZATION II – DISABILITY STUDIES AND SOCIAL ACTION

b. Disability and Human Rights

Total Teaching Hours: 60

Objectives:

- To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability.

- To critically examine legislations, national planning effort and policy formulations for recognizing the human rights of persons with disability in India and action taken their inclusion, development and rehabilitation using the rights-based perspective.
- To study the role of government organizations, NGOs and international organizations in providing services to disabled persons.

Unit 1

Theoretical Perspectives regarding PWDs: Constitutional Provisions, UN Convention Rights of persons with disability & on Human Rights, Biwako Millennium Framework for Action, PWD Act, RCI Act, National Trust Act, Mental Health Act. PWDs in Children, Women, Education (RTE, SSA, inclusive education, special school vs integration), Health, Elderly, R&R policies, Victims of disaster, mass violence – prevention

Unit 2

Law and Disability: Law & Disability – eugenics, right to life, reproductive rights, right to marry & to family, Inheritance, Guardianship, insurance, employment – ESI, government employment, hiring & firing, criminal liability, Right to representation in governance, PRIs, RTI, PIL Barrier free environment access, Certification processes. Role of International and National organizations in Disability, Role of voluntary organizations.

Unit 3

Women and Disability: Gender Analysis framework, Status of women and girls with disability in India, Impact of disability on women's education, employment, marriage; Socio-cultural, politico-economic impact on disability of women and men.

Unit 4

Issues faced by Persons with Disability: Issues faced by male and women with disabilities such as education, vocation, employment, violence, marriage, parenting especially motherhood, reproductive health, sexuality, esteem, political participation, legal issues, family relationship, stigma, attitude Transgender with disability, Present the autobiography of persons with disabilities to understand issues and challenges

Unit 5

Social Work Practice in Special Settings: Intervention strategies for men and women with disabilities in different areas such as education, health including physical, mental, reproductive health, sexuality, employment, livelihood, self-esteem, violence against women with disabilities legal aid, self-help groups, Intervention strategies for men and women with disabilities Mobility Schemes for PWD's, Institutionalization & Rights of PWDs, Movements of PWDs for rights.

BOOK FOR REFERENCE

1. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol.no.1 and 2
2. Bhamhani, Meenu (1999), The burden of woman with Disabilities, Action Aid Disability News. Vol. No.1 and 2
3. Brace, Mike & Joshi, L (1985) Where There's A Will
4. Campling J. (ed) (1981) Images of Ourselves Women with Disabilities Talking. London: Routledge and Kegan Paul Limited.

5. Corbett, K. & Froschl, M. (1982) Access to the Future: Serving Disabled Young Women. In the Davidson (Ed.) 1982. The Second Mile: Contemporary Approaches in Counselling
6. Young Women. Tucson, New Directions for Young Women.
7. Dias, Lidwin (1982) Women and Disability- A Triple Disadvantages, Perspectives in Social Work, Vol. 19
8. Dingra S.S. (1985) Smiling Through Misfortune. New Delhi: N.B.O. Publication
9. Earakson, J & Musser, J. (1976) Joni. Kent: STC Books
10. Hans, Asha & Patri A. (2000) Women Disability, and Identity, Delhi: Sage Publication
11. Indian Journal on Gender Studies- special issues on Women with Disabilities, August 2008
12. Lonsdale, Susan (1990) Women and Disability: The Experience of Physical Disability among Women. Houndmills, Macmillan Distribution Ltd
13. Pruthvish, S. (1999) Some Aspects of the Status of Women with Disabilities. Action Aid Disability News. Vol 10, No.1 and 2.
14. Raju Shoba (1996) Gender and Disability. Ability July-Sept. 1996
15. Swain, J; Finkelstein, V; French, S; & Oliver, M. (2001) Disabling Barriers- Enabling Environments. London: Sage Publications in Association with the Open University
16. Thakur, V. Hariprasad (1999) Fact Sheet: Women and Disability. Sankalp Newsletter, Jan. 1999, Vol.9 No.1
17. Thomas, Carol (1999) Female Forms: Experiencing and Understanding Disability. Buckingham, Open University Press

SPECIALIZATION II – WELFARE OF THE WEAKER SECTIONS

b. Forced Migration and Social Work Practice

Total Teaching Hours: 60

Objectives:

- To introduce the students to the concepts of Forced Migration
- To enable the students to understand the magnitude of forced migration on Human Development
- To help students to understand the role of a social worker in situations of forced migration.

Unit 1

Forced Migration: definition, types: Conflict induced, disaster induced, and development induced. Types of Forced Migrants: Refugees, internally displaced, asylum seekers, Human trafficking, Environmental and disaster displaced migrants.

Unit 2

Mapping world displacement: major geo political issues in displacement. Laws and conventions related to displacement: United Nations Convention on Refugees, the protocols, guiding principles of internal displacement, OAU, Cartagena Declaration and other regional instruments.

Unit 3

Forced Migration in India: History in India, causes and consequences, relief and rehabilitation of forced migrants. Role of the State in dealing with refugees and IDPs.

Unit 4

Case Studies in Forced migration: Narmada Bachao Andolan, Polavaram, Tsunami (2004), Tibetan refugees, Sri Lankan refugees, Chin Refugees, Chakma Refugees and other long term displacement in India.

Unit 5

Social Work Practice and Forced Migration: Disaster mitigation and Social Work response: five stages of disaster preparedness. Interventions with long term refugees and IDPs, participatory planning for displaced communities, durable solutions for displacement and Social Work. Role of Social Workers in national and international organizations working on forced migration.

BOOKS FOR REFERENCE

1. Benz, Georg (2009): Political economy of managed migration Non state actors, Europeanization, and the politics of designing migration policies. New Delhi, Oxford & IBH Publishing co.
2. Bauer, Harald (2006): Labour Movement: How Migration Regulates Labor Markets. London, Oxford University Press.
3. Khadri, Binod (2009): India Migration Report 2009. Past present and the future outlook. International Migration and Diaspora Studies Project, Zakir Hussain Centre for Educational Studies, New Delhi, Jawaharlal Nehru University.
4. Nayyar, Deepak (2000): Globalization and Migration: Retrospect and Prospect. Noida, V.V. Giri National Labour Institute.
5. Rajan, S. Irudaya & Marie Percot (2011): Dynamics of Indian Migration. Routledge, New Delhi.
6. Rao, M.S.A (2005): Studies in Migration Internal and International Migration in India. Delhi, Manohar Publication.
7. Sasikumar, S.K (2001): International Labour Migration from Independent India, Noida, V.V. Giri National Labour Institute.

CORE PAPER – X – Management of Organizations

Total Teaching Hours: 60

Objectives:

- To understand the environment and its impact on nature, structure and development of the organizations in corporate, public and voluntary sectors.
- 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,

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.
4. Laxmi Devi. 1998 The Management. New Delhi: Institute for Sustainable Development, Lucknow, Anmol.
5. Lalitha N.V. 1982 Status of voluntary Effort in Social Welfare. New Delhi: NIPCCD.
6. Luthans Fred. 2005 Organizational Behaviour, 8th edition. New Delhi: Tata McGraw Hill.
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.

CORE PAPER XI– Field Work Practicum III

Objectives of Field Work based on Specializations:

Family Social Work

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand family life and intervention
2. To enable the students to practice the methods of Social Work in Family and Child Welfare setting

3. To equip the students with necessary skills for the therapeutic and service oriented intervention
4. To enable the students to develop a Plan for Assessment and Goal setting for Family and Child Rights intervention

Tasks:

Assessment of families through Ecomap, Genogram and Family Dynamics

Applying interventions with families - Crisis Intervention, Family System Intervention, Family Counselling for Self Help groups

Practicing Family Life Education

Working with Families in difficult circumstances (HIV/ disaster, displacement)

Planning and Organizing Training Programmes

Duration: 16 Days

Community Development

Rural Community Development

Objectives:

1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community
2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies
3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker
4. To enable to work with disadvantaged groups in rural areas
5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

Tasks:

Administrative set up of Panchayati Raj Institutions (PRIs)

Panchayat Raj members, their socio-economic and caste status

Coordination of block level administrative personnel with elected person at different levels

Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used

Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice

Application of the principles of Rural Community Development

Application of methods of professional social work in rural setting

Identify/ study/ explore the rural problems covering the following aspects:

- a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
- b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)
- c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labour Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labour Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organizational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

Manpower Planning (Need Analysis)

Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)

Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)

Selection (Interview/ Written Test /Group Discussion / Physical examination)

Induction and Placement, Promotion and Transfer

Training and Development (Need Analysis/ Types/Outsourcing)

Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)

Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)

Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)

Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)

Social Security Benefits (Social Insurance/ Social Assistance)

Employee Service Register, Communication

Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils)

Grievance Handling - Grievance Settlement Procedure

Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)

Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labor Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)

Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling

Workers' Education, Recreation, Other Welfare Measures

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Medical Social Work

Objectives:

1. To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability
2. To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
3. To enable the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psycho-social Treatments
4. To enable the students to develop a Rehabilitation Plan with respect to long-term illness & Disability
5. To enable the students to understand the national health programmes and its implementation at community level

Tasks:

1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
2. Develop and implement intervention strategies with family and community as social support systems
3. Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
4. Identify & undertake Group therapeutic sessions
5. Organise a need based/ setting-based Community Health Programme
6. Function as a member of the Multidisciplinary team
7. Network with other organizations and advocate when necessary
8. Document and maintain records

Disability Studies and Action

Objectives:

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
2. To gain knowledge and skill towards need based interventions for and with persons with disability and their accessibility for facilitating inclusion in society.
3. To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disabilities and their families, and the range of related issues in the systemic and structural contexts.
4. To learn to be self-aware, to innovate and to evolve an anti-oppressive empowerment based micro and macro partnership practice for working with, through and for people with disabilities and various stakeholders.

Tasks:

1. Application of Social Work methods in various disability settings
2. Analysis of their socio-economic conditions
3. Awareness & facilitation of inclusive culture with Peers.
4. Identify & undertake Group therapeutic sessions
5. Network with other organizations and advocate when necessary

Welfare of Weaker Sections

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand the challenges faced by weaker sections of the society.
2. To foster the spirit of Solidarity, brotherhood and cooperation among the members of the Weaker Sections of the Society.
3. To equip students to raise the status and improve the condition of life of all oppressed classes.
4. To enable the students to work with weaker sections of the society and facilitate inclusion by helping gain access to their needs.
5. To understand the social, economic and political injustice to the weaker sections of the society and help them become empowered.

Tasks:

- 1.Study the socio-economic conditions of the different weaker sections of the society
- 2.Analyze their conditions through case work and group activities
- 3.Conduct community programmes for the weaker sections of the society to help them get empowered
- 4.Create awareness in the community for inclusion of the weaker sections of the society
- 5.Network with other organizations and advocate when necessary
- 6.Document and maintain records.

STUDY TOUR:

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well-known organizations (common and specialization based) involved in the practice of social work outside the jurisdiction of University of Madras. The Place and the days shall be decided by the department in consultation with the students. The students are expected to observe the differences and nuances in such organizations with respect to their concurrent field work agencies in terms of service delivery. A detailed report of the study tour has to be submitted to the department immediately after the study tour.

Duration: 8 Days

ELECTIVE PAPER – II 1. Counseling - Theory and Practice

Total Teaching Hours: 45

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: Over view 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 - non-defensive 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

- 1.Association of Psychological and Educational Counsellors of Asia (APECA) (1982):
Counselling in Asia, Perspectives and Practices.
- 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.
- 6.Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi:
Prentice Hall of India.
- 7.Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA:
Brooks/Cole Publishing Company.
- 8.John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.
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.

ELECTIVE- II – 2.Marriage and Family life Education

Total Teaching Hours: 45

Objectives:

- To establish a meaningful understanding of family life, marriage and responsible Parenthood.
- To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship.
- To gain knowledge on the services available for the welfare of the family.

Unit 1

The family: Definition, Importance of the family for Individual, Types of family, changing, Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.

Unit 2

Marriage: Definition, Types of marriages – Love, arranged, arranged love marriages. Love & Infatuation, Marriage - A sacrament, Purpose of Marriage, Positive and Negative Reasons for marriage – right outlook, Need for marital preparation and Pre Marital Counseling, Dating, Courtship, Choosing the Life Partner, Premarital Intimacy.

Unit 3

Conjugal Harmony: Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles. Communication in Marriage; Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.

Unit 4

Sexuality: Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, pregnancy and birth. Family planning, family life education.

Unit 5

Family Disorganization Factors: contributing to family Organization/Disorganization, Families in Difficult Situations: Harassment and violence in families, Addiction, Extra – marital affairs, Marital Rape, STD, HIV/AIDS, Separation, Divorce, Desertion, Single Parent Families. Need to protect yourself in marriage. Family Welfare Services Pre – marital Counseling, Family Counseling Centers, Family Court, All Women’s Police Station.

BOOKS FOR REFERENCE

1. Betty, Carter and Monica, McGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed.

2. Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London.
3. Evely, Millis, Duvall, Family Development, II Ed.
4. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications.
5. Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press
6. Klemers, Marriage and Family Relationships.
7. Marie, Mascarenhas, (1999), Family Life Education of Value Education.
8. Pimeta, J., Grooming you for Marriage, St. Paul's Publications.
9. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi.

ELECTIVE III – 1. Social Policy and Social Legislation

Total Teaching Hours: 45

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 and approaches: 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. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation

Unit 4

Major Social Legislation in India I: 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. Medical Termination of Pregnancy Act 197, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.

Unit 5

Major Social Legislations in India II: Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, 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 Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

BOOKS FOR REFERENCE

1. Adams Robert, (2002), Social Policy for Social Work, Palgrave.
2. Baldock John, (2000), Social Policy, Oxford, Oxford University Press.
3. Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay.
4. Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi.
5. Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.
6. Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.
7. Nair, T. Krishnan (ed.) (1976), Social Work Education & Development of Weaker Sections, Madras-Association of Schools of Social Work in India.

8. Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, Vazhga Valamudan Publishers

8. Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.

ELECTIVE III – 2. Human Rights and Social Work

Total Teaching Hours: 45

Objectives:

- To provide a perspective and foundation for a human rights culture among students.
- To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.
- To equip students with knowledge about the human rights movements and new rights gained.

Unit 1

Introduction to Human Rights: categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.

Unit 2

Understanding law and the State: The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.

Unit 3

Global Market and Human Rights: Business corporations and human rights standards
Science, technology and human rights; Protection and regeneration of natural resources.
Intellectual Rights

Unit 4

Rights of the Marginalized Sections: Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.

Unit 5

Human rights Movement in India: Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.

BOOKS FOR REFERENCE

1. Baxi, Upendra, (2005) Future of Human Rights Oxford University Press, London
2. Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.
3. Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.
4. Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University Press, USA.
5. Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi
6. Shanmugavelayutham, K. Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai
7. Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.
7. United Nations, 1994: Human Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.

CORE PAPER XII - SPECIALIZATION III – FAMILY SOCIAL WORK

c. Social Work with the Youth

Total Teaching Hours: 60

Objectives:

- To acquire knowledge of Youth Development, need and importance of working with youth
- To develop the ability to understand issues confronting youth in the changing socio-economic, political and cultural scenario
- To gain understanding of different governmental/nongovernmental programmes for youth

Unit 1

Youth Development: Concept, Definition, Aims and Objectives Demographic Profile of the Youth in Rural, Tribal and Urban India Status of Youth – Global Situation. National Youth Policy – 2014

Unit 2

Needs of Youth: Physical, Intellectual, Emotional, Social and Religious Needs of Youth, Socialization of Youth, Influence of Family, Peer, Neighbourhood, Reference Groups, Religion and Media, Impact of Westernisation, Modernisation, Urbanisation and Globalisation Socio-Economic, Political and Cultural Challenges faced by Youth, Youth and Poverty

Unit 3

Specific Problems of Youth: Behavioural Problems- Substance Abuse, Sexually Transmitted Diseases, HIV/AIDS, Sexual Problems, Eating Disorders and Obesity. Emotional Problems- Identity Crisis, Alienation, Low, Self-esteem and, Suicide, Career Conflict, Conflicts in Selecting a Partner

Unit 4

Youth and Social Development: Youth in Politics, Conflict situations, Terrorism, Millennium Development Goals Post 2015 Development Agenda, Youth for Leadership, Welfare Programmes for Rural/Urban Youth- National Programmes - NCC, NSS, Scouts and Guides, Sports, Youth Festivals, Career Counselling., Youth Organisations and Movements in India- Rajiv Gandhi National Institute for Youth Development, Nehru Yuva Kendra Sangathan, Vishwa Yuva Kendra, Students Federation of India, National Students Union of India, Democratic Youth Federation of India, AICUF

Unit 5

Training and Application of Social Work Methods: Training, capacity building, research, networking, volunteering, peer counselling and advocacy, designing and implementing community-based youth development programmes/projects and entrepreneurial initiatives

BOOKS FOR REFERENCE

1. Ahuja, Ram. Indian Social Problems. New Delhi: Rawat, 1993.
2. Dugan, Laird. Approaches to Training and Development. Jaipur.: Rawat , 2007

3. Kehily Jane Mary (Ed.). Understanding Youth: Perspectives, Identities and Practices. London: Sage, 2009.
4. Hartman, A., and Laird, J. (1983) Family Centred Social Work Practice, New York: The Free Press
5. Kuriakose P.T Vishwa. Youth Work in India: Scope and Strategy New Delhi: Vishwa Yuva Kendra, 1985.
6. Rajendran Vasanthi & David Paul. Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation. Mumbai: Rajiv Gandhi National Institute of Youth Development,
7. Ruhela. S.P. Sociology of the Youth Culture in India. Delhi: Indian, 2001.

SPECIALIZATION III – COMMUNITY DEVELOPMENT AND EMPOWERMENT

a. Development Planning

Total Teaching Hours: 60

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, Definition of SC and ST, Constitutional provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs & STs, Development initiatives for Migrants, Refugees and Displaced.

BOOKS FOR REFERENCE

1. Chakravathy, 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.

SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT

c.Industrial Relations and Labour Welfare

Total Teaching Hours: 60

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 ,led Anurag Jain for Excel Books, New Delhi

SPECIALIZATION III – MEDICAL AND PSYCHIATRIC SOCIAL WORK

c. Community Health

Total Teaching Hours: 60

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.

SPECIALIZATION III – DISABILITY STUDIES AND ACTION

c. Family Centred Interventions with Children and Adults with Disabilities

Total Teaching Hours: 60

Objectives:

- To understand the effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives.
- To examine the issues and concerns faced by such families at various family life cycle stages and at predictable crisis periods and the interventions needed by these families during those stages or periods.
- To gain skills in undertaking a holistic family assessment.

Unit 1

Overview of contemporary Indian families across the family life cycle, Understanding the effect of the presence of disabled individual on the family unit from an ecological and systems perspective, Factors influencing perception and coping strategies.

Unit 2

Family Coping strategies: Family’s coping strategies, need for interventions with the family unit using a partnership approach, Parental attitudes that interfere with counselling efforts.

Unit 3

Social Work Practice in special settings: Family centred interventions, Family centred social work, Holistic assessment of the family system, Family crisis intervention, Reactions of parents at time of diagnosis, Needs and concerns of families, Use of family crisis intervention.

Unit 4

Needs and Concerns of Families – I: Needs and concerns in infancy years and interventions, Holistic implications of disability, prosthetics, child's school years and interventions, enabling parental involvement in education including integration in regular school, Counselling parents in areas of direct care, Support groups of parents, siblings, group assignment, Child's school years – behavioural Functioning, dealing with 'Behaviour Problems'.

Unit 5

Needs and concerns of Families – II: Needs and concerns of families during child's adolescent and young adult years and interventions, Counselling related to personality development, sexuality, marriage, parenting, career, Needs and concerns of families with a newly disabled individual and interventions, Summing up and Feedback.

BOOKS FOR REFERENCE

1. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July – Dec. 2007, pp 75- 81
2. Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
3. Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 – 1075
4. Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
5. Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
6. Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 370 – 381
7. Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
8. Giffiths, M. and Russle, P. (Eds.) (1985) Working Together with Handicapped Children: Guidelines for Parents and Professionals, London: Souvenir Press.
9. Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd.
10. Hartman, A., and Laird, J. (1983) Family Centred Social Work Practice New York: The Free Press
11. Hewett, S., Newson, J., Newson, E. (1970) The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes, London: Allen and Unwin Ltd.
12. Hinchcliffe, A. (2007) Children with Cerebral Palsy: A Manual for Therapists, Parents and Community Workers, New Delhi: Sage Publications India Pvt Ltd.
13. Hornby, G. (1994) Counselling in Childhood Disability: Skills for working with Parents, London: Chapman and Hall
14. Kashyap, L. (1986) The Family's Adjustment to their Hearing-Impaired Child, The Indian Journal of Social Work 47(1), 28-36.

15. Kashyap, L. (1991) Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Bombay: Tata Institute of Social Sciences.
16. Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
17. Lutz, B., Bowers, B. (2005) Disability in Everyday Life, Qualitative Health Research, Vol. 15 (8), Oct. 2005
18. Powell, T.H. (1985) Brothers and Sisters: A Special Part of Exceptional Families, London: Paul Brooks
19. Priestley, M. (Ed.) (2001) Disability and the Life Course: Global Perspectives, Cambridge: Cambridge University Press
20. Raghavan, P. (1994) Journey with a Special Traveller, Mumbai: Bharatiya Vidya Bhavan

SPECIALIZATION III – WELFARE OF THE WEAKER SECTIONS

c. Gender and Development

Total Teaching Hours: 60

Objectives:

- To understand basic concepts on gender
- To be sensitive to specific issues related to women
- To develop competencies to work with gender issues in society

Unit 1

Gender Concepts: Social Construction of Gender – Sex and Gender – Gender Discrimination – Gender Stereotyping – Gender as a Social Construct- Gender Roles – Gender Analysis – Gender Audit – Gender Budgeting – Gender Sensitivity – Gender Equity and Equality – Gender Budgeting, Gender Mainstreaming - Gender Gap. Patriarchy – Sexuality, Sex ratio, Transgender, LGBTQ.

Unit 2

Feminism: Definition: Objectives – Goals – Types,– Indian Feminism, Dalit Feminism, Movements, Status of Women in Pre-Post Independent India - Contemporary Feminist Thought – Feminism in Post- Colonial India, Theories, Issues Problems, Policies and Programmes by Governmental and Non- Governmental, Organizations.

Unit 3

Issues Related to Female Children and Women: Female Feticide – Female Infanticide, Child Marriage – Child Labour – Dowry - Divorce – Widowhood – Commercial Sex– Domestic Violence – Problem of Elderly Women – Problems of Single Women/Single Parent – Marginalized and Deprived Groups (SC/ST, Mathammas, Devadasis, Women Prisoners Juvenile Girls) – Women at Protection Homes and HIV Positive – Differently Abled Women – Aged Women. Mode of Production – Women in Organized and Unorganized Sector – Determinants of Wage Differentiation

Unit 4

Gender Indices and Frameworks: Sex ratio in India, child sex ratio in India, Gender Enrolment Ratio (GER), Gender Development Index (GDI), Gender Empowerment Measure (GEM), Gender Gap Index (GGI), Gender Status Index (GSI). Gender Frameworks: Gender Analysis Matrix, (GAM) Capacities and Vulnerabilities Analysis Framework, Women's Empowerment (Longwe) Framework

Unit 5

Constitutional Provisions and Special Initiatives for women Indian Constitution relating to women – Fundamental Rights, Directive Principles of State Policy, CEDAW, Dowry Prohibition Act, Laws Relating to Inheritance of Property, Family Court Act 1986, Protection of Women from Sexual Harassment at Work Place 2013, Domestic Violence Act 2005, Violence against women in Public, PNDT Act, Role of Cells and Counseling Centers, Legal Aid Cells, Help lines, State and National level Commissions for women, Minimum Wages Act – Equal Wages and Equal Remuneration Act, Maternity Benefit Act

BOOKS FOR REFERENCE

1. Adhikari, Sudeep and Sinha, B.R.K (2012). Human development, Equity and gender justice. New Delhi: New Century Publication.
2. Bharat J, Madhu J, (2004). Indian Approaches to Women's Empowerment, Jaipur: Rawat.
3. Clara Zetkin, (1988) Movements for the Emancipation of Women, New Delhi: Kamgar Prakashan.
4. Gill, Rosalind (2007) Gender and the Media. Jaipur: Rawat Publication.
5. Goodman, Lizbeth (2003) Routledge Reader in Gender and Performance, London: Routledge.
6. Leela Kasthuri, 1995. Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992. Occasional Paper NO 25. New Delhi: Centre for Women's Development Studies.
7. Lena Dominelli, (2002), Feminist Social Work Theory and Practice, New York: Palgrave.
8. Lotika Sarkar, (1995), Women's Movement and the Legal Process, Occasional Paper No. 24 New Delhi: Centre for Women's Development Studies.
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10. Mala Khullar, (Ed.), (2005). Writing the Women's Movement: A Reader, Zubaan, Kali for Women, New Delhi
11. Neera Desai and Usha Thakkar, (1999). Women in Indian Society. New Delhi: National Book Trust India.
12. Sarkar, Sumita and Manjari Srivastava (2011) Globalisation and Gender. Jaipur: Rawat Publication.
13. Sharmila Rege, (Ed.), (2003) Sociology of Gender – The Challenge of Feminist Sociological Knowledge. New Delhi: Sage Publications.
14. Singh, A.K (2010) Gender Budgeting and Women Empowerment in India. New Delhi: Serials Publication. Shivathmika Publishers, India.
15. Leela Kasthuri, (1995) Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992, Occasional Paper NO 25, Centre for Women's Development Studies, New Delhi.

16. Tulsi Patel, (Ed.), (2007) Sex selective Abortion in India – Gender, Society and New Reproductive Technologies, New Delhi: Sage Publications.
17. United Nations Development Organisation, (1995) Human Development Report, UNDP, Delhi.
18. Veena Poonacha, (1995) Gender within the Human Rights Discourse, RCWS, SNTD, Bombay
19. World Bank (2012) World Development Report 2012: Gender Equality and Development. World Bank, Washington.
20. World Health Organisation, (2000) Women of South East Asia- A health profile, WHO, Regional Office for South East Asia, New Delhi.

Web Sources

<http://www.oecd.org/dac/gender-development/43041409.pdf>

<http://wafira.org/onewebmedia/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

CORE PAPER XIII - SPECIALISATION IV: FAMILY SOCIAL WORK

d. Social Work with the Elderly

Total Teaching Hours: 60

Objectives:

- To understand the theories, concepts and perspectives in gerontological social work
- To examine the historical norms of roles, power and status of older persons and emerging trends and issues in the context of liberalized political economy and changing demography.
- To study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.

Unit 1

Status of Elderly: Historical norms in different cultures, urban / rural, tribal, economic, age and gender contexts. Situational analysis of the aged with respect to age, gender, place of residence, economic status and globalization. Demographic characteristics of the Elderly

Unit 2

Health of the Elderly: Longevity and physical health, Mental and emotional health Ill health, disabilities and care giving. Sexuality in old age, Spirituality in old age; Review of health policies for the disabled and their implementation with references to elderly; Health intervention: periodical checkup, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment.

Unit 3

Elderly and Family: Interventions of elderly with parents, spouse, children, children-in-laws, grandchildren and others; Care giving roles between elderly and the family. Stress management of caregivers; Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment; Review of laws for inheritance and protection from abuse, Intervention needs: Raising family awareness about bereavement, and bereavement counseling

Unit 4

Policy, Legislation and Schemes for Elderly: National Policy for Elderly, Scheme for the welfare of the aged, institutional care and non-institutional care in day care and mobile Medicare units, Laws affecting elderly Policy and Plans for elderly.

Unit 5

Programmes for Ageing: Development programmes for preparations for old age, retirement, programmes for preparation for death and bereavement, raising family and community awareness about ageing. Non-institutional services / Community services: Continuing educations, mutual/self-help groups, second career, training of elderly as volunteers, counseling and legal aid multi-services / day care centers, home/family-based services, telephone help lines, information and referral services, and death with dignity. Training of para professionals and volunteers.

BOOKS FOR REFERENCE

1. Dandekar, K. (1996), The Elderly in India, Sage Publications, New Delhi.
2. Desai N and Suva Rahym (2000), Gerontological Social Work in India, Some Issues and Perspectives, B.R. Publishers, Delhi.
3. Irundaya Rajan, S. Mishra, U.S. and Sarma P.S., (1997), Indian Elderly: Asset or Liability, Sage Publications, New Delhi.
4. Khan, M.Z., (1997), Elderly in Metropolis, Inter India Publishers, New Delhi.
5. Krishnan, P and Mahadevan, K. (eds.) (1992), The Elderly Population the Developed World: Policies, Problems and Perspectives, B.R. Publishing, Delhi.

SPECIALISATION IV- COMMUNITY DEVELOPMENT AND EMPOWERMENT

d. Entrepreneurship Development

Total Teaching Hours: 60

Objectives:

- To enable students comprehend the role of entrepreneurship in economic development
- To provide an understanding, nature and process of entrepreneurship development
- To motivate the students to innovate and develop entrepreneurial initiatives

Unit 1

Evolution of Entrepreneurship: Concept. Meaning, 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 in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks

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.

BOOKS FOR REFERENCE

- 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.

SPECIALISATION IV: HUMAN RESOURCE MANAGEMENT

d. Organizational Behaviour and Development Total Teaching Hours: 60

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. France, Wendell 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. Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour & Performance, Scott Foresman and Co., London.
19. Performance, Scott Foresman and Co., London.

SPECIALIZATION IV– MEDICAL AND PSYCHIATRIC SOCIAL WORK

d. Mental Health and Social Work

Total Teaching Hours – 60

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 Psychiatry 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 Dependancy,,: 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

SPECIALIZATION IV– DISABILITY STUDIES AND ACTION

d. Rehabilitation and Counseling for Disability

Total Teaching Hours: 60

Objectives:

- To understand the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms.
- To enhance knowledge of approaches/models that could be used to work with individuals and groups of persons with disability.
- To develop and enhance skills of working with persons with disability using various approaches and application of the models of intervention.

Unit 1

Rehabilitation: Definition, meaning and concept, aim, Historical Perspective, Misconceptions, causes and characteristics, need and importance, Fields of Rehabilitation, access to rehabilitation, Community & Disability - Participation and empowerment, Community mobilisation-process and skills in rehabilitation, -Case Studies, Networking of organizations for persons with disabilities,

Unit 2

Rehabilitation advocacy and lobbying : concepts, need for these methods, Advocacy-Issue framing, Force Field- Strategies for Advocacy, Stakeholder Analysis for Advocacy,

Stakeholder Analysis, Networking, Advocacy Experiences on Disability, General legal provisions relating to the disabled, specific legislations for the disabled

Unit 3

Counselling in different settings: Mapping and contextualizing issues faced by persons with disability and their families Counselling in different settings, Critical periods in life cycle / Transitions Framework / Quality of Life, Issues related to acceptance of self and disability, coping with lifestyles, IPR, Egan's model of Counselling

Unit 4

Counselling Individuals for personal adjustment: Approaches to counselling – Psychodynamic, Behavioural, existential/humanistic, transpersonal approaches, Individual counselling using behavioural approach - Skills and techniques, Individual counselling using other approaches – skills and techniques, including RET.

Unit 5

Counselling needs - Group Counselling, Self-help groups, Facilitation skills, Community Based Rehabilitation, Community Education, Holistic interventions, Reluctance reaction, Dependence reaction, Crisis and Intervention, Depressed reaction, suicidal reaction.

BOOKS FOR REFERENCE

- 1.S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 6)
- 2.Ben-Shlomo, Y. & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. International Journal of Epidemiology, 31, 285 – 293.
- 3.Brown, I and Brown, R.I. (2003). Quality of Life and Disability: An approach for community Practitioners. London: Jessica Kingsley Publishers
- 4.Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.
- 5.Corey, G. (1997). Theory and Practice of Counselling & Psychotherapy. California: Wadsworth.
- 6.Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 3)
- 7.Parker, R. (Ed.) (1987). Rehabilitation Counselling: Basics and Beyond. Texas: Pro-ed. Inc. (Chapter 4)
- 8.Nelson-Jones, R. (2002). Essential Counselling and Therapy Skills: The Skilled Client Model. London. Sage
- 9.Rao, N.S. (2008). Counselling and Guidance. New Delhi: Tata McGraw Hill.
10. Kurtz, L.F. (1997). Self Help and Support Groups: A Handbook for Practitioners. CA: Sage.
11. White, S.A. (1999). The Art of Facilitating Participation: Releasing the Power of Grassroots Communication. CA: Sage
12. Punani, B. Rawal, N. & Sajit J. (2002). Manual Community Based Rehabilitation (Visually Impaired) II Edition, Ahmedabad: Blind People's Association.
13. Thomas, M. & Thomas, M.J. (2003). Manual for CBR Planners. Bangalore: Asia Pacific Disability Rehabilitation Journal.

14. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
15. Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall.

SPECIALIZATION IV – WELFARE OF THE WEAKER SECTIONS

d. Conflict Transformation and Peace Building for Social Work

Total Teaching Hours: 60

Objectives:

- To introduce the students to the concepts of justice, peace and conflict transformation
- To enable the students to apply the techniques of conflict transformation in their work
- To facilitate students to use the tools of conflict transformation in the field of development

Unit 1

Conflict : Definition and concepts of Conflict, crises and disputes. Conflict situations, causes and effects, Intractable conflicts and its impact.

Unit 2

Tools for conflict analysis: The conflict map, conflict tree, time line, Power triangle, ABC triangle, force field analysis, the needs, interests and positions, relationship map, and structural analysis.

Unit 3

Approaches to resolving conflicts: Conflict management, resolution, transformation. Decoding the Adam Curl, John Paul Lederarch and Johan Galtung models. Structural Dimensions, Relational and Personal dimension of conflict transformation.

Unit 4

Skills for conflict transformation and peace building: Nonviolent communication, Appreciative enquiry, building substantial Dialogue, Fact finding, Networking, Negotiation, mediation and Alternative Dispute resolution skills.

Unit 5

Social work settings and conflict transformation: Case studies from clinical settings, small group settings involving two or three people, community settings and situations involving masses.

BOOKS FOR REFERENCE

1. Barash, David P. and Charles P. Webel.(2002). Peace and Conflict Studies. Thousand Oaks, CA: Sage
2. Burton (1), John W. (1990). Conflict: Resolution and Provention. London: Macmillan Press.
3. Clements, Kevin and the editors. (2003). Theory Research and Practice. In Conflict Cheldelin, Druckman, and Fast eds. New York: Continuum.

Accessed 1/5/08.http://www.sfcg.org/programmes/ilr/ilt_manualpage.html, Chapters 1,2

4. Francis, Diana. (2002) *People, Peace, and Power: Conflict Transformation in Action*. London: Pluto Press.
5. Gilligan, James. (2001) *Preventing Violence*. New York: Thames and Hudson.
6. Jeong, Ho-Won. (2000) *Peace and Conflict Studies: An Introduction*. Aldershot, England: Ashgate.
7. Lederach, John Paul. (1995) *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, NY: Syracuse University Press.
8. Lederach, John Paul. (1997) *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press.
9. Parker, John et al. (2003) *Social Theory: A Basic Tool Kit*. New York: Palgrave Macmillan.
10. Ramsbotham, O., and Woodhouse, T., and Miall, H. (2005) *Contemporary Conflict Resolution*, 2nd Edition. Malden, MA: Blackwell.
11. Schirch, Lisa. (2004) *Little Book of Strategic Peacebuilding*. Intercourse, PA: Good Books.
12. Stassen, Glen, ed. (1998) *Just Peacemaking: Ten Practices for Abolishing War*. Cleveland, OH: The Pilgrim Press.

CORE PAPER XIV– Field Work Practicum IV

Family Social Work

Objectives:

1. To enable the students to understand socio-economic dynamics with special reference to the family setting

2. To help the students to identify specific issues that require immediate attention and intervention with reference to ensuring the Child Rights
3. To enable the students to understand Social Work interventions in Family and Child Welfare Setting

Tasks:

1. Application of Social Work methods in Child Rights setting
2. Application of Social Work methods with Children in difficult circumstances
3. Practice Multi-disciplinary approaches in Family and Child Welfare settings
4. Enhance skills in Rights Based Approach for Child Rights

Community Development and Empowerment

Objectives:

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

Tasks:

1. Observation visit to urban community / slums (informal settlements)
2. Analysis of their socio-economic conditions
3. Application of the principles of Urban community development
4. Application of professional social work methods in urban setting
5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures
6. Identify/ study/ explore the urban problems covering the following aspects:
 - a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.
 - b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
 - c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

1. To practically understand the concept of Industrial Relations and to acquire the related competencies
2. To familiarize with the Labor Legislations
3. To learn to apply the various methods of Social Work in various Industrial Settings
4. To observe the application of various Labor Welfare measures
5. To observe the practice of current trends in HR
6. To provide opportunity for the integration of class room learning and field practice
7. To acquire human resource management skills
8. To observe the CSR activities
9. To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organizational Profile

History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department

II Areas of Personnel Functions

Manpower Planning (Need Analysis)

Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)

Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)

Selection (Interview/ Written Test /Group Discussion / Physical examination

Induction and Placement, Promotion and Transfer

Training and Development (Need Analysis/ Types/Outsourcing)

Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)

Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)

Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)

Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)

Social Security Benefits (Social Insurance/ Social Assistance)

Employee Service Register, Communication

Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils

Grievance Handling - Grievance Settlement Procedure

Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)

Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labor Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)

Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures

V Labour Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Objectives:

1. To equip the students with the necessary skills for the Psychosocial assessment of persons with mental disorders and disabilities
2. To apply the methods of Social Work in the management of persons with mental disorders
3. To enable the students to apply the theoretical approaches in practice and develop necessary skills for practice
4. To enable the students to develop and implement a programme for Community Mental Health
5. 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

Disability Studies and Action

Objectives:

1. To help students to critically examine the social construction of disability from different Stakeholder perspectives.
2. To make students aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
3. To be exposed to the various types of disabilities and their causal factors, Prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

4. To examine the impact of each disability on different aspects of an individual's growth and development.

5. To become familiar with the roles of the different professionals in the multi-Disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.

Tasks:

Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)

Identify & undertake Group therapeutic sessions

Organise a need based/ setting-based Community Health Programme

Function as a member of the Multidisciplinary team

Network with other organizations and advocate when necessary

Document and maintain records

Welfare of Weaker Sections

Objectives:

1. To understand the challenges faced by the weaker sections of the society.
2. To examine the issues and concerns faced by such communities at various stages and at predictable crisis periods and the interventions needed by these communities during those stages or periods.
3. To help students gain skills in the application of various social work methods for the welfare of weaker sections.

Tasks:

1. Use social work principals, values and Ethics to work with the weaker sections of the society.
2. Identify and undertake case work and group work sessions for those in need
3. Conduct community programmes based on their need
4. Conduct mini research on an issue that is prevalent
5. Network with other organizations and advocate when necessary
6. Function as a member of the Multidisciplinary team
7. Document and maintain records

ELECTIVE IV- 1. Migration Issues and Human Security Total teaching hours: 45

Objectives

- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants

Unit 1

Migration: Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.

Unit 2

Migration in India: Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees

Unit 3

Globalisation and Migration; Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,

Unit 4

International Migration: Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

Unit 5

Migration and Human Security: Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter- State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979

BOOKS FOR REFERENCE

1. Amal Datta, (2003): Human Migration. A Social Phenomenon. India: Mittal.
2. Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.
3. Devesh Kapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.
4. David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.
5. R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul. .

ELECTIVE-IV-2. Social Work in the Unorganized Sector Total teaching hours: 45

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: Categories of the workers of the unorganized sector, Socio – economic profile, Problems, Economic development and its impact on workers of the unorganized sector.

Unit 3

Organisation of the Unorganized: Worker's movements Peasant, Naxalite, Tebhaga, SEWA., ILO and it's role, Problems of organizing the unorganized, Role of trade unions, social activists and voluntary organization, Generating – public opinion.

Unit 4

Policies, Programmes and Legislations – Review of present situation and impact, National Child Labour Policy, NREG Act, 2005 and NREG schemes, 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: Non- Government 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 Employment 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.
14. Sarma, A.M. (1990) Welfare of special categories of Labour, Himalaya.

ELECTIVE V

1. Social Work and Persons with Disability

Total teaching hours: 45

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.

ELECTIVE PAPER V- 2.UN Systems for Development and Social Change

Total teaching hours: 45

Objectives:

- To enable students, familiarize with UN systems and frameworks for development
- To familiarize students with current UN documents, treaties and policies for development
- To critically analyze the functioning and achievements of the UN Systems

Unit 1

The United Nations System: aim and objectives of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

Unit 2

Global Issues on the UN Agenda: Brief Overview Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals

Unit 3

Organisations of Economic and Social Council: Introduction to ECOSOC, The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA); United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

Unit 4

Programmes of the UN: Aims and Programmes, United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes

United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes

United Nations Children’s Fund (UNICEF), World Food Programme (WFP) - aims and programmes

Unit 5

UN Entities and other related Agencies – Aims and Programmes Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)

Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)

World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

BOOKS FOR REFERENCE

1. Basu, Rumki.(1993): UN Structure and Function: An International Organisation. New Delhi: Sterling.
2. Black, K. J. (2007): Development in Theory and Practice- Paradigms and Paradoxe. Jaipur: Rawat.
3. Boulder, Colo. (1997): The United Nations and the Changing World Politics. New York: West View, United Nations.
4. Pant, S. K. (2006): Human Development- Concept and Issues in the Context of Globalisation. Jaipur: Rawat. .
5. Pawar, S. N. Ambekar, J., B., and Shrikant, D. (2004): NGOs and Development - The Indian Scenario. Jaipur: Rawat.
6. Verma, K. Manish. (2004): Development, Displacement and Resettlement. Jaipur: Rawat.
7. Willets, Peter. (1996): The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems. Washington DC: Brookings Institutions.

CORE PAPER – XV – RESEARCH PROJECT

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.

The total credits for Research Project is Four .

Total Marks 100.

Project Report - Report presentation: 80

Evaluation by External only.

Viva voce carries: 20 (Both Internal and External)

Block Placement / Internship: (After IV Semester Examination)

After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.

Objectives:

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

Duration: 1 month

AC.S'18

LEARNING OBJECTIVES & LEARNING OUTCOMES

SEMESTER I

CORE PAPER I - SUBJECT: SOCIAL WORK PROFESSION - HISTORY AND PHILOSOPHY

Learning 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.

Learning 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

CORE PAPER II - SUBJECT: WORK WITH INDIVIDUALS (CASE WORK)

Learning 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

Learning 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.

CORE PAPER III - SUBJECT: WORK WITH GROUPS (GROUP WORK)

Learning 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

Learning 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.

CORE PAPER IV - SUBJECT: FIELD WORK PRACTICUM I

Learning 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

Learning 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

EXTRA DISCIPLINARY PAPER – I - SUBJECT: SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK

Learning 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

Learning 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.

CORE PAPER V - SUBJECT: COMMUNITY ORGANIZATION & SOCIAL ACTION

Learning 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 Organisation and Social Action

Learning Outcomes:

- Examine the community organization as a method in solving community problems.
- Analyse 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 anddevelopment
- Apply social action as a tool for solving mass Problems and role ofsocial workers in society.

CORE PAPER VI - SUBJECT: SOCIAL WORK RESEARCH AND STATISTICS

Learning 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

Learning Outcomes:

- Initiate scientific temper of inquiry
- Independently able to formulation and execution of research
- Ability to use statistical techniques for data analysis and interpretation

CORE PAPER VII - SUBJECT: FIELD WORK PRACTICUM - II

Learning 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.

Learning 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; 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. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice

ELECTIVE PAPER I - SUBJECT: DISASTER MANAGEMENT

Learning 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

Learning Outcomes:

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

EXTRA DISCIPLINARY PAPER II - SUBJECT: GENDER AND DEVELOPMENT

Learning 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

Learning 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

SEMESTER III

CORE PAPER - VIII

SPECIALIZATION – I - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: RURAL COMMUNITY DEVELOPMENT

Learning Objectives:

- To understand the determinants and elements of rural development
- To understand the change in the strategies and approach of rural development
- To learn various initiatives taken by the government to uplift rural development
- To develop sensitivity towards issues and challenges in rural community development

Learning 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.

CORE PAPER VIII

SPECIALIZATION - I – HUMAN RESOURCE AND MANAGEMENT

SUBJECT: LABOUR LEGISLATIONS

Learning 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

Learning 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.

CORE PAPER VIII

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

SUBJECT: MEDICAL SOCIAL WORK

Learning 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.

Learning 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

CORE PAPER - IX

SPECIALIZATION – II - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: URBAN COMMUNITY DEVELOPMENT

Learning Objectives:

- To understand the determinants and elements of Urban development
- To understand the change in the strategies and approach of Urban development
- To learn various initiatives taken by the government to uplift Urban development
- To develop sensitivity towards issues and challenges in Urban community development

Learning 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.

CORE PAPER IX

SPECIALIZATION II - HUMAN RESOURCE AND MANAGEMENT

Subject : Human Resource Management and Development

Learning 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 counseling skills.

Learning Outcomes:

- Students can understand the concept of Human Resource Development, Objectives, Approaches & Principles – Systems & strategies in HRD – HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) and Performance Measurement Systems
- Students can articulate about Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system. Competitive Benchmarking, HR Accounting,

- Students will develop substantive understanding of Training Need Analysis at Individual and Organizational level, Designing and conducting Training programs and employee empowerment

CORE PAPER IX

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

SUBJECT: PSYCHIATRIC SOCIAL WORK

Learning Objectives:

- To acquire knowledge of various treatment approaches and to develop the skill to apply the same to Mental Health needs of the people
- To understand the need for preventive and promotive approaches and to develop the ability to apply Social work methods in the promotion of mental health.
- To develop a holistic and integrated approach to Social work practice in the field of Mental Health.

Learning 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 place a major role and also use legislations pertaining to mental health to create a discrimination free society.

CORE PAPER – X

SUBJECT: MANAGEMENT OF ORGANIZATIONS

Learning 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.

Learning 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.
- Analyse case studies of successful CSR initiatives and understand the skills required for a social worker in CSR

CORE PAPER XI

SUBJECT: FIELD WORK PRACTICUM III

COMMUNITY DEVELOPMENT - RURAL COMMUNITY DEVELOPMENT

Learning 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

Learning 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

Human Resource Management

Manufacturing/ Service/ IT Sectors

Learning Objectives:

- 1.To practically understand the concept of Industrial Relations and to acquire the related competencies
- 2.To familiarize with the Labour Legislations
- 3.To learn to apply the various methods of Social Work in various Industrial Settings
- 4.To observe the application of various Labour Welfare measures
- 5.To observe the practice of current trends in HR
- 6.To provide opportunity for the integration of class room learning and field practice
- 7.To acquire human resource management skills
- 8.To observe the CSR activities
- 9.To develop skills to organize people to meet their needs and solve their problems
- 10.To make innovative contributions to the organization functioning
- 11.To represent HR profession in inter disciplinary terms
- 12.To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Medical and Psychiatric Social Work - Medical Social Work

Learning 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 behaviour 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 psycho social implication on the treatment procedures

Learning 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 psycho social intervention.

ELECTIVE PAPER – II

SUBJECT: COUNSELLING THEORY AND PRACTICE

Learning 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

Learning 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

ELECTIVE PAPER III

SUBJECT: SOCIAL POLICY & SOCIAL LEGISLATION

Learning 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

Learning 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

SUMMER INTERNSHIP

Learning Objectives:

- Develop enhanced practice skill and integrate learning
- Develop greater understanding of reality situations through involvement in day to day work
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme
- Enhance awareness of self in the role of a Professional Social Worker

Learning Outcomes:

- It will broaden the student's perspectives on development and welfare concerns, offer pre-employment work experiences and enable her/him to assume professional responsibilities after graduation.
- Student's communication, documentation and leadership skills will be enhanced.
- It helps the students in Problem solving, goal setting and decision making. Students can integrate team work and leadership practices taught in the social work curriculum.

SEMESTER – IV

CORE PAPER - XII

SPECIALIZATION III - COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT: DEVELOPMENT PLANNING

Learning Objectives:

- To develop knowledge on the various systems involved in development planning
- To understand the various sectors/sections of community for whom the development initiatives were undertaken
- To learn various methods and strategies followed for development
- To understand the role and responsibility of social worker in planning the development

Learning 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

CORE PAPER XII

SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT

SUBJECT: INDUSTRIAL RELATIONS AND LABOR WELFARE

Learning 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.

Learning 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

CORE PAPER XII

SPECIALIZATION – III MEDICAL & PSYCHIATRIC SOCIAL WORK

SUBJECT: COMMUNITY HEALTH

Learning 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.
- To sensitize students about the need for proactive, Preventive and developmental approaches in the field of health.

Learning 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.

CORE PAPER - XIII

SPECIALIZATION IV – COMMUNITY DEVELOPMENT AND EMPOWERMENT

SUBJECT : ENTREPRENEURSHIP DEVELOPMENT

Learning Objectives:

- To learn different facets involved in entrepreneurship development
- To understand the process and dynamics of entrepreneurship development
- To enable to explore the opportunities of entrepreneurship development

Learning Outcomes:

- Clear understanding about the scope of entrepreneurship development
- Creating inquisitiveness towards entrepreneurship
- Analysing the opportunities challenges and benefits of entrepreneurship

CORE PAPER XIII

SPECIALIZATION IV - HUMAN RESOURCE AND MANAGEMENT

SUBJECT: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

Learning Objectives:

- To help students build a knowledge base appropriate to Personal Management and Organizational Behaviour.
- To enable the students to perceive and develop the attitudes required for the successful application of personnel management and organizational Behaviour
- To assist them to perceive develop the skills appropriate to the field practices.

Learning 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

CORE PAPER XIII

SPECIALIZATION – IV MEDICAL & PSYCHIATRIC SOCIAL WORK

SUBJECT: MENTAL HEALTH AND SOCIAL WORK

Learning Objectives:

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

Learning 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 so as 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.

CORE PAPER XIV

SUBJECT: FIELD WORK PRACTICUM IV

Community Development - Urban Community Development

Learning Objectives:

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

Human Resource Management

Manufacturing/ Service/ IT Sectors

Learning Objectives:

- 1.To practically understand the concept of Industrial Relations and to acquire the related competencies
- 2.To familiarize with the Labor Legislations
- 3.To learn to apply the various methods of Social Work in various Industrial Settings
- 4.To observe the application of various Labor Welfare measures
- 5.To observe the practice of current trends in HR
- 6.To provide opportunity for the integration of class room learning and field practice
- 7.To acquire human resource management skills
- 8.To observe the CSR activities
- 9.To develop skills to organize people to meet their needs and solve their problems
10. To make innovative contributions to the organization functioning
11. To represent HR profession in inter disciplinary terms
12. To carry out application oriented mini – research projects
13. To utilize field instructions for enhancing and integrating professional growth in HumanResource

Medical and Psychiatric Social Work

Psychiatric Social Work

Learning Objectives:

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

Learning Outcomes:

The trainees have to complete the tasks based on their respective specialization, the learning outcomes are achieved with practical exposure and employability knowledge in the respective specializations.

ELECTIVE IV

SUBJECT: MIGRATION ISSUES AND HUMAN SECURITY

Learning Objectives:

- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants
- Understand the relationship between migration and development

Learning Outcomes:

- The students gain knowledge on the concept of Migration in the context of

development and displacement

- The students understand the emerging trends, determinants on migration
- The students learn the association of migration with the development and their rights

ELECTIVE PAPER V

SUBJECT: SOCIAL WORK AND PERSONS WITH DISABILITY

Learning 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

Learning 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.

CORE PAPER XV

SUBJECT: RESEARCH PROJECT

Learning Objectives:

- To conduct an investigation in accordance with the scientific method
- To provide knowledge about interventions or treatments really help or hinder the attainment of social work goals
- To assist in creating understanding on the knowledge of Social Work Research

Learning Outcomes:

- The students learn to undertake research based on their specialization in Social Work
- The students gain knowledge on the research designs and other statistical tools in the process of undertaking research
- The students understand the purpose of Social Work Research and its implications in the field

BLOCK PLACEMENT

Learning Objectives:

- To provide an opportunity to experience day-to-day work in a social work setting.
- To involve in direct practice with the client system and with the ongoing management operations of the setting as a pre-employment work experience
- To enable the students to prepare themselves for professional responsibilities after graduation
- To integrate theory and practice skills necessary for employment in their respective settings.

Learning Outcomes:

- Enhanced practice skill and integrate learning
- Greater understanding of reality situations in working with the clients
- Enhanced awareness of self in the role of a Professional Social Worker

ASSESSMENT STANDARDS

Student performance is assessed both internally and externally through examinations and tests periodically. Internal assessment is evaluated on TWO internal class tests, assignments and seminar marks secured by each student. External exam is conducted by the University of Madras at the end of each semester. All internal marks are registered online in the university portal which would be added to the external marks secured by the student. The college follows semester system with Continuous Internal Assessment and model exam. An orientation program is conducted for the PG students at the beginning of the academic year on Internal & External Assessment.

Internal Assessment: As per the university norms Internal Marks is for **25 Marks**. Apart from the TWO CIA (Continuous Internal Assessment), semester end Model examinations for each semester, Class tests are conducted regularly. Students who are found to be exceptionally weak are given special attention and opportunities to improve their performance. Assignments, Seminars and Project Works are other major evaluation criteria wherein students perform either individually or in groups. Various teaching learning methods are incorporated to supplement the theoretical method and the students are well prepared for the final semester Examinations which are conducted as per guidelines issued by the University of Madras.

INTERNAL MARK	
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

External Assessment: External exam is conducted by the University of Madras at the end of each semester. External examination is of three-hour duration for all the theory papers and practical papers. As per the university norms Internal Marks is for **75 Marks**. Every theory paper has objective type questions, essay type and application orientated question in the question paper. The compilation of all the question papers will be done at the departmental level so that department has its own Question bank, which helps the students for reference and preparation for the examinations.

Signature of the HOD

Signature of the Principal