

Postgraduate Department of MA Social Work
With effect from June 2018 onwards

| Course No. | COURSE TITLE | Hrs/wk | Credits | Marks |
|---|--|--------|---------|-------|
| SEMESTER I | | | | |
| MSW 4401 | Introduction to Social Work Profession | 6 | 4 | 80 |
| MSW 4403 | Sociology for Social Work Practice | 5 | 4 | 80 |
| MSW 4405 | Psychology for Social Work Practice | 5 | 4 | 80 |
| MSW 4407 | Social Case Work Practice | 5 | 4 | 80 |
| MSW 4509 | Life Skill Competencies and Field Visit | 9 | 5 | 100 |
| SEMESTER II | | | | |
| MSW 4402 | Social Group Work Process | 5 | 4 | 80 |
| MSW 4404 | Community Organization and Social Action | 5 | 4 | 80 |
| MSW 4406 | Social Welfare Administration and Policy | 5 | 4 | 80 |
| MSW 4408 | Social Research and Statistics | 6 | 4 | 80 |
| MSW 4510 | Preparatory Field Work (Block) | 9 | 5 | 100 |
| SEMESTER III | | | | |
| MSW 5401 | Human Rights Perspectives for Development | 5 | 4 | 80 |
| MSW 5403 | Disaster Management | 5 | 4 | 80 |
| MEDICAL AND PSYCHIATRIC SOCIAL WORK (Specialization - I) | | | | |
| MSW 5431 | Introduction to Health and Health Care Systems | 5 | 4 | 80 |
| MSW 5433 | Fundamentals of Mental Health | 5 | 4 | 80 |
| MSW 5435 | Disability Management | 5 | 4 | 80 |
| MSW 5437 | Block Placement for Medical and Psychiatric Social Work I – Field Work | 5 | 4 | 80 |
| DEVELOPMENT MANAGEMENT (Specialization - II) | | | | |
| MSW 5451 | Rural Development in India | 5 | 4 | 80 |
| MSW 5453 | Livelihood and Social Enterprises | 5 | 4 | 80 |
| MSW 5455 | Introduction to NGO Management | 5 | 4 | 80 |
| MSW 5457 | Block Placement for Development Management I – Field Work | 5 | 4 | 80 |
| HUMAN RESOURCE MANAGEMENT (Specialization - III) | | | | |
| MSW 5471 | Human Resource Management - I | 5 | 4 | 80 |
| MSW 5473 | Industrial Relations and Labour Legislations in India | 5 | 4 | 80 |
| MSW 5475 | Organizational Behavior | 5 | 4 | 80 |
| MSW 5477 | Block Placement for Human Resource Management I – Field Work | 5 | 4 | 80 |
| SEMESTER IV | | | | |
| MSW 5402 | Project | 5 | 4 | 80 |

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| MSW 5404 | Development Communication for Social Advocacy | 5 | 4 | 80 |
| MEDICAL AND PSYCHIATRIC SOCIAL WORK (specialization) | | | | |
| MSW 5432 | Medical Social work Interventions | 5 | 4 | 80 |
| MSW 5434 | Psychiatric Social Work Interventions | 5 | 4 | 80 |
| MSW 5436 | Hospital Administration | 5 | 4 | 80 |
| MSW 5438 | Block Placement for Medical and Psychiatric Social Work II – Field Work | 5 | 4 | 80 |
| DEVELOPMENT MANAGEMENT (specialization) | | | | |
| MSW 5452 | Social Exclusion and Inclusion in India | 5 | 4 | 80 |
| MSW 5454 | Urban Community Development in India | 5 | 4 | 80 |
| MSW 5456 | Ecological Perspectives and Social Work Intervention | 5 | 4 | 80 |
| MSW 5458 | Block Placement for Development Management II – Field Work | 5 | 4 | 80 |
| HUMAN RESOURCE MANAGEMENT (specialization) | | | | |
| MSW 5472 | Human Resource Management - II | 5 | 4 | 80 |
| MSW 5474 | Organization Change & Development | 5 | 4 | 80 |
| MSW 5476 | Employee Compensation and Administration | 5 | 4 | 80 |
| MSW 5478 | Block Placement for Human Resource Management II – Field Work | 5 | 4 | 80 |

Semester I**Credit: 4****Paper – 1****Hr/Wk: 6****MSW 4401 INTRODUCTION TO SOCIAL WORK PROFESSION****Course Description:**

This course aims to build a stage for students to take social work as their career and professional practice. The course will offer a holistic idea about social work profession which has emerged especially in India and UK. It aims to outline the strengths, opportunities, challenges that engulf the profession and presents the social reality of the contemporary world.

Objectives:

To introduce the learner to the openings in various fields of social work that they may enthuse themselves in getting trained as a social worker

To apprise students of the social work process and impress upon them the need to acquire knowledge on all basic concepts related to the social work profession.

To make them come to know the professional values and ethics of social work that distinguishes them from other related disciplines and professions

To empower students and guide them into the vocational dimensions that may be instilled with confidence to look at Social Work as an enriching profession

Learning Outcome:

With successful completion the students would have enrich their knowledge about various concepts, methods, and functional avenues of social work, to develop a conviction on social work as a profession that training in the remaining part of the course.

UNIT I: Introduction to Social Work

Social Work: Concept, Definition, Philosophy, Scope, Objectives and Principles; Related Concepts- Philanthropy, Social Service, Social Welfare, Social Reform, Social Security, Social Policy, Social Development, Social Empowerment. Social work Vs Social Service.

UNIT II: Social Work as a Profession

Historical Development of Social Work in Western (UK & USA) and Indian context- Role of TISS - Professional Associations in Social Work - Professional Code of Ethics - Challenges of Social Work Professional, Skills and Traits of a Social Worker.

UNIT III: Methods in Social Work

Direct Methods- Social Casework, Social Group work, Community Organization Indirect Methods - Social Welfare Administration, Social Work Research, Social Action.

UNIT IV: Fields of Social work

Welfare: Women, Children, Family, Youth, Old Age, LGBTQ and Marginalized; Fields: Medical & Psychiatric Social Work, Industrial Social Work & Labour Welfare, Correctional Social Work, Rehabilitational Social Work, Community Development, Development Management and Disasters.

UNIT V: Transforming the Society

Social Movements and Reform Tradition in India: Brahma samaj, Arya Samaj, RamaKrishna Mission, Theosophical society, Dalit movement, Sarvodaya Movement, Ecological Movement and Gandhian Ideology of Social work. International Social Work: meaning and scope of International Social work – Global perspective; Skills required for International Social Work.

Text Books:

Chowdhry, Paul (1992) Introduction to Social work, New Delhi, Atmaram & Sons.

Herschel Knapp (2009) Introduction to Social Work Practice - A Practical Workbook, Sage Publications

References:

Francis & Nicholas, (2015). Handbook of Professional Practice and Career Development In Social Work. Francis publications, Madurai.

Bailey.R & Brake.M (1975) Radical Social Work, Edward Arnold

Clock.G & Asquith.S (1985) Social Work & Social Philosophy, London: Routledge & Kegan Paul

Congress.E.P (1998) Social Work Values and Ethics, Chicago: Nelson- Hull Publishers

Cox, David & Pawar, M. (2006) International Social Work-Issues, Strategies and Programs, New Delhi, Vistaar Publishers

David Howe, (2009) A Brief Introduction to Social Work Theory, Palgrave Macmillan Publishers

Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession

Freidlander, (2005) Concepts and Methods of Social Work, New Delhi, Concept Publishers

Madan, G.R., (1981) Indian Social Problems, Allied Publishers, Calcutta.

Semester I**Credit: 4****Paper – 2****Hr /wk: 5****MSW 4403 – SOCIOLOGY FOR SOCIAL WORK PRACTICE****Course Description:**

This course aims at offering a functional composite of society and seeks to equip the students to develop analytical frames of reference to understand and appreciate its structure and stratification. Basic sociological thoughts and concepts used in looking at the society will help students to construct a critique on understanding social and cultural issue.

Objectives:

To understand the basic concepts and the major concerns of sociology.

To understand the relationship between culture, personality and society.

To identify the nature and characteristics of social processes

Learning Outcome:

The learners will be able to understand the dynamics and problems of with society and shall interpret the subtle differences between social service, social work, and sociology.

UNIT I: Sociology: Definition -Nature – Meaning and Scope; Sociology and its Relationship with Social Work; Society- Meaning, characteristics, Nature and Scope; Basic Social Concepts: groups, community, association, institution, organization, social structure and culture.

UNIT II: Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation; Social Institutions - Marriage, Family, Education, Religion and Political Institutions – Meaning, Types and Functions; Socialization - Meaning, Agencies and Functions; Social Mobility – Concept and types of social mobility.

UNIT III: Concept of Culture - Culture and Society - Cultural Lag, Cultural assimilation and integration - Civilization - Customs, Mores, Folkways; Social Stratification – Meaning and functions, Caste, Class and Race; Social Control - Meaning and agents - its effect on individual and society.

UNIT IV: Sociological Theories: August Comte, Durkheim, Karl Marx, Spencer, Weber; Indian Social Thinkers – Jyotirao Phule, MK Gandhi, B.R. Ambedkar, E.V. Ramasamy and M.N. Srinivas.

UNIT V: Social problem: - Concept, Causes, Characteristics - Social Labeling, Social Deviance, Social Disorganization - Major Social Problems in India; Social Change – Meaning, Causes and resistance - agents of social change- Social change in India.

Text Books:

Shankar Rao, C.N. 1990, Sociology-Principles of Sociology with an Introduction to Social Thoughts. New Delhi: S. Chand Publication.

Haralambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford

REFERENCES:

Bhusan, Vidya&Sachdev, 2006, An introduction to sociology, Allahabad, KitabMahal.

Harry. M. Johns, 1993, Sociology – A Systematic Introduction, Chennai, Allied

Horton,P.S& Hunt, C. L. 2005, Sociology, New Delhi, Tata McGraw Hill.

Jayaram, N. 2005. Introductory Sociology, Macmillan Publications, Madras.

Ram Ahuja 1997 Social Problems in India. Jaipur, Rawat Publications.

Srinivas, M.N. 1966 Social change in Modern India. Bombay, Allied Publication, University Press.

Semester I**Credit: 4****Paper - 3****Hr /wk: 5****MSW 4513 PSYCHOLOGY FOR SOCIAL****WORK Course Description:**

This is an introductory which would deal with the elements of psychology needed for social work. Ideas and insights providing the foundation of this course will lead the student to develop a passion and interest in their career as a Social Worker.

Objectives:

To develop a broad-based understanding on Psychology as an accompanying element of social work

To recognize scope and relevance of psychology in various sociological settings.

To make the boys and girls realize the role of hereditary and environmental influences on their physical, emotional and intellectual development

To enable them to focus on aspects of learning with a balanced frame of mind to correctly perceive and interpret their physical and social environment.

To introduce the concept of abnormality pitching on the standards of Normality

Learning Outcome:

On completing the exercises prescribed, students would have learnt the importance of Psychology as an overlapping discipline of social work and might have equipped themselves in understanding the nature, scope and basic concepts in Psychology to draw a comprehensive picture on distinguishing their role in social work interventions.

Unit I: Introduction to Psychology

Psychology: Definition, Meaning, Branches, Scope, Fields. Utility of Psychology, Relevance of Psychology for Social Work.

Unit II: History of Psychology

Development of Psychology: Pre Scientific – Superficialism, Monoism, Dualism, Empiricism, Associationism, Naturalism, Herbartianism. Scientific Psychology: Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Individual Psychology, Analytical Psychology. Contemporary Psychology: Humanistic Psychology, Transpersonal Psychology, Cognitive Psychology.

Unit III: Developmental Psychology

Developmental aspects – Physical, Psychological, Social: Prenatal, Infancy, Babyhood, Childhood, Adolescent, Adulthood/early/middle/late.

Unit IV: Thinking and Behaviour

Physiology of Behaviour: Nervous System - *CNS* – Brain & Spinal cord - *PNS*- Somatic [sensory & motor] & Autonomic [motor- sympathetic/parasympathetic] -Endocrine System; Psychological aspects: Instincts, Emotions, Thinking, Reasoning and Problem Solving.

Unit V Motivation and Personality

Motivation: Definition, Types; Learning: Definition, Types, Theory-Trial & Error/ Classical Conditioning / Operant Conditioning / Insight Learning; Personality – Meaning, nature, characteristics, Theories- Type/Trait/Type cum Trait., Enneagram

Text Books:

- Morgan, C. T. & King, R.A. (1975) Introduction to psychology, McGraw Hill, New York.
- Kuppusamy, B. (1980) An Introduction to Social Psychology, Media promoters and pub, Bombay.
- Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi

REFERENCES:

- Anastasi, A. (1987) Psychological testing, McMillan Revised Edition, New York
- David, H. Barlow V., Mark Durand 2008 Abnormal Psychology, Thomson Wardsworth
- Davidoff, L. L (1976) Introduction to psychology, McGraw Hill Inc; New York
- Eric (1978) Human Development, George Allen and Unwin, London
- Hurlock E.B (1995) Developmental Psychology, Tat McGraw Hill, New Delhi
- Jaypee Brothers 2005 Diagnostic and Statistical manual of mental Disorders DSM-IV-TR Medical Publishers Pvt. Ltd.
- Michael Gelder (2009) Shorter Text book on Psychiatry V Edition Paul Harrison and Philip Cown Oxford University Press
- Newman P.R.& Newman B.M (1981) Living: The Process of Adjustment, Illinois; The Dorsey Process Rayner.
- Sharan A.K. (1997) international Understanding of Human Psychology, Commonwealth, New Delhi.

Semester I**Credit: 4****Paper – 4****Hr /wk: 5****MSW 4407 SOCIAL CASE WORK PRACTICE****Course Description:**

This course aims at introducing the primary methods of social work. The concept and strategies of social case work and social group work will entrain them to work with individuals and groups in the Society. Training given in the course will provide the know-how to use of social case work and group work tools and techniques carefully in social work practice.

Objectives:

To introduce case work and group as the primary methods of social work and to make students understand values, principles and importance of working with individuals and families

To develop in them, the ability to critically analyze problems of individuals and families and factors affecting them

To help students gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics and models

To urge the learner develop knowledge of the principles, skills and techniques that ought to be used by the social worker while pursuing case and group investigations

Learning Outcome:

Students who complete this course would have acquired the basic knowledge and skills needed for social case work and group work. The student will be able to identify situations and settings to translate thoughts and ideas with the right methods considering the prevailing context of social reality.

Unit I Fundamentals of Social Case Work

Social Case Work: Meaning, definition and objectives, nature and scope, its importance and relationship with other methods of Social Work; Components of Social Case Work: the person, the problem, the place and the process; Client-case worker relationship and the use of professional self; Principles of case work.

Unit II Process of Social Case Work

Social Case Work process: Intake, study, assessment, diagnosis, treatment, termination and follow-up; Tools and Techniques of Social Case Work: Interview, observation, home visits and collateral contacts; Social Case Work intervention: Direct, indirect and multidimensional intervention.

Unit III Approaches in Social Case Work

Approaches in Social Case Work: Psychological approach, functional approach, problem solving model, diagnostic approach and crisis intervention, family therapy. Counselling and social case work - similarities and differences; Social Case Work Recording: Need, importance and types of recording.

Unit IV Application of Social Case Work

Social Case Work in different settings: Family and child welfare, School, Community, Industries, Medical and Psychiatric institutions, Correctional settings: prisons; Care of aged and in foster home. Role of social worker: enabler, facilitator, guide and resource, mobilizer.

Unit V Recent Developments in Social Case Work

Recent development in Social Case Work; Impact of social, cultural factors on individual and families; Practice and research in Social Case Work; Use of case study and ethnography as research methods in Social Case Work. Problems and limitations of Social Case Work practice in India.

Text Books:

Upadhyay, P.K. (2003) Social Case work New Delhi Rawat Publications

Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago

Mathew, Grace (1993) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai.

REFERENCES

Aptaker, Herbert, (1982) Dynamics of Case Work and Counselling, Mifflin Pub. Boston

Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York

Jordan, William (1970) Client Worker Transactions, Rutledge & Kegan Paul, London

Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York

Semester I**Credit: 5****Paper – 5****Hr/Wk: 9****MSW 4509 LIFE SKILL COMPETENCIES AND FIELD VISITS**

This is a skill building courseclutches towards the professionalism in social work practices. The students will examine here will practically orient the students towards developing basic competencies required for doing effective field work. Time spent in the two-part approach of this practicum will provide a orientation and will accompany a vast duration of time in the study period devoted for observation and investigative enquiries to be made in various field work situations.

The in-house training on soft skills and life skill competenciesthough workshops and simulated exercises, the closely supervised field exposures and observation visits worth a concurrent training, and the professional skills inculcated will embellish the course as the most unique and critical input offered in the whole program.

Part –A Essentials of life skills competences

Knowing Self and Context

Traits to be built: Self Confidence, personal vision, identity and relating with others, communication, capacity for team work, accepting personal responsibility, gender relations, leadership, motivations, Goal setting, Time management

Skills for Comprehension – Avenues of input: Listening - Reading - writing – Reflections

Skills for contextualizing Fieldwork and developing spontaneity - Interviewing, observations, use of records, social mapping, recording, report writing and documentation Developing Learning Objectives, Preparing Field work Plans, Field Work Conferencing and transparency

Part –B: Observational Visits**List of settings:**

Industrial setting,
Development setting,
Hospital setting,
Health setting,
Correctional setting,
Rights Based Organizations,

The observations made by the students will be recorded and individual experiences will be shared, discussed periodically. Work put in by the students will be monitored by the Faculty. Students are expected to submit reports prepared as per guidelines indicated in the manual at the beginning of each new week after a cycle is completed.

Course Requirements and Evaluation:

75% of marks will be allotted for continuous assessment. Regularity in attendance, keenness to participate, readiness to learn, and development of required skills, ability to conceptualize and acquisition of functional knowledge will be tested on the basis of process reports, observational reports and participatory evaluation by the faculty. A viva voce will be conducted at the end of the semester by a three-member committee of which one is an external member. Performance in the viva will be evaluated for 25%.

A. Continuous Assessment:

(Based on submission of weekly reports/assignments)

| | |
|------------------------------|-----------------------|
| i. Regularity of attendance | 10 marks |
| ii. General Participation | 15 marks |
| iii. Skills and Competencies | 15 marks |
| iv. Individual Presentations | 10 marks |
| v. Written Reports | 25 marks |
| | <u>Total 75 marks</u> |

B. Viva Voce:

| | |
|------------------------------|-----------------------|
| i. Conceptualization | 5 marks |
| ii. Working Knowledge | 5 marks |
| iii. Problem Solving Ability | 5 marks |
| iv. Consolidated Report | 10 marks |
| | <u>Total 25 marks</u> |

Semester II**Credit: 4****Paper – 2****Hr/Wk: 5****MSW 4402 SOCIAL GROUP WORK PROCESS****Course Description:**

This course aims at introducing the social Group work methods in social work. The concept and strategies of social group work will entrain them to work with groups in the Society. Training given in the course will provide the know-how to use of social group work tools and techniques carefully in social work practice.

Objectives:

To introduce and enrich their knowledge in group work as the primary methods of social work

To make students understand values, principles and importance of working with groups

To help students gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics and models

To urge the learner develop knowledge of the principles, skills and techniques that ought to be used by the social worker while pursuing group investigations

Learning Outcome:

Students who complete this course would have acquired the basic knowledge and skills needed for social group work. The student will be able to identify situations and settings to translate thoughts and ideas with the right methods considering the prevailing context of social reality.

Unit I Fundamentals of Social Group Work

Groups: meaning, definition, types, purpose and stages of groups; Social Group Work: Definition, characteristics and objectives, assumption and philosophy; historical development and current application of group work as a method; Psychological needs that are being met in groups.

Unit II Theories in Social Group Work

Knowledge base for group work: Psycho-analytic theory, learning theory, field theory, social exchange theory and systems theory; Group dynamics: Definition, functions and basic assumptions.

Unit III Process of Social Group Work

Social Group Work process: Planning state, beginning stage, middle stage and ending stage; Principles of Social Group Work: Group process, bond, acceptance, isolation, rejection, sub-groups scapegoats, conflict and control; Leadership development and Team building; Factors of Group formation.

Unit IV Techniques of Social Group Work

Social Group Work recording: Use of social group work records, principles and problems of group work recording; Group Therapy: Significance of group therapy, programme planning in Social Group Work, Use of psychodrama and socio-drama; Different Therapeutic approaches: Transactional analysis, T-groups, gestalt, role play, buzz group and brain storming.

Unit V Application of Social Group Work

Social Group Work in various settings: Correctional, hospital, educational, old age homes and communities; Use of socio-metry for group work; Skills of the Social Group Worker; Scope and limitations of group work in different fields of Social Work; Knowledge and skills of a group worker, group worker as an enabler, guide, facilitator and therapist.

Text Books:

Gisela Konopka, (1963) Social Group Work: A helping Process, Prentice Hall, New Delhi
Alissi, Albert S (1980), Perspectives on social Group Work Practice, The Free Press, New York

References:

Gerald Corey (2000) Theory and practice of Group Counselling, Wordsworth, London
Gravin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
Conyne K, Robert (1999), Failures of Group Work Practice, Sage, Oaks.
Douglas, Tom (1972) Group Process in Social Work, Chicester, Willey.

Semester II

Credit: 4

Paper – 2

Hr/Wk: 5

MSW 4404 COMMUNITY ORGANISATION AND SOCIAL ACTION**Course Description:**

This course is designed to present to student's community organization as another option method of social work. Besides enabling them to understand the basis of the organization of a community, content of the course helps the learner to look at the nuances of applying community organization as a strategy for social work in different conditions.

Objectives:

To develop an understanding for the students to have a scientific approach to human enquiry in comparison to the native or common-sense approach in various aspects and its process.

To help learners understand major rural situation and urban situation, meaning, scope, and importance of social work research

To engrain ability in Program based activities and identify role of social worker in rural community.

To inculcate attitudes favorable in rural people ideology and practices

Learning Outcome

This course helps the student in applying the ideas of community organization to diverse situations as a method of social work and compare results with other established models such that the existing situation is deciphered and the proposals for social action is planned. Utility wise, the learner will be able to master the role as community organizer and shall come out with advocacy or a recommendation to address issues and offer solution to proactively deal with insurgencies.

Unit – I Community Organization

Community: Definition, Characteristics and Types. Community Organization (CO) – Definition, Objectives, scope and relevance. Principles of Community Organization. Community Organization as a method of Social Work. History of Community Organization - USA, UK, India. Community Development (CD): Definition - Difference between CD and CO.

Unit – II Models and Process

Process of Community Organization: Study, Analysis, Assessment, Discussion, Organization of Action, Evaluation, Modification, and Continuation. Models in Community Organization: Locality Development, Social Planning and Social Action.

Unit – III Methods of Community Organization

Methods of Community Organization: Planning, Education, Communication, Community Participation, Collective Decision-making, Leadership Development, Resource Mobilization, Community Action, Promotion, and Co-ordination.

UNIT IV Skills and Applications

Skills in Community Organization: Organizing Conferences, Committee Meetings, Training, Communication, Consultation, Negotiation, Conflict Resolution, Networking and use of Relationship. Role of the community organizer. Application of community organization: Public Health, Child and women Rights, marginalized groups and Disasters.

UNIT – V Social Action - method of Social Work

Social Action: Definition, Objectives, Scope, Principles and strategies. Social Action and Social Movement. Social Action for Social Development. Advocacy and Lobbying. Enforcement of Social Legislation through Social Action. Contributions to CO: Paulo Frierrie, Saul Alinsky, Gandhi, and EVR Periyar.

Text Books:

Murray.G. Ross, (1955) Community Organization. Theory, Principles and Practice, New delhi.

Satyasundaram. (1997) Rural Development, New Delhi: Himalaya Publishing House

REFERENCES:

Joseph M.K (2000) Modern Media and Communication, New Delhi: Anmol.

Kumar, Aravind (2000), Encyclopedia of Decentralized Planning and Local Self Government, New Delhi: Anmol.

Kumaran, Hyma, Wood (2004), Community Action Planning, Chennai, T. R. Publications

Laxmidevi (1997) Planning for Employment and Rural Development, New Delhi: Anmol.

Maheswari.S (1985) Rural Development in India - A Public Policy Approach, New Delhi: Sage

Mathur.B.L.(1996) Rural Development and Cooperation, Jaipur: RBSA Publishers.

Rahul Mudgal (1996) Economic Dimensions of Rural Development, New Delhi: Sarup&sons

Singh, Hoshier (1995) Administration of Rural Development in India, New Delhi : Sterling Publishers Private Ltd.

Tiwari S (2000) Encyclopedia of Indian Government: Programmes and Policies, New Delhi.

Semester II

Credit: 4

Paper – 4

Hr/Wk: 5

MSW 4406 SOCIAL WELFARE ADMINISTRATION AND POLICY**Course Description:**

This course would help the student to see Social Welfare Administration as a method of social work and provide knowledge and insights on the various social welfare processes, schemes and Social policies launched in India.

Objectives:

To introduce Social Welfare Administration as a method of social Work.

To apprise students on the different formats and models of Welfare Administration, Organizational & Financial Frameworks

To update the students on the Social e policies of the government and keep them updated

To engrave the skills and confidence in students to establish a newer human service organization.

Learning Outcome:

The course shall facilitate a critical understanding of the basic processes of administration and offer to the students an understanding on the procedures and policies behind the establishment of Social Welfare Organizations.

UNIT I:

Definition, Nature, Scope, Significance, Functions, Principles, Historical Development; Related Concepts: Social Welfare; Social Development; Social Welfare Agency; Qualities of a Social Welfare Executive.

UNIT II: Administrative Framework

Basic Administration Process: Planning, Organizing, Staffing, Directing, Controlling, Reporting, Budgeting (POSDCORB), Notes on Book keeping. Financial and Office Administration: Budgeting, Accounting, Auditing, Fund Raising, Reporting, Office procedures and Record maintenance; Monitoring, Evaluation, Decision-Making, Co-ordination, Communication, Public Relations and Networking.

UNIT III: Structure and Statutes

Social Welfare Organization- Types of Social Welfare Agencies - Registration of Societies and Trusts- Bye-laws, Governing Board: Function and responsibilities, Organizational structure; Provisions : the Income Tax Act, Foreign Contribution and Regulation Act.

UNIT IV: Domains

Functional areas: Central and State Ministries, Central Social Welfare Board and Other National Institutions: ICDS, ICCW, ISSNIP, ICPS, Child and Women Welfare-, Functions and Structure: State and Central Social Welfare Board, Provisions in State Social Welfare Board Programs; Administrative arrangements for Social Welfare in Tamilnadu.

UNIT V: Social Policy

Social Policy- Meaning, Definition, Nature, Scope, Objectives and Types; Social Policy as an instrument of social change. Policies related to: Nutrition and Food Security, Education, Health, Women and Children, Senior citizens, Transgender, Backward Classes and Unorganized Sector.

Text Books:

Chowdhry, D. Paul. 1983- Social Welfare Administration, Atma Ram and Sons Publishers, New Delhi

Sanjay Bhattacharya (2006)- Social Work Administration and Development, Rawat Publishers

Singh D.K. (2013_- Professional Social Work: Principle & Practice, New Royal Book Publishers

References:

Bhatiya&Dingh(2009), Social Policy In India, New Royal Book Company, Lucknow.

Bose.A.B, (2001), Social Welfare Planning in India, Bangkok, United Nations.

Gautam (2011), Social Work, Social Policy, Concept and Methods, Centrum Press, New Delhi

KumarJha (2009), Encyclopedia of Social Work, Social Welfare and Social Work, Anmol, New Delhi

Rino. J.Patti 1983 (2008)- Social Welfare Administration: Managing Social Programme sin a Developmental Context, Prentice Hall Publishers

Sachdeva, D. R. (2013)- Social Welfare Administration in India, KitabMahal Publishers

Semester II**Credit: 4****Paper – 4****Hr /wk: 6****MSW 4408 SOCIAL RESEARCH AND STATISTICS****Course Description:**

The course aims at introducing the students to the core concepts, principles, methods and procedures pertaining to Social research and its methods.

Objectives:

To enable students to understand the importance and need for Social research and statistics.

To help students understand the methodology of social research and statistics and its application in the field.

To enable the students to understand the importance of the application of Statistics in Social Research

To equip the Students with the necessary skills and provide them with ability to take up Research Projects independently.

Learning Outcome:

At the end, the course work would facilitate a thorough understanding on the contemporary Trends and Practices and applications in Social Work Research

UNIT I:

Basics of Research: Meaning, Definition, Objectives, Types - Basic, Action and Applied, Social Survey and Social Research, Qualitative and Quantitative Research; Scientific Method-Meaning, Aim, Objectives, Assumptions, Nature and characteristics; knowledge: Induction and Deduction methods and Criticisms; Social research: Meaning and definition, Aims and objectives – Steps in social research.

UNIT II:

Research Problem: Identification -Formulation, Review of Literature, Formulation of Aim and Objectives for Research; Research Designs -Definition, Meaning, Types. Exploratory, Descriptive, Diagnostic and Experimental, - Factors influencing the choice of designs. Hypothesis – Definition, relevance, types; Pilot study - uses, Pre-Test and its importance.

UNIT III:

Methods and Tools for Data collection: Primary and Secondary data collection. Observations, Questionnaire and Interview. Universe and Sampling: Meaning, types, advantages and limitations, Factors affecting the size of samples - Sample size estimation and sampling errors.

UNIT IV:

Data analysis: Editing, Coding, Sorting, Master chart, Data entry. Presentation of Data– Tabulation, Diagrams, Graphs. Statistics: Introduction, functions, uses and misuses of Statistics. Measurement of Central Tendencies – Mean, Median and Mode –Measure of Dispersion: Range –Mean Deviation- Standard Deviation - Quartile Deviation- Correlation; Significance Test: t & F –Test - Chi Square Test - Usage of SPSS.

UNIT V:

Qualitative Research: Meaning, context, Epistemological approach: Enlightenment - Modernity - Positivism - Falsification; Methods in Qualitative Research: Participant Observation - FGD - PRA & Social Mapping - Case Study - Action Research - Triangulation - Phenomenology - Ethno methodology - Semiotic Analysis – Visual Methods, Content Analysis; Ethics and Limitations of Qualitative Research.

Text Books:

C.R. Kothari and Gaurav Garg (2018), Research Methodology, New Age International Publishers.

O. R. Krishnaswami (2005), Methodology of Research in Social Sciences, Himalaya Publishing House, New Delhi.

REFERENCES:

Anderson et al, (1991), Thesis and Assignment Writing, New Delhi, Wiley Easton Ltd.

Ahuja, Ram, (2003), Research Methods, Jaipur, Rawat Publications

Champion, DJ. (2001), Basic Statistics, Prentice Hall

Goode & Hatt, Methods in Social Research, McGraw Hill

Gupta, S P. (2005). Statistical Methods, New Delhi, Sulthan Chand.

Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.

MSW 4510 PREPARATORY FIELD WORK – BLOCK PLACEMENT**Course objective:**

This course aims at developing a closer understanding of field work requirements to the students who are to take their specialization. The content of the course would be dealt with a special approach.

Customization of the training experience

This course being the first of its kind to be experienced by the student in the social work program towards gaining direct field experiences will rest on teacher's inventiveness to entrain him/ her in the selected field setting for a period of 25 days. In the creative design of the programme the students who will be attached to an organization / agency will focus consistently in such a way a team of two would continuously monitor the professional skills and methodology followed by the supervisor belonging to the agency in social work setting. The check list provided would direct the candidate look for on details that he/she will have to observe keenly in his/her field work engagement.

Course Requirements and Evaluation:

75% of marks will be allotted for continuous assessment.

Regularity in attendance, keenness to participate, readiness to learn, development of required skills, ability to conceptualize and acquisition will be tested

The functional knowledge will be evaluated on the basis of process reports, observational reports and participatory evaluation by the faculty.

A viva voce will be conducted at the end of the semester by a three-member committee of which one is an external member. Performance in the viva will be evaluated for 25%.

Continuous Assessment:

(Based on submission of weekly reports/assignments)

| | |
|--------------------------|----------|
| Regularity of attendance | 15marks |
| General Participation | 15marks |
| Skills and Competencies | 15marks |
| Individual Presentations | 10marks |
| Written Reports | 20marks |
| Total | 75 marks |

B. Viva Voce:

| | |
|-------------------------|----------|
| Conceptualization | 5marks |
| Working Knowledge | 5 marks |
| Problem Solving Ability | 5marks |
| Consolidated Report | 10 marks |
| Total | 25marks |

Semester III**Credit: 4****Paper – 1****Hr/Wk: 5****MSW 5401 HUMAN RIGHTS PERSPECTIVES FOR DEVELOPMENT****COURSE DESCRIPTION:**

This course is aimed at providing knowledge on human rights and provide the basis for handling major social legislations in India. Content of the course shall touch upon various social legislations in the context of welfare administration. It will specially throw light on legal aspects and judicial implications of procedures and practices that ought to be followed in social work practice.

OBJECTIVES:

- To enable the students to acquire skills in develop a perspective in Human rights and engage in the critical analysis of Social legislations in India
- To develop an insight into Social Legislations dealing with marginalized groups and other weaker sections with an intent of empowering them to be accommodated in the main stream
- To entrain them in the understanding of legal rights to present themselves confidently working for people in the context of development
- To inform students on their rights and responsibilities when it comes to the question of identifying role and functions in protecting Human dignity and honor

COURSE OUTCOME:

On successful completing the course the student will have the knowledge on various aspects of human rights, techniques and approaches in social legislations that he/she will be able to address social problems with a holistic perspective. Discussions will ensure the students to get adequate knowledge & exposure on legal provisions.

Unit I Human Rights

Human rights: Definition, Meaning, Need, and Classification - Civil and Political Rights, Socio Economic and Cultural Rights. Universal Declaration of Human Rights. Functions and powers –International, National and State Human Rights Commissions - Human Rights as a tool for social justice and development.

Unit II Constitutional Framework in India

Constitutional Framework: Need and Nature, Fundamental rights, Fundamental Duties, Directive Principles of State Policy. Functional Structure: Executive, Legislative & Judiciary.

Judiciary System in India: Classification - Supreme Court, High Court, District and Magistrate Courts, Family Courts, Lok Adalats, Legal Aid System.

Unit III Social Legislation

Social Legislation: Meaning, Definition, Nature and Scope; Constitutional basis for social legislation, instrument for social change, tool for social justice and control.

Unit IV Social legislations – Micro Elements

1) **Laws Related to Children:** Juvenile Justice Act, Adoption and Guardianship, Child Marriage Restraint, Prohibition of Child Labour. 2) **Laws Related to Family:** Laws related to Marriages, Divorce and Maintenance & Succession; Law against Domestic Violence 3) **Laws Related to Women:** Harassment of Women at Workplace, Dowry prohibition, Maternity benefits, Prohibition against Prenatal diagnostic tests (for sex determination).

Unit V Social legislations – Macro Elements

Laws Related to Scheduled Castes and Scheduled Tribes: Protection of Civil Rights; Law against Atrocities. 2) **Law Related to Persons with Disability** 3) **Laws Related to Workers:** Minimum wages, Equal Remuneration Act 4) **Laws Related to Consumers and Citizens:** Consumer protection, Food adulteration, Right to information (RTI).

Text Books:

Gangrade, K.D, Social Legislation in India Vol. I & II, Concept Publishing Company, New Delhi, 2011.

Velayutham, K.Shanmuga 1998. Social Legislation and Social Change. Chennai: VazhgaValamudan Publishers.

References:

AdamantiaPollis, Peter Schwab, 2000, Human Rights: New Perspectives, New Realities, Lynne Rienner Publishers,

Constitution of India. 1991. New Delhi: Govt. of India.

Encyclopedia of Social Work. Vol. I & III

Jagadeesan P., Marriage and Social Legislations in Tamil Nadu, ElachiapenPub, Chennai,

Nair, T.Krishanan (ed): Social work Education and Development of Weaker Sections.

Madras: Association of Schools of Social Work in India.

Nation Law School. 1991. Select Materials on public Legal Education. National Law School of India University. Bangalore.

P Chauhan, 2004, Human Rights: Promotion and Protection, Anmol Publications Pvt. Ltd.

Semester III**Credit:4****Paper - 2****Hr /wk: 5****MSW 5403 DISASTER MANAGEMENT****Course Description:**

This course is designed to facilitate the understanding and thereby to enhance the professional skill of the social workers to deal the emergency situations very effectively.

Objectives:

To make students realize that Disasters, Catastrophes and Calamities are prone to occur in the fast-paced changing world that cuts into create disturbances in eco balance

To enable students to gain knowledge on key concepts and approaches of Disaster Management

To develop the cognitive ability to analyze factors contributing to disaster and develop an understanding on the process of Disaster Management

To impress upon the learner to understand the role of science and technology in predicting and dealing with the methods in Disaster Management

Outcome:

By securing knowledge about the types, nature and the impact of disasters, the student who would rescuer or planner of rehabilitation will be able to offer invaluable service and leadership to deal with contingency and develop a broader understanding on team building for group engagement during differ stages of Disaster Management, Relief and Rehabilitation.

UNIT I: A Perspective of Catastrophes and Disasters

Disaster- Meaning and Concept, related concepts: Risk, Hazard, vulnerability. Types of Disasters: Famine, Floods, Tsunami, Cyclone, Hurricanes, Earthquake, Volcanoes, Landslides, Snow Avalanche, Fire, Forest Fire, Epidemics, Warfare, Community/Ethnic clashes; Models of disaster - crunch model and release model; Disaster Management: Meaning - Disaster Management Cycle; Disaster Management models;

UNIT II: Disaster Prediction and Forecasts

Disaster prevention: Vulnerability Assessment, disaster Risk Reduction, Hazard Assessment, emergency Operation Plan, Capacity assessment; Disaster preparedness: Public Awareness and education- community based Approach, Stakeholders' Roles and Responsibilities; Disaster management Risk factors: Challenges and constraints;

UNIT III: Dealing with Emergency

Response: Introduction- Disaster Response Activities- Traditional and Modern methods, Disaster Recovery: Introduction - The Recovery Plan- Disasters as opportunities for Developmental Initiatives-Rehabilitation and Reconstruction; Risks involved in response and recovery;

UNIT IV: Impact of Disasters

Disaster associated Health Issues - Emergency Health services and communicable diseases, Promoting Health and Hygiene through a sanitation programme; Physical Impact types - Infrastructure, Transportation, Communication, Electricity, Water, security; Social Impact- Welfare- Economic Impact, Emotional Impact- Trauma and Counseling; NGO's in Disaster Management and relief - National and International donor agencies; Animals in Disaster;

UNIT V: Role of Technology in Disaster Management

Emergency Management Systems (EMS) -Introduction – Uses- Types of Geographic Information System(GIS)-Advantages- Global Positioning System (GPS) and Role of EMS, GIS, GPS in Disaster Management Cycle, Role of social work professionals at different levels.

Text Books:

Murthy.D.B.N 2007- Disaster Management: Text and Case Studies, Deep and Deep Publishers, New Delhi

References:

Anderson.M&Woodrow.P 1998- Development Strategies in times of Disaster, ITDG Publishing, London

Deshpande.B.G 1996- Earthquakes –animals and Man, JAC Trust, Gurgaon

Hejimans. A & Victoria. L 2001- Citizenry- Based and Development- Oriented Disaster Response, centre for Disaster Preparedness, Philipines

Tearfund 2004-Development and Risk Reduction in the Indian state of Andhra Pradesh: A Case

Abarqueez. I &Murshed. Z 2004- Community- Based Disaster Risk Management: Field Practitioners' Handbook, Asian Disaster Preparedness Centre,New Delhi

Semester III

Credit:4

Paper -3

Hr /wk: 5

MSW 5431HEALTH & WELLBEING**Course Description:**

The aim of this course is to give the students the basic knowledge of health and impress upon them the need to advocate for personal hygiene. Efforts will be taken to orient the learners to the various concepts about health and disease. Topics covered would help the students to rationalize the initiatives at the local, national and international level through organizations, governmental and non-governmental agencies in the delivery of health protection through special projects and schemes. It also ensures the physical and physiological well being of the individual and masses. Technically the course work would also allude to concepts of Clinical & Social Epidemiology, Sociology for diseases and Medical Anthropology.

Objective:

7. To give students the awareness on concepts of health and illness that besides developing individualized concern on self, the learner will be able to understand and appreciate that the discourse on hygiene *and wellbeing* merits treatment and attention as a program of national and global concern

To sensitize individuals on communicable and non-communicable diseases that the chances of the incidence and spread of diseases can be critically evaluated

To provide knowledge on the indicators of sound health and show how the various dimensions of illness can be qualified to be approached under the term *Medical Sociology*.

Learning Outcome:

On completion of course work students will have gained overall understanding of the physical well being and ailments that plague the community and will be able to guide the latter on choosing to lead a healthy life with abuse of body and mind under normal circumstances and get involved in advising and rescuing sick by tendering health care advice by comparing the merits and the utility of various discourses of medicine

Unit I : Health

Health – Concepts, Definition, Indicators and Determinants of Health, Fertility/ Mortality/ Nuptiality/ Morbidity. Health Education – Principles & Methods

Unit II : Disease

Disease – Concepts, definition, Causes-deficiency/ Pathogens(bacteria, viruses, fungi, protest).

Types : Communicable (infectious)/Non-Communicable(non infectious)/Acute & Chronic disease/ Illness, Disease , Sickness – Meaning/ differentiation/ Sick role

Unit III : Health and Social Factors

Social factors affecting health, social consciousness – perception and meaning of illness/ physical, psychological and psychosocial environment and health

Unit IV : Health Care Delivery System

Health system, Health care services, health care delivery system – primary, secondary, tertiary.

Community health care center- structure/ staff pattern/functions. Indigenous health service- ayush

Unit V : Public Health

Health – WHO _ Millennium Development Goal / Sustainable Development Goal. Public

Health- Under developed/ developing/ developed countries - Global challenges and responsibility.

Text Books:

Goel SL (1981) Health care Administration – A text Book, New Delhi, Sterling Publishing House.

Kumar R, (1992) : Social and Preventive health administration, Asia Publishing House, New Delhi.

Banerjee G.R. (1950), Social Service Department in Hospitals – its organisations and functions, TISS, Bombay.

Goel, S.L. (1984) Public Health Administration, Sterling Publishers, New Delhi,.

Goldsteine Dora (1955) Expanding Horizons in Medical Social work; University of Chicago press.

Minna Field (1953) : Patients are people, Columbia University Press, new Yori,

Park, J.E. & Park K (1983) Text Book of Preventive and Social Medicine; Jabalpur, M/s. Banashidas

WHO (1981) Social Dimensions of Mental Health, Geneva, WHO, Publications.

Anand K K, (1996) Hospital Management: a new perspective, New Delhi, Vikas Publishing House.

Desai VA, (1985) Hospital Administration, Miraj, Wanless Hospital.

Francis CM (1995) Hospital Administration, New Delhi, Jaypee Brothers.

Goyal, RC (2006) Hospital Administration and Human Resource Management, New Delhi, Prentice Hall India.

Semester III**Credit: 4****Paper –4****Hr/Wk: 5****MSW 5533 MENTAL HEALTH****Course Description**

The theme of the course will be to search for reasons which determine the stability of mind, thought and action. To help the students gain a broader understanding and working knowledge in the field of Mental Health, aspects of diet, habits, customs and traditions that influence on the cognitive and emotive upkeep will be discussed. Major emphasis will be on factors such as personal, family and other societal determinants which cause distraught situations as matter of conflict of interest. In analyzing the emotional breakdown and mental disorders of individuals, aspects of delinquency, congenital disease, and habitual aberrations leading to extreme behavior will be covered.

Objectives

To give the students an overview of human behaviour and address the issues and challenges faced in dealing with Mental health status and related concepts

To make learners understand the various factors that contribute to well being and healthy mental status of the individual and the community and spot the instances and conditions that pose threat and lead to mental health issues

To provide for an understanding on the community setting relating to the concept of mental health help the trainees acquire knowledge in mental disorders, stress and coping for moving towards holistic health.

To develop skills in identifying mental disorders and conflicts in emotional health and make the students realize their duties, responsibilities and role as social work personnel in the community and Psychiatric settings.

Learning Outcome:

Inputs given in the course will widen their understanding of the student about the scope of human behavior in the medical health setting and help them carve out a specialized niche with focused job and career aspirations for a professional engagement. As competent social work specialists trained in psychiatric social setting, learners will be able to identify their responsibilities and duties that they would discharge in restoring the physical and mental health of the affected individuals during the rehabilitation and restoration process.

Unit I : Mental Health and Models

Mental Health, Mental Illness, Mental Disorders: Concepts, Definitions, Causes (biological /psychological/ sociological/ psychosocial) Effects (Predisposing/ precipitating/ perpetuating

or maintaining factor). Myths and misconceptions of MI. Models of Mental Health – Biomedical / Psychosocial/ Structural determinants / strength recovery determinant. Relevance of Social Work to MH & MI.

Unit II : Neuroses and Psychosis

Neurosis- Anxiety, depression, OCD, convulsive disorder, phobia related. Psychosis : Functional – Affective – Organic Disorder

Unit III :Psychosomatic Disorder

PD , Alcoholism, Substance abuse, Sexual Disorder, Epilepsy, MR, Psychological problem among children, adolescent, elderly

Unit IV : Cultural belief and Treatment

Magnitude and burden of MD , promoting MH, Preventing and managing MI , Gap between MD and resources, MHGAP global health programme- Common cultural belief – Methods of Treatment – Physical/Psycho Social/ Indigenous

Unit V : Community Mental Health

Community Mental Health : Concepts, definition, principles, practices. Development and Models of CMH . MH Act (1987), DMH Programme, School MH Programme

Text Books:

Comprehensive Textbook of Psychiatry, (third ed.) Volumes 1 to 3, Williams and Wilkins, Baltimore / London.

Diagnostic criterion from DSM-IV American psychiatric assn, Kaplan, H.I. Freedom A.M. and Sadock B.J. (1980)

REFERENCE

Bellack A.S. (1984) Schizophrenia, treatment Management in Adult Bailliere Tindal, London.

Berrios, G.E. & Dawson J.H. (1983) Treatment and Management in Adult Bailliere Tindal, London.

Kappur, M Sheppard. Ralph and Renate (Eds) (1993)

Mane P &Gandevia K. (Eds.) (1993) Mental Health in India Issues and Concerns; Tata Institute of Social Sciences, Mumbai.

World Health Organization Geneva (1992) The ICD 10 Classification of Mental and Behavioral disorders. Clinical Description and Diagnostic Guidelines; Oxford University Press.

Semester III**Credit: 4****Paper –5****Hr/Wk: 5****MSW 5535DISABILITY MANAGEMENT****Course Description**

The vulnerability of human to get carried away with the so-called indicators of growth and prosperity makes them pay more in terms of health and happiness. Though the rapid strides of progress made in science, technology and development have undoubtedly brought sophistication and greater life expectancy, the equilibrium with which we have been living with nature is upset and this had led us to face several unprecedented catastrophes. Disability is one major issue in the health front. There are many causes and painful consequences to this. This course coming under M & P gives an overall glimpse on the assessment, management and the care given to the affected, especially the socially disabled, and briefs on efforts that are to be taken in rescuing, restoring and rehabilitating them.

Objective

To introduce the issue of disability which is on the rise to the students and discuss with them the Causes, Types, Magnitude and Severity of various Disabilities

To give to the students an understanding the experience of disability, limitations, strengths and potentials of persons suffering disabilities

To inform them the methods of assessment and management of Disability and apprise them of the effort taken worldwide in tackling this issue

To brief the learner the efforts taken rescuing, restoring and rehabilitating the socially disabled that they may be sensitized to serve in this setting

Learning outcome

The theory studied and the observational visits made in the context will help the students to develop a concern for the needy and at the same time make them realize that well being, body, mind and the various facilities with which they live is not be taken for granted. The services and reflections that would make in this setting will make them more competent. Caring and creative enough that their participation in the restoration and rehabilitation of the disabled shall turn personally and professionally rewarding

Unit I:

Disability: Definitions, causes, types and magnitude of various disabilities, Prevention of disabilities at primary, secondary and tertiary levels. Concept: Disability, Impairment and Handicapped. Misconceptions and societal attitudes towards persons with disability.

Unit II

Historical and contemporary perspectives on Disability. Models of Disability and discourses - historical, medical, social, spiritual, cultural, political, gender and psychological. Limitations and strengths of persons with disabilities.

Unit III

Impact of disability on persons with disability and their families: reactions of parents/family members and ways of coping. Needs and problems of persons with disability and their families across the life span and at critical stages in their lives and social work intervention at each stage.

Unit IV

Multidisciplinary rehabilitation team and their roles: Process of rehabilitation, early identification, treatment, aids and appliances, psycho education, vocational rehabilitation and social integration within the family and community. Role of social worker in different settings hospital and treatment centres, home, educational institutions, vocational rehabilitation centres, community based rehabilitation.

Unit V

Social Work Methods and Intervention strategies - individual, family and community levels: problem : self help level – self help, support groups, assertiveness training, life skills enrichment; family level - family crisis intervention, , parent guidance, parent training, community level -community awareness and education, PWD Act

Text Books:

- Karant, Pratibha & Joe Rozario, (2003) Learning disability in India, Sage, London
- Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001) Hand Book of disability Studies, Sage, London

References

- Hegarty Seamus & Mithu Alur, (2002) Education and Children with special needs, sage, London,
- Grant, (2005) Learning disability: A lifecycle approach to valuing people, Open University Press, London
- Moore, (2005) Researching disability issues, Open University Press, London
- Sanchiler, Social welfare India.

Semester III**Credit: 5*****Paper - 6******Hr /wk: 5*****MSW 5537BLOCK PLACEMENT FOR MEDICAL & PSYCHIATRIC SOCIAL
WORK-FIELD WORK****Course Description:**

The course aims at enabling the students to understand the various components of Medical and Psychiatric social work practice and develop skills and competencies required for effective Psychiatric Social Work Interventions at clinical and community level. This will be done by deputing students for a period of 30days in field work placement in Medical and psychiatric settings.

Objectives:

To equip the students with the necessary assessment skills to understand the Psychosocial problems of the patient and the family with reference to the consequence of the illness

To enable the students to practice methods of social work, particularly case work and group work, dealing with emotional issue of normal individual and extreme

To equip the students with the necessary skills in hospital administration

To apply the methods of social work and involve the family as an Social Institution

To accept the patient and facilitate them to function at an optimal level in spite of the mental disability

Outcome:

With the practical exposure provided to students on Medical & Psychiatric Social Work in Clinical and Community settings, the students will be professionally equipped to engage in the various job roles in the domains of Medical & Psychiatry

UNIT I: Medical & Psychiatric Social Work in Clinical setting

Case history taking and mental status examination- Disability assessment and Management- Rehabilitation Processes- therapeutic Interventions- Home visits and Referral services- Counseling in different settings

UNIT II: Medical & Psychiatric Social Work in Community setting

Community basement rehabilitation- campaigning and educational programmes- state and Mental Health- Field Research

N.B The learning situation will be both structured and unstructured. The trainee will be given various practical assignments during the placement that would enable him/her to use not only process learning methods but also various non-participant study techniques.

Course Requirements and valuation:

75% of the marks will be allotted for Continuous Assessment. Regularity in field visits, seriousness of purpose, ability for conceptualizing issues, functional knowledge in Medical and Psychiatric social work practices, application of concepts and skills in problem solving will be assessed on the basis of weekly reports. A Viva- Voce will be conducted at the end of the semester with the faculty and External Examiner. Performance in Viva will be evaluated for 25%.

A. Continuous Assessment

| | |
|--|-------------------|
| Nature of Project/ Assignment undertaken | - 15 Marks |
| Field Work Consultation and Conferences | - 15 Marks |
| Weekly Reporting | -20 Marks |
| Assessment by Training Organization | - 25 Marks |
| Total | - 75 Marks |

(Regularity of attendance, willingness to take Instructions and responsibilities, learning and Problem solving ability etc.)

B. Viva- Voce

| | |
|--------------------------------|-------------------|
| Working Knowledge in the field | - 10 Marks |
| Conceptualization of issues | - 5 Marks |
| Problem solving ability | - 5 Marks |
| Consolidated Report | - 5 Marks |
| Total | - 25 Marks |

Semester III**Credit:4*****Paper - 3******Hr /wk: 5*****MSW 5451 RURAL DEVELOPMENT IN INDIA****COURSE DESCRIPTION**

This paper is planned to provide information on the life in the rural backdrop, governance and bureaucracy framework of rural development and seeks to examine at least few major rural schemes and projects that are conceived to alleviate and mitigate the existential problems of rural poor in India.

OBJECTIVES:

- To provide students an understanding on social structures, social relations and institutions in rural communities.
- To develop in them the sensitivity, commitment and skills to influence critical issues in rural communities.
- To make the learner appreciate the policies, programmes and approaches made in the context of rural community development.

LEARNING OUTCOME:

As an expected outcome student who would have developed a critical understanding of various policy initiatives, methods, strategies, and implications of various rural development plans, programs and projects in the past and present will be able to take up social work liaison as a freelance worker or by joining governmental or nongovernmental organization or an agency.

UNIT I:NATURE OF RURAL COMMUNITY

Rural Community: Definition, meaning, Characteristics of rural Community, Issues of accessibility, availability and affordability of basic services; Rural economy – Agriculture, non-agriculture sub sector, rural craft and occupation and rural industries; Problems in Rural India: Structural inequality, rural poverty and Rural employment. Livelihood: problems and prospects.

UNIT II: RURAL DEVELOPMENT

Rural Development: Concept, nature, philosophy and historical context; Meaning & Determinants; Early experiments of rural development-Sriniketan, Sevagram, Marthandam,

Gurogaon, Firka development, Nilokheri and Etawah pilot project; Approaches to rural community development.

UNIT III: RURAL DEVELOPMENT PROGRAMMES IN INDIA

Rural development policies and goals in India and Supportive Policies - Different Models of Rural Development – 1) Community Development Programme- History, objectives, activities and evaluation of CDP -2) Approaches and Strategies: Intensive Agricultural District Programme (IADP), Integrated Rural Development Programme (IRDP), Drought Prone Area Programme (DPAP), Employment and Infrastructure Development Programme (EIDP), High Yielding Variety Programme (HYVP), NREGP.

UNIT IV: RURAL GOVERNANCE AND RURAL DEVELOPMENT

Panchayati Raj Institutions: concept & Significance; Gram Sabha: Concept, Significance, Structure & Powers - People's participation in development – local self governance – understanding the evolution of the panchayatiraj system - Detailed study of 73rd Constitutional Amendment - Successful models in Panchayatiraj system – Kerala, Karnataka and West Bengal models.

UNIT V: RURAL DEVELOPMENT ADMINISTRATION

Structure & Function of Rural Development Administration - structure of rural development department – DRDA-BDO-VAO; Financial Institutions: RBI, NABARD, CAPART, World Bank and IMF, Corporates etc. - Role in Rural Development: NGOs, Cooperatives, Public enterprises, SHGs and Community enterprises.

Text Books:

Singh, Katar. 1999. Rural Development Principles, Policies and Management. New Delhi. Sage Publications.

References:

McAreavey, Ruth. 2009, Rural development theory and practice, Routledge studies in development and society, UK
Kumar, S. 2002 Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications.
Reddy, G.R., & Subrahmanyam, P. 2003 Dynamics of Sustainable Rural Development. New Delhi: Serials Publication
Shah, G (1990), Social Movements in India, Sage Publications, New Delhi.
Sharma, K. L (1998) Social Stratification in India, Rawat Publications, Jaipur.
Beteille, A (1992) The Backward Classes in Contemporary India, Oxford University Press, New Delhi.

Semester III**Credit:4*****Paper - 4******Hr /wk: 5*****MSW 5453 LIVELIHOOD AND SOCIAL ENTERPRISES****Course Description**

This course aims to introduce and facilitate about the concept Livelihood and Social Enterprises among the students and expose them to the social enterprise models to enhance and strengthen their competence in social entrepreneurship.

OBJECTIVES

To help the students know concepts of Livelihood and Social Enterprises.

To facilitate their understanding about the social entrepreneurship frameworks.

To give adequate exposure and develop skills in learners to make them commit and participate developing social entrepreneurship, especially in supporting and sustaining development in the rural backdrop.

Learning outcome

This course aims at providing a basic foundation to livelihood and social enterprises would turn the student to have a comprehensive understanding on the themes of entrepreneurship tilted in favor of examining opportunities in rural India for pursuing his/her career.

UNIT I Livelihood

Livelihood: Concept, Meaning, Definition, Principles, History and Importance of Livelihood Promotion. Livelihood approaches: Rural poor, Agriculture, Migration, and Diversification, Sectoral differences - Livelihood promotion by different agencies - Government, Non Profits & Corporate - Major livelihood programs in India and Challenges in livelihood promotion.

UNIT II Livelihood framework

Understanding Livelihood Frame Work – Assets/Capitals – Natural, Physical, Financial, Human and Social. Vulnerability context, Policies and Process, Livelihood Strategies, Livelihood Outcomes. Livelihood Frame Work Analysis: Different models - Enhancing Income, Increasing Food Security and Reduction – Risk and Migration.

Unit III Social Enterprise

Social Enterprise: concept, definition, importance, similarities and differences and types.

Growth and performance of social enterprises in Indian and global context; Relationship: with State, Civil society and Corporate; Corporate Social Responsibility: meaning, definition,

concepts, principles, Business ethics and corporate social responsibility, models of CSR: Concept of Triple Bottom Line, Bottom of the Pyramid, Sustainopreneurship; Role and skills of social workers in CSR.

Unit IV Social Entrepreneurship

Social Entrepreneurship: concept, definition, importance; social entrepreneurship and business entrepreneurship – social entrepreneurs and social change. Skills, Qualities and traits of social entrepreneurs. Problems of entrepreneurship, Role of social workers in entrepreneur development.

Unit V Case studies

Case studies in Livelihood Promotion –Watershed, Animal Husbandry, Micro enterprises, Micro Finance; Case studies of Indian social enterprises and entrepreneurs such as Ela Bhatt, M.S.Swaminathan, Vargeese Kurien, Aruna Roy, Rajinder Singh. Case studies related to CSR: Suzlon, Hindustan-Unilever, Infosys, Wipro, Ranbaxy and TATA.

Text Books:

- Vijay Mahajan, Sankar Datta and Gitali Thakur, (2001) A Resource Book for Livelihood Promotion,
Phansalkar, (2003) Livelihoods: Promoting Livelihood Enhancement, Mumbai, Sir Dorabji, Tata Trust.

References:

- Livelihood - Key Concepts, (1999) ICRA Learning Resources
DFID (2001) Livelihood Framework - Sustainable Livelihood Guidance Sheets
Perpetua Katepa, (2005) Sustainable Livelihood Approaches in Operation: A Gender Perspective, International Associates for Development
David Bornstein, (2007) how to change the world, social entrepreneurs and the power of New Ideas, Oxford university Press
Alex nicholls (2006) social Entrepreneurship : New models of Sustainable Social change, Oxford university Press.

Semester III**Credit:4****Paper - 5****Hr /wk: 5****MSW 5455 – NON-GOVERNMENTAL ORGANIZATIONS****COURSE DESCRIPTION:**

This course aims at introducing the students of development management specialization, the concepts and principles involved in managing non-profit organizations, particularly Nongovernmental Organizations (NGOs). The need for establishing NGOs and the context with the ways and means of managing a nonprofit agency will be narrated. The organizational structure, the frame and terms of references made within and between agencies of similar kind functioning within India and abroad will be adequately covered.

OBJECTIVES:

To make the student understand the need to float the development organizations like NGO's as part of a civil society initiative

To develop skills in learners and train them in planning and management of NGO's & NPO's

To enable the boys and girls touch base with contemporary development through discourses and equip them to develop suitable strategies for community intervention and development via NGO movement.

OUTCOME:

On successful completion the enrichment of knowledge on the structure, development and establishment of NGOs and acquiring skills for effective managing and administering NGO's & NPO's, will be inculcated.

Unit 1 Non-Governmental Organizations (NGO)

NGO: Concept, Meaning, Need, Classification and types, Functions, Principles, Role of NGOs in Development. Historical Development of NGOs in India. Locating NGOs – Voluntarism and Civil Society – the Third Sector - Development aid chain; NGO Interface – State relationship, community based organizations, Other NGOs and CSOs – Networking, Partnering, Collaborating, - Common denominators and overlaps in Business, Public and Non-profit managements. NGO as Organizational Entities.

Unit 2 Legal framework

Need for Legalframework: Registration and Establishment of NGOs –Societies Registration Act, Trust Act and Company's Act (Sec. 25) - Bylaws Preparation – MOU, MOA. Specific

Tax Exemptions (Section 12 A, Section 35 AC, Section 80 G & 80 GG of Income Tax Act.

Foreign Contribution Regulations Act.

Unit 3 Organizational structure & management

Vision, Mission and Goals; Management: Strategic Planning - Division of responsibility, authority and power relations - Decision making – Participation; Organizational commitment Stakeholder Accountability and Transparency; HR competencies: need and importance, acquirement of competencies and skill sets, Training and Development and Appraisal of NGO staffs.

Unit 4 Resource mobilization

Resource mobilization: Non-Financial Resource – Natural Resources, Physical Resources – Human Capital Resources and Social Capital - Financial Resource. Funding source: Institutional and Non-Institutional, National and International; Financial Management: concepts and Basic Accounting principles, Office management: record keeping and documentation, File upkeep and maintenances, Publicity and public relations.

Unit 5 Managing Projects in NGOs

Project management: Project - concept, meaning, need, importance; requirement of Project proposal writing; Project management cycle – project identification, formulation, planning, implementing, budgeting, monitoring and evaluation; Tools: Stakeholder analysis, Gender Analysis, Situation Analysis, Problem Analysis, Logical Frame Analysis (LFA).

Text Books:

Kandasamy, M., 1998 *Governance and Financial Management in Non-Profit Organizations*. New Delhi: Caritas India.

Fowler, Alan. 1997. *Striking a Balance - A Guide to Enhancing the Effectiveness of Non Governmental Organizations in International Development*. London. Earthscan Publications Ltd.

REFERENCES:

Brody, R. 2004 *Effectively Managing Human Service Organizations*. Sage Publications

Drucker, P.F., 1992, *Managing the Non-Profit Organization: Principles and Practices*. Harper Business

Julie Fisher, 2003 *Governments, NGOs and the Political Development of the Third World*, Jaipur: Rawat Publications.

Kilby, Patrick, 2011, *NGOs in India : the challenges of women's empowerment and accountability*, Routledge contemporary south Asia series, London and New York

Semester III**Credit: 4****Paper - 6****Hr /wk: 5**

**MSW 5457 - BLOCK PLACEMENT FOR DEVELOPMENT
MANAGEMENT I-FIELD WORK**

Course Description:

The course aims at training the students build their own skills and competencies required for Development Sector. This will be done by organizing field work placements in NGOs and other Development agencies for a period of 30days.

Objectives:

To study the rural and semi-rural life pattern in all its ramifications

To train students in dealing with the Group Dynamics and Power Structure in a Rural Community.

To develop an understanding of the process of program formulation and program management for the benefit of rural folk

To formulate program management of the rural local bodies, government and n-n-government agencies

To develop a positive attitude to work in rural community setting and enable students develop as competent individuals in public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying an advocacy required for a development worker

Outcome:

Enlightened students would have acquired knowledge about NGOS, their style of functioning, their way of addressing social issues. The learner on completion of this course will be equipped for advocacy and lobbying and would have developed the skill of report writing

UNIT I: NGO and the Community Interface

Peoples' Constituency- Community structure- Current problems and issues- Relationship with CBOs- Entry strategies- Sustaining relationships- Community perceptions- Exit strategies

UNIT II: NGO and the State

Collaboration with the state- State sponsored projects-State- NGO relationships - problems in autonomy and Critical collaboration- Evaluating NGO Experiences

UNIT III: Networking

Understanding networks- Partnering and collaborations- NGO collectives- Nodal agency roles

UNIT IV: Advocacy

Role in advocacy- Methods and strategies adopted

UNIT V: Knowledge Management

Documentation- Research and knowledge generation- knowledge dissemination methods N.B

The learning situation will be both structured and unstructured. The trainee will be given various practical assignments during the placement that would enable him/her to use not only process learning methods but also various non-participant study techniques.

Course Requirements and valuation:

75% of the marks will be allotted for Continuous Assessment. Regularity in field visits, seriousness of purpose, ability for conceptualizing issues, functional knowledge in NGO Management, application of concepts and skills in problem solving will be assessed on the basis of weekly reports. A Viva- Voce will be conducted at the end of the semester with the faculty and External Examiner. Performance in Viva will be evaluated for 25%.

A. Continuous Assessment

| | |
|--|-----------------|
| Nature of Project/ Assignment undertaken | 15 Marks |
| Field Work Consultation and Conferences | 15 Marks - |
| Weekly Reporting | 20 Marks |
| Assessment by Training Organization | 25 Marks |
| Total | 75 Marks |

(Regularity of attendance, willingness totake Instructions and responsibilities, learning and Problem solving ability etc.)

B. Viva- Voce

| | |
|--------------------------------|-------------------|
| Working Knowledge in the field | - 10 Marks |
| Conceptualization of issues | - 5 Marks |
| Problem solving ability | - 5 Marks |
| Consolidated Report | - 5 Marks |
| Total | - 25 Marks |

Semester III**Credit:4****Paper – 3****Hr/ Wk: 5****MSW 5471 HUMAN RESOURCE MANAGEMENT - I****Course Description:**

The main objective of this course is to prepare the students for management and administrative positions in various industrial, businesses, governmental/ non- governmental organizations and service sector organizations

Objectives:

To help students acquire knowledge in Human Resource Management.

To understand the various functions of Human Resource Management.

Develop managerial skills in different functional areas of management applying conceptual and behavioral skills

Understand the relationship of HR strategy with overall corporate strategy

Outcome:

This course will provide a proper understanding of the basic concepts and sub- systems of HRM. It will also render in-depth knowledge about Strategic HRM, IHRM and the skill and ability to manage the personnel in any dynamic organization in national and global context.

UNIT I

Management -Definition, Concept, Principles. Schools of thoughts on Management - Scientific Management Movement - Henry Fayol's principles of management – Human Relations Movement - Systems Approach - Contribution of Frederick W. Taylor, Elton Mayo, Peter Drucker.

UNIT II

HRM: Meaning, Definition, Concept, objectives and importance- Role of HR Manager; Competencies of HR Manager: Employer branding and Competency mapping -Changing role of HRM.Human Resources Planning - Nature and need for Human Resource Planning in Organizations- Importance of HRP- Various factors affecting HRP- HRP Process.

UNIT III

Job analysis- purpose and methods- Job description- Job specification- Job evaluation - techniques in job evaluation - Job enrichment - Job enlargement, Attrition analysis, Retention

Management: Need & objectives, method; Human Resource Acquisition: Recruitment - Meaning and Definition- Factors affecting Recruitment, Sources of Recruitment; Selection: Meaning - Process of Selection- Placement- Orientation and Socialization.

UNIT IV

Performance Management System: Concept, Philosophy, Performance Management Process – Skill Matrix, 360 Degree Appraisal, Balanced Score Card, People Capability Maturity Model, Performance Counselling, Mentoring; Employee Engagement Activities: HR Audit, Knowledge Management, Business Process Outsourcing.

UNIT V

SHRM: Introduction- Definition- Rationale for SHRM- Aligning HR with Business strategy; **IHRM**: Concept, Definition, importance, and models of International HRM - Challenges of International HR Managers; Global HR practices; Measuring intellectual capital; Path to Global Status : Control Mechanism - Cross-border Alliances – Cross-border mergers and acquisitions – International Equity Joint Ventures.

Text Books:

Aswathappa, K (2008), International Human Resource Management, New Delhi, Tata-Bhatia, B S (2003), Human Resource Management, New Delhi, Deep & Deep

REFERENCE

Arya & Tandon, (2004), Human Resource Management, New Delhi, Deep & Deep
Cary. L. Cooper 2005- Reinventing HRM Challenges and New Directions, Atlantic Publishers
Chatterjee, Baskar (2007), Human Resource Management, New Delhi, Sterling Pub.
Chatterjee. B 1999 - Human Resource Management: A Contemporary Text, Sterling Publishers, New Delhi
Fisher & Cynthia 1997- Schoenfeldt Human Resource Management Development, Houghton Mifflin Publishers, Boston
Kushway, Barry (2004), Human Resource Management, New Delhi, Crest Publishing, McGraw Hill.
Mrudula.E & Ramani.V.V 2007- Emerging Trends in HRM: Sectoral Experiences, DGM Icfai Books

Semester III Credit:4 Paper - 4 Hr/ Wk: 5

MSW 5473 INDUSTRIAL RELATIONS AND LABOUR LEGISLATIONS IN

INDIA Course Description:

The purpose of this course is to provide in-depth knowledge about the relationship between Employer, Employee and the State, to bring out the importance of cordial employee relations for organizational productivity.

Objectives:

Develop the skills of interpersonal relationship as per organizational requirement

Understand the trends and dynamics between the partners in the organization

Develop the knowledge on various statutory/ legal aspects influencing the organization

To make a detailed study of the basic provisions of labour enactments

To stimulate thinking on rationale behind the Laws and their enforcement

Outcome:

This course will aid to acquire a holistic knowledge on basic concepts, functions and the recent trends in Industrial relations. It will also create an in-depth understanding of relevant labour legislations.

UNIT I: Industrial Relations

Industrial Relations (IR) - Introduction -Meaning and Definition, Forms of IR –Significance of good IR Practices; Labour Legislation: Concept, Meaning, Objectives and Importance; Labour Welfare: concept, scope and classification- Role and functions of Labour Welfare Officer. International Labour Organization (ILO): Objectives, functions and role of ILO in labour welfare- implementation of ILO recommendations in India.

UNIT II: Working and Safety

The Factories Act 1948, The Mines Act 1952, The Plantation Labour Act 1951, The Shops and Establishments Act 1947. Tamil Nadu Shops and Establishment Act 1947, Tamil Nadu Industrial Establishment (National and Festival Holidays) Act 1951.

UNIT III: Social Security and Wages

Social Security: The Workmen's Compensation Act, 1932; The Employee State Insurance Act, 1948 ; The Employees Provident Fund and Miscellaneous Act, 1952; The Payment of Gratuity Act, 1972; The Maternity Benefit Act, 1961; Legislations relating to Wages: The Payment of

Wages Act, 1936- The Minimum Wages Act, 1948- The Equal Remuneration Act, 1976- The Payment of Bonus Act, 1965.

UNIT IV: Legislations related to Industrial Relations

The Industrial Disputes Act, 1947; The Industrial Employment (Standing Order) Act, 1948; The Trade Union Act, 1926; The Contract Labour (Regulation and Abolition) Act, 1970.

UNIT V: Conflicts and Disputes

Conflicts & Grievances: Meaning, Causes, forms of conflicts: strikes and Lockouts, Redressal Procedure; Collective bargaining: Meaning, Scope, difficulties encountered in India; Negotiation: Meaning, procedure; Workers Participation in management: Meaning and importance; Industrial Social Work: meaning, scope, Role of Social Workers in Industry;

Text Books:

Tripathi. P. C 1994- Personnel Management & Industrial Relations, Sultan Chand Publishers, New Delhi

Padhi. P. K 2012- Labour and Industrial Laws, PHI Publishers

References:

Madhusudhana Rao. M 1986- Labour Management Relations And Trade Union Leadership, Deep and Deep Publishers, New Delhi

Lal Das. D. K 1991- Personnel Management, Industrial Relations and Labour Welfare, Y.K. Publishers, Agra

Arora. M 2005- Industrial Relations, Excel Book Publishers, New Delhi

Sharit Bhowmik 2012- Industry, Labour and Society, Orient Blackswan Publishers

Kumar. H. L 2013- Labour Laws Everybody Should Know, Universal Law Publishers

Semester III**Credit:4****Paper - 5****Hr/ Wk: 5****MSW 5475 – ORGANIZATIONAL BEHAVIOUR****Course Description:**

The purpose of this course is to provide in-depth knowledge about organizational behavior relationship between to perceive develop the skills appropriate to the field practices to bring out the importance of cordial behavior for organizational productivity. Objectives

To help students build a knowledge base appropriate to and Organizational Behavior.

To enable the students to perceive and develop the attitudes required for the successful application of organizational Behavior

To assist them to perceive develop the skills appropriate to the field practices

Outcome:

This course secures knowledge about the types, nature and the impact of Organizational behavior. The student will also gain insights about the processes OB in Indian industries.

Unit IOrganizational Behavior (OB):

OB: Nature, Meaning and Definition, History, Models- Contributions of Hawthorne studies. System views of Organization level of analysis (Individual, group and organization). Organizational Effectiveness, Organizational Climate.

Unit IHuman Behaviour at Work:

Job satisfaction, morale, motivation &Theories - Maslow, Herzberg, Vroom, McClelland;Conflict and Negotiation, Stress management and Effective Communication, Johari Window.

UnitIIIOrganizational Dynamics:

Groups in Organization: Nature, Cohesiveness, group dynamics; dynamics of group formation; Teams: Meaning, Characteristics, Types and significances. Leadership: process, style, types and theories - Contingency Model, Managerial Grid, Situational, Transactional and Transformational.

Unit IVHuman Engineering

TQM, TPM, Japanese Style of Management-5S, Kaizen and Six Sigma and its applicability; Occupational hazards at workplace environment.Employee counseling

Unit V Organizational Culture

Meaning and characteristics, Challenges, Organizational socialization process, Function and effects, role of leaders, Assessing organizational culture, changing organizational culture, developing a global organizational culture.

Text Books:

Stephen Robins (1993), Organizational Behaviour PHI, New Delhi,

Vroom V.H & Grant L. Organizational Behaviour and Human Performance Wiley, New York 1969

REFERENCES:

Arnold, Hugh J. & Daniel E. Feldman (1986), Organizational Behaviour, McGraw Hill,

Fred Luthans (1993), Organizational Behaviour, McGraw Hill New York,

Hellriegel Slocum Woodman: Organizational Behaviour- Thomson Asia Pvt Ltd. Singapore

Keith Davis: Human Behaviour at Work McGraw Hill New York 1993

Lawler, Porter L.M: Behaviour in Organizational McGraw Hill, New York ,1975

Lewin L.N. and Reitz H. J Group Effectiveness in Organization in Organization, Glenview I.L: Scott foreman

Ouchi W.G: Theory .How American business can meet the Japanese Challenges, Addison West. 1981

Prasad L.M: Organizational Behaviours. Chand & Co. 1996

Schein Edgar: Organizational Psychology, Englewood Cliffs NJ, Prentice Hall, 1970

Semester III

Credit:4

Paper - 6

Hr/ Wk: 5

**MSW 5477 BLOCK PLACEMENT FOR HUMAN RESOURCE MANAGEMENT I-
FIELD WORK****Course Description:**

The course aims at enabling the students to understand the emerging trends and concepts in HR practices and hone skills and competencies required for effective HR interventions. This will be done by organizing field work placements in Industrial settings for a period of 30days.

Objectives:

To familiarize the organizational process in view of understanding its implications on personnel policies and programmes either in the manufacturing or service sector

To assess the relevance of structure and functions of HR department from the employee and labor perspective

To develop necessary HR competencies to collaborate with other departments specific to the industry/ organization

To develop insight into the value addition by the HR department to further the business goals of the company

Outcome:

On successful completion of the course the students will confidently deal with the business processes underlying manufacturing and service industries and gain knowledge in utilizing and managing human resources for the betterment of the organization

UNIT I: Issues and Practices in Industrial Relations

Legal basis of IR- applications of trade Union Act- ID Act etc.- Trade unionism- Issues of changing roles- Industrial dispute and dispute settlement procedures- grievance handling procedures- Collective bargaining- Nature and changing patterns- Negotiation- Conciliation- Arbitration in industries

UNIT II: OD Interventions

Steps and processes in organizational change- Employee participation and empowerment- organizational restructuring- job redesigning- OD interventions such as TQM, ISO, QC, QWL etc.

UNIT III: Social Work Interventions in Industry

Industrial counseling- Employee family welfare programmes- Community development projects- Collaborating with government and non- government organizations-Social responsibility of industries

N.B The learning situation will be both structured and unstructured. The trainee will be given various practical assignments during the placement that would enable him/her to use not only process learning methods but also various non-participant study techniques.

Course Requirements and valuation:

75% of the marks will be allotted for Continuous Assessment. Regularity in field visits, seriousness of purpose, ability for conceptualizing issues, functional knowledge in HR Practices, application of concepts and skills in problem solving will be assessed on the basis of weekly reports. A Viva- Voce will be conducted at the end of the semester with the faculty and External Examiner. Performance in Viva will be evaluated for 25%.

A. Continuous Assessment

| | |
|--|-------------------|
| Nature of Project/ Assignment undertaken | - 15 Marks |
| Field Work Consultation and Conferences | - 15 Marks |
| Weekly Reporting | -20 Marks |
| Assessment by Training Organization | - 25 Marks |
| Total | - 75 Marks |

(Regularity of attendance, willingness to take Instructions and responsibilities, learning and Problem solving ability etc.)

B. Viva- Voce

| | |
|--------------------------------|-------------------|
| Working Knowledge in the field | - 10 Marks |
| Conceptualization of issues | - 5 Marks |
| Problem solving ability | - 5 Marks |
| Consolidated Report | - 5 Marks |
| Total | - 25 Marks |

MSW 5402 PROJECT**Course Objective:**

This course practically aims at acquiring the application of research methods, tools and techniques and to develop skills of analysis and reporting among the students. This is done by encouraging students to identify researchable problems in their areas of specialization and do independent field study projects.

Course Requirements and Evaluation

1. The duration for the study project is for one semester.
2. The students shall submit the report in a prescribed mentioned format on or before a specified date, failing which will warrant disqualification.

The student shall work under the close supervision and consultation with the faculty guide appointed for the purpose at every stage of the research work regularly and get approved failing in which leads to disqualification for appearing in Viva Voce examination.

The faculty advisor shall be responsible for the continuous assessment of the course and his/her recommendation for final evaluation of the project shall be mandatory.

75% of the marks shall be allotted for continuous assessment. Continuous assessment shall be made on the following basis by the faculty advisor:

A. Continuous assessment

| | |
|--|------------------------|
| Participation in Research workshops | 15 marks |
| Consistency of involvement and meeting deadlines | 15 marks |
| Individual presentations | 20 marks |
| Ability for independent work | 25 marks |
| Total | <u>75 marks</u> |

Remaining 25% of the marks shall be allotted for Terminal Evaluation on successful completion and submission of the Project Report (2 bounded copy) in the **Prescribed format - 40 pages in A4 size executive bond paper excluding tabular columns, graphs etc.,**

The Project Work has to be duly recommended by the faculty advisor and the Head of the Department for appearing in the final Viva Voce.

The Viva Voce shall be conducted by a three-member committee of examiners of which one is an external member.

25% of the marks allotted for the Viva Voce will be assessed on the following basis:

| | |
|--|-----------------|
| Problem identification and conceptualization of the Research Question | 5 marks |
| Review of Literature | 5 marks |
| Effort taken in collecting data | 5 marks |
| Innovative methods and techniques used | 5 marks |
| Analysis, Conclusion & Reporting | 5 marks |
| Total | <u>25 marks</u> |

Any proven case of plagiarism will warrant disqualification.

Semester IV

Credit:4

Paper – 2

Hr /wk: 5

**MSW 5404 DEVELOPMENT COMMUNICATION FOR SOCIAL
ADVOCACY Course Description:**

This course is important to all students getting trained in social work because effective communication is a basic necessity for any individual to make sense in this society. With the internet technology, the conventional means of communication which gives a world of opportunity for imaginations and freedom to interpret contexts takes a beating. It becomes all the more important to train students in various methods in the mainstream and alternate forms of communications. With this in mind the course on Development Communication for Social Advocacy aims at training the students with the following objectives

Objectives:

The course will take upon itself the task of opening up the realm of changes that had taken place recently in the concept of handling communication

Student shall acquire skills and enhance their capacities for effective communication, both in traditional style and in the newer unconventional ways of exchanging information

Part of training will make the student effective and articulate enough that he/she shall be made to convey or express ideas with ease, style, exuberance and comfort

The central theme however will be that the course shall make collective and concerted efforts to devise strategies for developing communication and application tools in both traditional and electronic formats that the learner will muster the craft for social work advocacy with fair competence.

Learning Outcome

The practical training and effort dwells on traditional, conventional and modern ways of dissemination of ideas, students with their enhanced capabilities of reading, writing, listening, comprehension and communication skills will be able to use folk art, mainstream print and visual media and street theatre for effectively advocating their views in community settings.

Unit I: Media and Mass Communication

Communication: Meaning, concept, significance and Types, Sociological aspects of Communication; Communication and Culture; Communications Models - Print, Visual and Electronic; Mass Communication: Meaning, Development and Scope; Mass Media - Meaning, Elements & Functions of Mass Media, Impact; Role of Mass Media in National Development, Limitations in the use of Mass Media in India.

Unit II Nuances of Mass Media on culture

Role & Performance: Mass Media & Cyber Media - Cultural approaches: Mass communication and multicultural nuances and its impact; Mainstream modes: Print and visual media - A critique on populist Genre in Print media, Television and Movie - Media Education, Media Research.

Unit III Need for Development Communication

Development - key concepts in development: Self reliance, dependence, cultural identity, decentralization, Modernization, first world and third world needs - Development Communication: Definitions- Roles of Development Communication - Philosophy - General differences from communication - goals of communication - difference between communication for development and development communication

Unit IV Alternative Media

Alternative media: Definition and usage, types, relevance; Group Media: Concept, manufacture and use of different media for a campaign - photos, posters, puppets, flash cards, street play, Electronic Media: strengths and limitations; internet as a tool for development;

Social networking: Face book, twitter, Blog, Websites and emails - Folk Media: Definition, types, problems faced in using folk media

UNIT IV Advocacy for Social Work Practice

Advocacy –Meaning, Definition, types; Social Advocacy: Meaning, Need, Process, Social advocacy and social change; Role of Social Worker in social advocacy; social activism: Communicating social emotions, needs and canalizing information;

Text Books:

Kumar, Keval 2004,Mass Communication in India. Mumbai: Jaico Publishing House.

Mody, Bella 1991,Designing Messages for Development Communication: An Audience Participation Based Approach. New Delhi: Sage Publications.

References:

Doctor, Aspie et al 1984,Basic study in Mass Communication. Mumbai: Seth Publishers.

Poster, Mark. 1991. Post Structuralism and communication. London. Polity press

Semester IV

Credit:4

Paper – 3

Hr/Wk:5

MSW 5542 MEDICAL SOCIAL WORK

Course Description

This course coming as a paper of specialization to the student who intends training in the field of Medical and Psychiatry aims at providing a concise but comprehensive opening to the medical settings. It will highlight and show the student the realm of medical social work with a special task of identifying the opportunities and spaces exclusively available for a trained social worker to be involved in augmenting the health care delivery in India and elsewhere. It would define the job role which is different from the physicians and medical doctors, and all those involved in routine Hospital and Public Administration.

Objectives:

To sensitize students about the significance of the novel and noble field of medical social work

To make the learner understand the psycho- social and economic implications of illness and the prospects and problems connected with health care delivery and services.

To provide an understanding on the medical setting in general and learn the functioning of the health care dispensations from the state and peoples perspective.

To train students understand the plight of the sick individual and pitch in to alleviate the anxiety and nervousness of the caring kin.

To appraise on the role and need of social worker that as trained hand he/she may act as perfect interface between the various constituent namely the patient, the supporting family, physician and supportive staff including the officials handling insurance that no one feels betrayed or panic in the insurgent situation

Learning Outcome:

A learner who completes the course is expected to be equipped to take his /her own cut and capitalize on by further training for engagement in any specialized avenue of the medical science.

Unit I:

Medical Social Work : Definition, Concept, Objectives, Nature, Need and Scope; Ethical Practices, Roles and Functions of a Medical Social Worker; Medical Sociology and its Relevance to Medical Social Work Practice. Practice of Social Work Methods in Hospital Settings: the Need and Importance in Working with Patients and Families, Scope and Limitations of Practice.

Unit II

Historical Development of Medical Social Work in India and Abroad; Difference between Disease, Illness and Sickness; Psychological, Social and Economic Implications of Illness and Concepts of Patient as a Person, Principles of Medical Social Work; Role of Social Worker as a Member of the Multi Disciplinary Team.

Unit III.

Role of the Medical Social Worker: Out-Patient Unit, In-Patient Unit, Intensive Care Unit, Neonatal Intensive Care Unit, Pediatric Ward, Maternity Ward, Family Planning Centre, ICTC, Orthopaedic Department, Cardiology Department, Blood Bank, Oncology Unit . Unit IV

Rehabilitation: Definition, Concept, Principles, And Process; Role of the Medical Social Worker In Rehabilitation Planning, Resource Mobilisation, and Follow-Up. Rehabilitation Units - Hansenorium, TB Sanatorium, Hospice, Palliative Care for Terminally Ill.

Unit V:

Ethical Challenges – Aids, Abortions, Euthanasia, Sterilization, Adoption of children, Ethical issues & poor patients, Ethical Issue of Examination of females, Use of new drugs on trial on

patients. Medico Legal Issues : Negligence, Professional In-competency, Organ Transplants, Personal Injury, Ethical issues in human experimentation, Sex Determination & genetic counselling, Medical Termination of Pregnancy Act, 1972

Text Books:

Bajpai P.K. (ed.) (1997), Social Work Perspectives in Health, Rawat Publications, Delhi.

Barlett H.M. (1961), Social Work Practice in the health field; National association of social workers, New York.

REFERENCE

Anderson R. & Bury M. (eds) (1988), Living with chronic illness – the experience of patients and their families, Unwin Hyman, London.

Crowley M.F., (1967), A New look at nutrition; Pitman Medical Publishing Co., Ltd., London.

Field M., (1963), Patients are people – A Medical – Social Approach to Prolonged illness; Columbia University Press, New York.

Gambrill. E. (1997), Delhi Social work in the 21st century, Pine forge press, New Delhi.

Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.

Semester IV**Credit:4*****Paper – 4******Hr/ wk: 5*****MSW 5434 PSYCHIATRIC SOCIAL WORK****Course Description**

The theme of the course is to stress upon the need and the dictum that stability of mind, thought and action is imperative to the well being of community and effective functioning of a healthy society. To help the students to gain a broader understanding and the working knowledge to specialize in the field of Mental health, various aspects of diet, habits, culture and practice that would determine the cognitive and emotional upkeep will be informed in the first part of the course while the major emphasis will go on the causes, effects, personal family and societal consequences of the consequences for emotional breakdown and mental disorders.

Objectives

To give the students an overview of the issues and challenges faced in dealing with Mental health status and related concepts and the community

To make learners understand the various factors that contribute to well being and healthy mental status of the individual and the community and spot the instances and conditions that pose threat and lead to mental health issues

To provide for an understanding on the community setting relating to the concept of mental health help the trainees acquire knowledge in mental disorders, stress and coping for moving towards holistic health.

To develop skills in identifying mental disorders and conflicts in emotional health and make the students realize their duties, responsibilities and role as social work personnel in the community and Psychiatric settings.

Learning Outcome:

Inputs given in the course will widen their understanding about the scope medical health setting and help them carve out specialized niche with focused job and career aspirations for a professional engagement. As competent social work specialists trained in psychiatric social setting, learners will be able to identify their responsibilities and duties that they would discharge in resorting the physical and mental health of the affected individuals during the rehabilitation and restoration process.

Unit I

Psychiatric Social Work: Definition, Scope and Concept, Historical Development in India, UK And USA, Methods of Social Work in the field of Psychiatry - Case Work, Group Work, And Community Organisation, Limitations And Difficulties Faced In Psychiatric Social Work Practice;

Unit II

Myths and misconception pertaining to mental illness in ancient, medieval and modern times; concepts of normality, abnormality and mental health; classification of mental illness: Diagnostic Statistical Manual (DSM) IV- TR ; International Classification Of Diseases (ICD 11);

Unit III

Psychiatric Assessment: Interviewing, Case History Taking with , Mental Status Examination; Diagnosis. Therapeutic Intervention in Psychiatric Illness: Psycho Social Education, Cognitive Therapy, Group Psychotherapy, Family Therapy, Marital Therapy: Scope And Types, Principles and Techniques, Clinical Hypnotherapy, ECT, Chemotherapy, Mega Vitamin Therapy; Occupational Therapy

Unit IV

Roles and functions of a psychiatric social worker with regards to the problems of patients and their families in: 1) psychiatric OPD'S 2) psychiatric specialty clinics 3) de-addiction centres, child guidance clinics; day care centers, half way homes, sheltered workshop and transitory homes

Unit V

Rehabilitation of psychiatric patients: role of the social worker in rehabilitation – principles, Process and models of psychiatric rehabilitation; role of the psychiatric social worker in team work. National Mental Health Programme; District Mental Health Programme.

Text Books:

Kaplan, H.I. Freedom A.M. and Sadock B.J. (1980) Diagnostic criterion from DSM-IV American psychiatric assn,

World Health Organization Geneva (1992) The ICD 10 Classification of Mental and Behavioural disorders. Clinical Description and Diagnostic Guidelines;Oxford University Press.

References:

Barker P. Child Psychiatry; Granada Publishing Ltd.

Bellack A.S. (1984) Schizophrenia, treatment Management in Adult BailliereTindall, London.

Berrios, G.E. & Dawson J.H. (1983) Treatment and Management in Adult BailliereTindall, London.

Child Mental Health – Proceedings of the Indo – US Symposium, NIMHANS and ADAMHA

Comprehensive Textbook of Psychiatry, (third ed.) vols. 1,2&3; Williams and Wilkins, Baltimore / London.

Anand K K, (1996) Hospital Management: a new perspective, New Delhi,Vikas Publishing House.

Desai VA, (1985) Hospital Administration, Miraj, Wanless Hospital.

Francis CM (1995) Hospital Administration, New Delhi, Jaypee Brothers.

Goel SL (1981) Health care Administration – A text Book, New Delhi,Sterling Publishing House.

Semester IV

Credit:4

Paper – 5

Hr/Wk: 5

MSW 5436 HOSPITAL ADMINISTRATION**Course Description**

With medical tourism and Hospital Management emerging as contemporary avenues of interest in the market world that has only virtual boundaries, social workers and social work professionals cannot simply brush aside the stark truth and be complacent without addressing its impact on the multifarious dimensions of life. Though courses covered in the MA social work curriculum alludes to certain community and social issues that comes as package with liberalization, privatization and globalization, a curriculum that had leaning with medical and psychiatry specialization cannot remain mute by not making discourse on Hospital Administration, and hence this course.

Objectives:

To educate students on the need of dealing with diseases and health disorder in Hospital settings and teach them fundamental concepts of setting up and managing a hospital

To provide a wider panoramic view on hospital organization and the health services rendered through well managed hospital administration.

To help the students in learning about various Hospital departments and the direct and axillary services offered through them.

To inform students about the administrative procedures, record keeping and service references made by and through hospital.

To entrain students in gaining foothold in ensuring that Quality Assurance in Hospitals is not sacrificed or dealt with a skewed and lopsided approaches.

Learning Outcome

The student on completion of the course will becoming an able hospital administrator as he/she would have been adequately informed about the Intricacies involved in establishing, heading and governing the hospital and departments transcending the space and time barriers. With the rounded inference drawn on hospital administration the gradating student can be instantly hired and absorbed discharge duties in other specialized medical social work settings too.

Unit I

Hospitals: Concept, Services and Functions, History and Evolution of Hospitals, Hospital Administration: Meaning, Nature, Scope and Principles

Unit II

Types of Hospitals: Government., Private, Single/ Super Specialty, Trust, Nursing Homes, Profit & Non Profit Hospitals, Public Private Partnership in Health Care . Role of Hospital Administrator towards: Patient, Hospital Organization, Community

Unit III

Support and Auxillary Services: Pharmaceutical Services, Laundry, Laboratory and X- Ray , Nursing Services, Diet Management Service, Stores, Registration and Indoor Case Records, Transport, Martuary

Unit IV

Human Resources Planning and management,: Planning, Organizing, Staffing, Directing, Controlling , Co ordinating, Patient Management, Patient Satisfaction and Accountability, Human Resource Information System, Hospital Information System

Unit V

Policies and Programmes : National Health Policy : GoI, 1983 & 2002, NRHM & Major Health Programmes in India, Legislations in India governing Health Care

Text Books:

Desai VA, (1985) Hospital Administration, Miraj, Wanless Hospital.

Goyal,RC (2006) Hospital Administration and Human Resource Management, New Delhi, Prentice Hall India

References:

Anand K K, (1996) Hospital Management: a new perspective, New Delhi, Vikas Publishing House.

Benjamin Rober-t, etal 1983, Hospital Administration Desk Book Newjerky Prentice hall

Davies r lawelyn eta -1966, Hospital planning & administration Geneva WHO

Francis CM (1995) Hospital Administration, New Delhi, Jaypee Brothers.

Goel SL (1981) Health Care Administration – A Text book, New Delhi, Sterling Publishing House.

Rabick& Jonathan etal 1983, Hospital Organization and Management London Spectrum Publishers.

WHO Expert Committee 1975, Role of Hospital in programme of Community health protection WHO technical Report service.

Semester IV**Credit: 4****Paper - 6****Hr /wk: 5****MSW 5438 BLOCK PLACEMENT FOR MEDICAL AND PSYCHIATRIC SOCIAL
WORK II – FIELD WORK****Course Description:**

As the integral part of social work training that slates the students in actual field setting alongside of the cognitive training that he/ she receives as part of course work, this course aims at enabling the students to understand the various components of the specialization settings and develops skills and competencies required for effective Social Work interventions at different.

Course Objective:

To augment the classroom learning with the life experiences gained through the assistance of the agency to which the student is allotted.

To make the student familiarize with Vision, Mission, System, Processes and Objectives of the professional field work Organizations to which he/she is attached.

To develop *Analytical and Assessment Skills* of Social Problems at the level of Individual, Group and Community in Industry/ NGO/ Hospital settings.

To infuse rigor in the habit of self learning, reflections and learning through experiences

To entrain in *Documentation Skills* to ensure continuity of Service and Growth of Professional Competence in the practice of Social Work methods.

To prepare the student to actively and independently engage in action research in accompaniment of his project work.

Methodology

This will be done by identifying the appropriate agency that would provide space for the student to transact work with the professional understanding and competency. The course coordinator and the faculty team will decide upon the selection of agencies that would offer training. Actual training comprises of work put in by the student for a 30 days in accordance with the prescription of the attached agency.

The assigned student is expected to gather a comprehensive idea on: Expanse of Illness and Disabilities; Care for challenged; Palliative care; Psychiatric Social Work; Intervention & Treatment on psychiatry; Therapeutic Intervention; Mental Health Care Services; Psychiatric Rehabilitation in context of Family & Community settings.

Specialization:

Medical and Psychiatry

Course Requirement and Evaluation:

50% of the marks will be allotted for continuous assessment.

Regularity in attendance, keenness to participate, readiness to learn, development of required skill, ability to conceptualize and acquisition will be tested

The functional knowledge will be evaluated on the basis of process reports, observational reports and participatory evaluation by the faculty.

A viva voce will be conducted at the end of the semester by a committee of which one is an external member. Performance in the viva will be evaluated for 25%.

Continuous Assessment:

| | |
|--------------------------|-----------------|
| Regularity of Attendance | 15 marks |
| General Participation | 10 marks |
| Skills and Competencies | 15 marks |
| Written Reports | 25 marks |
| Individual Presentation | 10 marks |
| Total | 75 marks |

VIVA VOCE

| | |
|----------------------|-----------------|
| Conceptualization | marks |
| Working Knowledge | marks |
| Problem Solving | marks |
| Ability Consolidated | marks |
| Report Total | 25 marks |

Semester IV**Credit:4****Paper - 3****Hr /wk: 5****MSW 5452 SOCIAL EXCLUSION AND INCLUSION IN INDIA****COURSE DESCRIPTION:**

This course aims at helping the students to contextualize the major human mess in postmodern society, in terms of marginalization and exclusion in forms of prejudice, discrimination and oppression in the society in India and in many parts of the world in different ways.

COURSE OBJECTIVES:

To make students understand that the concept of ‘Social Exclusion, Inclusion and Marginalization’ is matter of concern inflicted upon the society.

To acquaint the students with the idea that different excluded groups of India are affected on developmental activities.

To inculcate critical understanding of inclusive policies in India.

COURSE OUTCOME:

After completion of this course the student will get proper understanding of marginalization and exclusion of individuals and groups that they shall willfully modestly support and participate in the intervention program to address these problems.

Unit-I Meaning and Reality of Social Exclusion

Social Exclusion: Meaning, Definition, Need, Forms of social exclusion (Caste, class, religion, race and gender, ethnic groups, disability, Migrants and Refugees);

History of social exclusion - Consequences of social exclusion - Social exclusion in context of Globalization, Liberalization, and Privatization. Social Inclusion: Meaning, Definition, Need and Scope.

UNIT II: Caste Class Structure in India

Defining Caste and class in India – Caste power matrix – Impact of caste discourses - Intolerance, prejudice, discrimination, neglect, alienation, exclusion, domination and oppression. politics of caste and class in Tamil Nadu and India. Religion and religious sects as instruments of discrimination and oppression - Complexity of Post-Modern casteist discourse in India.

Unit III Discourse on Marginalization

Understanding Marginalization – Factors contributing Marginalization – Vulnerable sections: Gender constructs - Political economy and status of women - Gender bias - Feminist discourse; Children: Physical, Mental and Health– Child Abuse; Elders: alienation and neglect of Elders – Elder abuse; Sexual Minorities: LGBTQ - Identity needs and their Rights; Religious Minorities: Meanings and dimensions of Minorities. Constitutional safeguards for religious minorities.

UNIT IV Constitutional Obligations

Scheduled Tribe: Major problems of Scheduled tribe in India. Constitutional safeguards to scheduled tribes, Development and welfare programme for Scheduled tribe. Contemporary approaches to Tribal Development - Role of NGOs. **Schedule Caste:** Social Reforms relating to Scheduled caste, constitutional safeguards to scheduled castes, Contemporary Dalit movements, Role of NGOs - Development and welfare programme for Scheduled caste.

UNIT V Social Movements of the Marginalized - Case Studies

Dalits of India: Jyotirao Phule, Ambedkar and Gandhi. The South American Campaign for Civil Rights - Campaign against the Apartheid - Women's liberation movements in India – pre and post independent initiatives. Selected Case studies: Afghanistan, India, Sri Lanka, Middle East, Eastern Europe and Northern Ireland (Not for examinations).

Text Books:

Sharma, K. L (1998) Social Stratification in India, Rawat Publications, Jaipur.

Thorat S.K.: Caste exclusion/ Discrimination and deprivation: The situation of Dalit in India Concept paper for DFID Delhi.

Barai Beteil A (1997), Caste: Old and New, Rawat Publication, Jaipur.

References

Ghurye, G.S. 2000. Caste and Race in India, Bombay. Popular Prakashan

Sem A: 'Social exclusion: Concept application and scrutiny, Asian Development Bank, 2003

Omvedt, G (1994), Dalits and the Democratic Revolution, Sage Publication, New Delhi.

Shah. G (1990), Social Movements in India, Sage Publications, New Delhi.

Beteille, A (1992) The Backward Classes in Contemporary India, Oxford University Press, New Delhi.

Shah, G (2000) Dalit and the State, Sage Publications, New Delhi

Semester IV

Credit:4

*Paper - 4**Hr /wk: 5***MSW 5454 URBAN COMMUNITY DEVELOPMENT IN INDIA****COURSE DESCRIPTION**

This course on the urban community development is planned impute the concept of urbanization, Urbanism, and Urban Community Development. It helps the student to understand the unban context and theories of urbanization equal thrust. Students will be made to understand the responsibility and participation of the state in civil society engagement.

OBJECTIVES:

To provide understanding urban communities, consciousness of city dwellers on urban planning and development.

To make student develop sensitivity and commitment to the rights of vulnerable groups in urban communities.

To promote skills necessary for community development for every student of development management to work in urban settings.

LEARNING OUTCOME

On acquiring the functional knowledge on various aspects, the learner of this course and the program will know the lagging urban community development and urban development that he/she shall pitch into be social work advisor who can run the show on his/her own

UNIT-I Urbanization

Urbanization: Concept – Characteristics - Urbanization and Economic Development- Urbanization and Industrialization- Trends in urbanization process -**Urbanism:** Meaning and Characteristics - Theories of Urbanization – Concentric zone theory – Sector Theory – Multi-Nucleus theory.

UNIT II Urban Determinants

Urbanization and social problems – Urban Social problems: Environment protection – Air, Water, Soil, Noise Pollution –Crime – Accidents – Prostitution; Slums: Definition – Causes – Characteristics – Socio-Psychological Issues of Slum Dwellers; Unorganized/Informal sectors: concept,- characteristics; Migration – Concepts, causes, types and theories.

UNIT-III Urban Community Development

Urban Community Development: Definition, Objectives and Historical context, Principles, Process and methods of Urban Community Development; Urban Development Administration:

National, state and local levels; Structure and functions of Urban Development Agencies; Role of Community Development Worker: Application of Social Work method in Urban Development

UNIT IV Urban Community Development Programmes

Urban Community Development Programmes: Five year Plans and Urban Development, Urban Development Policy, Slum Clearance Board: Structure, Functions, Programmes of Slum Clearance Board, Slum Clearance Act, Housing Board-Housing and Urban Development Corporation (HUDCO), Problems in Implementation of Urban Community Development Programmes.

UNIT V People's participation

People's participation: Concept, importance, scope and problems - Social action and advocacy in urban development, Civil society organizations and initiatives for urban community development - Case studies of best practices - Delhi project – Baroda project – Jamsedpur project – Neiveli Township model.

Text Books:

Sandhu, R.S (ed.) 2003 Urbanization in India: Sociological Contribution. New Delhi: Sage Publications

References:

- Asthana M. and Ali, Sabir, 2003, Urban Poverty in India, Mittal Publication, New Delhi.
- Muttagi P.K. 1989 , Urban Development. Bombay: Tata institute of Social sciences.
- Nagpal, H. 1994 Modernization and Urbanization in India. Jaipur: Rawat Publications
- Singh, A. M. & A. De Souza, 1990. Then Urban Poor Slum and Pavement Dwellers in the Major Cities of India, Manohar Publication, New Delhi,
- Thakur, B. (ed.) 2005 Urban and Regional Development in India: Vol I New Delhi: Concept Publishing Company.

Semester IV**Credit:4****Paper - 5****Hr /wk: 5****MSW 5456 - ECOLOGICAL PERSPECTIVES AND SOCIAL WORK
INTERVENTION****COURSE DESCRIPTION:**

This course aims at facilitating the students to understand the qualitative and quantitative constructs of development, more precisely the sustainable development initiative, and work out models that would minimally impact ecology and environment to fetch admirable progress and advancement in meeting the developmental needs of the community and India.

COURSE OBJECTIVES:

To make students gain insight about environmental problems and challenges in the global and national context

To fetch them ideas to develop a critical understanding and evaluation of environmental policies, legislations and programmes

To facilitate an understanding on strategies and approaches of green development and environment management

To enable the students to conceive ecologically sound, organic models of development with a balanced perspective

COURSE OUTCOME:

On learning and assimilating ideas from this course, students would have developed balanced perspectives that they would strive to adapt green technology for development and eco friendly approaches to pursue life and development of skills in social work intervention in the protection and promotion of people, especially the weaker ones, and the environment alike.

UNIT I Composites of Environment

Ecology and Environment: Meaning, Definitions and approaches; Society and Environment, Development and environment, Environmental degradation: Causes and consequences. Sustainability issues: Implications for livelihood security and community well-being: impact on women, poor, marginalized groups and indigenous people.

UNIT II Contemporary Indian Environmental Concerns (Case Studies)

Environmental problems in India - Status of India's land, water, air, forests-Development related issues: Dams and Displacement of people - Forest lands, and indigenous people -

changing land using pattern- unplanned urban growth, - Fuel and Energy needs – Nuclear technology. Global environmental issues: Climate Change, Greenhouse Effects and Carbon Footprint.

UNIT III Environmental Movement

Movements in India: Bishnoi movement, CHIPKO, APIKO, NBA, Silent Valley, Jungle Bachao Andholan, Tehri Dam Project, International Scenario - environmental agreements and WTO concerns.

UNIT IV Environment Action and Management

Environment preservation – Ministry of Environmental conservation and Forestry, Environmental Legislation- needs and importance; Environmental Justice, Eco Tourism and Eco Feminism. Environment Management: Waste Management and recycling – Sustainable development: need and importance.

UNIT V Social Work Intervention: Role of Social Workers in Environmental Protection and Development. Application of Social Work methods in creating awareness on various Environmental Issues – Civic and NGO Responsibilities.

Text Books:

Coates, J. 2004, *Ecology & Social Work: Towards a New Paradigm*. New York: Paul & Company Public Consortium.

Shiva, Vandana. 1993. *Ecofeminism*. New Delhi.

Reference:

Alvares, Claude. 1992. *Science Development and Violence*. New Delhi. Oxford University Press.

Gadgil, M. & Guha, R., 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.

Gadgil, M. & Guha, R. 1995, *Ecology & Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge

Nandy, Ashish. 1988. *Science, Hegemony, and Violence*. Oxford University Press.

Semester IV

Credit: 4

Paper - 6

Hr /wk: 5

**MSW 5458 BLOCK PLACEMENT FOR DEVELOPMENT MANAGEMENT II –
FIELD WORK****Course Description:**

As the integral part of social work training that slates the students in actual field setting alongside of the cognitive training that he/ she receives as part of course work, this course aims at enabling the students to understand the various components of the specialization settings and develops skills and competencies required for effective Social Work interventions at different.

Course Objective:

To augment the classroom learning with the life experiences gained through the assistance of agency to which the student is allotted.

To make the student familiarize with Vision, Mission, System, Processes and Objectives of the professional field work Organizations to which he/she is attached.

To Develop Analytical and Assessment Skills of Social Problems at the level of Individual, Group and Community in Industry/ NGO/ Hospital settings.

To infuse rigor in the habit of self learning, reflections and learning through experiences

To develop Documentation Skills to ensure continuity of Service and Growth of Professional Competence in the practice of Social Work methods.

To prepare the student to actively and independently engage in action research in accompaniment of his project work.

Methodology

This will be done by identifying the appropriate agency that would provide space for the student to transact work with the professional understanding and competency. The course coordinator and the faculty team will decide upon the selection of agencies that would offer training. Actual training comprises of work put in by the student for a 30 day continuous placement in accordance with the prescription of the attached agency.

The assigned student is expected to gather a comprehensive idea on:

Forms of social exclusion and Discrimination Consequences of social exclusion on Indian society - Dimensions of Social exclusion in context of Globalization, Liberalization, and Privatization context. Factors contributing Marginalization Role of NGOs - Development and

welfare programme for Scheduled caste / Tribe State & status of India's land, water, air, forests
Environmental degradation: Causes and Consequences State and the Environment
preservation (strategies

Specialization:

Development Management

Course Requirement and Evaluation:

50% of the marks will be allotted for continuous assessment.

Regularity in attendance, keenness to participate, readiness to learn, development of required skill, ability to conceptualize and acquisition will be tested

The functional knowledge will be evaluated on the basis of process reports, observational reports and participatory evaluation by the faculty.

A viva voce will be conducted at the end of the semester by a committee of which one is an external member. Performance in the viva will be evaluated for 25%.

Continuous Assessment:

| | |
|--------------------------|-----------------|
| Regularity of Attendance | marks |
| General Participation | marks |
| Skills and Competencies | marks |
| Written Reports | marks |
| Individual Presentation | marks |
| Total | 75 marks |

VIVA VOCE

| | |
|-------------------------|-----------------|
| Conceptualization | marks |
| Working Knowledge | marks |
| Problem Solving Ability | marks |
| Consolidated Report | marks |
| Total | 25 marks |

Semester IV**Credit: 4****Paper - 3****Hr /wk: 5****MSW 5472 HUMAN RESOURCE MANAGEMENT - II****Course Description:**

The purpose of this course is to look at the theme of Human Resource Development (HRD) from a system point of view, working out strategies to improve human resources with a sociological perspective that ensures organizational effectiveness and deal with issues of stress, conflicts and performance through appropriate models.

Objectives

To assist the students to acquire Knowledge as well as local and global perspective on Human Relations, Training and Development

To sensitize the learner to look at the ways and means to adopt suitable attitudes that push for practice of HRD

To help the students see the need for acquiring appropriate skills in this regard.

Learning Outcome:

Acquiring adequate knowledge over the basic concepts of HRD, students complete this course would have been acquainted with the recent trends in Human Resource Development, that as trained hands they would be readily employable in the various work /job settings.

Unit – I Philosophy of HRD

Introduction to the concept and philosophy of HRD- Meaning, Definition, Scope. Importance and comparison of traditional personnel management and HRD; Elements of HRD –Training, Development and Education; Human Resource System Designing, Principles in designing HRD system - HRD at different levels- HRD in Indian Industries

Unit – II Training Methods

Various approaches in training;Analyzing Training Needs – Identifying performance gaps and building performance measures; Choosing training methods and estimating training costs; Implementation of Training programmes; Training Evaluation – Internal and External evaluation, Kirkpatrick's 4 levels of evaluation model.

Unit – III Employee Development

Concept of Employee empowerment, Employee Development and Managerial Development;Employee participation, capacity building and competency building- Quality management as Development tool.Building Conducive Organizational Climate for Development.

Unit IV-HRD Activities

Employee development activities- Approaches: employee development, Mentoring, leadership development, action learning, assessment and development centres; Intellectual capital and HRD; HRD practices in government organisations, manufacturing and service industries.

Unit – V Organization Effectiveness & HRD

HRD climate – organizational culture facilitating Learning and development- HRD implementation: strategies and issues. Pre-requisites for successful HRD programmes. Responsive Learning Organizations - HRD experiences in India Emerging trends and perspectives: case studies.

Text Books:

Craich Robert, L. (1987), Training and Development - Hand book, McGraw Hill. Pub., New Delhi.

Rao T.V. (1990), HRD Missionary, Oxford & IBH, New Delhi. Agarwal Yash, 1988, Education and HRD (Emerging challenges in the regional context), Common Welth Pub., New Delhi.

REFERENCES

Jeya, Gopal, R. (1993), Human Resource Development - connectional analysis and strategies, sterling pub., New Delhi.

Puranik M.V. (1988), Human Resource Development in research and development organisation, Rawat Pub., Jaipur

Richard A. Swanson and Elwood F. Holton, 2008, Foundations of Human Resource Development, Berrett-Koehler Publishers

Sing P.N. (1993), Developing and managing Human Resources, Scuhandra pub. , Bombay

Semester IV**Credit:4****Paper - 4****Hr/ Wk: 5****MSW 5474 ORGANIZATION CHANGE & DEVELOPMENT****Course Description**

This paper defines Organization Change and Organization Development, discusses its importance and takes into consideration the Techniques and Applications of OD. It also includes discussions on Organization change related to OD Interventions that would provide for guiding a Planned Change.

Objectives

To familiarizing students with theory and practice of OD and helping them to learn OD as a viable strategy for changing improving organizational effectiveness

To inform learners the learning to use OD for enhancing the quality of life for organizational members

To making them aware of various interventions and applied behavioral science tools and Techniques

To project to students the understanding of organization change that will help them get trained with global perspective for work around the world

Learning Outcome

On successful completion of this course will enable the student the knowledge and strategies of application of OD techniques in various sectors in context of contemporary changing factors in organization.

UNIT I: Organizational Change

Organizational Change: Concept and Meaning, Significance; Environmental Analysis, Implications of Change; Types of change; resistance to change.

UNIT II: Models and Process

Models and process of Organizational Change: Force-Field Analysis, Process Consultation, Normative Re-Educative Strategy, Parallel Learning Structures, Implementing change and evaluating change process; Managing Change;

UNIT III: Organizational Development (OD)

OD: concept, definition, scope, Evolution of OD; OD as an applied behavioural science; OD Interventions; Role of top management and organization development practitioners. Change agents- Role, skills and styles of change agents; Relation with the client system; Designing interventions; Evaluating and institutionalizing interventions; practice of Organizational Development in India and other developed and developing countries.

UNIT IV: Organizational Development Techniques

Group Focused techniques: Survey Feedback, Management by Objective (MBO), Product and Service Quality Programs, team building Individual Focused techniques: Skills training, Leadership training & development, Executive coaching, Role negotiation, Job redesign, Career planning;

UNIT V: Applications of OD

OD in Health Care Organizations, Family Owned Organizations, Educational Institutions, Public Sector Organizations and future directions in OD; Management Development: Definition, elements of formal and informal management development, models, types.

Text Books:

Ramnarayan S., T. V. Rao and K. Singh (1998): Organization Development, Response Books;

French, W.L. and Bell, Jr. C.H.: Organizational Development, 6th ed, PHI, N. Delhi.

References:

Brown D.R. and D. Harvey: An Experiential Approach to Organization Development, 7th ed, Pearson-Education, N. Delhi.

Cummings T.G. and C.G. Worley; Organization Development and Change, 5th ed, Fred, Luthans (1998), Organizational Behavior, Singapore, McGraw Hill Book Com.

John W. Newstrom & Davis, Keith (2002), Organizational Behavior, New Delhi, Tata McGraw Hill –Hill

Mumford, Alan 1993 - Management Development: Strategies for Action, the Eastern Press, Brittain.

Paton, Robert A. & McCalman, James 2000 - Change Management, Response Books, Chennai.

Rothwell, W. & Sullivan, R. 2005. Practicing Organizational Development

Semester IV

Credit: 4

Paper – 5

Hr/ Wk: 5

MSW 5476 EMPLOYEE COMPENSATION AND ADMINISTRATION**Course Description:**

The purpose of this course is to provide in-depth knowledge about Employee's Compensation and Administration and to perceive and develop the skills appropriate to the field practices to bring out the importance and execution of Compensation management for organizational productivity.

Objectives

To help students build a base knowledge appropriate to Employee Compensation and Administration

To enable the students to perceive and develop the skills and techniques required for the successful execution of Employee's Compensation and Administration

To assist them to perceive develop the skills appropriate to the field practices

Outcome:

The completion of this course secures knowledge about the types, nature and the impact of Employee's Compensation and Administration. The student will have gained insights about the processes and methods of Employee's Compensation and Administration

UNIT I

Employee Compensation: Concept and Significance; Wage Concepts: Wage , Salary , Minimum Wage, Living Wage, Need-Based Minimum Wage, Nominal Wage and Real wage; Wage policy in India ; Theories of wages.

UNIT II

Wage Administration: Principles, Factors influencing Wage Fixation and Methods; Role of Wage Differentials: Occupational, Skill, Gender, Inter-Industry, Regional and Sectional.

UNIT III

Wage Fixation Mechanisms: Statutory Wage fixation, Wage Boards, Collective Bargaining, Adjudication, Pay Commission; Wage Fixation in Public Sector.

UNIT IV

Incentives : Principles and procedures for installing sound incentive system; Types of Wage Incentive System; Wage Incentive Schemes in India; working of incentive schemes; Linking wage with productivity; Fringe Benefits: Concepts and Types.

UNIT V

Wage and Salary policies in Organization; Role of HR Department in Wage and Salary Administration; Managerial compensation: Perquisites and special Features; Recent trends in managerial compensation in Indian Organizations and MNCs.

Text Books:

Kanchan Bhatia (2008), Compensation Management, Himalaya Publishing House K.N.
Subramarniam (1971) , Wages in India, McGraw - Hill Publishing Company Limited

References:

Milkovich, George T., Jerry M. Newman, and Carolyn Milkovich
(2008), *Compensation*, McGraw-Hill/Irwin,.Boston
P.R.N. Sinha (1972), Wage Determination in India, Asia Publishing House
Pramod Verma (1987), Labour Economics and Industrial Relations, Tata McGraw-Hill 6.

Semester IV

Credit: 4

Paper - 6

Hr/ Wk: 5

**MSW 5478 BLOCK PLACEMENT FOR HUMAN RESOURCE MANAGEMENT II –
FIELD WORK**

Course Description:

As the integral part of social work training that slates the student in actual field setting alongside of the cognitive training that he/ she receives as part of course work, this course aims at enabling the students to understand the various components of the specialization settings and develops skills and competencies required for effective Social Work interventions at different.

Course Objective:

- To augment the classroom learning with the life experiences gained through the assistance of agency to which the student is allotted.
- To make the student familiarize with Vision, Mission, System, Processes and Objectives of the professional field work Organizations to which he/she is attached.
- To Develop Analytical and Assessment Skills of Social Problems at the level of Individual, Group and Community in Industry/ NGO/ Hospital settings.
- To infuse rigor in the habit of self learning, reflections and learning through experiences
- To develop Documentation Skills to ensure continuity of Service and Growth of Professional Competence in the practice of Social Work methods.
- To prepare the student to actively and independently engage in action research in accompaniment of his project work.

Methodology

This will be done by identifying the appropriate agency that would provide space for the student to transact work with the professional understanding and competency. The course coordinator and the faculty team will decide upon the selection of agencies that would offer training. Actual training comprises of work put in by the student for 30 day continuous placement in accordance with the prescription of the attached agency.

The assigned student is expected to gather a comprehensive idea on:

HRD programmes HRD at different levels; areas of HRD; HR Information System - Essential qualities of human relations in work place training effectiveness, evaluation of training methodology dealing with stress and performance- implementation of Japanese Style of Management-5S, Kaizen and Six Sigma - Occupational hazards social work at workplace environment.

Specialization:

Human Resource Management

Course Requirement and Evaluation:

50% of the marks will be allotted for continuous assessment.

Regularity in attendance, keenness to participate, readiness to learn, development of required skill, ability to conceptualize and acquisition will be tested

The functional knowledge will be evaluated on the basis of process reports, observational reports and participatory evaluation by the faculty.

A viva voce will be conducted at the end of the semester by a committee of which one is an external member. Performance in the viva will be evaluated for 25%.

Continuous Assessment:

| | |
|--------------------------|-----------------|
| Regularity of Attendance | 15 marks |
| General Participation | 10 marks |
| Skills and Competencies | 15 marks |
| Written Reports | 25 marks |
| Individual Presentation | 10 marks |
| Total | 75 marks |

VIVA VOCE

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POSTGRADUATE DEPARTMENT OF SOCIAL WORK

*(Specialization in Human Resources Management, Development Management and Medical
and Psychiatric Social Work)*

w.e.f. 2020-2021

| Course Code | COURSE TITLE | HRS/WK | Credits | Marks |
|---|---|--------|---------|-------|
| SEMESTER I | | | | |
| MSW 4411 | Fundamentals of Professional Social Work | 6 | 4 | 80 |
| MSW 4413 | Sociology for Social Work | 5 | 4 | 80 |
| MSW 4415 | Psychology for Social work | 5 | 4 | 80 |
| MSW 4417 | Social Policy, Legislation and Welfare Administration | 5 | 4 | 80 |
| MSW 4209 | Life Skill Education | 4 | 2 | 40 |
| MSW 4519 | Field work – Observation Visits | 5 | 3 | 60 |
| SEMESTER II | | | | |
| MSW 4412 | Social Case Work Practice | 5 | 4 | 80 |
| MSW 4414 | Social Group work Practice | 5 | 4 | 80 |
| MSW 4416 | Community Organization and Social Action | 5 | 4 | 80 |
| MSW 4418 | Social Research and Statistics | 6 | 4 | 80 |
| MSW 4210 | IT Skills for Social Work | 4 | 2 | 40 |
| MSW 4520 | Preparatory Field Work – Block Placement | 5 | 3 | 60 |
| SEMESTER III | | | | |
| MSW 5411 | Criminal Justice and Social Work Practice (Common Paper 1) | 5 | 4 | 80 |
| MSW 5413 | Disaster Management and Social Work Intervention (Common Paper 2) | 5 | 4 | 80 |
| Specialization - I : MEDICAL AND PSYCHIATRIC SOCIAL WORK | | | | |
| MSW 5421 | Health and Health Care Systems | 5 | 4 | 80 |
| MSW 5423 | Mental Health & Social Work Intervention | 5 | 4 | 80 |
| MSW 5425 | Disability Management | 5 | 4 | 80 |
| MSW 5427 | Field Work for Medical & Psychiatry -I (Block Placement) | 5 | 4 | 80 |
| Specialization - II :DEVELOPMENT MANAGEMENT | | | | |
| MSW 5441 | Rural Development in India | 5 | 4 | 80 |
| MSW 5443 | Livelihood and Social Enterprises | 5 | 4 | 80 |
| MSW 5445 | NGO Management | 5 | 4 | 80 |
| MSW 5447 | Field Work for Development Management -I (Block Placement) | 5 | 4 | 80 |

| Course Code | COURSE TITLE | HRS/WK | Credits | Marks |
|--|--|--------|---------|-------|
| Specialization - III :HUMAN RESOURCE MANAGEMENT | | | | |
| MSW 5461 | Fundamentals in Human Resource Management | 5 | 4 | 80 |
| MSW 5463 | Industrial Relations and Labour Legislations | 5 | 4 | 80 |
| MSW 5465 | Organization Behaviour | 5 | 4 | 80 |
| MSW 5467 | Field Work for Human Resource Management -I (Block Placement) | 5 | 4 | 80 |
| SEMESTER IV | | | | |
| MSW 5412 | Project | 5 | 4 | 80 |
| MSW 5414 | Media and Social Work | 5 | 4 | 80 |
| Specialization - I :MEDICAL AND PSYCHIATRIC SOCIAL WORK | | | | |
| MSW 5422 | Medical Social Work | 5 | 4 | 80 |
| MSW 5424 | Psychiatric Social Work | 5 | 4 | 80 |
| MSW 54256 | Hospital Management | 5 | 4 | 80 |
| MSW 5428 | Field Work for Medical & Psychiatry -II (Block Placement) | 5 | 4 | 80 |
| Specialization - II :DEVELOPMENT MANAGEMENT | | | | |
| MSW 5442 | Social Exclusion and Inclusion In India | 5 | 4 | 80 |
| MSW 5444 | Urban Community Development In India | 5 | 4 | 80 |
| MSW 5446 | Environmental Social Work | 5 | 4 | 80 |
| MSW 5448 | Field Work for Development Management - II (Block Placement) | 5 | 4 | 80 |
| Specialization - III :HUMAN RESOURCE MANAGEMENT | | | | |
| MSW 5462 | Human Resource Development | 5 | 4 | 80 |
| MSW 5464 | Organization Change & Development | 5 | 4 | 80 |
| MSW 5466 | Employee Compensation and Wage Administration | 5 | 4 | 80 |
| MSW 5468 | Field Work for Human Resource Management -II (Block Placement) | 5 | 4 | 80 |

Value Added Courses

| Semester | Course No. | COURSE TITLE | Hrs/wk | Credits | Marks |
|------------|------------|------------------------------|--------|---------|-------|
| Semester 1 | MSW 421V | Basic Counselling | 2 | 2 | |
| Semester 2 | MSW 422V | Advance Counselling | 2 | 2 | |
| Semester 3 | MSW 521V | Tribal Community Development | 2 | 2 | |
| Semester 4 | MSW 522V | Employability Skills | 2 | 2 | |

Program Specific Outcome

PSO1: Recall and recognize the meaning, principles and methods of social work and its application in the society. *[Social Work Domain Knowledge]*

PSO2: Apply the meaning, principles and methods of social work in the fields of Human Resource Management, Development Management and medical and Psychiatric Social Work. *[Problem Analysis]*

PSO3: Apply various legislations and policies in terms of social welfare and social security. *[Application]*

PSO4: Interpret and translate the use of social work professional methods to extend the skills, tactics and application for societal development. *[Cognitive]*

PSO5: Employ and execute real time remedial measures to the societal need using acquired social work knowledge. *[Demonstration]*

PSO6: Apply ethical principles and commit to professional ethics, values, responsibilities and norms of social work practice. *[Ethics]*

PSO7: Compare and incorporate the acquired social work skills and techniques in the fields of social work with support of Value Add on Courses. *[Skills and competencies]*

PSO8: Generate new ideas and skills to do independent research through synthesis and analysis of data, enumerate recommendations and demonstrate scholarly writing with presentations skills. *[Research]*

PSO9: Transform creative knowledge, skills, values and ability towards sustainable development for Nation building. *[Sustainable development]*

PSO10: Articulate social consciousness about positive and conducive social processes and to be vigilant towards destructive and negative social processes as a professionally trained social worker. *[Lifelong learning]*

Mapping of Program Specific Outcomes (PSOs) with Program Outcomes (POs)

| POs PSOs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| PSO1 | √ | √ | √ | √ | | | √ | √ | √ | √ |
| PSO2 | √ | √ | √ | √ | √ | | | √ | √ | √ |
| PSO3 | √ | √ | | √ | √ | | √ | √ | | √ |
| PSO4 | √ | √ | | √ | | | | √ | √ | √ |
| PSO5 | √ | √ | √ | √ | √ | √ | | √ | √ | √ |
| PSO6 | √ | √ | | | | | √ | √ | √ | √ |
| PSO7 | √ | √ | √ | √ | | √ | | √ | √ | |
| PSO8 | √ | √ | √ | √ | | √ | √ | | √ | |
| PSO9 | √ | √ | √ | | √ | √ | | √ | √ | √ |
| PSO10 | √ | √ | √ | √ | √ | | | √ | √ | √ |

Mapping of Program Specific Outcomes (PSO)with Courses

| PSO Course Code | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 | PSO8 | PSO9 | PSO10 |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| SEMESTER I | | | | | | | | | | |
| MSW 4411 | √ | | | √ | √ | | √ | √ | √ | √ |
| MSW 4413 | √ | | | √ | √ | √ | √ | √ | | √ |
| MSW 4415 | √ | | | √ | √ | | √ | √ | √ | √ |
| MSW 4417 | √ | | | √ | √ | √ | √ | | √ | √ |
| MSW 4209 | | | | √ | √ | √ | √ | √ | √ | √ |
| MSW 4519 | | | | √ | √ | √ | √ | √ | √ | √ |
| SEMESTER II | | | | | | | | | | |
| MSW 4412 | √ | | | √ | √ | √ | | √ | √ | √ |
| MSW 4414 | √ | | | √ | √ | √ | √ | | √ | √ |
| MSW 4416 | √ | | √ | √ | | √ | √ | | √ | √ |
| MSW 4418 | √ | | | √ | | √ | √ | √ | √ | √ |
| MSW 4210 | | | | √ | √ | √ | √ | √ | √ | √ |
| MSW 4520 | | | | √ | √ | √ | √ | √ | √ | √ |

MSW 4411 Fundamentals of Professional Social Work 6Hr/4cr.

This course aims to build a stage for students to take social work as their career and professional practice. The course will offer a holistic idea about social work profession which has emerged especially in India and UK. It aims to outline the strengths, opportunities, challenges that engulfs the profession and presents the social reality of the contemporary world.

At the end of the course the students will be able to:

- i. Describe the social work concepts, philosophy, scope and Principles.
- ii. Extend and implement the skills and traits of social worker in the contemporary society
- iii. Recognize and execute the methods of social work in different settings
- iv. Prepare them to associate in various fields of social work
- v. Outline social movements and reformations in transforming the society

UNIT 1: Introduction to Social Work (Hours 18)

Social Work: Concept, Definition, Philosophy, Scope, Objectives and Principles; Related Concepts- Philanthropy, Social Service, Social Welfare, Social Reform, Social Security, Social Policy, Social Development, Social Empowerment. Social work Vs Social Service.

UNIT 2: Social Work as a Profession (Hours 18)

Historical Development of Social Work in Western (UK & USA) and Indian context- Role of TISS - Professional Associations in Social Work - Professional Code of Ethics - Challenges of Social Work Professional, Skills and Traits of a Social Worker.

UNIT 3: Methods in Social Work (Hours 18)

Direct Methods- Social Casework, Social Group work, Community Organization Indirect Methods - Social Welfare Administration, Social Work Research, Social Action.

UNIT 4: Fields of Social work (Hours 15)

Welfare: Women, Children, Family, Youth, Old Age, LGBTQ and Marginalized; Fields: Medical & Psychiatric Social Work, Industrial Social Work & Labour Welfare, Correctional Social Work, Rehabilitation Social Work, Community Development, Development Management and Disasters.

UNIT 5: Transforming the Society (Hours 15)

Social Movements and Reform Tradition in India: Brahma samaj, Arya Samaj, Rama Krishna Mission, Theosophical society, Dalit movement, Sarvodaya Movement, Ecological Movement and Gandhian Ideology of Social work. International Social Work: meaning and scope of International Social work – Global perspective; Skills required for International Social Work.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Chowdhry, Paul (1992) Introduction to Social work, New Delhi, Atmaram& Sons.
- Herschel Knapp (2009) Introduction to Social Work Practice - A Practical WorkBook, Sage Publications

References:

- Francis & Nicholas, (2015). Handbook of Professional Practice and Career Development In Social Work. Francis publications, Madurai.
- Bailey.R&Brake.M (1975) Radical Social Work, Edward Arnold
- Clock.G&Asquith.S (1985) Social Work & Social Philosophy, London: Routledge&kegan Paul
- Congress.E.P (1998) Social Work Values and Ethics, Chicago: Nelson- Hull Publishers
- Cox, David &Pawar, M. (2006) International Social Work-Issues, Strategies and Programs , New Delhi, Vistaar Publishers
- David Howe, (2009) A Brief Introduction to Social Work Theory, Palgrave Macmillan Publishers
- Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession
- Freidlander, (2005) Concepts and Methods of Social Work, New Delhi, Concept Publishers
- Madan, G.R., (1981) Indian Social Problems, Allied Publishers, Calcutta.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | X | |

Mean Value: 4

Paper – 2**Hr /wk: 5****MSW 4413 Sociology for Social Work****Course Description:**

This course aims at offering a functional composite of society and seeks to equip the students to develop analytical frames of reference to understand and appreciate its structure and stratification. Basic sociological thoughts and concepts used in looking at the society will help students to construct a critique on understanding social and cultural issue.

Course Outcome:

At the end of the course the students will be able to:

- i. describe the nature, meaning, characteristics and concepts of the society.
- ii. interpret the social process, institutions their types and functions
- iii. carryout the concept of culture and discover the effects of social stratification and social control.
- iv. assess the sociological theories and connect with social work practice
- v. integrate the concept of social problem, social disorganization and social change for social work practice

UNIT 1: Sociology**(15 Hours)**

Sociology: Definition -Nature – Meaning and Scope; Sociology and its Relationship with Social Work; Society- Meaning, characteristics, Nature and Scope; Basic Social Concepts: groups, community, association, institution, organization, social structure and culture.

UNIT 2: Social Processes

Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation; Social Institutions - Marriage, Family, Education, Religion and Political Institutions – Meaning, Types and Functions; Socialization - Meaning, Agencies and Functions; Social Mobility – Concept and types of social mobility.

UNIT 3: Culture**(18 Hours)**

Concept of Culture - Culture and Society - Cultural Lag, Cultural assimilation and integration - Civilization - Customs, Mores, Folkways; Social Stratification – Meaning and functions, Caste, Class and Race; Social Control - Meaning and agents - its effect on individual and society.

UNIT 4: Sociological Theories**(20 Hours)**

Sociological Theories: August Comte, Durkheim, Karl Marx, Spencer, Weber; Indian Social Thinkers –Jyotirao Phule, MK Gandhi, BR Ambedkar, EV Ramasamy and MN Srinivas.

UNIT 5: Social problem**(17 Hours)**

Social problem:- Concept, Causes, Characteristics - Social Labeling, Social Deviance, Social Disorganization - Major Social Problems in India; Social Change – Meaning, Causes and resistance - agents of social change- Social change in India.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, opinion survey and dialogue corners with public.

Text Book:

- Shankar Rao, C.N. 1990, Sociology-Principles of Sociology with an Introduction to Social Thoughts. New Delhi: S. Chand Publication.
- Haralambos, M. 1998. Sociology: Themes and Perspectives. New Delhi: Oxford

REFERENCES:

- Bhusan, Vidya&Sachdev, 2006, An introduction to sociology, Allahabad, KitabMahal.
- Harry. M. Johns, 1993, Sociology – A Systematic Introduction, Chennai, Allied
- Horton,P.S& Hunt, C. L. 2005, Sociology, New Delhi, Tata McGraw Hill.
- Jayaram, N. 2005. Introductory Sociology, Macmillan Publications, Madras.
- Ram Ahuja 1997 Social Problems in India. Jaipur, Rawat Publications.
- Srinivas, M.N. 1966 Social change in Modern India. Bombay, Allied Publication, University Press.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | X | | | | |
| CO3 | | | X | | | |
| CO4 | | | | X | X | |
| CO5 | | | | | | X |

Mean Value: $2+2+3+4+5+6 = 22/5 = 4.4$

Semester I
Paper - 3

Credit: 4
Hr /wk: 5

MSW 4415 Psychology for Social Work

Course Description:

This is an introductory which would deal with the elements of psychology needed for social work. Ideas and insights providing the foundation of this course will lead the student to develop a passion and interest in their career as a Social Worker.

Course Outcome:

At the end of the course the students will be able to:

- i. Understand and develop the utility of psychology relevant to social work.
- ii. Relate the historical development of psychology to contemporary social needs.
- iii. Observe and correlate the physical, emotional and intellectual development of human being at different stages of life.
- iv. Identify and Classify physiological and psychological aspects related to human behaviours.
- v. Illustrate and interpret the effectiveness of learning and the characteristics of personality.

Unit 1: Introduction to Psychology

(Hours 18)

Psychology: Definition, Meaning, Branches, Scope, Fields. Utility of Psychology, Relevance of Psychology for Social Work.

Unit 2: History of Psychology

(Hours 18)

Development of Psychology: Pre Scientific – Superficialism, Monoism, Dualism, Empiricism, Associationism, Naturalism, Herbartianism. Scientific Psychology: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Psychoanalysis, Individual Psychology, Analytical Psychology. Contemporary Psychology: Humanistic Psychology, Transpersonal Psychology, Cognitive Psychology.

Unit 3: Developmental Psychology

(Hours 18)

Developmental aspects – Physical, Psychological, Social: Prenatal, Infancy, Babyhood, Childhood, Adolescent, Adulthood/early/middle/late.

Unit 4: Thinking and Behaviour

(Hours 18)

Physiology of Behaviour: Nervous System - *CNS* – Brain & Spinal cord - *PNS*- Somatic [sensory & motor] & Autonomic [motor- sympathetic/parasympathetic] -Endocrine System; Psychological aspects: Instincts, Emotions, Thinking, Reasoning and Problem Solving.

Unit 5: Motivation and Personality

(Hours 18)

Motivation: Definition, Types; Learning : Definition, Types, Theory-Trial & Error/ Classical Conditioning / Operant Conditioning / Insight Learning; Personality – Meaning , nature, characteristics, Theories- Type/Trait/Type cum Trait., Enneagram.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Morgan, C. T. & King, R.A. (1975) Introduction to psychology, McGraw Hill, New York.
- Kuppasamy, B. (1980) An Introduction to Social Psychology, Media promoters and pub, Bombay.
- Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi

References:

- Anastasi, A. (1987) Psychological testing, McMillan Revised Edition, New York
- David, H. Barlow V., Mark Durand 2008 Abnormal Psychology, Thomson Wardsworth
- Davidoff, L. L (1976) Introduction to psychology, McGraw Hill Inc ; .New York
- Eric (1978) Human Development, George Allen and Unwin, London
- Hurlock E.B (1995) Developmental Psychology, Tat McGraw Hill, New Delhi
- Jaypee Brothers 2005 Diagnostic and Statistical manual of mental Disorders DSM-IV- TR Medical Publishers Pvt. Ltd.
- Michael Gelder (2009) Shorter Text book on Psychiatry V Edition Paul Harrison and Philip Cown Oxford University Press
- Newman P.R.& Newman B.M (1981) Living: The Process of Adjustment, Illinois; The Dorsey Process Rayner.
- Sharan A.K.(1997) international Understanding of Human Psychology, Commonwealth, NewDelhi.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | X | | | | |
| CO3 | | | X | | | |
| CO4 | | | | X | | |
| CO5 | | | | | X | |

Mean Value: $2+2+3+4+5 = 16/5 = 3.2$

Semester I
Paper – 4

Credit: 4
Hr/Wk: 5

MSW 4417 Social Policy, Legislation and Welfare Administration

Course Description:

This course would help the student to see Social Welfare Administration as a method of social work and provide knowledge and insights on the various social welfare processes, schemes and Social policies launched in India.

Course Outcome:

At the end of the course the students will be able to:

- i. Infer and demonstrate the concepts of Social Policy.
- ii. Interpret the framework related to social Legislation and Social Welfare
- iii. Describe the Administrative Framework with social welfare.
- iv. Categorize the structures and statutes associated with social welfare and administration in various domains.
- v. Influence the social policy, Legislation and Welfare through organized effort for social change.

UNIT 1: Social Policy

(Hrs: 15)

Social Policy- Meaning, Definition, Nature, Scope, Objectives and Types; Social Policy as an instrument of social change. Policies related to: Nutrition and Food Security, Education, Health, Women and Children, Senior citizens, Transgender, Backward Classes and Unorganized Sector.

UNIT 2: Social Legislation & Social Welfare

(Hrs: 20)

Social Legislation: Meaning, Definition, Nature and Scope; Constitutional basis for social legislation, instrument for social change, tool for social justice and control. Social Welfare: Definition, Nature, Scope, Significance, Functions, Principles, Historical Development; Related Concepts: Social Welfare; Social Development; Social Welfare Agency; Qualities of a Social Welfare Executive.

UNIT 3: Administrative Framework

(Hrs: 15)

Basic Administration Process: Planning, Organizing, Staffing, Directing, Controlling, Reporting, Budgeting (POSDCORB), Notes on Book keeping. Financial and Office Administration: Budgeting, Accounting, Auditing, Fund Raising, Reporting, Office procedures and Record maintenance; Monitoring, Evaluation, Decision-Making, Co-ordination, Communication, Public Relations and Networking.

UNIT 4: Structure and Statutes

(Hrs: 15)

Social Welfare Organization- Types of Social Welfare Agencies - Registration of Societies and Trusts- Bye-laws, Governing Board: Function and responsibilities, Organizational structure; Provisions : the Income Tax Act, Foreign Contribution and Regulation Act.

UNIT 5: Domains

(Hrs: 20)

Functional areas: Central and State Ministries, Central Social Welfare Board and Other National Institutions: ICDS, ICCW, ISSNIP, ICPS, Child and Women Welfare-, Functions and Structure:

State and Central Social Welfare Board, Provisions in State Social Welfare Board Programs; Administrative arrangements for Social Welfare in Tamilnadu.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Chowdhry, D. Paul. 1983- Social Welfare Administration, Atma Ram and Sons Publishers, New Delhi
- Sanjay Bhattacharya (2006)- Social Work Administration and Development, Rawat Publishers
- Singh D.K. (2013)- Professional Social Work: Principle & Practice, New Royal Book Publishers.

References:

- Bhatiya&Dingh(2009), Social Policy In India, New Royal Book Company, Lucknow.
- Bose.A.B, (2001), Social Welfare Planning in India, Bangkok, United Nations.
- Gautam (2011), Social Work, Social Policy , Concept and Methods, Centrum Press, New Delhi
- KumarJha (2009), Encyclopedia of Social Work, Social Welfare and Social Work, Anmol, New Delhi
- Rino. J.Patti 1983 (2008), Social Welfare Administration: Managing Social Programme sin a Developmental Context, Prentice Hall Publishers
- Sachdeva, D. R. (2013), Social Welfare Administration in India, KitabMahal Publishers.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | X | |

Mean Value: $2+3+4+5+5 = 19/5 = 4$

Semester I
Paper – 5

Credit: 2
Hr/Wk: 4

MSW 4209Life Skill Education

Course Description:

The Life Skill Education Course aims on personality development of students in their personal and professional domains. This course facilitates the students to unlock their potentials and enrich their abilities for adaptive and positive behaviour. The course enables students to deal effectively with the demands and challenges of everyday life successfully by understanding the psychosocial aspects of life.

Course Outcome:

At the end of this semester, the students will be able to

- i. Understand the importance of life skills and transform knowledge, attitudes and values into healthy behavior with self-awareness
- ii. Develop communication skills and use at college with teachers, students and others in society.
- iii. Understand and develop IPR skills to interact with people individually and in groups. Practice to build team and work with it harmoniously and effectively.
- iv. Assess leadership skills in coordinating group activities and direct towards goals and objectives. Practice to deal with stress full situations in their personal and professional life successfully.
- v. Develop 360 degree of thinking and practice problem solving on daily basis in academic situations and other day- to-day life practices. Practice decision making to achieve their goals and proceed further.

UNIT 1: Introduction on Life Skills

(Hours 8)

Life Skills: Introduction on Life Skills, Need for Life Skills, Importance and Uses of Life Skills, Components of Life Skills; Self-Awareness : Self Concept; Human Values and Ethics; Components of Self Concept, SWOT Analysis, JOHARI Window

UNIT 2: Communication Skills

(Hours 10)

Communication: Introduction, Meaning, Purpose of Communication, Process of Communication, Key Elements of Communication, Characteristics of Effective Communication, Effective Listening and Speaking Skills, Types of Communication, Barriers to Communication.

UNIT 3: IPR Skills and Team Building

(Hours 12)

Inter Personal Relationship Skills: Introduction, Importance and Uses, Types of IPR Skills, Factors Influencing and Consequences of IPR. Team Building: Introduction, Importance of Human Relations, Types. Team Behaviour, Characteristics of High-Performance Team

UNIT 4: Leadership Skills and Stress Management

(Hours 14)

Leadership: Introduction, Meaning, Importance, Approaches, Characteristics, Function, Responsibilities, Styles. Managing Stress: Introduction and Understanding Emotions and Stress, Recognizing Stress, Types of Stress, and Common Signs of Stress, Coping and Managing Stress.

UNIT 5: Thinking, Problem Solving and Decision Making (Hours 16)

Thinking Skills: Introduction, Categories of Thinking – (i) Critical Thinking and (ii) Creative Thinking. Problem Solving: Introduction & Need for Problem Solving, Skills, Process & Stages, Methods of Problem Solving. Decision Making: Introduction and Features of Decision Making, Scope and Purpose of Decision Making, Types and Process of Decision Making

Pedagogical Method:

Lecture, PPT, Group Discussion, Activity and Exposure Visit

Text Book:

1. WHO Report (1997) , Life Skill Education Guidelines

Reference Books:

1. Centre for Field Assistance and Applied Research (2001), Life Skills Manual, Washington, Peace Corps.
2. RGNID, Life Skill Education Manual.

Mapping of Course Outcomes (Cos) with Bloom's Taxonomy (K1 to K6)

| C0/K | K1 Knowledge | K2 Understand | K3 Apply | K4 Analyze | K5 Evaluate | K6 Create |
|------|-----------------|------------------|-------------|---------------|----------------|--------------|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

$$\text{Mean Score} = 2 + 3 + 4 + 5 + 6 = 20/5 = 4$$

Semester I
Paper – 6

Credit: 3
Hr/Wk: 5

MSW 4519 Field Work – Observation Visits

Course Description:

This course aims to provide a closer understanding of Social Work interventions in the field practices by various organizations through observation visits. The students will visit Government and Non – Governmental Organizations, Industries, etc., to observe the practical activities carried out in relation with Social Work, which will enhance cognitive reality of the subjects.

Course Outcome:

At the end of the course the students will be able to:

- i. gain direct field reality through Field Visits.
- ii. identify various issues and problems in society.
- iii. appraise their experiences with the contemporary societal issues.
- iv. develop the basic competencies to deal with persons with problems.
- v. compile field experiences through Field Work Reports.

Observational Visits

The students will visit Government and Non – Governmental Organizations, Industries, etc., along with the Faculty Supervisor(s) to observe the practical activities carried out in relation with Social Work. The observations made by the students will be recorded and individual experiences will be shared, discussed periodically. Work put in by the students will be monitored by the Faculty. Students are expected to submit reports prepared as per guidelines indicated in the manual.

Course Requirements and Evaluation:

75% of marks will be allotted for continuous assessment. Regularity in attendance, keenness to participate, readiness to learn, and development of required skills, ability to conceptualize and acquisition of functional knowledge will be tested on the basis of process reports, observational reports and participatory evaluation by the faculty. A viva voce will be conducted at the end of the semester by a three-member committee of which one is an external member. Performance in the viva will be evaluated for 25%.

A. Continuous Assessment:

(Based on submission of weekly reports/assignments)

| | | |
|------|--------------------------|-----------------------|
| i. | Regularity of attendance | 10 marks |
| ii. | General Participation | 15 marks |
| iii. | Skills and Competencies | 15 marks |
| iv. | Individual Presentations | 10 marks |
| v. | Written Reports | 25 marks |
| | | <u>Total 75 marks</u> |

B. Viva Voce:

- | | | |
|------|-------------------------|-----------------------|
| i. | Conceptualization | 5 marks |
| ii. | Working Knowledge | 5 marks |
| iii. | Problem Solving Ability | 5 marks |
| iv. | Consolidated Report | 10 marks |
| | | <u>Total 25 marks</u> |

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value = $2 + 3 + 4 + 5 + 6 / 5 = 20/5 = 4$

Semester II
Paper – 1

Credit: 4
Hr /wk: 5

MSW 4412 Social Case Work Practice

Course Description:

This course aims at introducing the primary methods of social work. The concept and strategies of social case work and social group work will entrain them to work with individuals and groups in the Society. Training given in the course will provide the know-how to use of social case work and group work tools and techniques carefully in social work practice.

Course Outcome:

At the end of the course the students will be able to:

- i. Understand and recognize the fundamentals of social case work and its principles.
- ii. Practice the social case work process and interventions.
- iii. Associate social case work approaches to solve problems among individuals.
- iv. Practice the application of social case work in different settings.
- v. Analyze and connect social case work practice with contemporary societal development.

Unit I: Fundamentals of Social Case Work

18 Hours

Social Case Work: Meaning, definition and objectives, nature and scope, its importance and relationship with other methods of Social Work; Components of Social Case Work: the person, the problem, the place and the process; Use of relationship-Transference & Counter transference and their significance; Principles of case work.

Unit II: Process of Social Case Work

20 Hours

Social Case Work process: Intake, study, assessment, diagnosis, treatment, termination and follow-up; Tools and Techniques of Social Case Work: Interview, observation, home visits and collateral contacts; Social Case Work Recording: Need, importance and types of recording.

Unit III: Approaches in Social Case Work

18 Hours

Approaches in Social Case Work: Psychological approach, functional approach, problem solving model, diagnostic approach and crisis intervention, family therapy. Counselling and social case work - similarities and differences. Social Case Work intervention: Micro, Mezzo and Macro.

Unit IV: Application of Social Case Work

18 Hours

Social Case Work in different settings: Family and child welfare, School, Community, Industries, Medical and Psychiatric institutions, Correctional settings: prisons; Care of aged and in foster home. Role of social worker: enabler, facilitator, guide and resource, mobilizer.

Unit V: Recent Developments in Social Case Work

16 Hours

Recent development in Social Case Work; Impact of social, cultural factors on individual and families; Problems and limitations of Social Case Work practice in India.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Books:

- Upadhyay, P.K. (2003) Social Case work New Delhi Rawat Publications
- Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago
- Mathew, Grace (1993) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai.

References:

- Aptaker, Herbert, (1982) Dynamics of Case Work and Counselling, Miffin Pub. Boston
- Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
- Jordan, William1 (1970) Client Worker Transactions, Rutledge & Kegan Paul, London
- Kadushin, Alfred (1972) The Social Work Interview, Columbia University Press, New York

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value: $2+3+4+5+6 = 20/5 = 4$

Semester II
Paper – 2

Credit: 4
Hr/Wk: 5

MSW 4414SOCIAL GROUP WORK PRACTICE

Course Description:

This course aims at introducing the social Group work methods in social work. The concept and strategies of social group work will entrain them to work with groups in the Society. Training given in the course will provide the know-how to use of social group work tools and techniques carefully in social work practice.

Course Outcome:

At the end of the course the students will be able to:

- i. Infer and apply the fundamentals of social group work.
- ii. Extend the theoretical framework of Group work for knowledge apprehension.
- iii. Relate the Group work process and comprehend it to different settings
- iv. Apply the Group work techniques individually to facilitate the group work process effectively.
- v. Integrate the application of group work in various settings.

Unit 1: Fundamentals of Social Group Work

(Hrs: 15)

Groups: meaning, definition, types, purpose and stages of groups; Social Group Work: Definition, characteristics and objectives, assumption and philosophy; historical development and current application of group work as a method; Psychological needs that are being met in groups.

Unit 2: Theories in Social Group Work

(Hrs: 15)

Knowledge base for group work: Psycho-analytic theory, learning theory, field theory, social exchange theory and systems theory; Group dynamics: Definition, functions and basic assumptions.

Unit 3: Process of Social Group Work

(Hrs: 20)

Social Group Work process: Planning stage, beginning stage, middle stage and ending stage; Principles of Social Group Work: Group process, bond, acceptance, isolation, rejection, sub-groups scapegoats, conflict and control; Leadership development and Team building; Factors of Group formation.

Unit 4: Techniques of Social Group Work

(Hrs: 20)

Social Group Work recording: Use of social group work records, principles and problems of group work recording; Group Therapy: Significance of group therapy, programme planning in Social Group Work, Use of psychodrama and socio-drama; Different Therapeutic approaches: Transactional analysis, T-groups, gestalt, role play, buzz group and brain storming.

Unit 5: Application of Social Group Work

(Hrs: 20)

Social Group Work in various settings: Correctional, hospital, educational, old age homes and communities; Use of socio-metrics for group work; Skills of the Social Group Worker; Scope and limitations of group work in different fields of Social Work; Knowledge and skills of a group worker, group worker as an enabler, guide, facilitator and therapist.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Gisela Konopka, (1963) Social Group Work: A helping Process, Prentice Hall, New Delhi
- Alissi, Albert S (1980), Perspectives on social Group Work Practice, The Free Press, New York

References:

- Gerald Corey (2000) Theory and practice of Group Counselling, Wordsworth, London
- Gravin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
- Conyne K, Robert (1999), Failures of Group Work Practice, Sage, Oaks.
- Douglas, Tom (1972) Group Process in Social Work, Chicester, Willey.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | | X | | |
| CO3 | | | X | | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value: $2+3+4+5+6 = 20/5 = 4$

Semester II
Paper – 3

Credit: 4
Hr/Wk: 5

MSW 4416Community Organization and Social Action

Course Description:

This course is designed to present to students community organization as another option method of social work. Besides enabling them to understand the basis of the organization of a community, content of the course helps the learner to look at the nuances of applying community organization as a strategy for social work in different conditions.

Course Outcome:

After completing this course, the students will be able to:

- i. Understand the community organization and its history
- ii. Execute the process and models of community organization in the fields of social work
- iii. Analyze and apply the appropriate methods of community organization
- iv. Equip and practice the skills required for community organization
- v. Demonstrate the social action to solve the social problems

Unit 1: Community Organization (Hours 15)

Community: Definition, Characteristics and Types. Community Organization (CO) – Definition, Objectives, scope and relevance. Principles of Community Organization. Community Organization as a method of Social Work. History of Community Organization - USA, UK, India. Community Development (CD): Definition - Difference between CD and CO.

Unit 2: Models and Process (Hours 15)

Process of Community Organization: Study, Analysis, Assessment, Discussion, Organization of Action, Evaluation, Modification, and Continuation. Models in Community Organization: Locality Development, Social Planning and Social Action.

Unit 3: Methods of Community Organization (Hours 20)

Methods of Community Organization: Planning, Education, Communication, Community Participation, Collective Decision-making, Leadership Development, Resource Mobilization, Community Action, Promotion, and Co-ordination.

UNIT 4: Skills and Applications (Hours 20)

Skills in Community Organization: Organizing Conferences, Committee Meetings, Training, Communication, Consultation, Negotiation, Conflict Resolution, Networking and use of Relationship. Role of the community organizer. Application of community organization: Public Health, Child and women Rights, marginalized groups and Disasters.

UNIT 5: Social Action - Method of Social Work (Hours 20)

Social Action: Definition, Objectives, Scope, Principles and strategies. Social Action and Social Movement. Social Action for Social Development. Advocacy and Lobbying. Enforcement of Social Legislation through Social Action. Contributions to CO: Paulo Frierrie, Saul Alinsky, Gandhi, and EVR Periyar.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Murray.G. Ross, (1955) Community Organization. Theory, Principles and Practice, New delhi.
- M.L, Raju (2012) Community Organization and Social Action: Social Work Methods and Practices, Regal Publications, New Delhi

References:

- Joseph M.K (2000) Modern Media and Communication, New Delhi: Anmol.
- Kumar, Aravind (2000), Encyclopedia of Decentralized Planning and Local Self Government, New Delhi: Anmol.
- Kumaran, Hyma, Wood (2004), Community Action Planning, Chennai, T. R. Publications
- Laxmidevi (1997) Planning for Employment and Rural Development, New Delhi: Anmol.
- Maheswari.S (1985) Rural Development in India - A Public Policy Approach, New Delhi: Sage
- Mathur.B.L.(1996) Rural Development and Cooperation, Jaipur: RBSA Publishers.
- Rahul Mudgal (1996) Economic Dimensions of Rural Development, New Delhi: Sarup&sons
- Singh, Hoshiar (1995) Administration of Rural Development in India, New Delhi: Sterling Publishers Private Ltd.
- Tiwari S (2000) Encyclopedia of Indian Government: Programmes and Policies, New Delhi.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value : $2+3+4+5+6 = 20/5 = 4$

Semester II
Paper – 4

Credit: 4
Hr /wk: 6

MSW 4418 Social Research and Statistics

Course Description:

The course aims at introducing the students to the core concepts, principles, methods and procedures pertaining to Social research and its methods.

Course Outcome:

At the end of the course the students will be able to:

- i. Recognize the relevance of social research and its type in addressing the social problems.
- ii. Independently formulate the research problems and appropriate research methodology to pursue the research.
- iii. Use the required tool to collect the data from the sample.
- iv. Apply independently the statistical tools including SPSS for data analysis.
- v. Express the relevance of qualitative research and its methods as alternatives.

UNIT 1: Research

(Hrs: 10)

Basics of Research: Meaning, Definition, Objectives, Types - Basic, Action and Applied, Social Survey and Social Research, Qualitative and Quantitative Research; Scientific Method- Nature and characteristics; knowledge: Induction and Deduction method; Social research: Meaning and definition, Aims and objectives – Steps in social research.

UNIT 2: Research Process

(Hrs: 20)

Research Problem: Identification -Formulation, Review of Literature, Formulation of Aim and Objectives for Research; Research Designs -Definition, Meaning, Types. Exploratory, Descriptive, Diagnostic and Experimental, - Factors influencing the choice of designs. Hypothesis – Definition, relevance, types; Pilot study - uses, Pre Test and its importance.

UNIT 3: Data collection and sampling

(Hrs: 20)

Methods and Tools for Data collection: Primary and Secondary data collection. Observations, Questionnaire and Interview. Universe and Sampling: Meaning, types, advantages and limitations, Factors affecting the size of samples - Sample size estimation and sampling errors.

UNIT 4: Data analysis

(Hrs: 20)

Data analysis: Editing, Coding, Sorting, Master chart, Data entry. Presentation of Data – Tabulation, Diagrams, Graphs. Statistics: Introduction, functions, uses and misuses of Statistics. Measurement of Central Tendencies – Mean, Median and Mode – Measure of Dispersion: Range – Mean Deviation - Standard Deviation - Quartile Deviation - Correlation; Significance Test: t & F – Test - Chi Square Test - Usage of SPSS.

UNIT 5: Qualitative Research

(Hrs: 20)

Qualitative Research: Meaning, context, Epistemological approach: Enlightenment - Positivism - Falsification ; Methods in Qualitative Research: Participant Observation - FGD - PRA & Social Mapping - Case Study - Action Research - Triangulation - Phenomenology - Ethno methodology - Semiotic Analysis – Visual Methods, Content Analysis; Ethics and Limitations of Qualitative Research.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- C.R. Kothari and Gaurav Garg (2018), Research Methodology, New Age International Publishers.
- O. R. Krishnaswami (2005), Methodology of Research in Social Sciences, Himalaya Publishing House, New Delhi.

References:

- Anderson et al, (1991), Thesis and Assignment Writing, New Delhi, Wiley Easton Ltd.
- Ahuja, Ram, (2003), Research Methods, Jaipur, Rawat Publications
- Champion, DJ. (2001), Basic Statistics, Prentice Hall
- Goode & Hatt, Methods in Social Research, McGraw Hill
- Gupta, S P. (2005). Statistical Methods, New Delhi, Sulthan Chand.
- Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | | | X |
| CO4 | | | | X | | |
| CO5 | | | | | X | |

Mean Value: $2+3+6+4+5 = 20/5 = 4$

Semester II
Paper – 5

Credit:2
Hr/Wk: 4

MSW 4210IT SKILLS FOR SOCIAL WORK

Course Description:

The Main objective of this course is to prepare the students of the Social work in appropriate IT Skills, which can be utilized in Social Work Practices.

Course Outcome:

At the end of the course the students will be able to:

- i. infer the concepts related to Information Technology and Computers.
- ii. prepare Word, Excel, PowerPoint individually.
- iii. analyze the Uses of IT Tools
- iv. recommend the appropriate IT Tools for Social Work Practice.
- v. formulate and arrange the data using SPSS independently.

Unit 1: Basics (Hours 8)

Basic concepts of information technology: Fundamentals of a Computer - Meaning, Characteristics, History of computers. Operating systems - Windows, LUNIX. Basic operations and managing files. Other Technical Devices.

Unit 2: Tools (Hours 10)

Offline Tools: MS Office: Word, PowerPoint, Excel and MS Paint; Dash Board

Unit 3: Tools (Hours 10)

Online Tools: G-Suite: Gmail, Meet, Docs, Slides, Sheets, Drive, Classroom and Forms

Unit 4: Uses (Hours 12)

Utilization of IT Tools: Documentation, Report Writing, Analysis, Presentation, Publication, E-Communication, Social Media and Mobile Applications.

Unit 5: Application (Hours 14)

Social Work and IT: Professional IT Skills for the Fields and Methods of Social Work – E-Counseling, Online Social Education, Social Awareness through online streaming, Social Advocacy, online campaign, Fund Raising platforms and Social Research through online survey tools. Cyber ethics.

Pedagogical approach:

Lecture method, power point presentations, Laboratory activities, seminars.

Text Book:

- Gregor, Claire. 2006. Practical Computer Skills for Social Work, SAGE Publications, UK

References:

- Sinha & Sinha. 2003. Computer Fundamentals. BPB Publications New Delhi.
- Bright, Steven. 2017. Computer Fundamentals: Introduction to Computer. Independent Publisher.

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value : $2+3+4+5+6 = 20/5 = 4$

Semester II**Credit:3****Paper – 6****Hr/Wk: 5****MSW 4520 Preparatory Field Work – Block Placement****Course objective:**

This course aims at developing a closer understanding of field work requirements to the students who are to take their specialization. The content of the course would be dealt with a special approach.

Customization of the training experience

This course being the first of its kind to be experienced by the student in the social work program towards gaining direct field experiences will rest on teacher's inventiveness to entrain him/ her in the selected field setting for a period of 25 days. In the creative design of the programme the students who will be attached to an organization / agency will focus consistently in such a way a team of two would continuously monitor the professional skills and methodology followed by the supervisor belonging to the agency in social work setting. The check list provided would direct the candidate look for on details that he/she will have to observe keenly in his/her field work engagement.

Course Outcome:

At the end of the course the students will be able to:

- i. Gains Direct Field Experience.
- ii. Apply the Social Work Methods through Field Work experiences in their Placements.
- iii. Develop and utilize the latest Professional Skills in the required setting.
- iv. Construct community Social Case work, Group Work and Organization Programmes.
- v. Compile Field Work Experiences through Field Work Report.

Course Requirements and Evaluation:

- 75% of marks will be allotted for continuous assessment.
- Regularity in attendance, keenness to participate, readiness to learn, development of required skills, ability to conceptualize and acquisition will be tested
- The functional knowledge will be evaluated on the basis of process reports, observational reports and participatory evaluation by the faculty.
- A viva voce will be conducted at the end of the semester by a three-member committee of which one is an external member. Performance in the viva will be evaluated for 25%.

| REQUIREMENTS | |
|-----------------------|----------------------------|
| Case Study (2) | Case Work (1) |
| Group Activity (2) | Group Work (1) |
| Community Program (1) | Community Organization (1) |
| Mini Research / Study | |

A. Continuous Assessment:**(Based on submission of weekly reports/assignments)**

| | |
|--------------------------|----------|
| Regularity of attendance | 15marks |
| General Participation | 15marks |
| Skills and Competencies | 15marks |
| Individual Presentations | 10marks |
| Written Reports | 20marks |
| Total | 75 marks |

B. Viva Voce:

| | |
|-------------------------|----------|
| Conceptualization | 5marks |
| Working Knowledge | 5 marks |
| Problem Solving Ability | 5marks |
| Consolidated Report | 10 marks |
| Total | 25marks |

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | X | |

Mean Value : $2+3+4+5+5 = 19/5 = 4$

Value Added Courses

Semester I**Credit:2****Paper - 1****Hr /wk: 2**

MSW 421V - Basic Counselling

Course Description

This course will help students to understand the concepts, need and practice the counseling techniques and develop in students the ability to recognize the dynamics of understanding of self deviance and apply appropriate intervention strategies.

Course Outcome:

At the end of the course the students will be able to:

- i. Associate the concept of counselling and need for practice.
- ii. Apply the counselling as a tool for help and intervention
- iii. Utilize the appropriate counselling types to assist.
- iv. Integrate skills that would enable them to perform their role effectively.
- v. Synthesize the importance of counselling process in different settings.

UNIT 1: Introduction

(Hour: 6)

Counselling: Meaning, concept, Conceptual clarification – Advice, Guidance & Counselling, Need for Counseling.

UNIT 2: Process

(Hour: 4)

Approaches in Counseling and guidance - used in assisting individuals and groups.

UNIT 3: Micro Skills

(Hour: 6)

Counselling Interview - Nature and significant features, setting and Guidelines for Counseling

UNIT 4: Counseling Skills and Principles

(Hours:8)

Counselling Skills and Principles. Applications of counselling skills.

UNIT 5: Settings

(Hour: 6)

Counselling settings – educational, health, organizational, correctional, community rehabilitation, family, etc.

Pedagogical approach:

Lecture method, power point presentations, focus group discussions, field visits, seminars, role play.

Text Book:

- John Antony, D OFM Cap.(2015), *Counselling Made Easy*, Dindugal, Guru Publications.

REFERENCE

- Pasricha, Prem (1976) : *Guidance and Counselling In Indian education*
- Rao, Narayan (1984): *Counselling Psychology*
- Dave, Indu (1992): *Basic Essentials of Counselling*

Mapping of Course Outcomes (COs) with Bloom's Taxonomy (K1 to K6)

| CO/K | K1 | K2 | K3 | K4 | K5 | K6 |
|------|----|----|----|----|----|----|
| CO1 | | X | | | | |
| CO2 | | | X | | | |
| CO3 | | | | X | | |
| CO4 | | | | | X | |
| CO5 | | | | | | X |

Mean Value : $2+3+4+5+6 = 20/5 = 4$

Semester III**Credit:2****Paper - 3****Hr /wk: 2****MSW 521V - Tribal Community Development****Course Description:**

This course on Tribal community development is planned to impute the concept of Tribes, Tribal Community Development. It helps the student to understand the Tribal context and impact of modernization on tribal societies. Students will be made to understand the responsibility and participation of Tribal engagement and Development.

Course Outcome:

After completing this course, the students will be able to:

- i. Cognize the concept of Tribes & Tribal Communities
- ii. Analyze and propose solutions to the Tribal problems
- iii. Advocate with Tribal development agencies to promote Tribal community development
- iv. Apply the Tribal development policies for urban community development
- v. Take initiatives for Tribal development through people's participation.

Unit 1**(Hour: 6)**

Tribe: concept, characteristics, major tribes classification, potentialities and problems with reference to Tamilnadu. Scope of social work intervention in tribal welfare.

Unit 2 Tribal Development**(Hour: 5)**

Tribal Development: origin, history and approaches. Tribal development in the pre and post-independence era. Its impact on indigenous communities.

Unit 3 Impact**(Hour: 7)**

Impact: Impact of urbanization, industrialization and modernization. Impact of non-tribal penetration on inter-tribal relation, forest regulations. Relationship between tribals and government, police, contractors, forest department and other agencies.

Unit 4 Tribal Movements**(Hour: 6)**

Tribal Movements: Ideology, structure and leadership. NGO's role and impact on tribal community development.

Unit 5 Rights of a Tribes**(Hour: 6)**

Rights of a Tribes: legislation related to land, encroachment, eviction, tenancy law, local bodies, land documents, people's courts and tribal local communities.

Pedagogical approach:

Lecture method, PowerPoint presentations, focus group discussions, field visits, seminars, role play, group activity, interactive debate and discussions.

Text Book:

- Vidyut Joshi and Chandrakant Upadhyaya (eds), (2017) TRIBAL SITUATION IN INDIA: Issues and Development- 2nd Ed, Rawat Publication, New Delhi.

References:

- Christophy Von Furer (1958) Tribes of India; the struggle for survival Haimendorf Oxford University press, Delhi
- L.P. Vidyarthi (1976) The tribal culture of India Binaykumar Rai Concept publishing company, New Delhi
- Devendra Thakur (1995), Tribal Development and planning D.N. Thakur Deep and Deep publications, New Delhi