## ALAGAPPA UNIVERSITY, KARAIKUDI

## NEW SYLLABUS UNDER CBCS PATTERN (w.e.f.2017-2018)

**MASTER OF SOCIAL WORK - PROGRAMME STRUCTURE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem.** | **Course Code** | **Name of the course** | **Cr.** | **Hrs/Week** | **Marks** | | |
| **Int.** | **Ext.** | **Total** |
| I | 7MSW1C1 | **Core-I-**Introduction to Social Work | 5 | 6 | 25 | 75 | 100 |
| 7MSW1C2 | **Core–II-**Community Organization and Social Action | 5 | 6 | 25 | 75 | 100 |
| 7MSW1C3 | **Core–III-**Social Case Work | 5 | 6 | 25 | 75 | 100 |
| 7MSW1C4 | **Core–IV -** Field Work Practicum-I | 5 | 6 | 25 | 75 | 100 |
| 7MSW1E1 | **Elective-I-**Human Growth and Development | 4 | 6 | 25 | 75 | 100 |
| **Total** | | | **24** | **30** | **--** | **--** | **500** |
| II | 7MSW2C1 | **Core-V-**Social Group Work | 5 | 6 | 25 | 75 | 100 |
| 7MSW2C2 | **Core-VI-**Social Work Research and Statistics | 5 | 6 | 25 | 75 | 100 |
| 7MSW2C3 | **Core-VII-**Social Welfare Administration and Social Legislation | 5 | 6 | 25 | 75 | 100 |
| 7MSW2C4 | **Core-VIII-**Field Work Practicum – II | 5 | 6 | 25 | 75 | 100 |
| 7MSW2E1 | **Elective-II-** Indian Social Structure and Social Problems | 4 | 6 | 25 | 75 | 100 |
| **Total** | | | **24** | **30** | **--** | **--** | **500** |
| III | 7MSW3C1 | **Core-IX-**Counselling: Theory and Practice | 5 | 6 | 25 | 75 | 100 |
| 7MSW3C2 | **Core-X-** Field Work Practicum – III | 5 | 6 | 25 | 75 | 100 |
| 7MSW3C3/  7MSW3C4/  7MSW3C5 | **Core-XI-**  **A)** Rural Community Development **(or)**  **B)**Mental Health and Psychiatric  Disorders **(or)**  **C)** Labour Welfare and Labour Legislation | 5 | 6 | 25 | 75 | 100 |
| 7MSW3C6/  7MSW3C7/  7MSW3C8 | **Core-XII-**  **A)**Urban Community Development **(or) B)**Medical Social Work **(or)**  **C)**  Industrial Relations and Trade Union | 5 | 6 | 25 | 75 | 100 |
| 7MSW3E1 | **Elective-III-**Human Resource Management | 4 | 6 | 25 | 75 | 100 |
| **Total** | | | **24** | **30** | **--** | **--** | **500** |
| IV | 7MSW4C1 | **Core-XIII-**Field Work Practicum - IV  (Block Placement/Internship) | 5 | 9 | 25 | 75 | 100 |
| 7MSW4C2 | **Core-XIV-**Research Project Work | 5 | 9 | **40** | **60** | 100 |
| 7MSW4E1/  7MSW4E2/  7MSW4E3 | **Elective-IV –**  **A)** Human Rights and Social Development **(or)**  **B)** Community Health **(or)**  **C)** Organizational Behaviour and  Organizational Development | 4 | 6 | 25 | 75 | 100 |
| 7MSW4E4/  7MSW4E5/  7MSW4E6 | **Elective-V-**  **(Students can opt any one of the courses in Elective V) irrespective of their specilisations**  **A)**Social Work with Persons with  Disability **(or)**  **B)** Corporate Social Responsibility **(or)**  **C)** Human Resource Development | 4 | 6 | 25 | 75 | 100 |
| **Total** | | | **18** | **30** | **--** | **--** | **400** |
| **Grand Total** | | | **90** | **120** | **--** | **--** | **1900** |

**GUIDELINES FOR FIELD PRACTICUM**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem.** | **Course Code** | **Course Title & Components** | **Cr** | **Hrs/**  **Week** | **Evaluation** | | |
| **Int** | **Ext** | **Total** |
| I | 7MSW1C4 | Field Practicum - I  (Field Work Orientation, Field Work Observation, Rural Camp & Concurrent Field Work) | 5 | 6 | 25 | 75 | 100 |
| II | 7MSW2C4 | Field Practicum – II  (Concurrent Field Work) | 5 | 6 | 25 | 75 | 100 |
| III | 7MSW3C2 | Field Practicum – III  (Concurrent Field Work & Study Tour) | 5 | 6 | 25 | 75 | 100 |
| IV | 7MSW4C1 | Field Practicum – IV  (Concurrent Field Work, Specialization based Visits & Block Placement) | 5 | 9 | 25 | 75 | 100 |
| 7MSW4C2 | Field Practicum – V  (Research Project Report &Viva Voce) | 5 | 9 | 40 | 60 | 100 |

**MASTER OF SOCIAL WORK**

**I YEAR – I SEMESTER**

**COURSE CODE: 7MSW1C1**

# CORE COURSE – I – INTRODUCTION TO SOCIAL WORK

**Objectives**

1. To aid the students in understanding Social Work Profession and its related concepts
2. To provide information about the history of Social Work in U.K., USA, and India
3. To gain knowledge on various models of Social Work
4. To inform students about the Indian History of Ideologies for Social Change.

# Unit I

**Social Work:** concept, definition, and historical development of Social Work in UK, USA, and India; Concepts: Social Service, Social welfare, Social Security, Social Defense, Social Justice, Social Development, and Social Reform. **Socio-religious thoughts of India:**Hinduism – four values, Buddhism, Jainism, Sikhism, Christianity- Supreme value of man, concept of love and service, and Christian missions; Islamism: Basic beliefs, values; Islamic religion and cultural system; **Social Reform movements**in India- its impact and role of Brahma Samaj, Ariya Samaj, Prarthana Samaj, Ramakrishna mission, Theosophical society, Bakthi movements, and D.K. Movement.

## Unit II

**Social Work as a Profession:** Nature and scope, objectives; philosophy and principles, functions, values, and ethics. Social work education: as a profession, professional values, training; skills, tools and techniques, professional social work and voluntary social work, professional associations in Social work; problems faced by social work professionals in India.

## Unit III

**Methods of Social Work:**Social case work – social group work – community organization – social work research – social welfare administration – social action – field of social work: family and child welfare, women welfare, youth welfare, community development (rural, urban & tribal), medical and psychiatric social work, correctional social work, and labour welfare.

## Unit IV

**Theories & Approaches**(basic/overview only): Role theory, problem solving theory, and gestalt theory. systems theory, ecological theory, communication theory, existential approach, radical and Marxist perspective of social work, feminist approach; relevance and scope of eclectic/integrated approach to social work practice, role of social worker in remedial, preventive, and developmental models and as an instrument of change and development; modern Indian social thoughts of: Vivekananda, Aurobindo, Tagore, Gandhi, AmbedkaR, and EVR.

## Unit V

Professional Social Worker Skills: Professionalization – Skills & Requirements of the Professional Social Worker – ASSW (Association of Trained Social Worker) IFSW (International Federation of Social Work – NASW (National Social Work)

## Books for Reference:

1. Albrecht, Gary L. Encyclopedia of Disability (4 Volumes), Sage , Oaks. 2006
2. Banks, Sara (1995) Ethics and Values in Social Work: Practical Social Work Series, Macmillan, London.
3. Bhushan,Vidya & Sachdeva, D.R. An Introduction to sociology, Kitalmahal, Allahabad. 1995
4. Chowdhry, Dharam Paul. *Introduction to Social Work: History, Concept, Methods, and Fields*. Atma Ram, 1964.
5. Congress, E.P. Social Work Values and Ethics, Nelson-Hall, Chicago, 1998
6. Desai,M. Curriculum Development on History of Ideologies for Social Change and Social Work, TISS, Mumbai. 2000
7. Fink A.E. The fields of social work, Henry Hold, New York. 1974.
8. Fried Lander, A.W. Introduction to social work, Prentice Hall, New Jersey, 1974
9. Gangrade, K.D. Dimensions of Social Work in India, Marwah, New Delhi, 1976
10. Hans Nappaul. *The study of Indian Society.*S.Chand & Co, 1972.
11. Stroup, H. H. (1953) Social Work an Introduction to the Field
12. Jacob K.K. Social Work Education in India (ed), Himanshu pub .New Delhi.1994
13. Jacob, K. K. *Social Work Education in India:(retrospect and Prospect)*. Himanshu Publications, 1994.
14. Kinduha, S.K. Social work in India, Sarvodaya Sahitya Samaj, Rajasthan, 1965
15. Payne, Malcom. Modern Social Work Theory: a critical introduction, Macmillan, Hound mills, 1991.
16. Singh, R.R. Field Work in social work education (Ed), Concept pub., New Delhi.1985

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**I YEAR – I SEMESTER**

**COURSE CODE: 7MSW1C2**

**CORE COURSE – II – COMMUNITY ORGANISATION AND SOCIAL ACTION**

**Objectives**

1. To aid the students in understanding the various types, dimensions, components, and characteristics of communities.
2. To teach them the need for assessment as an approach in community work along with the different steps to assess the community needs and to link them with the resources.
3. To aid them to learn about the various social problems and the methods of solving them.
4. To teach students about the need to bring changes in the social structure and to modify the malfunctioning of the social and economic institution without violence and coercion.

**Unit I**

Community Organisation – Definition, objectives and a brief historical development of Community Organisation in UK, USA and India. Community – meaning, types, structure and dynamics, with special reference to India. Leadership – concept, leadership pattern in Indian Communities.

**Unit II**

Community Organisation as a method of Social Work. The similarities and differences between Community Organisation and community development. The phases of Community Organisation – Study, Analysis, Assessment, Discussion, Organisation, Action, Evaluation, Modification and Continuation. The various models of Community Organisation as practiced in our country.

**Unit III**

Community Organisation – principles and approaches, Roles of the Community Organisation worker. Methods and skills in Community Organisation. Use of Social Work methods in Community Organisation. Use of Community Organisation in the various fields of Social Work with special reference to India.

**Unit IV**

Social Action – definition, objectives, – principles, methods and strategies. Scope of social action, social action as a method of Social Work, Social action for social reform, social action and social movement, social action for social development. Concept of Justice, social justice, and distributive justice social action for social justice.

**Unit V**

Processes of social action- social action to deal with social problems in India, social legislation as a measure of social action, enforcement of social legislation through social action. Different approaches and social action adopted by Paulo Friere, Saul Alinsky, Ravy and Gandhiji. Social movement, concept, type Sarvodaya, D.K.Dalit, naxalbari movements. Social worker and social activism, role, functions and personality requirements of a social activist, problems in social activism. Schools of social work and social action.

**Books for Reference:**

1. Ross, Murray. "G., 1955,“Community Organization: Theory and Principles.”."
2. Chowdhry, D. P. 1976. Introduction to Social Work, Atma Ram, New Delhi
3. Friedlander, W. A. (Ed). 1977. Concepts and Methods of Social Work, Prentice Hall of India Pvt. Ltd., New Delhi.
4. Gangrade, K.D. 1971 Community Organisation in India, Popular Prakashan, Mumbai.
5. Indian Social Institute, 1980. Synod of Bishop, Promotion of Social Justice, New Delhi.
6. Martin Luther King 1968. Where do we go from here, chaos or community? Bantam Books, New York.
7. Rao, N.S.A 1984. Social movement in India, Manohar Publishers, New Delhi.
8. Siddique, H. Y. (Ed.) 1984. Social Work and Social Action, Harman Publications, New Delhi.

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**I YEAR – I SEMESTER**

**COURSE CODE: 7MSW1C3**

**CORE COURSE – III - SOCIAL** **CASE** **WORK**

**Objectives**

* 1. To aid students to understand case work as method of Social Work and to understand values and principles of working with individuals and families.
  2. To aid students to develop the ability to critically analyse problems of individuals and families and factors affecting them.
  3. To enhance the understanding of the students about the basic concepts, tools, and techniques of working with individuals and families in problem solving and in developmental work.
  4. To aid students to develop appropriate skills and attitudes to work with individuals and families.
  5. To aid students to develop the ability to reflect on the self as a person and grow as a professional social worker

**Unit I**

**Case Work**: Concepts, objectives/purpose/its importance; nature and scope, historicaldevelopment; components; values and principles of case work practice; socio-cultural factors affecting the case work practice in India; relationship with other methods of social work, and skills in social case work.

**Unit II**

**Case work process**: **Intake:** meaning, steps, referral- types, and stages. **Study:** Meaning, tools used/procedurefollowed in the study process: interviewing: types, purpose, skills, techniques, and principles of interviewing; home visits & reaching out, collateral contacts & relationship. **Assessment:** Social Diagnosis: meaning, types, and models. **Treatment**/**Intervention:** meaning, objectives, goals and goals setting & treatment planning, principles, models, types, and techniques (supportive/environmental manipulation, reflective/ practical help or material help & direct treatment/ counselling). **Evaluation:** meaning, purpose/objectives, types, methods/techniques/instruments, difference between appraisal, monitoring, and evaluation; **Termination**: meaning, reaction to termination, decision to terminate, and planning fortermination. **Follow-up**- meaning, purpose, and types.

**Unit III**

**Case Worker-Client Relationship:** meaning, purpose/needs/significance, andelements/components; characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; principles of client-worker relationship; obstacles in client worker relationship. **Case Work and Communication:** meaning, purpose, importance, principles, elements in communication process, types, importance of listening, observing and feedback, communication barriers and ways to overcome them; importance of interpersonal communication in case work.

**Unit IV**

**Approaches to Practice**: psychosocial, problem solving, crisis intervention; behaviourmodification, functional and development of an eclectic model for practice. **Recording in Case** **Work**: meaning, sources and types-process record- person oriented and problem oriented recordsand its components; summative record, etc; principles of recording, uses, and maintenance of record.

**Unit V**

**Application of Social Case Work in different settings & Clientele groups**: medical andpsychiatric settings- mentally retarded shelter homes; mental rehabilitation center, de-addiction and detoxification centers, mental health & community based rehabilitation, role of social workers in hospital settings, family and child welfare settings: family, child guidance clinic, schools, geriatric care & aged and the terminally ill; case work practice in community settings including self-help groups, industries and correctional institutions; problems and limitations and role of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.

**Books for Reference:**

1. Hollis, Florence. *Casework: A psychological therapy*. New York: Random House, 1964.
2. Jordan, William. *Client-worker transactions*. Routledge & K. Paul, 1970.
3. Kadushin, Goldie. *The social work interview: A guide for human service professionals*. Columbia University Press, 2012.
4. Mathew, Grace. *An introduction to social casework*. Tata Institute of Social Sciences, 1992.
5. Perlman, Helen Harris. *Social casework: A problem-solving process*. University of Chicago Press, 1957.
6. Roberts, Robert W., and Robert H. Nee, eds. *Theories of social casework*. Chicago: University of Chicago Press, 1970.
7. Russell, Mary. *Clinical social work: Research and practice*. Vol. 14. SAGE Publications, Incorporated, 1990.
8. Smalley, Ruth Elizabeth. *Theory for social work practice*. New York: Columbia University Press, 1967.
9. Sundel, Martin, and Sandra Stone Sundel. *Behavior modification in the human services: A* *systematic introduction to concepts and applications*. New York: Wiley, 1975.
10. Tilbury, Derek EF. *Casework in context: a basis for practice*. Elsevier, 2014.
11. Timms, Noel. *Recording in social work*. Taylor & Francis, 1972.
12. Timms, Noel. *Social casework: Principles and practice*. London, Routledge, 1964.
13. Trevithick, Pamela. "Social work skills." *A practice handbook* (2005).

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**I YEAR – I SEMESTER**

**COURSE CODE: 7MSW1C4**

# CORE COURSE – IV – FIELD WORK PRACTICUM - I

**1. Field Work Orientation**

Orientation to the students on the relevance of concurrent field work in an approved agency, the importance of guided practice, information on the different fields of social work and guidelines related to field practice, and issues and field problems.

**2. Observation**

Guided observation visits to about 15-20 recognized organizations that cover the gamut of Social Work interventions. Students get acquainted about the structure, functioning, and range of issues and interventions related to social work.

**3. Rural Camp**

Theme based 6 -10 days rural camp to expose the students to rural realities and provide an experience of group living and its dynamics.

**4. Concurrent Field Work**

Field work placement training in an organization under a professionally qualified supervisor for 26 – 30 days. Concurrent Field Work enables the students to develop a holistic view of social work and social welfare in the community, with special emphasis on the agency’s role in human services. Students are mandated to undergo 7.5 hours of field work training per day and 2 days per week. The activities are based on the objectives evolved using theoretical inputs received during the semester. The objectives of the concurrent field work are:

1. To provide an exposure on human deprivations at micro level situations
2. To develop analytical assessment and intervention skills for social problems at the level of individual, group, and community
3. To develop documentation skills to ensure continuity of service and growth of professional
4. Competence in the practice of the methods of social work.

**FIELD WORK REQUIREMENT FOR I SEMESTER**

* Documentation Evidence for agency work
* Case studies- Two case studies
* Social group work- 10 sessions
* Community based activities/ training programmes/ workshops – one

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**I YEAR – I SEMESTER**

**COURSE CODE: 7MSW1E1**

**ELECTIVE COURSE – I – HUMAN GROWTH AND DEVELOPMENT**

**Objectives**

* 1. To aid students to develop an overall understanding of the principles of growth, their relevance, and application to behaviour at various phases in life.
  2. To aid students in understanding the role of hereditary and environmental influences in growth and development.
  3. To aid students in understanding the interactional nature of growth and behaviour at various stages in life: infancy, childhood, adolescence, youth, adulthood, and old age.
  4. To aid students in developing sensitivity towards needs, developmental tasks, and health status along with the need for developmental programmes for the same.
  5. To teach students to apply the information on growth, development and health in social work practice in general and individuals, groups, and communities in particular.

**Unit I**

**Psychology:** definition, scope, application in various fields; introduction to schools ofpsychology; relevance of psychology for social workers.

**Unit II**

**Human growth and development:** meaning, stages of development: pregnancy and childbirth - infancy – babyhood-childhood-adolescent – adulthood – middle age – old age.

**Unit III**

**Learning:** nature, definition and types; theories of Pavlov and Skinner; remembering andforgetting.

Motivation: concept of instinct: motives for survival – meaning and definition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation.

Adjustment: concepts of adjustment and maladjustment; stress; frustration; conflict: nature and types;

Coping mechanisms: nature and types; mental health, and community mental health.

**Unit IV**

**Perception and attitudes:** perception space, depth, auditory, and visual attention;

attitude: nature of attitudes, stereotypes, and prejudices, formation of attitudes, and attitude change.

Personality: definition and structure; theories of personality: trait and type theories; important concepts of the contributions of Freud, Jung, Adler, Maslow, and Ericson;

factors influencing personality development: heredity & environment; socialisation process.

**Unit V**

**Social Psychology and its applications**: Collective behaviour: nature and reasons forcollective behaviour, and manifestations of collective behaviour; **Abnormal Psychology:** Mental health; meaning and characteristics; mental illness; meaning: types: psychosis: types: causes and consequences; neurosis: types: causes and consequences. **Psychological testing:** personality, attitude, and intelligence.

**Books for Reference:**

1. Anastasi, Anne. "Psychological testing ." (1968).
2. Bernard, Luther Lee. "An introduction to social psychology." (1926).
3. Clifford, T. "Morgan, Introduction to Psychology." (1971).
4. Davidoff, Linda L. *Introduction to psychology* . McGraw-Hill Book Company, 1987.
5. Hurlock E. B. *Developmental psychology*.Tata Mcgraw Hill. 1971.
6. ICSSR: *A survey of research in psychology*. Popular Prakashan pp.56-79;1972.
7. Munn, Norman L., L. Dodge Fernald Jr, and Peter S. Fernald. "Introduction to psychology.." (1969).
8. Newman, Laurel Vaughan. *The expatriate adjustment process: implications of the cross-cultural* *context on learning the environment following a work-role transition*. Diss. University of Illinoisat Urbana-Champaign, 2000.
9. Rayner, Eric. *Human development: an introduction to the psychodynamics of growth, maturity* *and ageing*. Psychology Press, 2005.
10. Saraswati, T. S., Ranjana Dutta, and Anjoo Sikka. *Developmental psychology in India, 1975-1986: An annotated References*. Sage Publications, 1987.

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**I YEAR – II SEMESTER**

**COURSE CODE: 7MSW2C1**

# CORE COURSE – V – SOCIAL GROUP WORK

**Objectives**

1. To teach students to appreciate the importance of groups in the life of an individual and develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
2. To aid students to gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics, and models.
3. To teach students to develop knowledge of the principles, skills, and techniques to be used by the social worker in group.
4. To aid students to develop a beginning awareness of the various programme media and skills of programme planning.
5. To aid students in identifing the various situations and settings where the method could be used in the context of social realities of the country.

**Unit I**

**a. Social group:** definition, characteristics, types of groups-social group and social groupwork group; and functions of a group. **b. Phases of group formation:** forming, storming, norming, performing, adjourning, mourning/grieving, basic human needs met by groups at different stages of group development and group goals. **c. Group process:** bond, acceptance, isolation, rejection, sub-group formation, and newcomers in the group, expectation, withdrawal, behaviour contagion, conflict and control; classification of group process: basic, structural, locomotive, and molar. **d. Group dynamics**-meaning, definition, functions, and basic assumptions of group dynamics.

**Unit II**

**a. Social group work**: concepts-assumptions, purpose, goals, principles, and values of groupwork, and historical development of group work; group work as a method of social work and its relation to other methods of social work. **b. Group work process:** Intake and study: selection of members, composing group, orienting the members, preparing the environment, goal setting, motivation, use of home visits, and collateral contacts. **c. Assessment**- preparing for group work, first meetings-interviewing, ground rules for group work meetings, group roles and responsibilities, group meetings, **d. Intervention/treatment:** problem identification, making them work, dealing with difficulties within the group, group presentations, group work evaluation- meaning and its place ingroup work. **e. Evaluation:** steps in-group work evaluation and criteria for good group work and checklist for group work evaluation, v. Termination-reaction to termination and vi. Follow up.

**Unit III**

**a. Group work supervision:** concepts, need, tasks, types, purpose, and functions,techniques and conditions for good supervision. **b. Leadership in group:** concepts, definition, characteristics, functions, qualities of leader, types and theories of leadership; training for leadership; sociometry and sociogram; **c. Group work for team building**: meaning, purpose, situational leadership in team building

**Unit IV**

**a. Models and approaches**: social goal model, remedial and reciprocal model; grouptherapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group, etc. **b. Group work recording**: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

**Unit V**

**a. Programme planning**: meaning and definition of programme, principles and process ofprogramme planning and the place of agency in programme planning. **b. Programme** **laboratory**- values and techniques: games, singing, dancing, dramatics, street play, puppetry,group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping- planning and conducting camps; stages of group development and use of programme for group development: orientation stage, working stage, termination stage, programme planning, implementation, and evaluation **c. Group work settings and practice**: application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries, and skills of a group worker.

**Books for Reference:**

1. Alissi, Albert S. "Social group work: Commitments and perspectives."*Perspectives on social* *group work practice* (1980): 5-35.
2. Conyne, R. K. (1999). *Failures in group work: How we can learn from our mistakes*. Chronicle Books.
3. Corey, Gerald. *Theory and practice of counseling and psychotherapy*. Nelson Education, 2015. Douglas, Tom. *Group processes in social work: a theoretical synthesis*. John Wiley & Sons, 1979.
4. Garvin, Charles D. *Contemporary group work*. Prentice Hall, 1987.
5. Garvin, Charles D. *Contemporary group work*. Prentice Hall, 1987.
6. Glassman, Urania. *Group Work: A Humanistic and Skills Building Approach: A Humanistic and* *Skills Building Approach*. Vol. 13. SAGE Publications, 2008.
7. Konopka, Gisela. *Social group work: A helping process*. Prentice-Hall, 1972.
8. Lifton, Walter M. *Working with Groups*. Wiley, 1966.
9. Nicolson, P., Bayne, R., & Owen, J. (2006). Applied psychology for social workers. Palgrave Macmillan.
10. Siddiqui, H. Y. *Group Work: Theories and Practices*. Rawat Publications, 2008.
11. Treeker, H.B. (1955), Social Group Work, Principles and
12. Practices; Whiteside, New York.

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**I YEAR – II SEMESTER**

**COURSE CODE: 7MSW2C2**

# CORE COURSE – VI – SOCIAL WORK RESEARCH AND STATISTICS

**Objectives**

1. To aid students to develop an understanding of scientific approach to human enquiry in comparison to the native or common sense approach in various aspects and its process.
2. To aid students to understand major research strategies, meaning, scope, and importance of social work research.
3. To teach students to develop an ability to see the linkage between the practice, research, theory, and their role in enriching one another.
4. To aid students to develop attitudes favorable to the judicious integration practice, research and theory, and to develop skills for the use of library and documentation services for research.

**Unit I**

**Research, Types and Approaches: Research:** concept, objectives, characteristics, ethics, and qualities of good researcher; **social research**: meaning and objectives; **social work research**: meaning, scope, importance,limitations in social work research, and difference between social research and social work research; **scientific method**: meaning, characteristics, and process of scientific inquiry; relationship between theory method & fact; **types of research**: pure, applied, and action research; participatory and evaluation research; **research approaches**: qualitative research: meaning, scope, characteristics, strategies, sampling and design, types of qualitative research: ethnography, focus group discussion, life history and content analysis; use, limitations, and obstacles in qualitative research, **quantitative research**: meaning, type, difference between qualitative and quantitative research.

**Unit II**

**Problem Formulation: Selection of problem**: criteria and sources; surveying the field; **literature review** anddeveloping the References: purpose; using library and internet, library ethics, abstracting and plagiarism; **defining the problem**: need and significance of the problem; basic research questions: meaning and importance; research objectives; **theory:** meaning and use; inductive and deductive theory construction; **concepts, indicators, and variables:** meaning; types of variables; formal and operational definitions; **measurement:** meaning, levels of measurement ; nominal ordinal, interval, and ratio; **hypothesis**: meaning, sources, characteristics, functions and types; assumptions and limitations; attributes of a sound hypothesis; hypothesis testing; level of significance; critical region; Type-I and Type-II errors.

**Unit III**

**Design and Sampling: Research design:** meaning and types- exploratory, descriptive, diagnostic, experimental, andsingle subject research designs; **universe and sampling:** meaning, need, principles, types and techniques, and advantages and disadvantages; **tools/instrument:** steps involved in tool construction; validity and reliability: meaning and types; use of scales (developed by WHO/ILO, etc.), scaling procedures (thurston, likert, bogardus, and semantic differentials): interview guide, code book, pilot study, and pre-test; **sources of data**: primary and secondary data.

**Unit IV**

**Methods of data collection: Methods: quantitative**- interview- meaning and types; questioners: meaning and types;participatory and rapid appraisal techniques; **qualitative**- in-depth interview, observation and types and document review; mixed and multi method & triangulation; **data processing**; transcription, data processing; presentation of data: tabular and graphical presentation; **data** **analysis:** univariate, bivariate, and multivariate analysis; interpretation: meaning, techniques,and precautions; **report writing:** content and format; mechanics of writing research reports and precautions; research abstracts; **footnotes, referencing, and References:** meaning and differences; methods of referencing; **preparation of research project proposal**; agencies involved in social work research.

**Unit V**

**Social Statistics: Statistics**- meaning, use, and its limitations in social work research; **measures of central tendency**: arithmetic mean, median, and mode; **dispersion**: range, quartile deviation, standarddeviation and co-efficient of variation; **tests of significance**: “t” test, f test and chi-square test; **correlation**: meaning, types, and uses; Karl Pearson‟s coefficient of correlation and rankcorrelation; **computer applications**: use and application of computer in social work research with special reference to excel, SPSS.

**Books for Reference:**

1. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston. *Thesis and assignment* *writing*. J. Wiley and Sons Australasia, 1970.
2. Baker, Therese L., and Allen J. Risley. "Doing social research." (1994).
3. Bryman, Alan, and Bob Burgess, eds. *Analyzing qualitative data*. Routledge, 2002.
4. Clandinin, D. Jean, et al. "Collecting and interpreting qualitative materials."*Personal experience* *methods* (1998): 150-178.
5. Denzin, Norman K. "The research act: A theoretical introduction to research methods." (1978).
6. Denzin, Norman K., and Yvonna S. Lincoln. *Handbook of qualitative research*. Sage Publications, Inc, 1994.
7. Giddens, Anthony, and Jonathan Turner. "H.(1987): Social Theory Today."
8. Goode, William J., and Paul K. Hatt. "Methods in social research." (1952).
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10. Henri, Theil. "Statistical decomposition analysis." (1972).
11. Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.
12. Krippendorff,Klaus. *Content analysis:An introduction to its methodology*.Sage, 2012.
13. Laldas, D. K. "Practice of social Research." *Rawat Publication Jaipur* (2000).
14. Morgan, David L. "Focus groups." *Annual review of sociology* (1996): 129-152.
15. Nachmias, David&Chava Nachmias"Research methods in the social sciences" (1976).
16. Netemeyer, Richard G., William O. Bearden, and Subhash Sharma. *Scaling procedures: Issues* *and applications*. Sage Publications, 2003.
17. Ramachandran, P. *Survey Research for Social Work: A Primer*. Institute for Community Organization Research, 1993.
18. Rubin, Allen, and Earl Babbie. *Empowerment Series: Research Methods for Social Work*. Cengage Learning, 2016.
19. Schutt, Russell K. *Investigating the social world: The process and practice of research*. Pine Forge Press, 2011.
20. Singleton Jr, Royce A., Bruce C. Straits, and Margaret Miller Straits.*Approaches to social* *research* . Oxford University Press, 1993.
21. Slife, Brent D., and Richard N. Williams. *What's behind the research?: Discovering hidden* *assumptions in the behavioral sciences*. Sage publications, 1995.
22. Young, Pauline V. *Scientific social surveys and research*. No. 307.2 Y6 1966. 1966.

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**I YEAR – II SEMESTER**

**COURSE CODE: 7MSW2C3**

**CORE COURSE – VII – SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION**

**Objectives**

1. To aid students to acquire knowledge of the basic process of administration
2. To help student to understand the procedures and policies involved in establishing and maintaining social welfare organizations
3. To develop skills to participate positively in administrative process
4. To enable students to apply prevailing laws for redressal in the case of victims of and violation of Human Rights.
5. To aid students to apply the basic components of particular laws to enable social justice to weaker and vulnerable sections of society.

**Unit I**

Social Welfare Administration: Definition, Characteristics, Social Welfare Administration as a method of Social Work - Social Welfare Agency: Organisational structure, Boards and committees: Executive: Functions & Qualities - Administrative Process: POSDCORB - policy formation, Planning, Organizing, decision making, Co-ordination, Communication.

**Unit II**

Personnel administration: Selection of staff, orientation, placement, service conditions, promotions, discipline, welfare programmes for staff -- Financial administration: budgeting, accounting, book keeping and fund-raising -- Office administration: office management and maintenance of records -- Supervision, evaluation and public relations.

**Unit III**

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

**Unit IV**

**NGO Management**: Introduction to NGO: Volunterism: Meaning, Theories - Non-Governmental Organisation: Definition, Objectives, Characteristics, Types, Strategies – Difference between Voluntary Organization & NGOs – Formulation of Society, Trusts, Salient features of The Societies Registration Act, The Trust Act, The Companies Act, Difference between society and trust - Procedure to register under FCRA.

**Unit V**

Legislation as an instrument of Social Change and Social Welfare: concept of social justice and its relationship with social legislations; legislations pertaining to women and children, social defense, social security, social assistance, disability, underprivileged and health related legislations; role of social worker in promoting social legislation. Introduction to Social Legislation; Hindu, Muslim and Christian Personal laws on Marriage, Divorce, Maintenance, Guardianship and Succession .Legislation for Public Good: Protection of Human RightsAct, 1993; Consumer Protection Act, 1986; Right to Information Act, 2005; The Patents (Amendment) Act, 2005; Rural Employment Guarantee Act, 2005. Public Interest Litigation, Legal Aid in India and Role of Social Workers in the enactment and implementation of Social Legislation and promotion of Social Justice. Issues pertaining to harmful customs and practices- Sati, Eve Teasing, Ragging, and Public Health Hazards; Mental healthcare Act, 2016;

**Books for Reference:**

1. Chandru, Geetha. 1998 Child and Law in India, Indian Council for Child Welfare, Chennai
2. Chowdry, Paul. 1992 Social Welfare Administration, Atma Ram and Sons, Delhi.
3. Sankaran and Rodrigues, 1983 Handbook for the Management of Voluntary Organisations, Alpha Publications, Chennai.
4. Shanmugavelayutham, K, 1998 Social Legislation and Social Change, Vazha Valamudan Publishers, Chennai.
5. Subba,Rao G.C.V, 1999 Family Law in India, S.Gogia and Company, Hyderabad.
6. Sulivan, Michael. 1987 Sociology and Social Welfare, Allen and Unwin, Winchester, USA.
7. Jain, R.B (Ed.) 1995 NGO’s in Development Perspective, New Delhi, Vivek Prakasan.
8. Joel S.G.R Bhose. 2003 NGO’s and Rural Development Theory and Practice, New Delhi, Concept.
9. Julie Fisher 2003 Non-Governments – NGO’s and the Political Development of the Third World, New Delhi, Rawat.
10. Kalirani B.T 1999 Non-Government Orgranisation in Development, New Delhi, Rawat.

**Journals:**

Combat law

Economic and Political Weekly Women’s collective

Social Scientist

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**I YEAR – II SEMESTER**

**COURSE CODE: 7MSW2C4**

**CORE COURSE – VIII – FIELD WORK PRACTICUM – II**

**Concurrent field work**

Field work training in an organization under a professionally qualified supervisor for 30 -32 days. Students are mandated to undergo 7.5 hours of field training per day and 2 days per week. The activities are based on the objectives evolved based on the theoretical inputs received for the semester. It includes:

1. To ensure that the students are familiar with the vision, mission, system, processes, and objectives of the welfare organizations.
2. To ensure that students understand the critical role of the professional social worker in the organization and imbibe the core values of the profession.
3. To aid students to evolve appropriate interventions at community level/ civil society/ state / National level with respect to policies and programmes relevant to the field of welfare

**FIELD WORK REQUIREMENTS FOR II SEMESTER**

* Documentation Evidence for agency work
* Social Case work - Three case work
* Social group work- 15 sessions
* Community based activities/ training programmes / workshops – one
* Micro Level Research – in the II semester.

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**I YEAR – II SEMESTER**

**COURSE CODE: 7MSW2E1**

**ELECTIVE COURSE– II – INDIAN SOCIAL STRUCTURE AND SOCIAL PROBLEMS**

**Objectives**

1. To provide the Sociological Perspective on Indian Social Structure to the students.
2. To aid students to understand the concept and the process of Social Change in India
3. To sensitize the students with the Problems of Indian Society
4. To inform students about contemporary social problems.

**Unit I**

Basic Concepts: Society, Community, Institution and Association – Social Structure: Meaning, Elements – Social System: Meaning, Characteristics, Elements and Mechanism of social System – social Groups: Definition, Characteristics, Classifications and importance of social groups – Reference Groups.

**Unit II**

Social Institution: Marriage: Meaning, functions, types – Family: Meaning, Characteristics. Functions and Types of family: Joint family Definition, characteristics, merits and demerits, disintegrations of joint family in India – Recent trends in the modern nuclear family – Kinships – Religion: Definition and functions – Political System: Meaning, Origin, Development, Functions of State.

**Unit III**

Social process: Co-operation, Accommodation, Assimilation, Competition and Conflict – Rural and Urban Communities: Meaning, Characteristics, Types and difference – Social Stratification: Meaning, Characteristics, Functions – Social mobility – Caste, Class – Collective behaviour: Crowd, audience, public Opinion and propaganda

**Unit IV**

Social Change: Meaning, Nature, Theories, Causes and Process of Social change, Sanskritisation, Westernization, Modernization, Secularization and Urbanization – Culture: Meaning, Characteristics, Functions – Sub culture – Cultural diffusion – Socialisation: Concept, Process, Types, theories, Agents and important of socialization.

**Unit V**

Contemporary Social Problems: Meaning, Characteristics, Types – Illiteracy, Poverty, Unemployment and Population Growth. Child Abuse, Child Labour and Violence against Women. Casteism, Communalism, Regionalism and Language Conflicts. Crime, Criminal, Criminology and Juvenile Delinquency. Alcoholism, Drug Abuse and Corruption., Divorce, AIDS, Terrorism, Pollution, Child labour, Parenting Issues in Information Technology

## Books for Reference:

1. Bhushan,Vidya & Sachdeva, D.R. An Introduction to sociology, Kitalmahal, Allahabad. 1995
2. Elliot and Merill, “Society and Cultural”, Prentice Hall Inc.
3. Jayaraman, Raja, “Caste and Inequality in India”, Hindustan, New Delhi.
4. Kapadia KM, “Family Marriage in India”, Oxford Univ, Press, New Delhi.
5. Mac-Iver and Page, “Society: an Introducatory Analysis”, Macmillan, London.
6. Madan G R, “Indian Social Problems”, Vol. II & III
7. Nagpaul Hans, “Study of Indian Society: A Sociological Analysis of Social Welfare and Social Work education”, S.Chand & Co., New Delhi.
8. Stanley, Selwyn. Social Problems Issues and Interventions, Allied. 20

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**II YEAR – III SEMESTER**

**COURSE CODE: 7MSW3C1**

## CORE COURSE – IX – COUNSELLING: THEORY AND PRACTICE

**Objectives**

1. To ensure that students acquire knowledge of the theoretical approaches to

counselling.

1. To help students to understand the process of counselling.
2. To ensure that students gain knowledge of practice of counselling in different settings

**Unit** **I**

Counselling foundations: definitions, types of counselling, various influences on counselling. Qualities of an effective counsellor, Counsellor as a helper. Characteristics of clients, Voluntary and non-voluntary clients. Expectations of Counselling- goals of counselling.

**Unit** **II**

Theoretical foundations of counselling: Psychoanalysis, Adlerian, Client-centered, Transactional, Existential counselling, Gestalt approach, Rational emotive therapy, Behaviour therapy and Reality therapy.

**Unit** **III**

Counselling relationship- regard, respect, authenticity and empathy. Counselling process-initiating counselling, attending skills: non verbal, interacting with clients, termination. Counselling techniques: listening, responding, goal setting, exploration and action.

**Unit** **IV**

Counselling in special situations: Family counselling, alcoholism counselling, Deaddiction counselling, sex counselling, career counselling, crisis counselling.

**Unit** **V**

Counselling as a profession- counsellor as a professional, ethical standards. Research, relevance of counselling as a Social Work practice.

**Books for Reference:**

1. Currie, Fr.J, 1989 Barefoot Counselling – A Primer in building relationship, Asiam Trading Corp. Bangalore, India.
2. Egan, Gerard, 2006.The skilled helper: A problem management opportunity, Development Approach to helping, Wadsworth publishers, Boston
3. Hough & Margaret,2006 Counselling skills and theory,Hodder Arnold publishers, UK
4. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
5. Mcleod & John, 2003 Introduction to Counselling, Open university press, UK
6. Mearns&Dave, 1999 Person-Centred Counselling in Action, Sage Publications, New Delhi, India
7. Palmer,2004 Counselling, The BAC Counselling reader, British Association for Counseling, Vol. 1 & 2,Sage publications , New Delhi, India
8. Rao, Narayana, 2003 Counselling and Guidance, Tata McGraw Hill, New Delhi.India
9. Sanders, 2002 First steps in Counselling, PCCS Books Ltd, UK.

10. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.

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**II YEAR – III SEMESTER**

**COURSE CODE: 7MSW3C2**

**CORE COURSE – X – FIELD WORK PRACTICUM - III**

**1. Specialization based concurrent field work**

Specialization based field work training in an organization under a professionally qualified supervisor for 30-32 days. Students are mandated to undergo 7.5 hours of field training per day and 2 days per week. In general, students are expected to:

1. To aid students in acquiring knowledge and skills for rendering efficient service to people in the fields of their specialization.
2. To teach students to develop an understanding of the individual, group, and institutional needs and problems.
3. To teach students to apply appropriate knowledge and the methods of social work to meet specific needs and solve issues.
4. To imbibe in the students, the knowledge, values, skills and ethics of professional social work.

**1. Study tour**

There will be a 10 day tour after the III semester examination. The main aim of the study tour is to provide an opportunity to the students to identify and visit organizations related to their area of specialization.

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**II YEAR – III SEMESTER**

**COURSE CODE: 7MSW3C3**

**CORE COURSE – XI - (A) – RURAL COMMUNITY DEVELOPMENT**

**(SPECIALIZATION – COMMUNITY DEVELOPMENT)**

**Objectives**

1. To provide students with knowledge about the basic concepts of Rural Community Development
2. To aid students to gain knowledge on Community Development Administration
3. To provide students with information on governmental agencies of Rural Community Development

# Unit I

Rural Community: Definition, Characteristics, types of villages, and problems of Rural Community – Rural Community Development: Objectives, Approaches and Scope.

# Unit II

Community Development: Early experiments: Srinikethan, Marthandam, Gurgaon – Pilot Projects: Etaw project, Nilokheri experiment, Firka Development Scheme. Rural Community Development after independence. Extension: Principles and Techniques.

# Unit III

Panchayat Raj: Concept, Objectives, Development of Panchayat Raj after Independence: Balwant Rai Metha Committee, Ashok Metha Committee, Main Features of Panchayat Raj Legislation (73rd Amendment). Structure of Panchayat Raj System: Village, Block, District Panchayats, Functions and Problems of Panchayat raj.

# Unit IV

Community Development Administration: Organization setup and Administration from National to Local level – Planning Machinery at the National, State and District Level – Role of Panchayat Raj Institutions in Planning – Calendar for Planning – Planning at Village – Planning at Block – District Planning Committee – Lacuna in Planning – Extension Department at Block Level.

# Unit V

Community DevelopmentTraining Institution: NIRD, SIRD – Role of CAPART, NABARD, DRDA, RRB and cooperatives and rural development. Rural Development Programmes: Central government rural development programmes: SGSY (Swarnajayanti Gram Swarzar Yojana), IAY (Indra Awaas Yojana), and MGNREGA, PMRT, SSA,RTI, E- Governance. State government rural development programmes: Vazhndhu Kaattuvom, GTT (Gram Thaniraivu Thittam) THADCO and Role of Women Development Corporation.

**Books for Reference:**

# Aruna Sharma and Rajagopal 1995 Planning for Rural Development Administration, New Delhi, Rawat.

# Bhadouria & Dua1986,Rural Development Strategies and Perspectives, Delhi, B.R.

# Dahama O.P 1982 Extension and rural Welfare, Agra, Ram Prasad and sons.

# Dubey, M.K. 2000 Rural and Urban Development, New Delhi, common Wealth.

# Goel, S.L. &Shalini Rajneesh,2003 Panchayati Raj in India–Theory&Practice,

# New Delhi, Deep and Deep Publications.

# Mahajan, J.M. 1993 Employment Through Rural Development towards Sustainability, New Delhi, Deep and Deep.

# Mathur, B.L. 2000 Rural Development and Cooperation, Jaipur, RBSA Publishers.

# Ram K.Verma1996Development Infrastructure for Rural Economy,Jaipur,Print well.

# Publication Division 2000 India: A Reference Manual, New Delhi, Ministry of Information and Broadcasting.

# Singh Dr. 1990 Panchayat Raj and Rural Organisations, New Delhi, Ministry of Information and Broadcasting.

# Thakur, B.N. 1988 Sociology of Rural Development, New Delhi, Classical.

# Thoha, M and Om Prakash 1989 Integrated Rural Development (Vol. I – IV) Bangalore, Sterling.

# Vasnt Desai 2005 Rural Development in India – Past, Present and Future a Challenge in the Crisis, Mumbai Himalaya Publishing House.

# Vasudeva Rao, D. 1985 Fact and Rural Development, New Delhi, Ashish

# Vijay, C.M. 1989 Rural Development Administration in India, Jaipur, Prateeksha. Arjunroa and Dharshan Singh 1979 Leadership in Panchayat Raj, Delhi, Panchasheel.

# Dubey, S.C. 1958 India’s Changing Villages, London, routledge and Kegan Paul.

# Heredro, J.M. 1971 Rural Development and Social Change, New Delhi, Manohar.

# Rajeswar Dayal 1962 Community Development Programme in India, Kitab Mahal, Allahabad.

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# II YEAR – III SEMESTER

**COURSE CODE: 7MSW3C4**

**CORE COURSE - XI** – **(B)** - **MENTAL HEALTH AND PSYCHIATRIC DISORDERS**

# (SPECIALIZATION – MEDICAL AND PSYCHIATRY)

**Objectives**

1. To aid students to acquire knowledge of the phenomenology, symptomatology and treatment of common mental disorders.
2. To ensure that students develop skills in identifying mental disorders in health care and community settings.
3. To develop in the students, the capacity of the student to apply knowledge and skills of the methods of Professional Social Work, as a member of the Mental Health Team, in Field Work setting in Psychiatry.

**Unit I**

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

**Unit II**

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

**Unit III**

Study of the Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Organic Mental Disorders- Mental and Behavioral Disorders due to psychoactive substance use- Schizophrenia-Mood (Affective Disorders) - Neurotic stress related and somatoform disorders.

**Unit IV**

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

**Unit V**

National Mental Health Programme – Mental Health Act, District Mental Health Progrramme. Socio-cultural factors in Psychiatry – Magico-religious practices – Cultural beliefs – Stigma.

**Books for Reference:**

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

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# II YEAR – III SEMESTER

**COURSE CODE: 7MSW3C5**

# CORE COURSE - XI – (C) - LABOUR WELFARE AND LABOUR LEGISLATION

# (SPECIALIZATION – HUMAN RESOURCE MANAGEMENT)

**Objectives**

* 1. To highlight the issue of labour welfare.
  2. To inform students about the labour legislations in India.
  3. To enlighten students about social Labour legislations.
  4. To impart analytical skills in the interpretation of legislations in the light of recent judgments and case laws related to the labour legislations

**Unit I**

**Labour welfare**: an introduction on Indian constitution - unorganised labour sector inindustry and agriculture - problems faced by unorganised labour sector - constitutional safeguards to unorganised labour - judicial activism (case laws); concept, scope, principles, theories, origin and growth of labour welfare in India; types of welfare; labour problems: absenteeism addiction, indebtedness, family distress and social work intervention; labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker‟s education labour welfare officer: status, role, duties and functions; labour welfare agencies in India and international

**Unit** **II**

Factories Act, 1948.- Indian Mines Act, 1952.- Plantations labour Act, 1951.- Motor Transport Workers Act, 1961.- Industrial employment (Standing orders) Act, 1946.- Apprentices Act, 1961. -Employment Exchange (Compulsory Notification of Vacancies) Act, 1959.- Contract labour (Regulations and Abolition) Act, 1970.

**Unit** **III**

Payment of Wages Act, 1936.- Minimum wages Act, 1948.- Payment of Bonus Act, 1965. – Social security legislation : Workmen’s Compensation Act, 1923.- Employee’s State Insurance Act, 1948. - Employee’s Provident Fund and Miscellaneous Provisions Act, 1952.

**Unit** **IV**

Trade Unions Act, 1926 and The Trade Unions (Amendments) Act, 2001- Industrial Disputes Act, 1947 and The Industrial Disputes (amendment) Act, 2010, Maternity Benefit Act, 1961.- Payment of Gratuity Act, 1972.

**Unit** **V**

Tamil Nadu Shops and Establishments Act, 1947. Tamil Nadu Catering Establishments Act, 1958. -The Tamil Nadu Industrial Establishment (conferment of permanent Status to Workmen) Act, 1981.-The Tamil Nadu Payment of Subsistence Allowance Act, 1981. - Tamil Nadu Industrial Establishment (National and Festival Holidays) Act, 1951.- Tamil Nadu Labour Welfare Fund Act, 1972.

**Books for Reference:**

1. Ashdir , Vijay. *Management of Industrial Relations*. Kalyani Publishers, 2003.
2. Bhangoo, Kesar Singh. *Dynamics of industrial relations*. Deep&Deep Publications,1995.
3. Giri, Varahagiri Venkata. "Labour problems in Indian industry." (1960).
4. I.L.O. *Labour Legislation*.1980
5. Monappa, Arun. "Industrial Relations, Ninth print (1995)."
6. Myers, Charles Andrew, and Subbiah Kannappan. *Industrial relations in India*. Asia Publishing House, 1970.
7. Prasad NGK. *Factories Law and Rules applicable to TN State, Vols. I, II, III, IV.* Madras Book Agency. 1978.
8. Saxena, R. C. *Labour Problems and Social Welfare*. Jai Prakash Nath, 1963.

# Current Bills, new Case Laws and new Laws should form part of

# the syllabus automatically.

1. Annual Reports of Ministry Of Labour, Government of India

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**II YEAR – III SEMESTER**

**COURSE CODE: 7MSW3C6**

**CORE COURSE – XII – (A) - URBAN COMMUNITY DEVELOPMENT**

**(SPECIALIZATION – COMMUNITY DEVELOPMENT)**

**Objectives**

1. To enable students to understand the unique nature of urban community.
2. To aid students to gain knowledge on Urban Community development and its projects.
3. To aid students in understanding the process of Urban Community.

**Unit I**

Urban Community: Definition, Meaning, Characteristics – City: Definition, Characteristics, Types of city – Urban Ecology: Meaning, elements of ecological system – Theories of urban growth: Burgess’s concentric zone theory, Hoyt’s sector theory, Harries and Ullmans Multiple– Nucleic theory – Process of urban growth – Urbanism: Meaning, Features – slum: Definition, meaning, causes, characteristics and theories – Urban social problems: Causes of urban problems like Over crowding, Housing, Crime, Juvenile delinquency, Prostitution, Suicide, Alcoholism and Drug Addiction.

**Unit II**

Urban Community Development: Origin, concept, need, principle, elements of urban community development, Approaches: Basic service approach, integrated development approach, participatory approach – organizational set up – problems in urban community development.

**Unit III**

Urban Community Development Project: Delhi Pilot project, Hyderabad Urban community development project – National and State level agencies in UCD: Housing and Urban Development Corporation, Chennai Metropolitan Development Authority, Tamil Nadu Housing Board, Tamil Nadu Slum Clearance Board – Role and Participation of NGO’s in UCD and Slum clearance and improvement: UNICEF, EX-NORA, SULAB international.

**Unit IV**

Process of Urban Development – Urban development policies – Town planning Acts – Land acquisition Act – Urban community development programmes: A very brief idea on IUDP, UBS; In-depth study on recent programmes Swarna Jayanthi Rozgor Yozna, Development of Women and Children in urban areas – Urban self-employment scheme, National slum development programme, Urban Wage Employment Programme. Jawaharlal Nehru National urban Renewal Mission.

**Unit V**

History of urban local self-government in India – Forms of urban local self-government – Municipal government: Forms, organizational structure, functions, departments, personnel and finance, relationship between officials and non-officials, problems in municipal administration in India. Community social work practice in an urban context: Community capacity enhancement – foundation for community capacity enhancement, characteristics of a community capacity enhancement model, Freon’s work for community capacity enhancement practice – Guiding principles for community capacity enhancement practice.

**Books for Reference:**

1. Clinard B. Marshall 1970 Slums and Community Development, New York, The Free Press
2. Datta. A (Ed. 1980 Municipal and Urban India, New Delhi, Indian Institute of Public Administration
3. David Antony Pinto 1987 The Mayer, The Commissioner and Metropolitan Administration, New Delhi, Vivkas
4. Delgado (Melvin) 2000 Community Social Work Practice in an urban contex, New York, Oxford University Press
5. Deasai and Devodas Pillai 1970 slums and Urbanisation, Bombay, Popular prakasham
6. Desouza (Alfred) 1978 The Indian City, New Delhi, Manohar
7. Jayabalan K 2002 Urban Sociology, New Delhi, Atlantic Publishers
8. Mohanty.B 1993 Municipal System in India, New Delhi, Ashish
9. Thudipara Jacob J. 1993 Urban Community Development, New Delhi, Rawat.
10. Dr. Kumar 2006 Urban Sociology, Agra, Lakshmi Narain Agarwal
11. Ramnath Sharma 1975 Text Book of Urban Sociology, Meerut, Rajhans Press
12. Satish Sharma 2002 Social Transformation in Urban India, New Delhi, Dominant

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# II YEAR – III SEMESTER

**COURSE CODE: 7MSW3C7**

# CORE COURSE - XII– (B) - MEDICAL SOCIAL WORK

# (SPECIALIZATION – MEDICAL AND PSYCHIATRY)

**Objectives**

* 1. To introduce the students to the concept of medical social work and related aspects.
  2. To inform the students about the Psychological, Social and economic implications of illness and disability.
  3. To enlighten the students about hospital as a formal organisation.
  4. To make students aware of Impairment, Disability, and Handicap.
  5. To highlight the specific needs and problems of patients and their families.

**Unit I**

**Medical social work:** definition, concept, objectives, its nature, need and scope; the roles andfunctions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice.

**Unit II**

**Psychological, social and economic implications of illness and disability:** for the patientand his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team.

**Unit III**

**The hospital as a formal organisation**: its goals, technology, structure and functions,departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations.

**Unit IV**

**Impairment, Disability and Handicap:** causes, types and classification of physicalhandicaps: orthopedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up.

**Unit V**

**Specific needs and problems of patients and their families**: need for assistance and role ofthe medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas.

**Books for Reference:**

1. Bartlett, Harriett Moulton. *Social work practice in the health field*. Natl Assn of Social Workers Pr, 1961.
2. Cannon, Ida Maud. *On the social frontier of medicine: Pioneering in medical social service*. Harvard University Press, 1952.
3. Codey & Carol H.*Social aspects of illness*. W.B. Sounders Com., 1951.
4. Field, Minna. "Patients are people." *A Medical Social approach to prolonged illness,* (1967). Goldstine, Dora. *Expanding horizons in medical social work*. University of Chicago Press, 1955. Hamilton, Kenneth W. "Counseling the handicapped in the rehabilitation process." (1950). Hubschman, Lynn. *Hospital social work practice*. Praeger Publishers, 1983.

# Pattison, Harry Archibald, ed. *The handicapped and their rehabilitation*. Thomas, 1957.

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# II YEAR – III SEMESTER

**COURSE CODE: 7MSW3C8**

# CORE COURSE - XII - (C) – INDUSTRIAL RELATIONS AND TRADE UNION

# (SPECIALIZATION – HUMAN RESOURCE MANAGEMENT)

**Objectives**

1. To introduce students to the concept of industrial relations.
2. To highlight the issue of industrial conflict.
3. To understand about trade and its role in industrial relations
4. To equip students about resent trends in industrial relations

**Unit I**

**Industrial Relations**: definition, meaning of industrial relations, characteristics of a goodindustrial relations system - changing profile of industrial workers – labour in constitution – administration of labour department. Labour movement in UK and USA – Labour movement in India and its role in industrial relations.

**Unit II**

**Trade unionism** – , Meaning, Objectives & Types of trade union, history, objectives, problems faced, recognition – trade union movement in India – employer federation, collective bargaining : methods, issues, problem and settlement. Collective Bargaining; theories, Prerequisites, Principles, Strategies, Skills, Subject matter for collective bargaining, Factors influencing collective bargaining, Administration of collective agreements, Problems pertaining to collective bargaining in India. Concept of strike, lockout and layoff

**Unit III**

**Industrial Conflict**: standing orders, industrial disputes, settlement machineries, industrialpeace and harmony, industrial conflict types, causes, consequences, grievance, discipline, domestic enquiry – recent trends; **industrial democracy** **–** **workers participation**: objectives schemes, methods – participation schemes in industries in India - quality circles – quality of work life

**Unit IV**

**Workers’ Participation in Management:** Industrial relations at shop floor and plant levels: Workers’ Participation in Management – Meaning – Workers Committee – Joint Production Committee – Joint Management Councils, Historical development of trade union – Present State of Trade Unionism – A study of major Central Trade Union organizations, Membership – Finance structure – Leadership – Politics – Multiunionism – Trade Union rivalry – Violence. Issues related to trade union.

**Unit V**

I.L.O: History, Objectives, Structure, functions, achievements, impact of I.L.O. on labour legislation labour policy in India – Globalization and Liberalisation and its impact: Employer Federations in India.

**Books for Reference:**

1. Arya, V.P., A guide to settlement of industrial disputes,Oxford and IBH Pub. Co., 1967

2. Giri, V.V. Labour Problems in Indian Industry, Asia Publishing House, 1962

3. Ghoswamy, V.G. Labour and Industrial Laws Central Law Agency,

Allahabad (2008)

4. Edwing, K.D.Trade Unions Labour Party and the Law (1982)

5. Flander , A. Management and Unions, Western Printing Services (1976)

6. Henk Thomas, Globalisation and third world trade unions, The challenging of rapid

economic change, London Pub. (1995).

7. Herold Crouch, Trade Unions & Politics in India, Suchin Pub. Ajmer (1966)

8. Jain R.B., Structural Adjustment, Public Policy and Bureaucracy in developing societies,

H.Hair Anand Pub. (1993)

9. James Milton, Labour and Socialism, A History of the British Labour Movement (1983)

10. Karnic, V.B Trade unions and politics, Bombay university press (1968)

11. Malhothra, The law of Industrial Disputes Volume I, Lexis Nexus Butter Worths Pub.

New Delhi (2004)

12. Mathur, A.S. and J.S. Mathur, Trade Union movement in India, Chaitanya Allahabad

Pub. (1962

13. Patrich Elias, Brain Najuin., Labour Law: Cases and Materials, Peter Willington Pub.

(1974)

14. Peter Fairbrother and Gerard Griffin, Changing Prospects for Trade Unionism,

Continuum, London, (2002)

15. Ruddar Dutt, K.P.M.Sundara, Indian Economy, S.Chand. Pub. New Delhi(2005)

16. Pandey, J.N. The Constitutional Law of India, Central Law Agency, Allahabad (2009)

17. Revri, Chamanl, The Indian Trade Union Movement (1972)

18. Sharma, G.K. Labour Movement in India Sterling Pub. New Delhi (1982)

19. Srivastava, K.D. Law relating to Trade Unions and unfair labourpractices in India,

Eastern Pub. Lucknow (2003)

20. Srivastava, S.C. Industrial Relations and Labour Laws Vikas Pub. New Delhi (2003)

21.Srivastava, Suresh C. *Industrial relations and labour laws*. Vikas Publishing House Pvt

Ltd, 2007.

22. Venkataratnam, C.S AND P.A. Naidu, Industrial Relations and Collective

Bargaining in South Asia, ILO Pub. (1999)

23. Annual Reports of Ministry Of Labour, Government of India

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**II YEAR – III SEMESTER**

**COURSE CODE: 7MSW3E1**

**ELECTIVE COURSE – III – HUMAN RESOURCE MANAGEMENT**

**Objectives**

1. To teach the students about management.
2. To enlighten the students on human resource management.
3. To inform the students about human resource functions.
4. To teach students about wage and salary administration.
5. To enlighten the students about industrial social work.

**Unit I**

**Management:** Concept, elements, principles and functions of management; managementthoughts: Henry Fayol, F.W.Taylor, and Peter Drucker.

**Unit II**

**Human resource management:** Definition, scope, evolution, and functions. Human

resource policy: Formulation and implementation; duties, responsibilities, and qualities of human resource manager and challenges for the 21st century.

**Unit III**

**Human Resource functions:** Human resource planning, recruitment, selection, inductionand placement, promotion, transfer, job analysis, training, performance appraisal; discipline and disciplinary procedure, personnel records and personnel research; HR audit.

**Unit IV**

**Wage and salary administration:** job evaluation: definition, objectives; methods,advantages and limitation; wage and salary administration: nature and purpose, process of wage determination, wage structure and principles; theories of wages: concepts of wages, wage differentials – financial and non-financial incentives.

**Unit V**

**Industrial social work:** meaning, scope, and relevance; application of social workmethods in the industrial sector; labour problems and industrial counseling in industries and working with the families of industrial workers: meaning, scope, relevance, advantages and disadvantages.

**Books for Reference:**

1. Agarwal, Rameshwar Dayal, ed. *Dynamics of Personnel Management in India: a Book of* *Reading*. Tata McGraw-Hill, 1973.
2. Davar, Rustom S. *Personnel management and industrial relations in India*. International Book Distributors, 1976.
3. Flippo, Edwin B. *Principles of personnel management*. McGraw-Hill, 1976.
4. Fraser, John Munro. *Introduction to personnel management*. Nelson, 1971.
5. Indian Institute of Personnel Management. *Personnel Management in Indi.* Asia Publishing. 1977.
6. Mamoria C.B. *personnel management*. Himalaya Publishing House. 1985

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**II YEAR – IV SEMESTER**

**COURSE CODE: 7MSW4C1**

**CORE COURSE – XIII – FIELD WORK PRACTICUM – IV**

**(Block Pla1cement / Internship)**

1. **Specialization based concurrent field work**

Specialization based field work training in an organization under a professionally qualified employee.

**2. Specialization based field visits**

The students are encouraged to organize need based and specialization based visits to organizations and institutions.

**3. Block field work**

The students undergo their 30 days of block field work placement after their IV semester examination.

**Field work conference**

1. Guided field work supervision in the agency by the supervisor once a week.
2. One hour guided supervision by the faculty for the I &II years every week – includes individual and group conferences

As field work practices require 100 percent attendance- compensations are not allowed unless genuine. It is dealt individually after consultation with the agency supervisor and discussion in the department staff meeting.

**Expectations of the organization from the students**

1. Along with the request letter, objective of the field work, components, methods of evaluation number of field work days with dates to be sent to the organization.
2. Students being committed to the agency while fulfilling the academic needs of the department.
3. Being regular to the field work and prior information given if absent to field work.
4. Being prepared to do extra field work if required by the organization.
5. Compensating for the days of absence with the prior knowledge and approval of the organization staff.
6. Submitting a summary report to the organization for follow-up
7. The staff of the department maintaining constant contact with the agency staff
8. Adequate weightage for the evaluation of the agency staff.
9. Staff of the agency and faculty will have an understanding of what is expected of the students and the level of achievement.

**Expectations of the department from the students**

1. Motivation and understanding of what field work is.
2. Being regular and on time to the organization.
3. Awareness of the expectation of both the department and the organization.
4. Clear reporting of the work done.
5. Taking responsibility and being creative in the field.
6. Setting a target in terms of the knowledge, attitude, skills, and values.
7. Willingness to learn and taking the initiative to approach the organizational supervisor.
8. Preparing a plan of action for the entire semester and getting it approved by the staff and the organizational staff
9. Insist on quality work

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**II YEAR – IV SEMESTER**

**COURSE CODE: 7MSW4C2**

**CORE COURSE – XIV - RESEARCH PROJECT WORK**

A learner should prepare and submit a dissertation, under the guidance of a faculty. The learner is to engage meaningfully in the process of problem formulation, review of literature related to the study, preparing the research proposal, choosing an appropriate research strategy and developing instruments of data collection, collecting the data, processing, analysing and interpreting the data and preparing the research report.

The length of the research report may be between 60-75 pages and not exceeding 100 pages

Assessment

Evaluation

Viva Voce

1. PROJECT REPORT EVALUATION (Both Internal & External)

|  |  |  |
| --- | --- | --- |
| I. | Plan of the Project | - 20 marks |
| II. Execution of the Plan/collection of | | - 45 marks |
|  | Data / Organization of Materials / |  |
|  | Hypothesis, Testing etc and |  |
|  | Presentation of the report. |  |
| III. Individual initiative | | - 15 marks |
| 2. Viva-Voce / Internal& External | | - 20 marks |
| **TOTAL** |  | **- 100 marks** |

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**II YEAR – IV SEMESTER**

**COURSE CODE: 7MSW4E1**

**ELECTIVE COURSE - IV- (A) – HUMAN RIGHTS AND SOCIAL DEVELOPMENT**

**Objectives**

1. To sensitize students about the basic concepts of human rights and social development.
2. To sensitize students about the issue of human rights and social development.
3. To inform students about the application of human rights in the field of social work.
4. To ensure that students develop the capacity to identify linkages between social needs, problems, development issues, and policies.
5. To teach students about the strategies and skills necessary for social development and reinforce values of social justice and equality.

**Unit – I**

**Human Rights** – Meaning, Concept, Classification of rights: Moral rights, Legal rights, Civil rights, political rights and Human rights issues; Human rights concern- The UN Declaration of Human rights, Fundamental rights and duties under the Indian Constitution, Directive Principles of State Policy

**Unit – II**

**Rights of Vulnerable group**: Children rights, Women, aged, victims of caste and communal conflicts, human rights for indigenous people, Rights of people living with disabilities, rights of HIV/AIDS infected persons. Housing rights and rights of prisoners.

**Unit - III**

**Human rights commission in India**: Administrative structure, functions, power, inquiry procedure and steps, investigations. State commissions and human rights courts; Illustrate cases on violation of Human rights. Public interest Litigation (PIL), Legal aid, Protection of Human rights Act 1993

**Unit IV**

**Social development;** concept, meaning and definition; approaches and strategies: growth and equity, minimum needs, quality of life. Global efforts for human development, concept of sustainable development. Social work and social development; development indicators; historical experience of development process; regional analysis; social and economic transformation in India.

**Unit V**

**Social development in India:** pre-independence period; post independence period; government measures and five year plans; political economy; social structure and change; demographic transitions; social movements in India and Tamil Nadu; agrarian and land reforms; green revolution; industrial and urban development; environmental issues: land, water, and forests; development in education and health sectors; problems of social development in India. Social movements; SNDP movement, Dravidian movement, Telengana movement, Satyashodhak Samaj, Bhoo Dhan, Gram Dhan, and Sarvodaya Movement.

**Books for Reference:**

1. Bagchi, A.K. (1982) Political Economy of Underdevelopment, Cambridge: Cambridge University Press.
2. Desai, V. (1988) Rural Development (Vol. 1), Mumbai
3. Fidelma, A. et. al. (1999) Contemporary Social and Political Theory: An introduction, Buckingham, Open University Press.
4. Government of India Five year plan documents (latest) New Delhi
5. Jacob, K.K. (1992) Social Development Perspectives.
6. Leonard, P. (1997) Postmodern Welfare: Reconstructing an Emancipatory Project, London: Sage
7. Meadows, D.H. (1972) The Limits to Growth, New York: University Broks.
8. Philips, D.R. and Verhasselt Yola (Eds). (1994) Health and Development, London: Routledge and Kagan Paul.
9. Rao, D.B. (Ed) 1998 World Summit for Social Development.
10. Roychaudhury, T. (1982) The Cambridge Economic History of India, Vol. I & II, New Delhi: Cambridge University.
11. Sachs W. (1997) Development Dictionary
12. Singh, R.R. (Ed) (1995) Whither Social Development? New Delhi: ASSWI
13. Singh, Y. (1972) Modernization of Indian Tradition, Delhi: Thomas Press.
14. The Probe Team, UNDP (1999) Public Report on Basic Education in India, New Delhi: Oxford University Press
15. World Bank. World Development Reports (Annual). Oxford University Presss.
16. Biswal Tafan. (2003) Social Work and Human Rights: New Delhi: Rawat
17. Hobhouse L.T. (1922) Elements of Social Justice, London: Allen and unwin
18. Jagannadhan.V (1978) Administration and Social Change, New Delhi. Uppal
19. Malhotra.M (ed) (1992) Anthropology Development, Mittal Publications, New Delhi
20. Paramahamsa V.P.K(1984) Rural TransformationReadings, Hydrabad
21. Richard B. Brandt (Ed) (1962) Social Justice, Prentice HallInc, N J 1962
22. Varma (1980) Reservation, India Law and The Constitution, Allahabad: Chugh

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# II YEAR – IV SEMESTER

**COURSE CODE: 7MSW4E2**

# ELECTIVE COURSE - IV (B) – COMMUNITY HEALTH

# (SPECIALIZATION – MEDICAL AND PSYCHIATRY)

**Objectives**

* 1. To inform the students about health and hygiene and related aspects.
  2. To enlighten the students about diseases and occupational health.
  3. To teach students about the health care delivery system.
  4. To make the students aware about health education.
  5. To inform students about health work in the community.

**Unit I**

**Health and Hygiene**: Health, Primary Health Care and Public Health; Concepts anddefinition, factors influencing health; Social and Preventive Medicine, Levels of disease prevention, comprehensive health indicators – vital health statistics; Community Mental Health and Community Psychiatry. **Nutrition and Health:** Nutrient Groups: Functions, sources and requirement; Caloric requirements for different age groups; Balanced diet, Malnutrition, Deficiency diseases, prevention of Nutrition problems. **Hygiene:** Personal, food and Environmental hygiene; Relationship between health and hygiene; Environmental pollution; Living conditions: housing, sanitation, waste disposal and their influence on health.

**Unit II**

**Diseases and Occupational Health: Major Communicable diseases**: Symptoms, Etiology,Transmission, Prevention and Treatment of : Leprosy, Tuberculosis, STD, HIV, Polio, Malaria, Cholera and Typhoid. Immunisation schedule for children. **Major Non-communicable diseases**: Cancer, Diabetes, Hypertension, Asthma, Cardiac disorders. **Occupational Health**: Occupational Health hazards, Common Occupational diseases.

**Unit III**

**Health care delivery system: Mental Hygiene movements**, trends in Community MentalHealth, Public health model of mental health prevention and promotion. **School Health**: Helping teachers identify problems of physical and mental health, making appropriate referrals, involving and motivating teachers and children; Involvement of Voluntary Agencies. **Health care delivery** **system** at the National and State levels, primary health centre, models of community health.

**Salient features of legislations related to health:** MTP ACT (Amendment), 2002, MentalHealth Act 1987, Factories Act 1949, ESI Act 1948; Allocation for Health care in IX Five Year Plan; Health Policies 2003

**Unit IV**

**Health Education:** Meaning and importance, Principles of health education, Techniques andstrategies for various community groups, Family Planning: Importance and Techniques; Use of Audio- Visual Aids and Mass Media; First Aid : Concept and methods of dealing with victims of accidents and health education in hospital and rural/slum/ tribal areas.

**Unit V**

**Health work in the community:** Major health problems related to women and children;Socio-cultural practices, beliefs and myths influencing community health; Assessing community health needs, Mobilising core groups; community participation: Principles and practice of Community Participation, Training of multi purpose workers in community health programmes **Social Work Intervention** in relation to: Immunisation, nutrition, family planning, maternaland child health, environmental issues (hygiene, pollution and sanitation), accident prevention, suicide prevention, alcoholism and drug abuse prevention.

**Books for Reference:**

1. Adelson D. & Kalis L.B. : Community psychology and mental health - perspectives and challenges, chandler Pub., 1970.
2. Barasi, Mary E. : Human nutrition, Edward Arnold, London, 1987.
3. Bartlell, Harriet M. : Social work practice in health field, New York, National Association . of Social Workers., 1961.
4. Brody, eb. "social dimensions of mental-health-world-health-org." (1983): 67-70.
5. Broskowshi A., Marks E. & Budman S.H. : Linking health and mental health, Sage Pub, London, 1981.
6. Caplam, Gerald:An approach to community mental health, New York,Grune&Stralton, 1961.
7. Egbert, Seneca : Manual of Hygiene and sanitation, Lea & Febiger, New York 1926
8. Goel S.L. : Public health Administration, Sterling, Delhi, 1984.
9. Goel, S. L. *Public Health Administration*. Sterling Publishers Private, 1984.
10. Kumar, Ram. *Social and preventive health administration*. APH Publishing, 1992.
11. Leavellhugh Rodman & Clark, Gurney E. : Preventive medicine for the doctor in his community, Mc Grow Hill, 1958.
12. Mahjan B.K. : Health services in India, Jam Nagar, Aruna R.Mahajan, 1969.
13. Naick J.P.; An alternative system of health care services in India-some proposals, Allied Pub. 1977.
14. Park J.R & Park K. : Text book of preventive and social medicine, Jabalpur, M/S Banashidass, 2009
15. Park, John Everett. "Textbook of preventive and social medicine.(A treatise on community health.)."1970.
16. Pati R.L. : Health Environment and development, Ashish Pub., New Delhi, 1992.
17. Pritam Lily,Ram Telu: Environmental health and Hygiene,Vikhas Pub.,New Delhi, 1993.
18. Rao, K.N. : Health services, Public health in Encyclopedia of social work in India, Vol. I. Pub. Division, 1968.
19. Smith Bryan C.:Community health& Epidemiological approach, New York,Macmillan. 1978.
20. Smolensky J. & Hear F.D. : Principles of community health, Second Ed., W.B.Saunders Co., London, 1968.
21. WHO : Social dimensions of mental health, Geneva, WHO Pub., 1981.
22. Wagenfeld M.O., Leonkau P.V. & Jusatice V. : Public mental health - perspectives and prospects, Sag Pub., New Delhi, 1981.
23. Yesudian C.A.K. : Primary health care, TISS. Bombay, 1991.
24. Zofia Butrym, Horder John : Health - Doctors and Social Workers, Rutledge & Kegean Paul, London, 1993.

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# II YEAR – IV SEMESTER

**COURSE CODE: 7MSW4E3**

# ELECTIVE COURSE - IV (C) – ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

# (SPECIALIZATION – HUMAN RESOURCE MANAGEMENT)

**Objectives**

1. To ensure that students know themselves and be able to recognise individual differences in others.
2. To aid students to understand OB theories that influence individual and group behaviour – perception, attitude formation, motivation, role theory etc.
3. To aid students to understand how to form effective work teams.
4. To aid students to understand how to change individual‟s attitude and motivation.
5. To aid students to understand how to build effective team leadership.

**Unit I**

**Focus and Purpose of OB** : definition, need and importance of organisational behaviournature and scope – framework – organisational behavior – models; **individual behaviour**: personality – types – factors influencing personality – theories; learning: learning process – learning theories – organisational behaviour modification; attitude: characteristics – components

– formation; perception: importance – factors influencing perception; motivation – importance – types – effects on work behavior.

**Unit II**

**Group Behaviour**: organisation structure–formation–groups in organisations–influence–group dynamics – emergence of informal leaders and working norms – group decision making techniques – interpersonal relations – communication – control – Hawthorne studies; **leadership** **and power** –meaning–importance–leadership styles–theories–leaders vs. managers–source of power – power centers – power and politics.

**Unit III**

**Dynamics of Organisational Behaviour**: concept of organisational culture and climate–factors affecting organisational climate; job satisfaction – determinants – measurements; organisational change – importance – change process – resistance to change – managing change; organisational effectiveness – perspective and application of transactional analysis.

**Unit IV**

**Organisational Dynamics:** leadership; process, styles, types and theories; Fiedler'scontingency model, managerial grid, Redding‟s groups in organisation: nature, cohesiveness, performance, norms and work design for group (power, status, authority) and group dynamics; human engineering - man, machine system, human factors engineering and its applications: structural design, job design and work design, Hawthorne experiments; employee counselling; Japanese style of management and its applicability.

**Unit V**

**Organisational Development**: concept, characteristics–objectives process/phases, theoryand practice, interventions: quality circles; organizational change: process, resistance to change, planning and implementation & theories of change.

**Books for Reference:**

1. Arnold, Hugh J. & Daniel E. Feldman, *Organisational Behaviour*, McGraw Hill, 1986. Luthans, Fred, *Organisational Behaviour*, New York, McGraw Hill, 1993
2. Hellriegal, Slocum and Woodman. *Organizational Behaviour*. Thomas Learning, 2001. Davis, Keith*, Human Behaviour at work*, New Delhi, McGraw Hill, 1993
3. Lawler, Porter L.M. *Behaviour in Organisation,* McGraw Hill, New York, 1975. Lewll L.N. and Reitz. H.J., *Group effectiveness in organisation*, Scott Foreman, 1981.
4. Ouchi W.G*., Theory - How American business can meet the Japanese challenges*, Addison Wesley, 1981.
5. Prasad L.M., *Organisational Behaviour*, New Delhi, S.Chand & Co. 1996.
6. Robbins, Stephen P., Organizational *behavior: Concepts, controversies, and applications*. New Jersey, Prentice Hall, 1991.
7. Edgar, Schein., Organisational Psychology, Englewood Cliffs New Jersey, Prentice Hall, 1970.

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# II YEAR – IV SEMESTER

**COURSE CODE: 7MSW4E4**

# ELECTIVE COURSE -V (A) - SOCIAL WORK WITH PERSONS WITH DISABILITY

( Irrespective of specializations students can opt for any one of the elective courses-V in the fourth semester)

**Objectives**

1. To orient and sensitize students about the various aspects of disability issues in diverse contexts (Social, Medical, psychological, environmental, legal, economic, gender, and political) in their historical and current perspectives.
2. To develop sensitivity and understanding in the students about the strengths and potentials of persons with disability.
3. To aid students to gain knowledge about various disabilities in terms of causes, types magnitude, and their impact on the persons with disability and his/ her family.
4. To aid students in understanding the needs and problems of persons with disabilities and their families across their life spam.
5. To aid students in understanding the role of the social worker in different settings across the life span of persons with disability.

**Unit I**

Disability: Definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families. Prevention of disabilities at primary, secondary and tertiary levels. Misconceptions and societal attitudes towards persons with disability.

**Unit II**

Governmental Measures for the Disabled: Legislation for Disabled, Policies and programs at the central and state and the role of facilitating authorities, Role of District Disabled Rehabilitation Office (DDRO).

**Unit III**

Multidisciplinary rehabilitation team and their roles: Process of rehabilitation –Early identification, treatment, fitment of aids and appliances, Education, vocational rehabilitation and social integration within the family and community .Role of Social worker in different settings such as hospital and treatment centers, home, educational institutions, vocational rehabilitation Centers, the community, self-help groups and associations of persons with disability and parents, associations.

**Unit IV**

Impact of disability on persons with disability and their families: reactions of parents, family members and way of coping. Needs and problems of persons with disability and their families across the life span and social work intervention at each stage.

**Unit V**

Intervention Strategies at individual, family, group and community levels: individual level-problem focused, self help, support groups, assertiveness training, life skills enrichment; family level-family crisis intervention, family centered intervention, parent guidance, parent training, support, self help groups of parents, siblings; community level-Community awareness, education and community based rehabilitation.

**Books for Reference:**

1. Albrecht G.L, Katherine D Seelman.& Michael Bury,(2001) Hand Book of disability, Studies, Sage, London.
2. Grant (2005) Learning disability: A lifecycle approach to valuing people, open University press, London.
3. Hegarty Seamus & Mithu Alur,(2002) Education and Children with special needs, sage, London,
4. Karnath, Pratibha & Joe Rozario (2003)Learning disability in India, sage, London
5. Moore,(2005)Researching disability issues, Open University Press, London.

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# II YEAR – IV SEMESTER

**COURSE CODE: 7MSW4E5**

# ELECTIVE COURSE - V (B) – CORPORATE SOCIAL RESPONSIBILITY

(Irrespective of specializations students can opt for any one of the elective courses-V in the fourth semester)

(Irrespective of specializations students can opt for any elective course

**Objectives**

* 1. To aid students in understanding the scope and complexity of corporate social responsibility (CSR).
  2. To ensure that students gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
  3. To aid students to acquire skills to frame CSR policies and practices appropriate to the Indian workplace

**Unit I**

**Social Responsibility:** corporate social responsibility–meaning, definition and scope of CSR– evolution of CSR – CSR, sustainability, public private partnerships, corporations‟ role in

climate change, supply chain responsibility, stakeholder engagement, cause and social marketing, environmental responsibility, socially responsible investing, sustainability reporting, transparency and human rights; CSR as economic development and CSR in cultural context.

**Unit II**

**Stakeholders and Perspectives** - interest groups related to CSR–tools of CSR–business benefits of CSR.

**Unit III**

**Designing a CSR policy –** factors influencing CSR policy–managing CSR in an organisation – role of hr professionals in CSR – global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - codes formulated by UN global compact – UNDP, global reporting initiative.

**Unit IV**

**Implementing CSR** –CSR in the marketplace–CSR in the workplace–CSR in thecommunity – CSR in the ecological environment – case studies: lifebuoy soaps‟ swasthya chetna, itc‟s e-choupal venture, titan industries limited, TATA power; tools for communicating CSR (skill building): social media, films and reports and developing strategic partnerships

**Unit V**

**CSR in India:** an overview of CSR rules under companies Act, 2013 legal provisions and specifications on CSR – TCCI (TATA council for community initiatives), TATA model on CSR – national CSR hub, TISS Mumbai – success and failure with CSR initiatives – CSR awards in India – role of social workers in CSR

**Books for Reference:**

1. Anderson, Ray. Mid-Course Correction: Toward a Sustainable Enterprise: The Interface Model. Chelsea Green Publishing Company, 1998.
2. Batstone, David. Saving the Corporate Soul, and Who Knows, Maybe your Own. Jossey-Bass, 2003.
3. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia:Sage Publications Ltd.
4. Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
5. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
6. Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
7. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
8. Ellington. J. (1998).Cannibals with forks: The triple bottom line of 21st century business. NewSociety Publishers.
9. Friedman, Thomas. Hot, Flat and Crowded, 2008
10. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
11. Grayson, David and Adrian Hodges. Everybody‟s Business: Managing Risks and Opportunities in Today‟s Global Society. Doring Kindersley, 2001.
12. Makower, Joel. Beyond the Bottom Line: Putting Social Responsibility to Work for your Business and the World. Simon and Schuster, 1994
13. McDonough, William. Cradle to Cradle: Remaking the Way We Make Things. North Point Press, 2002.
14. Lovins, Amory; Hunter Lovins; and Paul Hawken. Natural Capitalism: Creating the Next Industrial Revolution. Back Bay Books, 2000.
15. Prahalad, CK. The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits. Wharton School Publishing, 2004.
16. Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
17. Savitz, Andrew. The Triple Bottom Line. Jossey-Bass, 2006
18. Tapscott, Don and David Ticoll. The Naked Corporation: How the Age of Transparency Will Revolutionize Business. Free Press, 2003.
19. Taylor, J. Gary and Patricia Sharlin. Smart Alliance: How a Global Corporation and Environmental Activists Transformed a Tarnished Brand – Chiquita. Yale University Press, 2004

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# II YEAR – IV SEMESTER

**COURSE CODE: 7MSW4E6**

# ELECTIVE COURSE - V (C) – HUMAN RESOURCE DEVELOPMENT

( Irrespective of specializations students can opt for any one of the elective courses-V in the fourth semester)

**Objectives**

* 1. To introduce the students to the concept of human resource development and related aspects.
  2. To teach students about performance appraisal.
  3. To inform students about training and development as a part of human resource development.
  4. To make students aware about the trends in human resource development.
  5. To enlighten students on the concept of leadership.

**Unit I**

**Human Resources Development**: HRD- concept , objectives, components, process, andmechanism for HRD, principles in designing HRD system; pre requisites for successful HRD programmes; human resource planning (HRP) : meaning, historical development, importance; subsystems and elements; process; HRD at different levels; areas of HRD; HR information

system, demand and supply of human resources, HR planning in new and ongoing organisations; investment approach to HR planning, HR planning process; coordination with corporate and other plans.

**Unit II**

**Performance Appraisal**: meaning, approaches to performance appraisal, methods /techniques of appraisal system, importance, purpose and limitation; potential appraisal: meaning, scope and importance, latest trends in potential appraisal; 360 performance appraisal; management by object; stress management and conflict at work place: meaning, causes and consequences, strategies for reduction of stress; conflict: meaning, types of conflict and management of conflict

**Unit III**

**Training and Development**: meaning, need, importance, types: on the job and off the jobtraining, training effectiveness, evaluation of training programme; **career planning and** **performance counseling**: meaning and steps involved; career development: steps importanceand problems, succession planning; performance counselling: conditions for effective counseling, process involved.

**Unit IV**

**HRD Trends**: job rotation, job enlargement, job enrichment. Quality of work life, totalquality management (TQM) human resource information system: meaning and importance; ISO 9000 series, competency management meaning & importance; People capability, maturity, model – meaning and importance.

**Unit V**

**Leadership:** concept, leadership and management-difference, styles, skills, teamwork, decision-making and steps; theories of leadership, motivation: concept, motivation skills and theories of motivation: drive theory, incentive theory, opponent process theory, optimal level theory.

**Books for Reference:**

1. Bhatia, B. S., and G. S. Batra. *Human Resource Development*. Vol. 6. Deep and Deep Publications, 2001.
2. Chandra, S. "Human Resource policy." *A blue print in alternative approaches and Strategies of* *HRD, TV RAO et. al., Rawat Pub., Jaipur* (1988).
3. Chhabra, T. N. "Human Resource Management-Concept and Issues." *Delhi: Dhanpat Rai &* *Co.(P) Ltd. view of Economic Studies* 71 (2001): 514-534.
4. Craich Robert, L. "Training and Development–Hand book." (1987).
5. Davar, Rustom S. *Personnel management and industrial relations in India*. International Book Distributors, 1976.
6. Jeya Gopal, R. *Human Resources Development* – *Connectional analysis and strategies*, sterling pub. 1993.
7. Joseph, Famularo. "Hand book of Human Resources Administration." (1987).
8. Kandula, Srinivas r. *Humar resource management in practice: with 300 models, techniques and* *tools*. Phi Learning Pvt. Ltd., 2003.
9. Mehta, Basant, and Kiran Kothari. *Human resource development*. Discovery Publishing House, 1999.
10. Memoria, C. B. "Personnel Management, Himalaya Pub." *House, Bombay* (1984).
11. Monappa, Arun, and S. Saiyadain Mirza. "Personnel Management, (2000)."*Tata Mc*. Pattanayak, Biswajeet. "Human Resource Management (2002)."
12. Rao, T. Vekateshwara. "The HRD missionary." (1990).
13. Singh, Bhavdeep, and P. C. Kumar. "Current Trends in Human Resource Development." (1995).
14. Thamarajakshi, R. *Human Resource Development in Asian Countries: An Integrated Approach*. ILO-ARTEP, 1988.
15. Udai, Pareek, and T. V. Rao. "Designing and managing Human Resources." (1982).
16. Yash, Agarwal. "Education and HRD (Emerging Chalenges in the regional context)." *Common* *Welth Pub., New Delhi* (1988).

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