ANNAMALAI UNIVERSITY
MASTER OF SOCIAL WORK
POST GRADUATE DEGREE COURSE
UNDER CBCS
(With effect from 2021-2022)
The Course of Study and the Scheme of Examination

Sl. No.	Study Components / Course Title		ins. hrs / week	Credit	Title of the Paper	Maximum Marks		
						CIA	Uni. Exam	Total
SEMESTER I								
1.	Core	Paper-1	4	3	Social Work Profession and Practice	25	75	100
2.	Core	Paper-2	4	3	Social Work practice with Individuals	25	75	100
3.	Core	Paper-3	4	3	Social Work practice with Groups	25	75	100
4.	Core Practical	Paper-1	12 hrs. /week	5	Concurrent Field Work-I	40	60	100
Internal Elective for same major students (Choose any one)								
5.	Core Elective	Paper-1	3	3	A. Sociology for Social Work practice B. Social Development : Theories and Perspectives C. Civil Society and Governance	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
6.	Open Elective	Paper-1	3	3	A. Environmental Social Work B. Social Entrepreneurship C. Project Management	25	75	100
			30	**20**				**600**
SEMESTER II						CIA	Uni. Exam	Total
7.	Core	Paper-4	4	3	Social Work practice with Communities	25	75	100
8.	Core	Paper-5	3	3	Social Work Research and Statistics	25	75	100
9.	Core	Paper-6	3	3	Social Welfare Administration	25	75	100
10.	Core practical	Paper-2	12hrs. /week	6	Concurrent Field Work-II	40	60	100
Internal Elective for same major students (Choose any one)								
11.	Core Elective	Paper-2	3	3	A. Psychology for Social Work practice B. Human Growth and Personality Development C. Perspectives in Psychology	25	75	100

						CIA	Uni. Exam	Total
External Elective for other major students (Inter/multi disciplinary papers)								
12.	Open Elective	Paper-2	3	3	A. Theory and practice in counselling B. Peace building and conflict mitigation C. Personal and Professional Development	25	75	100
13.	*Field Study		-	2		100	-	100
14.	Compulsory Paper		2	2	**Human Rights**	25	75	100
					Summer Placement (optional)			
			30	**25**				**800**
SEMESTER III								
15.	Core	Paper-7	4	4	Human Resource Management(HRM)/Rural Community Development (CD)/Psychiatric Social Work Practice (MPSW)	25	75	100
16.	Core	Paper-8	4	4	Labour Legislations and Labour Welfare (HRM)/Urban Community Development(CD)/Medical Social Work(MPSW)	25	75	100
17.	Core	Paper-9	4	3	Computer Applications in Social Work	25	75	100
18.	Core Practical	Paper-3	10 hrs./week	6	Concurrent Field Work-III	40	60	100
Internal Elective for same major students (Choose any one)								
19.	Core Elective	Paper-3	4	3	A. Social Policy & Social Legislations B. Social Justice & Human Rights C.Social Policy & Planning	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
20.	Open Elective	Paper-3	4	3	A. Understanding Marginalities B. Gender development C. Child Rights and Action	25	75	100
21.	**MOOC Courses		-	-		-	-	100
			30	**23**				**700**
SEMESTER IV						CIA	Uni. Exam	Total
22.	Core	Paper-10	4	3	Organizational Behavior(HRM)/Development Strategies(CD)/Clinical Social Work Practice (MPSW)	25	75	100
23.	Core	Paper-11	3	3	Industrial Relations(HRM)/Livelihood and Social Audit (CD)/Therapeutic Interventions in Social Work(MPSW)	25	75	100
24.	Core Practical	Paper-4	10 hrs./week	5	Concurrent Field Work-IV	40	60	100

25.	Core	Project	5	5	Project with *viva voce (*Compulsory)	100 (75 Project +25 viva)		100
Internal Elective for same major students (Choose any one)								
26.	Core Elective	Paper-4	4	3	A. Disaster Management B. Corporate Social Responsibility C. Hospital Administration	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
27.	Open Elective	Paper-4	4	3	A. Contemporary social work perspectives and concerns B. Dynamics of Human Behaviour C. Industrial Psychology	25	75	100
					Block Placement (optional)			
			30	22				600
			120	90				2700

* Field Study

There will be field study which is compulsory in the first semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registred by the students in the first semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluating the field study report.

> (i). Head of the respective department
> (ii). Mentor
> (iii). One faculty from other department

****Mooc Courses**
Inclusion of the Massive Open Online Courses (MOOCs) with zero credits available on SWAYAM, NPTEL and other such portals approved by the University Authorities.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**SOCIAL WORK PROFESSION AND PRACTICE**	Core
Semester	Credits	Teaching Hours
I	3	4

Course Objectives

1. To gain an understanding about social work and related concepts

2. To provide information about evolution of social work in the West and in India and its emergence as a profession

3. To recognize the need and importance of social work education and training

4. To understand various models of professional practices and its applications

5. To gain an insight into various reform movements and welfare programmes

UNIT- I: **Introduction**

Social work: Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

UNIT – II Social Work Practice

Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice. Fields of Social Work: Family and child welfare, Correctional social work, Industrial Social Work, Medical and Psychiatric Social Work, Youth Welfare, Community Development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerentological Social Work and Human Rights. **Social Work as a Profession**: Ideologies,

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

Unit –III: Theories and models of Social Work

Theories and Perspectives: Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need and Importance of theory in Social Work. Major theories in social work :Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory. **Models and Approaches**: Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

UNIT-IV: Social reform and Social movements in India

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

UNIT-V: Social Welfare Programmes

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India.**Development planning** - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India).Social work and sustainable development.

 Text books

1. Social Work: An Integrated Approach by S. Bhattacharya
2. Social Work Profession India by P.D. Misra
3. Social Work Philosophy and Methods by P D Misra

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References

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20thed, Vol: 1-4, NASW press, Oxford University Press, New York.

2. Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York

3. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai

4. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi

5. Gangrade K D: Dimensions of Social Work in India, Marwah Publications, New Delhi

6. Gore M S : Social Work and Social Work Education, Asia Publishing House

7. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi

8. Khinduka S K: Social Work in India, SarvodayaSahityaSamaj, Rajasthan

9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi

10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi

11. Cox David &ManoharPawar : International Social Work, Vistaar, New Delhi

12. Malcom Payne, 2005, 3rded, Modern Social Work Theory, Palgrave, Macmillan, New York.

13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.

14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2nded, Free Press, New York.

15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.

16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing

E-materials

www.jstor.org

www.researchgate.net

Course outcome

Unit I: The students will gain knowledge in the basic social work concepts.

Unit II: The students will develop thorough knowledge in the evolution of social work and as a profession.

Unit III: The students will gain knowledge in the significance social work education and training

Unit IV: The students will become aware of the various models of professional practices and its applications

Unit V: The students develop gain insight into various reform movements and welfare programmmes.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Social Work practice with Individuals**	Core
Semester	Credits	Teaching Hours
I	3	4

Course Objectives

1. To gain knowledge about the primary method of social work practice with individuals
2. To understand the case work process
3. To recognize the importance of professional relationship
4. To understand the techniques and approaches of social work practice with individuals
5. To acquire the skill of working in various settings

UNIT 1: Social Casework- Concept & Definition. Historical development of Social Casework. Objectives of working with individuals. Principles of social casework practice- Individualization, Purposeful expression of feelings, controlled emotional involvement, Acceptance, Non-judgmental attitude, Client self-determination and Confidentiality. Components of Casework (Perlman's model)-Person, Problem, Place and Process.

UNIT 2: Casework Process: Phase 1: Exploration of person in environment, Multidimensional assessment and Planning, Multidimensional intervention. Phase 2: Implementing and Goal attainment. Phase 3: Termination and Evaluation; Follow up. Interview – Home visits, Collateral contacts, Referrals.

UNIT 3: Case Worker - Client Relationship: Characteristics of professional relationship: empathy, non-possessive warmth, genuineness and self-disclosure; Obstacles in client worker relationship: Transference, Counter transference and Resistance.

UNIT 4: Techniques in Practice- Ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation. Tools - Observation, listening, communication, rapport building, questioning, giving feedback. Record keeping – Face sheet, Narrative, Process and Summary recording. Use of genogram and eco map- Case presentation as tool of professional development.

UNIT 5: Casework Practice: Approaches and Models – Psycho-Social approach, Person Centred approach, Problem Solving approach and Crisis Intervention model and Eclectic approach. Working with Individuals in different settings: Educational, Family and Child Welfare, self-help groups, Medical and psychiatric, Correctional and Industrial settings. Problems and Limitations and role of Case Worker in various settings.

Text books

1. Bhattacharya. S.2010. Social Work: An Integrated Approach,Deep & Deep Publications
2. Arya Ravi, 2015. Social Work MethodJBC Press
3. Upadhyay R. K.2016 Social Case work Rawat Publications. New Delhi.

References

1. Bhattacharya, Sanjay. 2009. Social Case Work Administration and Development. Rawat Publications. New Delhi.
2. Elizabeth A Segal, et.al. 2010. Professional Social Work. Cengage Learning India Pvt. Ltd. India.
3. Helen Harris Pearlman, (1968), Social Casework A Problem Solving Process, The University Of Chicago.
4. Jainendra Kumar Jha (2002), Social Welfare and Social Work, J.L. Kumar for Anmol Publications Pvt. Ltd. New Delhi.
5. Kottles A. Jeffrey, David S., Shepard. 2009. Counseling Theories and Practice. Cengage Learning India Pvt. Ltd. New Delhi.

6. Mamta Sehgal, Nirmala Sherjung (1997), Marital Disputes &Counselling Remedial Measures-Vol 3, APH Publishing Corporation-New Delhi.

7. Mathew, Grace. 1992. An introduction to Social Case Work. Tata Institute of Social Sciences.

8. Mujawar W.R., N.K. Sadar. 2010. Field Work Training in Social Work. Mangalam Publications. New Delhi.

9. Perlman Helan Haris. 2011. Social Case Work – Problem Solving Process. Rawat Publications. India.

10. Philip Burnard (2009) Counselling Skills Training Book Of Activities, Viva Books- New Delhi.

11. Upadhya, R. K. 2010. Social Case Work A Therapeutic Approach. Rawat Publications. New Delhi.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

Unit I: The students will gain knowledge about the primary method of social work practice with individuals

Unit II: The students understand the case work process

Unit III: The students develop skills in professional relationship

Unit IV: The students will become aware of the various models of professional practices and its applications

Unit V: The students gain insight into various settings

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Social Work Practice with Groups**	Core
Semester	Credits	Teaching Hours
I	3	4

Course Objectives

1. To gain knowledge about the social group and social group work
2. To understand the group process and group dynamics
3. To recognize the importance of group work process
4. To develop programme planning skills
5. To acquire the skill in recording in group work and techniques of recording

UNIT –I: Social Group and Group Work: Concept of group and its importance of groups in human life cycle; Group is an Instrument of Change; Definition of social group work; Characteristics of social group work; History and development of social group work.

UNIT–II: Group Process and Dynamics: Group process, group interaction, group bond, sub-groups, group conflict, confrontation, apathy and group control; Importance of relationship; Conflict resolution, isolation and rejection. Leadership and its development in group process. Communication in group- Verbal and non-verbal communication. Group dynamics: definition, functions and basic assumptions.

UNIT-III Social Group Work and Group Work Process: Values and principles of Group Work; Types of group work models: Social goal, remedial and reciprocal models,Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups, Developmental groups and Recreational Groups.

Group work process: i. **Intake and formation**: selection of members, composing group, orienting the members, preparing the environment, goal setting, and motivation. ii.**Study and assessment**- study of group interest and needs, problem assessment and identification. **iii. Intervention/treatment/programmes**: Intervening with group members, Problem solving, dealing with difficulties within the group and group members iv.**Evaluation**: steps in-group work evaluation and criteria for good group work.v.**Termination**vi.**Follow up.**

UNIT-IV Programme planning and skills: meaning and definition of programme, principles and process of programme planning, Importance of programme in group work practice.- Skills of a group worker - Social group work practice in different settings: hospitals, de-addiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions and industries.

UNIT –V Recording in Group Work & Evaluation of Group Work :Importance of recording in group work, Principles of recording, Types of recording- , Techniques of recording – observation, sociogram, interaction diagrams- Bale's categories of interaction process analysis- Importance of continuous evaluation in group work, Types of evaluation- Methods of evaluation.

Text book

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.

References

1. Charles Zastrow H, Msw , Ph.D, 2009, Social Work With Groups, Cengage Learning Publication, Australia
2. Gerald Corey, Marianne Schneider Corey, Pafrick Callanan, Michael J. Michael Russell, 1992,Group Techniques, Brooks, And Cole Publication Company Pacific Hrave, California
3. Harlkich Trecker B, 1955, Social Group Work Methods And Principles
4. Ken Heap,1985,The Practice Of Social Work With Group George Allen And Union Publication Ltd, London

5. Marrianne Schneider Corey And Gerald Corey, 1992,Groups Process And Practice, Brooks And Cole Publication Company, California

6. Ronald W, Toscland,2005,An Introduction To Group Work Practice, Pearson Publication, London, New York

7. Sahu R. K ,2010,Group Dynamics And Team Bilding, Excel Books, New Delhi

8. Siddiqui ,2008,Group Work Theorical Practices, Rawat Publication, Jaipur

9. Steven Rose .R ,1998, Group Work With Children And Adolescents, Sage Publications, New Delhi

10. Tom Douglas, 1993, A Theory Of Group Work Practice, Palgrave Macmillan Printing, Lodon.

11. Tom Dougles, 1976, Group work Practive, Tavistock Publication Ltd, London,

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will gain knowledge about the social group and social group work
2. Students will understand the group process and group dynamics
3. Students will recognize the importance of group work process
4. Students will develop programme planning skills
5. Students will acquire the skill in recording in group work and techniques of recording

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Concurrent Field Work-I**	Core Practical
Semester	Credits	Practising Hours
I	5	12 hrs per week

CONCURRENT FIELD WORK – I

Course Objectives

1. To get exposure with regard to the various settings of social work.
2. To observe and learn a spirit of enquiry
3. To undergo a group living experience and to understand the living conditions of people.
4. To acquire the skill in street theatre and folk lore.
5. To document the outcome of the visit.

Field Work Components:

1. Observational Visits -The first year students during the first semester go for observational visits to various settings: Medical & Psychiatric, Rural Community Setting, Slum Visits, Industrial Setting, Correctional Setting and Tribal Setting.

2. Street Theatre training

3. Rural Camp for a week

4. Laboratory Experience in Social Work Methods

5. Group Project on Current issues – organized in groups.

The students spend two days in a week and expected to spend a minimum of 15 hours per week in the field for practice based learning.

Every week the students write a report of their activities and submit to the concerned field work supervisor on every Monday. The supervisor conducts individual and group conference regularly.

The CIA marks out of 40 are awarded by the supervisor for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by the external examinersand marks are awarded out of 60 for theoretical knowledge(15), practice skills (15), mobilizing resources(10), reporting(10), and communication and presentation(10).

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Sociology for Social Work Practice**	Core Elective
Semester	Credits	Teaching Hours
I	3	3

Course objectives:

1. To gain knowledge about the society and its dynamism
2. To understand the socialization process and its agents
3. To understand the process of social change
4. To gain knowledge about various social movements in India
5. To realize various social problems existing in the society

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

Unit II: Socialization: Process and agents. Social control: Concept, types and functions. Major Agents of Social control: Kinship, Religion, Law, Education, Traditions and Customs.

Unit III: Process of Social Change: Urbanization, Industrialization, Westernization, Sanskritisation, Secularization. Resistance to social change-cultural lag and Ethnocentrism.

Unit IV: Social Movements in India: Concept and Characteristics, Process of social movements - Peasant, Tribal, Dalits, Backward Class, Women, Minority groups, Working Class and Student.

Unit V: Social Problems: Social problems – meaning, causes and consequences. General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy, corruption and others. Problems faced by women, children, weaker sections, marginalized and elderly. Recent social issues. Legislative approach to social problems.

Text books

1. Shanger Rao C. N, 2012, Sociology Principles Of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi
2. Sachdeve D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad

References

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.
7. Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories(Fourth), Sage Publications, New Delhi
8. Anthony Giddens, 1998, Sociology(Third), Polity Press, London
9. Frank N Magill, 1995, International Encyclopedia Of Sociology, British Library, England
10. Indhira R., 2012, Themes In Sociology Of Education, Sage Publications, New Delhi
11. Jainendra Kumar Jha, 2002, Basic Principles Of Developmental Sociology, Anmol Publications, New Delhi

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will gain knowledge about the society and its dynamism
2. Students will understand the socialization process and its agents
3. Students will understand the process of social change
4. Students will gain knowledge about various social movements in India
5 Students will realize various social problems existing in the society

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Social Development : Theories and Perspectives**	Core elective
Semester	Credits	Teaching Hours
I	3	3

Course objectives

1. To understand the concept of social development in relation to social inequality, vulnerability and marginalisation and its linkage with economic growth and development
2. To develop a perspective towards the development challenges affecting the society
3. To understand the role of social development in addressing the issues of inequality
4. To understand the contemporary issues and areas of devleopment
5. To develop skills and competencies necessary for development interventions

Unit 1: Social Development- Concept, Process and Strategies: Concept and context of social development.Concepts of first, second, third and fourth world.Social development, economic growth and economic development. Indicators of social development

Unit II: Theories of Development: Classical Marxist theories of change.Theories of modernization.Dependency and world system theories.Development in Neo-Liberal era: Contemporary thrust and challenges

Unit III: Social and Economic Inequality: Distorted development, rural urban bias, regional imbalances.Poverty: Concept, structural poverty, strategies of poverty alleviation and the role state and civil society.Development debate and the vulnerable social groups

Unit 1V: Contemporary Development Thrust and its Impact: Sustainable development and Sustainable Development Goals (SDG).Alternative development strategies: Gender and participatory approaches to development; alternatives to development and post development.Aid-

meaning and impact and politics of aid.Social Cost Benefit Analysis- introduction and relevance to social Development

Unit V: Development Strategies: Development status of SCs, STs, Minorities and women.Poverty alleviation strategies.Resistance to Globalisation- world -wide and in India, State specific development challenges.Neo liberalism and its impact on women, labour, unemployment and

agrarian sector.

Text book

1. Midgley, J 2014 Social Development: Theory and Practice. Thousand Oaks, CA: Sage Publications

References

1. Black, J.K. 1991 Development in Theory and Practice: Bridging the Gap.Boulder: Westview Press.

2. Booth, D. 1994 Rethinking Social Development: Theory, Research andPractice. Harlow: Orient Longman.

3. Bhowmik, S.K.(edited)2014 The State of Labour: The Global Financial Crisis and itsImpact. India: Routledge

4. Chakravarty, S. 1987 Development Planning: An Indian Experience. Oxford:Clarendon Press.

5. Dereze, J &Sen, A. 2001 Indian Development: Selected Regional Perspective.New Delhi: OxfordUniversity Press.

6. Desai, A.R. 1980 Essays on Modernisation of Underdeveloped Societies.Mumbai: Popular Prakashan.

7. Harrison, D. 1988 The Sociology of Modernization and Development.London: Routledge.

8. Kabeer, Naila 1994 Reversed Realities: Gender Hierarchies in DevelopmentThought. London: Verso

9. Larrain, Jorge 2013Theories of Development: Capitalism, Colonialism andDependency. John Willey and Sons

10. Peet, RichardandHartwick, Elaine2015 Theories of development: Contentions, arguments,alternatives. NY, London: Guilford Publications

11. Pieterse, J.N. 2001 Development Theory: Deconstructions/Reconstructions. New Delhi: Vistaar Publications.

12. Samir, A., 1976 Unequal Development: An Essay on the Social formation ofPeripheral Capitalism. Sussex, U.K.: The HarvesterPress.

13. Webster, A. 1990 Introduction to the Sociology of Development. AtlanticHighlands, New Jersey: Humanities Press.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will understand the link concept, process and strategies of social development.
2. Students will identify the key development challenges confronting the society
3. Students will understand the role of social development in addressing inequality in society
4. Students will develop ability to link experiences around them with social development issues
5. Students will develop skills and competencies necessary for development interventions and inculcatevalues of social justice and equality.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Civil Society and Governance	Core elective
Semester	Credits	Teaching Hours
I	3	3

Course objectives

1. To understand the complex, normative, empirical and methodological issues of political life

2. To enable students develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society

3. To help students develop understanding of the normative and institutional logic of Democratic structures and institutions and role of citizens in expanding the democratic domains

4. Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures

5. Understand the meaning and relevance of political economy and its applications

Unit I. State: Concept and Evolution, Structures and Institutions: State and Nation States, Nations and Nationalism -Historical Overview.State –concept, definitions, features, theoretical approaches.Constitutionalism and State, Constitutional Foundations of Indian State. State-Structure and Institutions, Judiciary, Legislature and Executive.State and development issues: Marginalized and Excluded categories,gender, caste, ethnicity and minority identities

Unit II **Basic Political Concepts and Theories:** Main currents in Political Thought-Liberty, equality, Justice,Multiculturalism.Theory of Social Contract-Contribution of Hobbes, Locke, Rousseau.Power and Authority-Theories and approaches.Conservative/Functionalist, Marxist, Liberal and Neoliberal views of the state.

Unit III.**Civil Society:** Political Economy-Concept, Approaches and Relevance in Statecraft.Democracy- Normative and Institutional logic.Democratic States-Types, Processes and

Structures,bureaucracy in a developing country.Citizenship-Theoretical overview, role in representative, participatory and deliberative democracy, Recognition and Redistribution.

Unit IV. **Governance: Meaning, Models and Determinants:**Governance-Meaning, Types, Perspectives and Governance in the Globalizing World.Determinants of governance-participation, inclusion, right to information, People's Participation and Civil Society. Grassroots Democratic Governance: Panchayati Raj Institutions, Rural and Urban, Governance of Schedule Areas

Unit V. **Contemporary economic and Political systems:** meaning, types and functions.Civil society-concept and scope, Democratic Spaces and people's participation in governance.Governance Models in contemporary times, Participatory democracy- Development, rights, participation and human security. Basic Political Economic concepts such as Taxation, Budget, Production,Distribution, GDP, Inflation, Supply and Demand, Fiscal Deficit, Profit and Loss, Stagnation, Stagflation etc.,

Text books

1. Kothari, R.. 2012 Politics in India, New Delhi, Orient Blackswan(2nd Edition).
2. Bhargava, R., and Acharya, (ed.) 2008 Political Theory: An Introduction, New Delhi, Pearson Education India.

References

1. Jayal, N.G.& Mehta, P.G. 2010 The Oxford Companion to Politics in India, New Delhi: Oxford University Press
2. Eliott, C.M.(ed.) 2006 Civil Society and Democracy: A Reader, New Delhi, Oxford University Press
3. Chatterjee, P. 1999 The Partha Chatterjee Omnibus, New Delhi, Oxford University Press
4. Keane, J. 1998 Civil Society: Old Images, New Visions. Cambridge: Polity Press.
5. Dreze, J. & Sen, A. 1989 Hunger and Public Action. Oxford: Oxford University Press.
6. Jayal, N.G. 2013 Citizenship and its Discontent: An Indian Reader, Permanent Black, Orient Blackswan
7. Olson, M. 1982 The Rise and Decline of Nations. New Haven: Yale University Press.

8. Bardhan, P. 1984 The Political Economy of Development in India. Delhi: Oxford University Press.

9. Fine, B. 2000 Social Capital versus Social Theory: Political Economy and Social Science at the Turn of the Millennium. London: Routledge.

10. Dryzek, J.,Honig,B.& Phillips, A. (ed.) 2008 The Oxford Handbook of Political Theory; Oxford London, Oxford University Press

11. Tiihonen, S. 2004 From Governing to Governance: A Process of Change; Tampere University Press

12. Levi-Faur, D. 2012 The Oxford Handbook of Governance; Oxford Clarendon, Oxford University Press

13. Gupta, D. 2017 From 'People' to 'Citizen': Democracy's Must Take Road, New Delhi, Social Science Press

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Student will develop insight into basic political and Economic concepts and political environments and how do national and international, economic and political forces shape the lives and future of citizens, ,business and civil society

2. Students will gain understanding of the rich terrain of contemporary issues in the context of politics and will develop as informed citizens.

3. Students will understand the relationship between 'politics' and 'the economy'

4. Students Will get acquainted to the social dimension of key political challenges by exploring issues such as social inequalities, marginalization,and political principles of the statecraft

5. Students will become critical analysts and innovative designers by linking, theory and action in the domain of statecraft, grassroots governance and political participation

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Environmental Social Work**	Open elective
Semester	Credits	Teaching Hours
I	3	3

Course Objectives

1. To learn basic facts about Ecology, Environment and Energy resources.
2. To create environmental consciousness and various movements
3. To gain knowledge on various issues on Environment and the roles of Movements for the Environment Protection.
4. To become aware of the various environment protection laws and role of social workers
5. To understand the roles and responsibilities of NGO's in environment protection

UNIT – I: Environmental Issues and Consciousness: Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.

UNIT –II: Environment Consciousness- NGOs, Social Workers and Ecological Movements : Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement –Mitti Bachao Andolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.

UNIT – III: Environment Action and Management: State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and Jointly managed systems - Waste Management.

UNIT – IV: Environment Protection Laws and Role of Social Worker: The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions

of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).

UNIT – V: Environment protection and NGO's: Acts related to environmental protection: Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.

Text books

1. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.
2. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill Publishers. New Delhi:
3. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.

References

1. A bbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.
2. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
3. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.
4. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
5. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.
6. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
7. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.
8. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.
9. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course Outcome

1. Students will learn basic facts about Ecology, Environment and Energy resources.

2. Students will create environmental consciousness and various movements

3. Students will gain knowledge on various issues on Environment and the roles of Movements for the Environment Protection.

4. Students will become aware of the various environment protection laws and role of social workers

5. Students will understand the roles and responsibilities of NGO's in environment protection

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Social Entrepreneurship**	Open elective
Semester	Credits	Teaching Hours
I	3	3

Course objectives

1. To understand the importance and performance of voluntary sector
2. To develop understanding about social entrepreneurship
3. To get exposure to the social enterprises.
4. To strengthen the competence in social entrepreneurship
5. To apply the principles of social entrepreneurship in various fields

UNIT I:Introduction: Concept,need and importance of Third Sector. Typologies of third sector –Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India –Performance and environment of third sector. Third sector relationship to state and civil society.

UNIT II:Social Entrepreneurship: Concept, Definition, Importance, principles of social entrepreneurship –Social entrepreneurship Vs business entrepreneurship –social entrepreneurs and social change –qualities and traits of social entrepreneurs. Indian social entrepreneurs –M.S. Swaminathan, Varghease Kurien and Jockin Arputham.

UNIT III:Social Enterprises: Concept, Definition, Importance of social enterprises– similarities and differences between social enterprises and non-profits – types of social enterprises. Selected case studies of Indian Social Enterprises.

UNIT IV:Global & National Social Enterprises: Concept, Definition, and Importance. Global and National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises –Corporate, Community and government support for social enterprises.

UNIT V:Application of Social Entrepreneurship: Social Entrepreneurship - in the field of Health, Education, Environment protection, Energy consumption and Human rights. Application of marketing principles in welfare and development field – Social marketing.

Text book

1. Ramachandran K(2008)Entrepreneurship Development McGraw Hill Publication

Reference books

1. Alex Nicholls, (2006), Social Entrepreneurship: New Models of Sustainable Social Change, New York: Oxford University Press.
2. David Bornstein, (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.
3. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits –A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
5. Peter Drucker (1990), Managing the Non Profits Organizations: Practices
6. Sommer E(2020) Social Capital as a Resource for Migrant Entrepreneurship, Springer Publications

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will understand the importance and performance of voluntary sector
2. Students will develop understanding about social entrepreneurship
3. Students will get exposure to the social enterprises.
4. Students will strengthen the competence in social entrepreneurship
5. Students will apply the principles of social entrepreneurship in various fields

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Project Management**	Open elective
Semester	Credits	Teaching Hours
I	3	3

Course objectives

1. To understand the monitoring and evaluation systems and their use in project cycle management
2. To learn methods and skills to carry out monitoring using log-frame matrix
3. To understand various types of monitoring
4. To gain knowledge to plan and carry out evaluation studies and measure the results of the project
5. To gain skill in evaluating the government schemes and programmmes and reporting

Unit I: Monitoring and Evaluation: – Definitions & Concept – Difference between monitoring and evaluation -Importance of monitoring & evaluation in Project Cycle Management – The Log Frame Analysis - Formulating Objectives - Defining Activities.

Unit II: Monitoring and Evaluation Framework: Monitoring and Evaluation Framework with baseline and target- Indicators- Designing measurable indicators for goal, outcomes and outputs.

Unit III:Monitoring: Types of monitoring - Monitoring Activities and Outputs -Monitoring Outcomes and Assumptions-Preparation of monitoring forms-Data collection/processing/analysis and reporting- Implementation of recommendations.

Unit IV:Evaluation: Formative and Summative Evaluation - Internal & External Evaluation - Internal evaluation process- Methodology - Preparation of terms of reference/forms- Data collection/processing/analyzing.

Unit V:External evaluation: Evaluation of Government schemes and programmes - Writing an effective Evaluation report- Communication of findings for action and accountability.

Text books

1. Nagarajan K(2017)Project Management; New Age International Pvt. Ltd; Eighth edition
2. Pai Pradeep(2019) Project Management; Pearson publication

References

1. Barton, T. (1997). Guidelines for Monitoring and Evaluation – How are we doing? CARE International Uganda
2. Casley D J and Kumar K (1988) The Collection, Analysis, and Use of Monitoring and Evaluation Data, A Joint Study by The World Bank, IFAD and FAO, London: The John Hopkins University Press
3. Curry S and Weiss J (2000) Project Analysis in Developing Countries, Second Edition, Basingstoke: MacMillan Press
4. DFID (1995) Stakeholder Participation and Analysis, London: Social Development Division, DFID
5. Feuerstein M-T (1986) Partners in Evaluation, Evaluating development and community programmes with participants, London: MacMillan Education.
6. Guijt, Irene; Jim Woodhill 2002.Managing for Impact in Rural Development: A Guide for Project M&E. International Fund for Agricultural Development.
7. Handbook on Monitoring an d Evaluating for Results, Evaluation Office, UNDP, 2002
8. Margoluis, R. and Salafsky, N. (1998). Measures of Success: Designing, Managing, and Monitoring Conservation and Development Interventions. Island Press: USA.
9. Roche, Chris (2004). Impact Assessment for Development Agencies. Oxfam, London.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will understand monitoring and evaluation systems and their use in project cycle management
2. Students will learn methods and skills to carry out monitoring using log-frame matrix
3. Students will understand various types of monitoring
4. Students will gain knowledge to plan and carry out evaluation studies and measure the results of the project
5. Students will gain skill in evaluating the government schemes and programmmes and reporting

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**SOCIAL WORK PRACTICE WITH COMMUNITIES**	core
Semester	Credits	Teaching Hours
II	3	4

Course objectives

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

Unit I Introduction: Community: Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. Community Leadership: Concept and types of leadership in community. Community organization: Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

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

organization: Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

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

Unit III Approaches, Methods and Models of Community Organization: Approaches: General content, specific content and process objective. Models: Locality Development, Social Planning and Social Action. Methods: Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions. Application of community organization in different settings, emerging trends and experiments.

Unit IV Social Action: Social Action: Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, Jayaprakash Narayan, Vinoba Bhave andE.V.R. Periyar.

Unit V Strategies and Tactics of Social Action: Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suasion, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Radical Social Work: meaning, techniques. Contextual usage of strategies. Social action for social change and development.

Text Book
1. Raju LM (2012)Community Organization and Social Action: Social Work Methods And Practices ; Regal Publications

References

1. Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
2. Clinard Marshall B, 1957, Slums and community development, Free Press, New York.

3. Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.

4. Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.

5. Encyclopedia of social work, Government of India, New Delhi.

6. Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.

7. Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi

8. Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.

9. Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.

10. Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20thed, Vol: 1-4, NASW press, Oxford University Press, New York.

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1. www.researchgate.net
2. Journals.sagepub.com

3. McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf

Course outcome

1. Students will develop an understanding of the concepts related to working with communities and the processes involved in it.

2. Students will understand the use and practice of community organization in various fields of social work.

3. Students will gain knowledge about the role of social worker in social change and social development.

4. Students will familiarize the emerging trends and experiments in community organization.

5. Students will judge and apply various aspects of social action.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Social Work Research and Statistics	core
Semester	Credits	Teaching Hours
II	3	3

Course Objectives

1. To understand major research strategies, meaning, scope, and importance of social work research.
2. To develop an ability to see the linkage between the practice, research, theory, and to adopt suitable design
3. To study the various facets of data collection and scaling techniques
4. To hone the skills in undertaking research and in writing about the same.
5. To understand statistics and its application in social work

Unit I: Introduction to Social Research

Meaning**:** Scientific attitude, characteristics, scientific method.Research, Social Research and Social work Research; Scope and Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

UNIT II: Problem Conceptualization and Research Design: Research process(define, strategy, execution and reporting) **-** Problem Identification – Problem Definition – Review of Literature – Formulation of objectives – Identification of concepts and variables: Conceptualization and operationalization. Hypothesis, nature and types. Research Design: Meaning, Type-exploratory, descriptive, diagnostic and experimental.

UNIT III: Data Collection: Data: Meaning, Sources: Primary & Secondary. Tools of data collection: Observation, Questionnaire, Interview Schedule, Interview Guide (Case Study, Key Informant Interview and Focus Group Discussion). Pre-testing of the tool. Levels of measurement: nominal, ordinal, interval and ratio. Reliability and validity of the tool. Sampling:

Meaning of Sample, Universe, Sampling methods (Probability and Non Probability) and techniques.

UNIT IV: Data analysis, Presentation, Interpretation and Research Writing

Data analysis and processing of data - editing, coding, code book preparation, code sheet preparation. Classification, tabulation, frequency distribution; Diagrammatic representation of data. Data Interpretation. Research Writing: Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

UNITV: **Statistics:** Statistics- meaning, use, and its limitations in social work research; measures of central tendency: arithmetic mean, median, and mode; dispersion: range, quartile deviation, standard deviation and co-efficient of variation; tests of significance: "t" test, f test and chi-square test; correlation: meaning, types, and uses; Karl Pearson's coefficient of correlation and rank correlation; computer applications: use and application of computer in social work research(Manual calculations are not emphasized).

Text books

1. Das Lal K D (2008) Research Methods for Social Work;Rawat Publications

2. Kothari C.R (1997). *Research Methodology - Methods and Techniques*. Vishwa Prakashan, New Delhi.

References

1. Anderson, Jonathan, Millicent Eleanor Poole, and Berry H. Durston. *Thesis and assignment writing*. J. Wiley and Sons Australasia, 1970.

2. Baker, Therese L., and Allen J. Risley. "Doing social research." (1994).

3. Bryman, Alan, and Bob Burgess, eds. *Analyzing qualitative data*. Routledge, 2002.

4. Clandinin, D. Jean, et al. "Collecting and interpreting qualitative materials."*Personal experience methods* (1998): 150-178.

5. Denzin, Norman K. "The research act: A theoretical introduction to research methods." (1978).

6. Denzin, Norman K., and Yvonna S. Lincoln. *Handbook of qualitative research*. Sage Publications, Inc, 1994.

7. Gupta S.C. (2012). *Fundamentals of Statistics*, 7e. Himalaya Publication Co., New Delhi.

8. Gupta, S. P. *Elementary Statistical methods* sultan chand & sons. 1992

9. Henri, Theil. "Statistical decomposition analysis." (1972).

10. Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.

11. Monette Duane R. & Sullivan Thomas J. (1998). *Applied Social Research: Tool for Human Services*, Harcourt Brace College Pub., New York.

12. Ramachandran P. (1993). *Survey Research for Social Work*, Institute for Community Organization Research, Bombay.

13. Ranjit Kumar. (2014). *Research Methodology*. Sage Publications, New Delhi.

14. Ranjit Kumar. (2014). *Research Methodology*: A step by step guide for beginners. Sage Publications, New Delhi.

15. Rubin, Allen and Babbie, Earl. (2004). *Research Methods for Social Work with infotrac*, Thompson and Wadsworth Publishing, California.

16. Rubin, Allen, and Earl Babbie. *Empowerment Series: Research Methods for Social Work*. Cengage Learning, 2016.

17. Schutt, Russell K. *Investigating the social world: The process and practice of research*. Pine Forge Press, 2011.

18. Singleton Jr, Royce A., Bruce C. Straits, and Margaret Miller Straits.*Approaches to social research* . Oxford University Press, 1993.

19. Slife, Brent D., and Richard N. Williams. *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*. Sage publications, 1995.

20. Wilkinson T.S and Bhandarkar P.L. (2005). *Methodology and Techniques for Social Research, 16e* (Reprint). Himalaya Publication Co., New Delhi.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will understand major research strategies, meaning, scope, and importance of social work research.
2. Students will develop an ability to see the linkage between the practice, research, theory, and to adopt suitable design
3. Students will study the various facets of data collection and scaling techniques
4. Students will hone the skills in undertaking research and in writing about the same.
5. Students will understand statistics and its application in social work

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Social welfare administration	core
Semester	Credits	Teaching Hours
II	3	3

Course Objectives

1. To gain knowledge of polices in India and planning process in India
2. To know about the concept of welfare state
3. To gain knowledge about social welfare administration of service organizations.
4. To understand welfare administration process and gain essential skills
5. To acquire the skill of establishing a human service organization.

Unit I: **Introduction:** Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Sources of Policy : Indian Constitution- Directive Principles of State Policy; Ideology and consensus, Ratification of International Conventions**.**

UNIT II: Welfare State: Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).

UNIT II: Social Welfare Administration- Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus.

UNIT IV: Basic Administration Processes: Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.

UNIT V: Registering of an Organization: Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956.

Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Major programmes of Central Social Welfare Board and State Social Welfare Board.

Text books

1. Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication.
2. Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House

References

1. Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons.
2. Encyclopaedia of Social Work. Vol I & III Also for Units IV & V
3. Eyden Joan (1969) Social Policy in India, Broadway House, London
4. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
5. Gokhale S D 11979) Integrated Socia Policy :- hdia'. *New Development c Polity end Planning* Rawat Publications, Delhi.
6. Gol. Five-Year Plan - T'to 10*, Planning Commission of India, New Delhi
7. Kohli, A.S & S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication.
8. Kulkarni P.D &NanavattyMeher (1997) *Social Issues in Development,* Uppal Publishing House. New Delhi,
9. Kulkarni P.D. (1979) *Social Policy and Social Development in India.* Lalvani Publishing House. Mumbai
10. NIRD (2001) "Decentralized Planning", *IndiaPanchayat Raj Report*
11. Patel, N Vinod&Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company.
12. Ramchandran Padma (1994), *Some issues in Development Administration,* Sage Publications, and New Delhi
13. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems,* Sage Publications. New Delhi

14. Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.

15. Sharma P. N. (1993), *Social Planning: Concepts and techniques.* Print house, Lucknow

16. Sovani N.V (1979) Whither Social Planners and Social Planning', *New Development of Policy and Planning,* Rawat Publications, Delhi

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   1. www.researchgate.net
   2. Journals.sagepub.com

Course outcome

1. Students will gain knowledge of polices in India and planning process in India

2. Students will know about the concept of welfare state

3. Students will gain knowledge about social welfare administration of service organizations.

4. Students will understand welfare administration process and gain essential skills

5. Students will acquire the skill of establishing a human service organization.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Concurrent Filed Work II	Core Practical
Semester	Credits	Field work Hours
II	6	12 hours per week

Course Objectives

1. To practice the primary methods of social work in different settings
2. To Understand the applicability of the methods and techniques of Social Work in the fields of social work
3. To Enhance their skills of Social Work practice

The first year students during the second semester go for practice based social work for two days in a week and expected to spend a minimum of 15 hours per week in the field where they are placed.

The first year students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for their practice based social work.

During the placement they have to practice all the primary methods of social work. One has to help minimum of 3 clients using casework method, and form one group and practice group work method following all the stages of group work practice with at least 10 sessions and in the community conduct common program or solve an issue of the community following the principles of community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly.

The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team worker.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60 for theoretical knowledge(15), practice skills (15), reporting(10), communication(10) and presentation(10).

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Psychology for Social Work Practice	Core Elective
Semester	Credits	Teaching Hours
II	3	3

Course Objectives

1. To gain basic knowledge on psychology and its relevance in social work
2. To understand the behavior of human beings
3. To understand the nature and development of human behaviour in socio-cultural context.
4. To develop a critical perspective of the theories of human behaviour.
5. To acquire the skill of using psychological testing tools in dealing with individuals

UNIT 1: Psychology: Definition, goals, and its importance and role in social work practice. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology. Relevance of Psychology to Social Work. Social Psychology and its applications: Collective behaviour: nature and reasons for collective behaviour, and manifestations of collective behaviour.

UNIT 2: Psychological Processes in Behavior: Needs and Motives, Emotions, Intelligence, Learning and motivation. Factors Influencing Human Behavior: Heredity and Environment. Personality: types of personality.

UNIT 3: Social Bases of Behavior: Perception -Hallucination, Delusion, Illusion, Attitudes, Prejudices, Biases and Stereotyping. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanism

UNIT 4: Abnormal Psychology: Concepts of normality and abnormality. International Classification of Diseases (ICD): Neurosis & Psychosis. Theories of Human Development: Freud's Psycho-Sexual theory, Erickson's Psycho-social theory and Cognitive Theory of Jean Piaget.

UNIT 5: Intervention methods: Psychological Counseling and Psychological Testing: IQ / Achievement Test and Attitude Test- Basic concept of Psychometrics and Testing.

Text Books

1. Elizabeth B.Hurlock,2005,Child Development, Tata Mc Graw-Hill Publishing Company Ltd, New Delhi

2. Morgan Clifford, King Richard & Schopler John (2017) Introduction to Psychology. McGraw Hill Education; Bengaluru

3. Zara Emma O'Brien (2015) Psychology for Social Work,   Macmillan Education UK

References

1. Abril Lal Mukherjee, 2015,A Textbook Of Cognitive Psychology, Rajat Publications, New Delhi

2. Anuratha Ngangom,2012,Research Methodology in Psycology, Maxford Books ,New Delhi

3. Daine E Papalia And Sally Wendkos Olds And Ruth Duskin Feldman,2004, Human Development(Ninth), Tata Mcgraw-Hill, New Delhi

4. Delhinaima Khatoon, 2012, General Psychology, Darling Kinderley, South Asia .

5. Elizabeth B Hurlock,2009, Development Psychology(Fifth), Tata Mcgraw-Hill, New Delhi

6. John W Santrock, 2011, Life Span Development(Thirteen), Tata Mcgraw-Hill, New Delhi

7. Lewis R Aiken And Gary Groth-Marnat,2009, Psychological Testing And Assessment, Dorling Kindersley Pvt. Ltd, New Delhi

8. Margarete Parrish, 2012, Social Work Perspectives On Human Behaviour, Rawat Publications, Jaipur

9. Mohan Kumar, 2014,Dictionary Of Psychology, Aitbs Publishers, Delhi

10. Naima Khatoon, 2012, General Psychology, Dorling Kindersley Pvt Ltd, India

11. Philip Banyard, Mark N.O.Davies, Christian Norman And Belinda Winder,2012, Essential Psychology, Sage Publications, New Delhi

12. Singh H.D., 2007, Handbook Of Basic Human Physiology, S.Chand And Company Ltd, New Delhi

E-material

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will gain basic knowledge on psychology and its relevance in social work
2. Students will understand the behavior of human beings
3. Students will understand the nature and development of human behaviour in socio-cultural context.
4. Students will develop a critical perspective of the theories of human behaviour.
5. Students will acquire the skill of using psychological testing tools in dealing with individuals.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**HUMAN GROWTH AND PERSONALITY DEVELOPMENT**	Core Elective
Semester	Credits	Teaching Hours
II	3	3

COURSE OBJECTIVES

1. To develop an overall understanding of the principles of growth and their relevance for social workers

2. To understand the role of hereditary and environmental influences in growth and development.

3. To understand interactional nature of growth and behaviour at various stages in of learning

4. To develop appropriate attitude in their life as a social worker

5. To understand and apply theories of personality in social work practice ingeneral and individuals, groups, and communities in particular.

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

Unit II. Human growth and development: meaning, stages of development: pregnancy and child birth - infancy – babyhood-childhood-adolescent – adulthood – middle age – old age.

Unit III. Learning: nature, definition and types; theories of Pavlov and Skinner; remembering and forgetting. Motivation: concept of instinct: motives for survival – meaning and definition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation. Adjustment: concepts of adjustment and maladjustment; stress; frustration; conflict: nature and types; Coping mechanisms: nature and types, application.

Unit IV. Perception and attitudes: perception space, depth, auditory, and visual attention; attitude: nature of attitudes, stereotypes, and prejudices, formation of attitudes, and attitude change.

Unit V. **Personality Development:** Personality: definition and structure; theories of personality: trait and type theories; factors and strategies for personality development. Important concepts and contributions of Freud, Jung, Adler, Maslow, and Ericson.

Text book

1. Mitra Barun K (2011) Personality Development and Soft Skills; Oxford edition

References

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

E-material

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will develop an overall understanding of the principles of growth and their relevance for social workers
2. Students will understand the role of hereditary and environmental influences in growth and development.
3. Students will understand interactional nature of growth and behaviour at various stages in of learning
4. Students will develop appropriate attitude in their life as a social worker.
5. To understand and apply theories of personality in social work practice in general and individuals, groups, and communities in particular.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Perspectives in Psychology**	Core Elective
Semester	Credits	Teaching Hours
II	3	3

COURSE OBJECTIVES

1. To develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
2. To understand how social groups develop and maintain identity
3. To develop an understanding of the basic mental processes and their role ininfluencing behaviour
4. To understand growth and development of the person
5. To learn to apply concepts and theories of personality development in social work practice.

Unit I:Perspectives in Psychology: Perspectives in psychology- I Psychodynamic and Gestalt.Perspectives in Psychology II Behavioural, Cognitive and Humanistic.Cross cultural understanding and Community psychology.Psychology for Social Work

Unit II: Individual in a socio-cultural environment: Role of Social Institutions.Heredity and environment.Basic psychological processes (concept and applications)- I motivation,emotion.Basic Psychological processes (concept and applications) – cognition-intelligence and learning

Unit III: Social self and communication. Social and self perception.Prejudice, stereotypes and discrimination.Attitudes formation, change and measurement.Communication, social media and propaganda

Unit IV Human Growth and Development: Human Growth and Development: life span perspective, Dimensions ofGrowth and Development. Theories of growth and development.

Unit V. **Personality Development:** Personality: definition and structure; theories of personality: trait and type theories; factors and strategies for personality development. Important concepts and contributions of Freud, Jung, Adler, Maslow, and Ericson.

Text book

1. Khalakdina M 2008 Human Development in the Indian Context: A Socio- Cultural Focus. Vol. I New Delhi: Sage Publications

References

2. Prilleltensky, I., &Nelson, G. 2002 Doing psychology critically: Making a difference in diverse settings. Basingstoke, England: Palgrave

3. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H 2012 Community Psychology: Linking Individuals and Communities *(3rd ed.).* Belmont: CA: Wadsworth/Cengage Learning.

4. Weiten, W 2011 Themes and variations in Psychology, Wadsworth, Cengage learning. Belmont: USA

5. Richard M. Ryan 2012 Oxford Handbook of Human Motivation. New York : OUP

6. Khalkdina M 2011 Human Development in the Indian Context: A Socio Cultural Focus. Vol. II. New Delhi: Sage Publications

7. Specht, J 2017 Personality Development Across the Lifespan 1st Edition. London: Academic Press

8. Daniel W. Barrett 2016 Social Psychology-Core Concepts and Emerging Trends. London: Sage

9. Nicolson. Paula and Bayne Rowan 2014 Psychology for Social Work. Theory and Practice.London: Palgrave

10. Matt Field, Sam Cartwright-Hatton 2015 Essential Abnormal and Clinical Psychology. London:Sage

11. Kuppuswamy..1980 An Introduction to Social Psychology. Bombay: Media Promoters and Publishers Pvt Ltd

12. Garth S. Jowett and Victoria O'Donnell 2018 Propaganda & Persuasion. London: Sage 7th ed

E-material
1. www.researchgate.net
2. Journals.sagepub.com

Course outcome
1. Students will develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
2. Students will understand how social groups develop and maintain identity
3. Students will develop an understanding of the basic mental processes and their role in influencing behaviour
4. Students will understand growth and development of the person
5. Students will learn to apply concepts and theories of personality development in social work practice.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Theory and practice in counselling**	Open Elective
Semester	Credits	Teaching Hours
II	3	3

COURSE OBJECTIVES

1. To develop a holistic understanding of counselling as a tool for help.
2. To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, processes, and techniques.
3. To develop skills of application to real life situations.
4. To develop the ability to recognise and synthesise attitudes and values that enhance investment of self in the counsellor's role.
5. To develop the ability to use the tools/scales in various settings.

Unit I. Introduction to Counselling: Meaning, Definition, Need and importance of counselling and professional counselling. Basic principles of counselling: participation, individualisation, confidentiality, communication, acceptance, self confidence, self awareness, and other principles governing the counseling relationship.

Unit II. Theories of counselling: Psychoanalytic, adlerian, client centered, behavioural approach, rational emotive, reality, gestalt, transactional analysis, cognitive behavioural therapy, and eclectic theories.

Unit III. Counselling process: Process, Interview and it significance in counselling – use of observation in counselling and understanding of emotions in counselling.

Unit IV. Types of counselling: individual and group counselling, family counselling, marital counselling, student counselling, and industrial counselling. Techniques of group counselling, strategies and structure – barriers to effective counseling sessions; counselling evaluation.

Unit V. a. Components of effective counselling :counsellor's skills – Role and functions of the counsellors in schools, industries, family, hospital, and rehabilitation institution. **b. Application of test** (only for practice not for examination)The following standardised tests must be practiced in counselling settings:Personality, intelligence, interpersonal relations, stress, anger, self esteem, anxiety, assertiveness, depression, adjustment, and mental health.

Text books

1. Murphy David(2017) Counselling Psychology: A Textbook for Study and Practice, Wiley-Blackwel publication
2. Gladding T Samuel and Batra Promila (2018) Counseling: A Comprehensive Profession Pearson Education
3. Philip Simon (2020) Theory and practice in counseling, new Man Publication, Parbhani

References

1. Feltham, Colin, ed. *Controversies in psychotherapy and counselling*. Sage, 1999.
2. Fullmer, Daniel W., and Harold Wright Bernard. *Counseling: Content and process*. ScienceResearch Associates, 1964.
3. Geldard, Kathryn, David Geldard, and Rebecca Yin Foo. *Counselling children: A practicalintroduction*. Sage, 2013.
4. Harms, Ernest, and Paul Schreiber, eds. *Handbook of counseling techniques*. Pergamon Press,1963.
5. Hurlock, Elizabeth Bergner. *Developmental psychology*. Tata McGraw-Hill Education, 2001.
6. Kennedy, Eugene. "On becoming a counselor: a basic guide for non-professional counselors."(1977).
7. McLeod, John. *An introduction to counselling*. McGraw-Hill Education (UK), 2013.
8. Noonan, Ellen. *Counselling young people*. Routledge, 2002.
9. Shostrom, Everett L., and Lawrence M. Brammer. "The dynamics of the counseling process." (1952).

E-material

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will develop a holistic understanding of counselling as a tool for help.
2. Students will acquire knowledge of various approaches, their theoretical under-pinning for goals, values, processes, and techniques.
3. Students will develop skills of application to real life situations.
4. Students will develop the ability to recognise and synthesise attitudes and values that enhance investment of self in the counsellor's role.
5. Students will develop the ability to use the tools/scales in various settings.

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Peace Building and Conflict Mitigation	Open elective
Semester	Credits	Teaching Hours
II	3	3

COURSE OBJECTIVES

1. To develop conceptual understanding about conflict
2. To understand situations of conflict, violence and conflict zones from across the world
3. To analyze the conflict and develop strategies for social work intervention
4. To develop skill in social analysis for peace and development
5. To understand the peace building process

Unit I: Basic Concepts Related to Conflict: Definitions and contexts of conflict - understanding concepts of violence,non-violence, riots, feud, rebellion, genocide, and pogrom.Sources and causes of social, economic and political conflict.

Unit IIConflict as social process: Conflict as social process - economics of conflict, relevance of conflict forsocial work.Conflict within States : Nation - State (nationalism), Cultural Identity& Civil Society

Unit III. Conflict Analysis and Strategies for Social Work Intervention: Instances of inter and intra-state conflict-identity/rights/claims over land,water etc.Stages of conflict, actors involved – timing, targets, setting.Conflict audit-steps, processes and implications.Mapping entry points and engagement with community and the State.Conflict induced trauma and social work interventions.Conflict Management & Conflict Resolution, Analytical Problem Solving Approach, Conflict Transformation, Communication; Inter-personalMediation

Unit IV.Peace Building: concepts, analysis and models: Political, economic, social challenges - steps and processes.Reconstruction and Rebuilding in conflict-torn societies.Models and

illustration on conflict mitigation and peace building: Indian andInternational contexts/ State and Civil Society.Social analysis for peace and development

Unit V. **Peace building: Strategies and Interventions:**Peace building through movements-Locating women in Peace Movement,indigenous actors in Peace Building.Peace Building at the Elite Level: The role of state and its critique.Development and conflict - evaluating and assessing development as warningfor peace, civil society response, role of organizations such as UNO inpromoting peace etc.Case illustrations and Best Practices

References

1. Adfer Rashid Shah (2017) Re-reading the Field in Conflict Zones: Experiences from
Kashmir Valley: EPW Vol. 52, Issue No. 12, 25 Mar, 2017 :
2. Vijay K Nagaraj (2015) Towards Reimagining Dominant Approaches War, Conflict and
Development: EPW Vol. 50, Issue No. 9, 28 Feb, 2015:

E-materials
1. http://www.epw.in/journal/2017/12/web-exclusives/re-reading-field-conflict-zonesexperiences-kashmir-valley.html
2. http://www.epw.in/journal/2015/9/conflict-transition-and-development-specialissues/war-conflict-and-development.html

Course Outcome
1. Students will develop conceptual understanding about conflict
2. Students will understand situations of conflict, violence and conflict zones from across the world
3. Students will analyze the conflict and develop strategies for social work intervention
4. Students will develop skill in social analysis for peace and development
5. Students will understand the peace building process

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Personal and Professional Development	Open elective
Semester	Credits	Teaching Hours
II	3	3

Course Objectives

1. To understanding the process of self-awareness and relevance of self-awareness for personal and professional development.
2. To develop practice based skills and positive life skills for competence in personal life and professional practice.
3. To understand and uphold professional values and ethics.

Unit-I Self and Self Awareness: Meaning, concept, significance of understanding self and factors affecting self, and reaction of self to various life situations: achievements, frustration, failure and crisis

Unit-II Techniques of understanding self: (Intra and interpersonal) and Self Development: SWOT analysis; Johari window; Mirror reflection techniques; six thinking Hats techniques. Self Development: meaning and Concept, Use of yoga and meditation for self development.

Unit-III Communication: Concept, definition and principles of communication; Elements of communication; Types of communication; Barriers of communication, Public speaking: planning, preparation and presentation.

Unit-IV Attributes of Professional Personality: Qualities and traits; Values and attitudes; Creativity; Habits; Skills. Development of professional self-concept, professional ethics and values.

Unit-V Professional Integrity, Competence and Burnout in Professional Practice: professional knowledge, critical thinking, Acceptance of self and others, decision making, burnout- causes and impact, prevention and coping with burnout, stress management

Text book

1. Kuppuswamy B (1961) An Introduction to social Psychology, Bombay Asia Publishing House

References

1. Allan Pease. (Author), Barbara 2004 The Definitive book of body Language Manjul Publishing House Pvt. Ltd.; 1st Edition (12th impression) edition
2. Barun K Mitra 2011 Persoanality Development and soft skills , Oxford University press- New Delhi
3. Beryl, Williams (1977) communication effectively, New Delhi: Sterling Publication.
4. Chopra, BS. KS. (1987) Leadership for Indian Manager, Pune: Times Research Foundation.
5. Crispin Cross P. (1974) Interviewing and Communication, Bostan Routledge and Kegen Paul
6. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London : Charles E. Merrill Co.
7. Joyce, Lishman (1994) Communication in Social Work, New York: Palgrave.
8. Mishra , Braj Kumar 2008 The study of Human Behavior , PHI publisher
9. Swami Vivekananda 2009 Personality Development, Adwaita Ashrama 2nd edition

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	Field Study	Compulsory Paper
Semester	Credits	Teaching hours
II	2	-

There will be field study which is compulsory in the second semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of first semester. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluating the field study report.

        (i). Head of the respective department

        (ii). Mentor

        (iii). One faculty from other department

MASTER OF SOCIAL WORK		
Course Code	Name of the paper	Paper Type
P05	**Summer Placement (optional)**	Optional Field work
Semester	Credits	Filed work Hours
II		One month

COURSE OBJECTIVES

1. To gain experience in a social work field by being in an open or closed setting
2. To understand the techniques and approaches adopted by the organization
3. To apply the knowledge gained, in the field of social work

After the second semester examination and during the summer vacation students can opt for field placement training (summer placement) for one month (minimum 24 days) in the field placement agency. For the successful completion of this training the department may authenticate the certificate if the students submit the activity sheet, attendance certificate from the agency and the report. This summer placement is optional and it carries no internal marks or external marks or credits.

COURSE OUTCOMES

1. Students will gain experience in a social work field by being in different settings.

2. Students will understand the techniques and approaches adopted by the organization.

3. Students will apply the knowledge gained, in the field of social work.

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SEMESTER III

PAPER - 7

HUMAN RESOURCE MANAGEMENT

COURSE OBJECTIVES

1. To gain knowledge about the management of human resources
2. To gain knowledge about the management of human resource planning
3. To gain knowledge about employee retention and separation
4. To understand the programmes and activities of management of human resources
5. To acquire the skills of working with recent trends and human resource development

UNIT I: Human Resource Management: Concept, role and importance as part of general management – Personnel Management Vs Human Resource Management - objectives and Functions of HRM - Evolution of HRM – HRM in Service and Manufacturing Organisations: Industry, Hospital, Hotel, Shops and Establishments, Software Industry and Service Organisations.

UNIT II: **Human Resource Planning:** Concept and process of Human Resource planning – Recruitment and selection. Selection Process: Application Blank, Written Test, Group Discussion, Essentials of a good Curriculum Vitae, Interviewing techniques and skills, Types of Interviews, Offer Letters, References, Medical Check-ups; Induction and Placement; Job design, job analysis, Job descriptions, Job classification and Job evaluation. Sources of manpower supply: On-Campus, Off-Campus, Referrals, Consultancies, Internal Mobility, Employee outsourcing.

UNIT III: Employee Retention and Separation: Attrition and Retention - Concept and Problems. Causes of Job Hopping. Leave Management: Types of Leave. Disciplinary procedures: Concept of Charge Sheet, Domestic enquiry. Grievance Redressal Procedures;

Performance Management Systems; Transfers and Promotions. Separation: Discharge, Dismissal, Resignation, Retirement, VRS, CRS; Exit Interview; Retirement Benefits.

UNIT IV: Compensation Management: Concept of Wage and Salary – Wage Theories – Types of wages – Wage Board - Wage Components - wage differentials – wage regulators – Incentive Schemes - Fringe Benefits -Employee benefit plans.

UNIT V: Trends in HRM and Human Resource Development: Current Trends in HRM:HRIS, ERP in HRM – e-HR: e-Recruitment, e-Learning, Performance Management, e-Reward - Manager Vs. Leader - Concept of Human Relations Approach -Challenging role of human resource manager. **Human Resource Development** : concept, meaning, functions, HRD Instruments. Training and development: concept, difference, 4-steps training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Methods of evaluating training effectiveness.

Text books

1. Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.
2. Flippo Edwin B(1984) personnel management . McGraw-Hill international Edition New Delhi

Reference books

1. Aswathappa K. 2011. Human Resource Management Publishing by Tata Mc Graw Hill Education Pvt. Ltd.
2. Dessler Gary, Biji Varkkey. 2012. Human Resource Management. Dorling Kindersley Publishing Company.
3. Jeffrey A Mello. 2011. Strategic Human Resource Management. Cengage Learning India.
4. Michal J Kavanagh & Mohan Thite. 2010. Human Resource Information System. Sage Publications India Pvt Ltd.
5. Uday kumar haldar. Human resource management. 2010. Published in India by oxford university press.

E-Materials

1. www.mca.gov.in
2. www.esic.nic.in
3. www.epfindia.com
4. www.labour.nic.in
5. www.lawmin.nic.in

Course outcome

1. Students will gain knowledge about the management of human resources.
2. Students will gain knowledge about the management of human resource planning.
3. Students will gain knowledge about employee retention and separation.
4. Students will understand the programmes and activities of management of human resources.
5. Students will acquire the skills of working with recent trends and human resource development.

RURAL COMMUNITY DEVELOPMENT

Course Objectives

1. To enable students to understand rural realities.
2. To understand various facets of rural community development
3. To develop sensitivity and commitment for working with rural communities.
4. To impart knowledge about the governmental and voluntary efforts towards rural community development.
5. To equip students with specific knowledge of various rural community development programmmes

Unit I: Rural Community: meaning, characteristics; types of villages; scope of studying the rural community and its relation to social work; rural social structure and constraints to rural development; rural organisation and rural development - school, co-operatives, village panchayat, youth club, women's club, self-help groups etc.; rural problems: poverty, illiteracy, unemployment, problems related to agriculture (land holding, productivity, marketing), and community health.

Unit II: Rural Community Development: meaning, objectives, scope, principles, process, models; methods; earlier experiments in rural developments - Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment.

Unit III. Rural Development Administration: history, structure- central - state, district and block levels and functions, **panchayat raj institutions** (PRI): origin & evolution; philosophy, new panchayat raj system- 73rd amendment and its salient features, structure of PRIs; powers of Gram Sabha; features of Tamil Nadu Panchayat Act, 1994; constitution of village panchayats, panchayat union and district panchayat;

Unit IV Rural Development agencies: Agencies and functions: Council for advancement of people's action and rural technology (CAPART), national institute of rural development (NIRD),

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national bank for agriculture and rural development (NABARD), regional rural banks (RRB), district rural development agency (DRDA).

Unit V. Rural Development programmes: Area based Programmes- target based programmes and welfare programmes:

Text books

1. Lalitha N(2004)Rural development in India, Emerging issues and trends, Dominant Publishers and Distributors, New Delhi

2. Sharma Rajendra K(2004) Rural Sociology, Atlantic Publishers and distributors, New Delhi

References

1. Biddle, William W., and Loureide J. Biddle. "The Community Development Process: The Rediscovery of Local Initiative." (1965).

2. Dahama, O. P., and OP Bhatnagar Education. "Communication for development." (1991).

3. Dayal, Rajeshwar. "Community development programme in India." *Community development programme in India* (1960).

4. Ghosh, Arun. *Planning in India: the challenge for the nineties*. Sage Publications, 1992.

5. Hartmann, Paul, Bhivarao Rajdhar Patil, and Anita Dighe. "The mass media and village life: An Indian study." (1989).

6. Jain, Sugan Chand. "Community Development and Panchayati Raj in India." (1967).

7. Joseph, M. K. *Modern media and communication*. Anmol Publications Pvt Limited, 1996.

8. Maheshwari, Shriram. *Rural development in India: a public policy approach*. No. Ed. 2. Sage Publications India Pvt Ltd, 1995.

9. Mascarenhas, Reginald C. *A strategy for rural development: Dairy cooperatives in India*. No. 334.68370954 MAS. CIMMYT.. 1988.

10. Mathur, Basant Lal. *Rural Development and Co-operation*. RBSA, 2000.

11. Mondy, R. Wayne, et al. *Management: Concepts and practices*. allyn and bacon, 1986.

12. Oakley, Peter, and David Marsden. *Approaches to participation in rural development*. No.F/630.715 O2. 1984.

13. Oakley, Peter. *Projects with people: The practice of participation in rural development.*

14. International Labour Organization, 1991.

15. Pokharapurkar, Raja. *Rural Development Through Community Television.* Vol. 1. Concept Publishing Company, 1993.

16. Singh, Hoshiar. *Administration of rural development in India.* Sterling, 1995.

17. Singh, Katar. *Rural development: principles, policies and management.* Sage, 1999.

18. Sundaram, I. Satya. *Rural development: A textbook for university and college students.* Himalaya Publishing House, 2007.

19. Weil, Marie. *Community practice: Conceptual models.* Vol. 3. No. 3-4. Psychology Press, 1996

E-material

1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will be able to understand rural realities.

2. Students will understand various facets of rural community development

3. Students will develop sensitivity and commitment for working with rural communities.

4. Students will gain knowledge about the governmental and voluntary efforts towards rural community development.

5. Students will equip with specific knowledge of various rural community development programmmes

PSYCHIATRIC SOCIAL WORK PRACTICE

Course Objectives

1. To understand the concepts and historical development of the field of Psychiatry
2. To gain knowledge about various assessment methods
3. To gain knowledge on the various psychiatric disorders
4. To gain knowledge on behavioural and emotional disorders
5. The acquire skill in understanding the challenges of Psychiatric Social Work practice in various settings

Unit I: Psychiatric Social Work: Defnition and concept, historical development in India and abroad; current status as a field of specialisation.; case work, group work, and community organisation in the psychiatric services; limitations and difficulties faced in psychiatric social work practice; psychiatric epidemiologist in India. Community Psychiatry, child psychiatry and emergency psychiatry.

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

Unit-III: Psychiatric Mental Disorders: Classification of Psychiatric mental Disorders: Organic, Toxic and Functional (Non- Organic). Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease. Toxic: Symptoms of Mental and Behavioural disorders due to Psychoactive Substance Use. Functional Mental Disorders: Signs, Symptoms, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders.

Unit IV Behavioural and Emotional disorders: Behaviour disorders: Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non-Organic Sleep Disorders. Common Mental Health

Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism.

Unit V: Scope of Psychiatric Social Work practice: 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, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilisation, reintegration of the patient in the family and community; principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work.

Text books

1. Abraham P. Francis(2014) Social Work in Mental Health, Contexts and Theories for Practice
2. Ahuja Niraj(2011) A short text book of psychiatry .,Jaypee Brothers, New Delhi

References

1. Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
2. Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
3. Edward, Understanding mental retardation, Cambridge University press, London, 1986
4. Gaind R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
5. John, Howells G ; Modern perspective in International Child Psychiatry , Brunner &Mazel publication, New York, 1971
6. Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
7. Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
8. Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
9. Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rine hart &Winston, New York, 1961.

10. Sadock, Benjamin & Sadock, Virginia Alcott (2007)Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/clinical Psychiatry, Lippincott Williams and Wilkins Publications.

11. Venkatesan S (2004) Children with developmental disabilities –Sage Publications

12. Verma(1992) Psychiatric Social Work in India; Sage Publications

E-material

1. www.researchgate.net
2. Journals.sagepub.com

Course Outcome

1. Students will understand the concepts and historical development of the field of Psychiatry

2. Students will gain knowledge about various assessment methods

3. Students will gain knowledge on the various psychiatric disorders

4. Students will gain knowledge on behavioural and emotional disorders

5. Students will acquire skill in understanding the challenges of Psychiatric Social Work practice in various settings

PAPER - 8

LABOUR LEGISLATIONS AND LABOUR WELFARE

Course Objectives

1. To gain knowledge about labour legislations and labour welfare
2. To understand the legal provisions of labour welfare
3. To understand the historical development of labour laws
4. To gain knowledge in wage and industrial relations
5. Acquire the skills of working with corporate sector

UNIT I: Introduction: Industrialization –Concept and Impact of Industrialization in India. Labour: Concept, Characteristics and Problems of Indian Labour. Organized and unorganized Labour.Labour Welfare: Concept, need, objectives, principles and theories. Administration of labour- Central and State level . Labour welfare officer: Qualification, Need, roles and functions. Objectives and Functions of ILO.

UNIT II: Labour Legislations: Concept and History of labour Legislations in India. Legislations for labour welfare in different types of industries:The Factories Act of 1948, The Mines Act, 1952 , The Motor Transport Workmen Act,1961 Plantation Labour Act,1951, The Dock Workers (Safety Health and Welfare) *Act* 1986, Tamilnadu Shops and Establishment Act 1947- Sexual Harassment of women at workplace (Prevention Prohibitions & Redressal) Act 2013.

UNIT III: Industrial Relations Legislation: Indian Trade Union Act 1926, Industrial Disputes Act 1947, Employment Legislations: Industrial Employment (Standing Orders) Act 1946, Contract Labour (Regulations and Abolition) Act 1970. Tamil Nadu Industrial Establishment (National Festival and Holidays Act 1958).

UNIT IV: Wage Legislations: Payment of wages Act,1936, Minimum wages Act,1948., Payment of Bonus Act, 1965, Equal Remneration Act 1976.

UNIT V: Social Security Legislations : Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity benefit Act 1961, Workmens Compensation Act 1923. TN Labour Welfare Fund Act 1972.

Text book

1. Tripathi, P.C.1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi.

References

1. Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.

2. Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.

3. Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.

4. Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi.

5. Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand & Company. New Delhi

6. Sreenivasan, M.R 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai

7. Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.

8. Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.

9. Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.

10. Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.

Course Outcome

1. Students will gain knowledge about labour legislations and labour welfare
2. Students will understand the legal provisions of labour welfare
3. Students will understand the historical development of labour laws
4. Students will gain knowledge in wage and industrial relations
5. Students will acquire the skills of working with corporate sector

URBAN COMMUNITY DEVELOPMENT

Course Objectives

1. To enable students to understand the unique nature of urban community.

2. To develop sensitivity and communication for working with urban poor.

3. To provide knowledge on the government and voluntary efforts towards urban development.

4. To equip students with specific skills and the techniques of working with urban communities.

5. To gain knowledge of various urban development schemes and programmes.

Unit I: Urban Community: meaning, characteristics, rural urban linkages and contrast; city - meaning,classification, trends in urbanization process.

Unit II: Urbanisation & Urbanism: meaning, theories of urbanization, characteristics of urbanism,slums – definition, approaches, theories and classification and culture of slums; urban problems:housing, drug addiction, juvenile delinquency, prostitution, and pollution.

Unit III. Urban Community Development: definition, concept, objectives and historical background;approaches, principles process and methods of urban community development, welfare extensionprojects of central social welfare board, urban development planning: legislation related to urbandevelopment: urban land ceiling act, town and country planning act, nagarpalika act and TamilNadu slum clearance and improvement act) community planning, and community participation.

Unit IV. Urban Development Administration: national, state and local levels; structure and functionsof urban development agencies: urban services and urban deficiencies; metropolitan developmentauthorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centrefor Human Settlement (UNCHS); housing board, role of voluntary agencies in urban development.

Unit V. Urban Development Programmes: Five year plans and urban development; Madras UrbanDevelopment Projects (MUDP) I & II; Tamil Nadu Urban Development project (TNUDP); UrbanBasic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY), etc. Tamil Nadu Slum Area(clearance and improvement) Act 1971, and problems in implementation of urban communitydevelopment programmes; role of development worker – application of social work methods inurban development.

Text books

1. Heggase Odeyar D(1998) urban Development in India , problems, policies and programmes, Mohit Publications New Delhi

2. Shankar Rao, C.N.(2004)Sociology of Indian Society, S Chand & Company LTD, New Delhi

References

1. Clinard, Marshall Barron. Slums and community development: experiments in self-help. Vol. 8.
   New York: Free Press, 1966.

2. Diddee, Jaymala, and Vimla Rangaswamy. "Urbanisation: trends perspectives and challenges."
   (1993).

3. Gill, Rajesh. Slums as urban villages. Rawat Publications, 1994.

4. Mitra, Arup. Urbanisation, slums, informal sector employment, and poverty: An exploratory study. BR Publishing Corporation, 1994.

5. Ramachandran, Ranganathan. "Urbanization and urban systems in India."OUP Catalogue (1992).

6. Thudipara, Jacob Z. Urban Community Development. Rawat, 2007.

7. Vibhooti, Shukla. "Urban Development and Regional policies in India."Himalaya pub., Bombay (1988).

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1. www.researchgate.net
2. Journals.sagepub.com

Course outcome

1. Students will understand the unique nature of urban community.
2. Students will develop sensitivity and communication for working with urban poor.
3. Students will gain knowledge on the government and voluntary efforts towards urban development.
4. Students will equip with specific skills and the techniques of working with urban communities.
5. Students will equip with knowledge of various urban development schemes and programmes.

MEDICAL SOCIAL WORK

Course Objectives

1. To understand the historical developments of Social Work in Medical Settings, existing status and its development.
2. To gain knowledge on the Holistic and Integrated approach to Social Work Practice in the field of Health.
3. To realize the various roles of a medical social worker
4. To understand the common Diseases and Health problems of the Community.
5. Togain essential skills as a medical social worker in different settings.

Unit – I: Concepts and Definition: Health, Hygiene, diseases, Illness and Handicap. Medical Social Work: Meaning, Definition, objectives and Scope. Historical Development of Medical Social Work in India and Abroad.

Unit – II: Health Care Models: Preventive, Curative, Promotional Model. Integrative Model and Development Model. Holistic Approach to Health, Alternative System of Health – AYUSH (Ayurveda, Unani, Siddha,Yoga, meditation, Naturopathy). Health Education: Concept and Principle, Models, Methods and Techniques.

Unit – III: Role of Social Worker: Patient as a person, Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care.Concept of long-term hospitalization,Impact of long-term hospitalization on the patients and the families. Teamwork and Multidisciplinary approach in health care. Role and Functions of Medical Social Worker.Counselling and Rehabilitation – patients and their families of Organ Transplantation, Spinal Cord Injuries, Epilepsy, and Medico-legal Cases. Promoting health needs and functions of Rural and Urban Community Settings.

Unit – IV: Diseases: Major communicable diseases: TB, STD, HIV/AIDS, UTI, Polio, Diarrheal Diseases, Vector Borne Disease, Typhoid, Leprosy, Leptospirosis, Respiratory Tract Infection (RTI). Major non communicable diseases: Cancer, Diabetes, Hypertension, Cardiac Disorders, Neurological Disorders, Asthma. Psychosocial Problems and the role of medical social worker in dealing patients: Physically Challenged, Nutritional Disorders, Occupational Health problems, Women's Health problems, Pediatric Health problems and Geriatric Health problems

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

Text books

1. Webb John (2002)Medical Social Work: the Reference Book ;Trafford Publishing, Canada
2. Suvarnkhandi Sangameshwar S (2017) Social Work Practice in Health & Medical Profession, Book Enclave publisher, Jaipur

References

1. Anderson R. & Bury M.(eds) (1988),Living with chronicillness-The Experience of Patients and their families, Unwin Hyman, London.

2. BajpaiP.K.(ed.)(1997),SocialWorkPerspectivesinHealth,RawatPublications, Delhi.

3. BarlettH.M.(1961),SocialWorkPracticeinthehealthfield;NationalAssociationof social workers, New York.

4. Blaxter, Mildred (2004)Key Concepts on Health, Polity Publishers, New Delhi

5. Bradshaw & Bradshaw, (2004) Health Policy for Health Care Professional, Sage Publications, New Delhi.

6. Brannon &Feist, (2000) Health Psychology, TLARC Publication, Toronto.

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

8. Dowding &Barr, (2002)Managing in Health Care, Pearson Education Ltd. London

9. Dziegielewski, Sophia,2003 Changing Phase of Health Care, Social Series II Education, Sarabook, New Delhi.

10. Field M.,(1963),Patients are people-A Medical-Social Approach to Prolonged Illness, Columbia University Press, New York.

11. GolsteinD.,(1955),Expandinghorizonsinmedicalsocialwork,TheUniversityof Chicago Press, Chicago.

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

13. Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.

14. Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London

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1. Journals.sagepub.com
2. www.alibris.com

Course outcome

1. Students will understand the historical developments of Social Work in Medical Settings, existing status and its development.
2. Students will gain knowledge on the Holistic and Integrated approach to Social Work Practice in the field of Health.
3. Students will understand the various roles of a medical social worker
4. Students will understand the common Diseases and Health problems of the Community.
5. Students will gain essential skillsas a medical social worker in different settings.

PAPER - 9

COMPUTER APPLICATION IN SOCIAL WORK

Course objectives

1. To understand the fundamentals of computing and word processing.
2. To understand the fundamentals word processing
3. To gain knowledge in using SPSS in social work researches
4. To familiarize in using SPSS in social work researches
5. To gain knowledge and familiarity in using SPSS in social work researches

UNIT-I: Fundamentals of a Computer: Meaning, Characteristics, basic operations –input, storage, processing, output, ALU and control. Devices of a computer hard ware, software, types of software –application, system, utility. Meaning of programme. Computer language –machine, assembly high level. Assembler, interpreter and compiler, operating system. Dos, Windows.

UNIT-II: Word Processing: Meaning, Features, advantages. Structure of a word window. Creating, saving opening and printing documents. Creating tables. Mail merge-main document, data source and merging. Spread Sheet Package: Cell, rows and columns. Range, structure of excel window. Creating, saving opening and printing a spreadsheet, creating tables, charts, calculations. Presentation package: Creating presentations in power point, tables, charts. Animation running slide show, saving the slides, printing presentations. Internet and browsing E-Mail, use of Internet in Research. Practical - creating document, excel, power point and mail merge.

UNIT-III: Statistical Package for Social Science: Basics of Statistical analysis–population, sample, case, case number, variable, variable level, types of variable –numeric, string, alphanumeric, system missing value, user defined missing value, code book and code sheet, types of statistics, Statistical tests, types of analysis. Structure of SPSS windows.

UNIT-IV: Creating data file, syntax file and output file: Defining data, Variable name, Variable label Values, value labels. Editing data file, adding cases, adding variables, saving files, retrieving data files, printing data file. Recoding of data. Practical –creating data file, syntax file, output file. Fixing output file in word.

UNIT-V: Analysis of data: Single frequency, bivariate analysis, charts and diagrams. Editing of table and charts, exporting tables and charts in word document. Interpretation of data, Application of statistical calculation and test, measurement of central tendency, dispersion, Chi-Square test, 't' test. Application of correlation, regression. ANOVA, factor analysis. Practical – creating frequency table, cross tables, charts and statistical tests–chi square test.

Text books

1. Kalyanaraman K, Ramanathan Hareesh N & Harikumar P.N.(2016) Statistical Methods for Research: A Step by Step Approach, Atlantic Publication
2. Asthana Hari Shankar& Bhushan Braj(2018)Statistics for Social Sciences Kindle Edition

References

1. Barrett, Neil. 1997. 30 Minutes to master Internet. Kongan Page India pvt. Ltd. New Delhi.
2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
3. Kelle, V. 1998. Computer Aided Qualitative Data Analysis. Theory, Methods and Practice. Sage Publications Ltd. London.
4. Lincoln, Y. S. and N. K. Denzin. 1994. Handbook of Qualitative Research. Sage Publications. California.
5. Mansfield, Ron. 1997. The Compact Guide to Microsoft Office Professional. Sybex Computer Books Inc. USA.
6. Miles, M.B. and E.A. Weitzman. 1995 Computer Literacy in Human Services. The Haworth Process. New York.
7. Saxena, Sanjay. 1999. A First Course in Computers. Vikas Publishing House Pvt. Ltd. New Delhi.

8. Sheldon, Tom. 1997. Windows 3.1 Made Easy. McGraw-Hill Companies Inc. New York.

9. Singh and Singh. 1998. Windows 95 Illustrated. Asian Publishers. New Delhi.

10. Spencer, D.D. 1998. The Illustrated Computer Dictionary. Bell and Howell Company. USA.

11. Sundarajan, K. 1998. Internet. Kandadasan Pathippagam. Chennai.

12. Taxali, R.K.. 1998 PC Software Made Simple. Tata MCGraw-Hill Puhlishing Company Ltd. New Delhi.

13. Taxali, R.K. 1998. PC Software for Windows Made Simple. Tata MCGraw-Hill Publishing Company Ltd. New Delhi.

14. Vaughan, T. 1994. Multimedia: Making It Work. Osborne McGraw-Hill. California.

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1. www.jstor.org
2. www.alibris.com

Course Outcome

1. Students will understand the fundamentals of computing and word processing.

2. Students will understand the fundamentals word processing

3. Students will gain knowledge in using SPSS in social work researches

4. Students will familiarize in using SPSS in social work researches

5. Students will gain knowledge and familiarity in using SPSS in social work researches

CORE PRACTICAL III
CONCURRENT FIELD WORK III

Course objectives

1. To gain experience by applying the theoretical knowledge in the field
2. To understand the functions and activities of field placement organization
3. To acquire of the skills of applying the class learning into practice

During the third semester field work, the students are placed in agencies according to their specializations and they undergo the field training under the close supervision of the agency personnel.

The students get a hand on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.

The students undertake any assignments given to them by the agency; they may also undertake any research for the organization.

Students should be given ample opportunity and exposure to learn and experience from various National and International Organizations of repute (Government &Non-Government, Statutory bodies,   NGOs, etc.) in the form of field trips that can change and promote their professional perspectives.

The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60.

CORE ELECTIVE

PAPER - 1

(to choose one out of 3)

A. SOCIAL POLICY AND SOCIAL LEGISLATIONS

Course Objectives

1. To understand social policies in India in terms of themes, trends and deliveries.
2. To gain knowledge in social legislation and procedure
3. To explore the Social Legislation for Marraige and Family
4. To explore the Social Legislation for Women and Children
5. To explore the Social Legislation for Weaker Sections and Special Groups in India and understand the significance of various Social Legislations

UNIT I :Social Policy: definition, need, evolution and constitutional base; sources and instrument of social policy. Policy making processes and structures in India – The role of Executive, Legislature and judiciary-Political parties, Pressure groups, Non-Governmental Organizations, Mass Media. Analysis of different policies of the Central and State Governments. Liberalism, Globalization and changing nature of social policy in India.

UNIT II:Sources of Policy and legislation: Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive; Policy Formulation Process. Public Interest Litigation, Lok Adalat,Criminal Procedure Code and Indian Penal Code

Unit III: **Social Legislation for Marraige and Family:**Legal provisions related to Family, Family Court Act and procedures.Legal provisions related to Marriage amongst Hindu (Hindu Marriage Act);Islam, Chistianity and Special Marriage Act.Laws related to Maintenance and Dowry Prohibition Act

Unit IV:Social Legislation for Women and Children : Legal provisions related to Women.Law related to Domestic Violence,Law related to Traffickingof women and Children.Sexual

Harassment at workplace Act.Indecent Representation of Women act. Legal Provisions related to Child Adoption,POSCO,Probation Offenders Act,Juvenile Justice Act,Child Labour, Right to Education etc.

Unit V:Social Legislation for Weaker Sections and Special Groups in India: Legal provisions related to Scheduled Castes & Scheduled Tribes; Untouchability, Protection of Civil Rights, Prevention of Atrocities, Prohibition of Employment as Manual Scavengers and Rehabilitation, Beggars, LGBT **.** Laws related to Cyber Crime.

Textbook

1. Gangrade .D.H(2011) Social Legislation in India. Concept Publishing, New Delhi.

References

1. Anand Teltumbde (2017). Dalit: Past, Present & Future, Routledge.
2. Beteille, A (1981) The Backward Classes and the New Social Order. New Delhi: Oxford
3. Brammer .A.(2010) Social Work Law, Harlow Pearson Education.
   Delhi.
4. Helen Carr and David Goosey (2017), Law for Social Workers, Oxford University Press.
5. Ishwar Modi (2015). Gender, Identity & Multiple Marginalities, Rawat Publication, Jaipur
6. Karen J Warren (edi) (2014). Ecofeminism: Women, culture & Nature, Rawat Publication, Jaipur
7. Laird.S (2010) Practical Social Work Law, Harlow Pearson Education.
8. P.D. Mathew & P.M. Bakshi (2000) Hindu Marriage and Divorce, Indian Social Institute, New Delhi
9. P.D. Mathew. (1995) Family Court, Indian Social Institute, New Delhi.
10. P.D. Mathew.(1998) Public Interest Litigation. Indian Social Institute, New Delhi.
11. Pauline Kolenda (2015). Caste, Marriage & Inequality: Essays on North & South India, RawatPublication, Jaipur & New Delhi.
12. Stancy L Mallicot (2012). Women & Crime, Sage Publication, New Delhi.

13. Sukhadeo Thorat & Nidhi Sadana Sabharwal (ed.,) (2014). Bridging the Social Gap; Perspectives on Dalit Empowerment, Sage Publication.

14. Sumit Sarkar & Tanika Sarkar (edi) (2014). Caste in Modern India, Permanent Black, Vol-I & II.

15. Suzy Braye and Michael Preston (2010) Practising Social Work Law, Palgrave Macmillan.

16. Wilson, K., Ruch, G., Lymberry, M. and Cooper, A. (2011) 'What do we mean by relationship based practice?' extract from *Social Work: An Introduction to Contemporary Practice*, Harlow, Pearson Education.

Course Outcome

1. Students will understand social policies in India in terms of themes, trends and deliveries.
2. Students will gain knowledge in social legislation and procedure
3. Students will understand and explore the Social Legislation for Marraige and Family
4. Students will understand and explore the Social Legislation for Women and Children
5. Students will explore and understand the Social Legislation for Weaker Sections and Special Groups in India and significance of various Social Legislations

CORE ELECTIVE
PAPER - 1
B. SOCIAL JUSTICE & HUMAN RIGHTS

Course Objectives

1. To understand concepts of social justice, empowerment in the context of Human Rightsand rights based perspective in social work practice

2. To identify structural barriers, inequalities and systemic changes existing in the society

3. To critically examine legal mechanisms available for protection of human rights ofdifferent vulnerable groups of the society

4. To understand the various government and non government interventions for protectingand promoting rights of the vulnerable groups and marginalized communities.

5. To develop knowledge of the code ethics of professional social workers.

Unit I: Dimensions of Social Justice and Human Rights: Social Justice: Philosophy, concept and dimensions.Social Justice as a core value of social work profession.Concept and historical context of Human Rights. Theories and philosophy of human rights: Political systems and Paradigms.Constitutional base of social justice, positive and protective discrimination

Unit II:Marginalization and Human Rights Issues: Marginalization and Human Rights Issues.Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization.Marginalized groups in the Indian society: OBC, SC/ST, , minorities.Occupations and Vulnerable groups: persons with disability, child workers, domestic workers, manual scavengers, commercial sex workers, Bonded Labour and Migrant workers.Human rights concerns of Refugees and victims of conflicts and violence.Human right issues under globalization, climate change and development with justice.

Unit III.**Instruments of Social Justice and Protection of Human Rights:**The Universal Declaration of Human Rights, 1948.International Covenant on Civil and Political Rights. International Covenant on Economic, Social and Cultural Rights.Global systems: the United Nations, International Human Rights Instruments.Covenants and Protocols with specific reference to children and women.International human rights agencies: Amnesty International, Human Rights Watch.

Unit IV: **National Institutions for Protection of Social Justice and Human Rights.**Indian Constitution: Fundamental rights, Directive Principles of State Policy and fundamental duties.Indian legal system and protection of marginalized section of society – Statutory bodies/organs for justice – NHRC, NCW, NCM, NC for SC/ST, OBC, Minority etc.Legal and public advocacy, PIL, legal literacy, free legal aid, RTI.

Unit V:Social Work Practice for Social Justice and Human Rights Perspective: Empowerment and emancipatory approaches to social work practice.Human rights perspective in social work practice: ethnic sensitive practice, feminist practice, social work with diverse groups. Code of ethics of for professional social workers and protection of human rights.Human rights activism and civil society initiatives in India - PUCL and PUDR..Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention).

Text books
1. Singh A K 2014 Human Rights and Social Justice. VL Media Solutions, India
2. Iyer, V.R.K 1984 Justice in Words and Justice in Deed for Depressed Classes. New Delhi: IndianSocial Institute.

References

1. Bakshi, P.M. 1999 The Constitution of India. Delhi: Universal law Publishing Co. Pvt. Ltd

2. Baxi, U. 2002 The Future of Human Rights, New Delhi: Oxford University press.

3. CDHR 2004 The Right to Development: A primer, Centre for Development of Human Rights, New Delhi: Sage Publications.

4. Chandra, A. 2000 Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.

5. Clayton, M., & Williams, A. (eds) 2004 Social Justice. Oxford: Blackwell Publishers

6. Hebsur, R.K. (ed.) 1996. Social Interventions for Social Justice, Bombay: Tata Institute of Social Sciences

7. Hutchison J L. et al. 1993 The Process of Empowerment: Implications for Theory and Practice Canadian Journal of Community Mental Health 12:1, Spring 1993, Pages 5-22.

8. Ife, J. 2001 Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press

9. Janusz S. 2003 New Dimensions and challenges for human rights(ed), Manual on Human Rights (UNESCO publishing), Rawat Publication.

10. Jodhka, Surinder S. 2015 'Caste in Contemporary India', New Delhi: Routledge.

11. Krishna PS. 2017 Social Exclusion and Justice in India. Taylor & Francis

12. Kummitha R 2015 Social Exclusion: The European Concept for Indian Social Reality, Social Change , 45(1) 1–23 SAGE Pvt.Ltd.

13. Michael J. Sandel 2010 Justice: What's the Right Thing to Do? Farrar, Straus and Giroux; Reprint edition

14. Nirmal, C.J. 1999 Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press

15. Pereira W. 1997 Inhuman Rights: The Western System and Global Human Rights Abuse, Goa: The Other India Press

16. Reichert, E. 2003 Social Work and Human Rights: A Foundation for Policy and Practice, New York: Columbia University press

17. Singh A K 2014 Human Rights and Social Justice. VL Media Solutions, India

Course Outcome

1. Students will develop a theoretical understanding of different approaches towards social justice.
2. Students will apply human rights framework for understanding issues and understand empoweringprocesses for the marginalized sections of the society
3. Students will develop knowledge, attitude and skills required for working with marginalized andvulnerable constituencies and o create just society
4. Students will develop critical understanding of institutional mechanisms and systems for attainment ofsocial justice and protection of human rights
5. Students will develop knowledge of the code ethics of professional social workers.

CORE ELECTIVE

PAPER – 1

C. SOCIAL POLICY AND PLANNING

Course Objectives

1. To understand the structure of social policy.
2. To understand social policies in India in terms of themes, trends and deliveries.
3. To gain knowledge of polices in India and planning process in India.
4. To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
5. To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

Unit I: **Social Policy:** definition, need, evolution and constitutional base; sources and instrument of social policy. Policy making processes and structures in India – The role of Executive, Legislature and judiciary-Political parties, Pressure groups, Non-Governmental Organizations, Mass Media. Analysis of different policies of the Central and State Governments. Liberalism, Globalization and changing nature of social policy in India.

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

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

Unit IV: Planning process in India : Concept of Panning for Development and Social Planning in India; Planning machinery and planning process in India (economic considerations in planning, Centre-State coordination); Perspective plans, Five Years Plans and Annual Plans, Monitoring, Midterm Review and Evaluation of the Five Years' Plans; Democratic Decentralization and Micro-level Planning.

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

Text book

1. Chaturvedi T. N. (1984), Planning and Its Implementation, Indian Institution of Public Administration, New Delhi

References

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", Indian *Journal of Public Administration,* VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). Administration Politics and development in India, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum.* Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India.* Sage Publications. New Delhi.
5. Eyden Joan (1969) Social Policy in India, Broadway House, London
6. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
7. Gokhale S D 11979) Integrated Social Policy :- India'. *New Development c Polity end Planning* Rawat Publications, Delhi.
8. Gol. Five-Year Plan - T'to 10*, Planning Commission of India, New Delhi

9. Inamdar N. R. (1992), *Development Administration in India,* Rawat Publication, New Delhi.

10. Jecob K. K (1989), *Social Policy in India,* ASSWI. Himanshu Publications. Udaipur.

11. Kabra Kamal Nayan (2004J *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi

12. Kulkarni P. D. (1997). What is development oriented welfare? *Social Issues in Development,* Uppal Publishing House. New Delhi

13. Kulkarni P.D &NanavattyMeher (1997) *Social Issues in Development,* Uppal Publishing House. New Delhi,

14. Kulkarni P.D. (1979) *Social Policy and Social Development in India.* Lalvani Publishing House. Mumbai

15. NIRD (2001) "Decentralized Planning", *IndiaPanchayat Raj Report*

16. Patil P.B. (1989^, *Panchayat Raj. District Planning and Rural Development,* YashwantraoChavanPartishtan, Mumbai (Marathi)

17. Ramchandran Padma (1994), *Some issues in Development Administration,* Sage Publications, and New Delhi

18. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems,* Sage Publications. New Delhi

19. Sharma P. N. (1993), *Social Planning: Concepts and techniques.* Print house, Lucknow

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1. www.ingentaconnect.com
2. academic.oup.com

Course outcome
1. Students will understand the structure of social policy.
2. Students will understand social policies in India in terms of themes, trends and deliveries.
3. Students will gain knowledge of polices in India and planning process in India.
4. Students will develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
5. Students will gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

PAPER – 3

(to choose one out of 3)

A. UNDERSTANDING MARGINALITIES

Course objectives

1. To enable students to locate marginality of major communities which is deeply embedded in Indian social structure.

2. To enable students to understand the social structure of India

3. To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.

4. To equip the students to understand development intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

5. To enable students to understand their role in the current context of marginality

Unit I: Introduction : Marginalization in Indian Context · Marginalization- Concept, Definitions , Types of marginalization- Social, Political, Economic, Educational, Psychological · Marginalization vs. Social Exclusion · Marginalization, Discrimination and Disadvantage · Individual Exclusion vs. community/Group Exclusion · Reasons of Marginalization-Disadvantage, Deprivation, Economic, Political and Importance of Studying Marginalization ,types of marginally marginalised communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities) , Demographic composition of marginalised communities in India.

Unit-II:Marginality and Social Structure in India : Identification of Marginalized Groups-Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections. caste system; Untouchability: historical and social roots; A process of identity formation among Dalits.

Unit-III. Movements to promote Marginalities :Perspectives on marginalisation-role of ideology in marginalisation; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia. Perspectives on social movements-protest, reform, sub-nationalism, nativism, millenarianism.

Unit-IV: State intervention and the development of marginalised communities: Marginalisation and affirmative action- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination. · Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India. · RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.

Unit-V:Marginalities in the current context: Equal rights to work · Human rights issues related with equity and equality · Coping strategies and interventions required for resolution of the consequences of Marginalisation. Future Perspectives and Policy directives in India , Role of NGOs in the development of Dalits and other marginalised communities. Recent Trends in the Movement for Development of Marginalized Groups Social Mobility among Marginalized Groups:Education, Employment, Political Participation, Conversion, Migration and Social Legislation, Current challenges of marginalised communities and the task of their emancipation.

Text book

1. Beteille, Andre (1992): The Backward Classes in Contemporary India .Delhi: Oxford University Press

2. Chaudhuri, S.N. (1988): Changing status of depressed castes in contemporary India. Delhi: Daya Publishing House.

References

1. Jaffrelot, Christophe (2003) India's Silent Revolution: The Rise of The Low Castes in North Indian Politics. Delhi: Permanent Black.

2. Beteille, Andre (1981) Backward classes and the new social order .Delhi: Oxford University Press

3. Gore, M.S. (1993): The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar .New Delhi: Sage.

4. Omvedt, Gail (1995): Dalit Visions: The anti-caste movement and the construction of an Indian Identity. New Delhi: Orient Longman

5. Singh, K.S. (1995) The Scheduled Tribes .Delhi: Oxford University Press.

6. Zelliot, Eleanor (1995) From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.

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1. www.jstor.org
2. www.alibris.com

Course outcome

1. Students will be able to locate marginality of major communities which is deeply embedded in Indian social structure.

2. students will understand the social structure of India

3. Students will familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.

4. Students will equip with skill of intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

5. Students will understand their role in the current context of marginality

OPEN ELECTIVE
PAPER - 3
B. GENDER DEVELOPMENT

Course Objectives

1. To understand the social construction of gender
2. To develop gender perspectives in analyzing social realities
3. To understand gender and development approaches and strategies with specific reference to India
4. To understand various concepts promote gender equity, equality and safety for women
5. To discuss the major theoretical and empirical issues and best practices that emerge in gender research

Course Outcomes

1. Students will understand the concept of gender and the social construction of feminity and masculinity
2. Students will develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Students will develop ability to identify social, economic and political systems that adversely affect the wellbeing and functioning of women.
4. Students will suggest affirmative action in planning to promote gender equity, equality and safety for women
5. Students will discuss the major theoretical and empirical issues and best practices that emerge in gender research

Unit I: Conceptualizing Gender: Gender as a social construct;Gender identity, equity, discrimination.Feminism: Feminist thought and feminist theories.Globalisation and gender concerns.Gender development Indices: HDI, GDI, GEM.

Unit II: Manifestations of Gender Disparity: Indicators of women's status and development: Education, health, ownership of property, employment and livelihood, political participation rights, gender dimensions of poverty.Gender based violence: Theoretical perspectives.Gender based violence in private and public spaces: Domestic violence, trafficking in women and children, rape, sex selective abortion, female infanticide, child marriage.Gender, power, leadership and workplace; Sexual Harassment at workplace

Unit III: Gender Perspectives in Development: Paradigm shift from welfare to rights based approach.Approaches to Women and Development: WID,WAD,GAD Women's. movements: Indian and international women's movements; Women in anticolonial struggles, women in social movements (Telangana, Tebhaga,Chipko,NBA) .Gender analysis tools and frameworks: Gender budgeting, gender mainstreaming

Unit IV: Mechanisms Addressing Issues and Best Practices: Constitutional and legislative safeguards, policies and programmes.Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centers and Crisis intervention centers.

Unit V: Best Practicesaddressing disparity: Best practices to address disparity, violence and safety issues. Emerging role of women's organizations and social worker in addressal ofwomen's issues.

Text book
1. Aggarwal, Bina. 1994. A field of one's own: Gender and land rights in South Asia, Delhi: Cambridge University
2. Omvedt, G. 1990. Violence Against Women: New Movements and New Theories in India. New Delhi: Kali for Women.

References
1. Banerjee, N; S. Sen &N. Dhawan. 2011. Mapping the Field: Gender Relations in Contemporary
2. Bose, C.E. &Minjeong Kim. 2009. Global Gender Research: Transnational Perspectives, New Delhi

3. Gandhi, N. & Shah, N. 1993. Issues at Stake: Theory and Practice in the Contemporary India, Volume 1, Kolkata: Stree

4. Kannabiran, Kalpana& Ritu Menon. 2007. From Mathura to Manorma: Resisting Violence

5. Kearl, Holly. 2010. Stop Street Harassment, UK: Praeger

6. Kire, Easterine. 2007. A Terrible Matriarchy, New Delhi: Zubaan

7. Momsen, Janet. Gender and Development, London &New York: Routledge

8. Moser, C. 1993. Gender Planning and Development Theory and Practice. London: Routledge.

9. Rights and Feminism in India 1800-1990. New Delhi: Kali for Women.

10. Rose, K. 1992. Where Women are Leaders. New Delhi: Sage publications.

11. Routledge&Kegan Paul Ltd.

12. Rowbotham, Shiela. 2001. Women Resist Globalization, New Delhi:Zed Books

13. Seth, M. 2001. Women and Development: The Indian Experience. New Delhi: Sage

14. Singla, Pamela. 2007 Women's Participation in Panchayati Raj: A Northern India Perspective,

15. Smart, Carol. 1977. Women, rime and Criminology: A Feminist Critique, London:

16. Wendt, S &Nicole Moulding (Eds). 2016. Contemporary Feminisms in Social Work Practice,

17. Wickramasinghe, Maithree. 2014. Feminist Research Methodology, New Delhi: Zubaan

Course Outcomes
1. Students will understand the concept of gender and the social construction of feminity and masculinity
2. Students will develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Students will develop ability to identify social, economic and political systems that adversely affect the wellbeing and functioning of women.
4. Students will suggest affirmative action in planning to promote gender equity, equality and safety for women
5. Students will discuss the major theoretical and empirical issues and best practices that emerge in gender research

OPEN ELECTIVE
PAPER - 3
C. CHILD RIGHTS AND ACTION

Course Objectives

1. To derive a conceptual understanding of child protection and child rights, and to gain an insight about the profile of children in India and the main needs and issues faced by them.
2. To gain a critical understanding about the policies and legislative framework pertaining to care and protection of children.
3. To acquire an understanding about the child welfare and development programmes for children in the Indian context.
4. To gain a familiarity with child right practices for the protection and promotion of child rights in India.
5. To gain a familiarity with best child right practices for the protection and promotion of child rights in India.

Unit I: Children and Their Needs: Definition of child ,child protection and Rights of the Children. CRC. Demographic Profile, Problems, needs, of children in India.

Unit II: Child Welfare and Development in India: Child Welfare and Rights : Indian and International Perspectives. Constitutional and legislative provisions. Policies related to children: Historical overview and contemporary concerns.

Unit III: Legal and Administrative Framework for Care and Protection of Children

Legal provisions related to Children: POSCO Act, National policy on children, 2013, Juvenile Justice (Care and Protection) Act, 2006. Child Welfare Administration: Institutions and Mechanisms for Child Protection & Action

Unit IV: Child Rights Practice: Strategies, stake holders and mechanisms: Movements for ensuring Child Rights. Stakeholders in child rights and protection: Role of State, civil society and NGOs, media and social work professionals.

Unit V:best practices in child right: Strategies, stake holders and mechanisms: Designing Child Rights Campaigns,Best practices: Bal Panchayat, Child Parliament, and Children's cooperatives

Text books

1. Carolyn Spray & Beverley Jowett (2012). Social Work Practice with Children & Families. New Delhi: Sage Publication.

2. Joseph A Gathia & Sanjay V Gathia, (2015). Children's Rights & Well being in India, Law. Policy & Practice. New Delhi, Concept Publishing Company Pvt Ltd,.

References

1. David Smith, (2013). Person-Centered Therapy with children & Young People,.New Delhi SagePublication,.

2. Rama Achyant Pandey (2016). Sexual Abuse of Girl Children: Some Hidden Facts, Jaipur &New Delhi: Rawat Publication,.

3. Singh, Dolly, (2008) Child Rights and Social Wrongs ; An Analysis of Contemporary Realities,Vol-I ,II &III

4. UNICEF (2017). Preventing and Responding to Violence Against Children and Adolescents -Theory of Change.

5. AGHS Legal Aid Cell on Child Rights (2008), Handbook on Child Labour, Lahore: Multimedia.

6. Bachpan Bachao Andolan (2009), Offside: Child Labour in Football Stitching, New Delhi.

7. Bajpai, A, (2003) Child Rights in India- Law Policy and Practice, Oxford University Press Delhi.

8. Bare Acts CRC (Convention on the Rights of the Child), adopted by the General Assembly of the United Nations on 20 November 1989.

9. Government of India (2009), Initiatives towards Elimination of Child Labour - Action Plan and

10. Present Strategy, http:// child labourinfo.bldspot.com. *Government oflndia, Census, 1991.

11. Government of India, The Child Labour (Prohibition and Regulation) Act, 1986.

E-materials

https://www.unicef.org/protection/57929_58022.html.
http://www.ilo.org/ipec/lang_ en/index.htm.

Course outcome

1. Understand the concept of child, child protection, as also the needs, situations and problems faced by children.

2. Gain knowledge about the Constitutional and legal safeguards with regard to child rights

3. Critically understand the polices, programmes and services related to children, as also the national and international mechanisms to deal with issues of child protection

4 Develop sensitivity and skills for working with children through an exemplification of child right practices and the role of stakeholders.

5 To gain a familiarity with best child right practices for the protection and promotion of child rights in India.

SEMESTER IV

PAPER - 10

ORGANIZATIONAL BEHAVIOUR

Course Objectives

1. Gain knowledge about Organizational Behaviour.
2. Understand the functions and activities of Organizational Behavior.
3. Acquire the skills of Developing Organisations and human resources.
4. Gain knowledge about current trends in OB practices
5. Understand the relevance of OB in social work

UNIT I: Organizational Behaviour: Brief History, Definition, Contributions of the Behavioral Sciences -Human Behavior at Work - Theories of Motivation – Motivating Humans – Systems Theory, EQ at Work - Stress and anxiety management, Frustration, Conflict. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale, Job Monotony and Role Conflict.

UNIT II:Team-work and Team Building: Change Management, Leadership -theories, styles and Power Structure, Decision-Making - Employee Participation and Organizational Commitment.

UNIT III: Organizational Development: Concept, Definition, theories and practice: OD and OB, OD Intervention techniques: Sensitivity Training, Quality Circles, Survey Feedback, Management of change. Concept of Organsiational Culture and Organisational Climate.

UNIT IV: Current Trends in OB Practices: Just-in-time (JIT), 5S Model, HR Connect, Six Sigma and Lean Six Sigma, Total Productivity Management (TPM), Total Quality Management (TQM), Small Group Activities (SGA), Kaizen Groups, International Standard Organization (ISO), SEI, IED, Suggestion Scheme and QWL. Work-life Balance.

UNIT V: Relevance of OB in Social Work - Challenges involved in application and practice of OB. Behavioral changes in individuals and teams. – Case study presentations**.**

Text books

1. Prasad L. M., 2014, Organizational Behaviour, Sultan Chand And Sons, New Delhi.

References

1. Aswathappa K., Organizational Behaviour, Himalaya Publishing House, Mumbai.
2. Avinash K Chitale And Rajendra Prasad Mohanty And Nishith Rajaram Dubey, 2013, Organizational Behaviour, Phi Learning Pvt Ltd, New Delhi.
3. Dipak Kumar Bhattacharyya, 2013, Organizational Behaviour, Oxford University Press, New Delhi.
4. Gareth R Jones, 2007, Organizational Theory Design Chage, Dorling, Kindersley Ind Pvt Ltd, New Delhi.
5. Jai B P Sinha, 2008, Culture And Organizational Behaviour, Sage Publications, New Delhi.
6. Khanka S.S, 2013, Organizational Behaviour(Fourth), S.Chand And Company, New Delhi.
7. Margie Parikh And Rajen Gupta , 2012, Organizational Behaviour, Tata Mcgraw Hill Publications,New Delhi.
8. Michael J Kavanagh And Mohan Thite, 2009, Human Resource Information Systems, Sage Publications, New Delhi.
9. Richard L Daft, 2012, Understanding The Theory And Design Of Organisations,, Cengage Learning India Pvt India, New Delhi.
10. Shuchi Sharma, 2013, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
11. Stephen P Robbins and Timothy A Judge And Neharika Vohra, 2013, Organizational Behaviour (Fifteenth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
12. Udai Pareek, 2010, Understanding Organizational Behaviour(Second), Oxford University Press, New Delhi.

E-materials

1. www.jstor.org
2. www.alibris.com

Course Outcome

1. Students will gain knowledge about organizational behaviour.
2. Students will understand the functions and activities of organizational behavior.
3. Students will acquire the skills of working with organized sectors and human resources.
4. Students will gain knowledge about current trends in OB practices
5. Students will understand the relevance of OB in social work practice

DEVELOPMENT STRATEGIES

Course Objectives

1. To gain knowledge about Self Help Groups and their problems
2. To gain knowledge about the economic benefit of water shed management.
3. To gain knowledge about development strategies

4. To understand the functions and activities of different developmental strategies
5. To acquire the skills of using the developmental strategies in different sectors

UNIT I: Self Help Groups: meaning- Characteristics- formation- animation. Federation of SHGS at the Panchayats, Cluster, Block and District. Role of state in SHGs. Role of banks in SHGs. Maintenance of records in SHGs. Grading and evaluation of SHGs. Role of SHGs in local issue tackling. Leadership in SHGs. Problems faced by SHGs. SHGs and Economic development. Role of NGOs in SHGs. Role of social workers in SHGs. Micro finance- meaning and characteristics- working of Micro finance- Philosophy of micro finance- Role of Social worker in Micro finance.

UNIT II: Watershed Management – meaning, philosophy, objectives, and implementation. Economic benefits, social benefits. People's participation in water shed management, by products of water shed management. Role of NGOs in water shed management. Role of government in water shed management. Changes in life style due to water shed management. Limitations of water shed management. Role of social workers in water shed management.

UNIT III: Waste Land Development – meaning and characteristics. Identification of waste land, assessment of waste land, process of waste land development. Role of NGOs in waste land development. Role of government in waste land development. People's participation in waste land development. National economic development and waste land development. Limitations of waste land development. Role of social worker in waste land development projects.

UNIT IV: Entrepreneurship – meaning, characteristics. Problems of entrepreneurship. Women entrepreneurs, rural entrepreneur. Personality and dynamics of entrepreneurs. Training and

development of entrepreneurs. Role of SIDCO, TADCO, NABARD, SSIS.SIPCT, and KVIC in entrepreneur development. Role of social workers in entrepreneur development.

UNIT V: Environment, Ecology, Ecosystem – meaning. Environmental components – physical or natural, human, social, biotic. Environmental problems – green house effect, global warming, ozone destruction, acid rain, radiation, soil erosion. Causes of environmental problems – industrial revolution, population growth, technological development. Constitutional provisions – Article 48A, 51.

Text books

1. Lalitha.N. 2003. Self Help Groups in Rural Development. Dominant publications. New Delhi.
2. Sharma R. K. 2011. Entrepreneurship Development. Himalaya publications. Bombay.

References

1. Daniel A.V. 2011. Strategies for Agricultural Development. Vora publications. Bombay.

2. Danial Lazer. 2008. Micro Training Poverty and Eradication. New Century publications. New Delhi.

3. Desai Vasant. 2008. Dynamics of Entrepreneurial Development. Sultan Anand & sons. New Delhi.

4. Giriappa. S. 2011.Water the Efficiency in Agriculture. Oxford Press. Calcutta.

5. Gupta C.B. 2004. Entrepreneurial Development. Sultan Anand & Sons. New Delhi.

6. Jayashree. 2005. Entrepreneurial Development. Marghan publications. Chennai.

7. Selvapathi K., 1995. An Economic Analysis of the Watershed Development. Sacred Heart College. Tirupattur.

8. Khan M. A. 2002. Water Shed Management for Sustainable Agriculture. Agrobias publications. Judhpur.

9. Poomani C. 2000. Functioning of Mahalir Thittam. Sacred Heart college. Tirupattur.

10. Sharma R. K. 2011. Entrepreneurship Development. Himalaya publications. Bombay.

11. Upendra Nath Roy. 2005. People Participation in Watershed Management. Kanishka Publisher. New Delhi.

12. Usharani. K., 2008, Marketing Strategies and Finance Viability of Self Help Groups, Sarop & Sons, New Delhi.

13. Vijaya Agarwal, 2005, Micro Finance An Introduction, ICFAI University, Hydrabad.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course outcomes

1. Students will gain knowledge about Self Help Groups and their problems.
2. Students will gain knowledge about the economic benefit of water shed management.
3. Students will gain knowledge about development strategies.
4. Students will understand the functions and activities of different developmental strategies.
5. Students will acquire the skills of using the developmental strategies in different sectors.

CLINICAL SOCIAL WORK PRACTICE

Course Objectives

1. To understand of the concepts related to working in clinical set up and processes involved in it.
2. To understand the use and practice in clinical setting among various fields of social work.
3. To gain knowledge about the role of social worker in mental health centers and hospitals.
4. To become familiarized with the emerging trends and experiments in mental health interventions
5. To understand the uniqueness of social workers role in clinical settings.

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

Unit II Differential Diagnosis, Assessment and techniques: Diagnosis and Assessment: Concept & Definition, assessment, role of one assessing, the involvement of one assessed, expertise skills and goals of assessment. Assessment in complete treatment process. Types of assessment: Case study – biopsycho social, genogram, ecomap, risk factors, suicide/homicide, psych testing, drug/alcohol, spirituality/religion, strength and copability, mini mental status examination. Differential Diagnosis.

Unit III Approaches, Theories and Models: Comprehensive assessment (biopsycho-social-spiritual model). Integral primary care, Four Quadrant model. Chronic care model (Wagner). Self determination theory (Ryan &Deci). Motivational Interviewing.5A's model. Patient self management. Patient activation. IMPACT model. SBIRT model. Trans-theoretical model. Continuum of collaboration. Shared care. Common factors model (Duncan, Miller & Hubble Wampold). Multidisciplinary communication. Strength based assessment. Solution focus & brief therapy. Integrative medicine. Complementary and alternative therapies. Health care management (Lorig). Stress Vulnerability model.

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

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

Text books

1. Cooper Marlene & Lesser Joan Granucci(2014) Clinical Social Work Practice: An Integrated Approach, Pearson Publication, Chennai
2. Munson Carlton(1993)Clinical Social Work Supervision: Second Edition, Routledge Publication

References

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). Direct social work practice: Theory and skills (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
2. Ludwig, A. (1985). Cognitive processes associated with "spontaneous" recovery from alcoholism. Journal of Studies on Alcohol, 46, 53-58.
3. Whitten, L. (2006). Court-mandated treatment works as well as voluntary. NIDA Notes, 20(6), 1&6.
4. Field, C. A., Baird, J., Saitz, R., Caetano, R., & Monti, P. M. (2010). The mixed evidence for brief intervention in emergency departments, trauma care centers and inpatient

hospital settings: what should we do? Alcoholism: Clinical and experimental research 34(12), 2004-2010.

5. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.

6. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.

7. Morrison, J. (1995). DSM-IV Made Easy. New York, N.Y.: Guilford Press.

8. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.

9. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.

10. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press

11. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.

12. Hunter, C.L., Goodie, J.L., Oordt, M.S., &Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.

13. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.

14. Pomerantz, A.S., Corson, J.A. &Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. J ClinPsychol Med Settings, 16, 40-46.

15. Thielke, S., Vannoy, S., &Unutzer, J. (2007). Integrating mental health and primary care. Primary Care: Clinics in Office Practice, 34, 571–592.

E-materials

1. www.cswe.org
2. www.socialworkers.org
3. www.naswdc.org/practice/clinical

Course Outcome

1. Students will understand of the concepts related to working in clinical set up and processes involved in it.

2. Students will understand the use and practice in clinical setting among various fields of social work.

3. Students will gain knowledge about the role of social worker in mental health centers and hospitals.

4. Students will become familiarized with the emerging trends and experiments in mental health interventions

5. Students will understand the uniqueness of social workers role in clinical settings.

PAPER - 11

INDUSTRIAL RELATIONS

Course Objectives

1. To gain knowledge about trade unions
2. To understand the functions and activities of trade unions
3. To acquire the skill of working with the workers and unions
4. To understand functions of trade unions and employers orgainsations
5. To gain knowledge and understanding about ILO

UNIT I: Industrial Relations: Concept, Characteristics and Approaches .State and Industrial Relations – Code of Conduct and Code of Discipline in Industry

UNIT II: Collective Bargaining: Concept – Theories – Goals – Principles – Prerequisites – Stages of Collective Bargaining – Bargaining Strategies – The factors influencing Collective bargaining – Skills of an effective bargaining agent. Inter and Intra union rivalry, Concept of Conciliation, Arbitration and Adjudication.

UNIT III: Workers Participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management

UNITIV: Trade Unions and Employers Organization: Origin and Growth of trade union movement in India – Theories – Functions – Administration of Unions – Leadership – Membership and Finance – Close shop, Open Shop and Check off system – Employers' organization. Issues and Challenges of Trade unions in India. Emerging Trends in Union – management relations: Impact of Globalization and Liberalization. New Paradigms of Industrial Relations in India.

UNIT V: International Labour Organization: History – Mission and Objectives – Structure: International Labour Office , General Body and International Labour Conference –Functions of ILO. ILO in India: India-Decent Work Country Program (DWCP).

Text books

1. BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
2. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.

References

1. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regol Publications.
2. Anuradha Sharma, Aradhana Khandekar,2009, Strategic Human Resource Management an Indian Pespective, 2 Ed, Sage Publications Ltd, New Delhi.
3. Hiriyappa B, 2008, Strategic Management, New Age International P. Ltd, Publishers New Delhi
4. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
5. Jeffery A Mello, 2011, Strategic Human Resource Mangement, Cengage Learning India Pvt.Ltd, New Delhi
6. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
7. Mamoria, C. B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in India. Kitab mahal. Allahabad.
8. Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi

E-materials

1. www.researchgate.net
2. onlinelibrary.wiley.com

Course outcome

1. Students will gain knowledge about trade unions
2. Students will understand the functions and activities of trade unions
3. Students will acquire the skill of working with the workers and unions
4. Students will understand the functions of trade unions
5. Students will gain knowledge about ILO

LIVELIHOOD AND SOCIAL AUDIT

Course Objectives

1. To understand the concept, need, importance and principles of rural livelihood

2. To gain knowledge on livelihood programmes

3. To gain knowledge on rural livelihood and the various methods involved in social auditing

4. To gain knowledge on social audit

5. To acquire skills to practice social accounts and audit.

Unit: I Livelihood: Livelihood – Concept, Sustainable livelihood – principles, approaches (UNDP, DFID, CARE, OXFAM) and frameworks. Livelihood mapping: Tools and techniques for livelihood mapping and sub sector analysis- Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA). Context of Poverty eradication - (Concept - Poor, Multidimensional aspect of Poverty, Tools of Poverty Assessment, historical development of poverty eradication and alleviation programs)

Unit: II Institutionalized Livelihoods: Livelihood promotions: By different agencies (Government and Non-governmental organizations - Local and International Organizations) – Major livelihood programs in India (National Rural Livelihood Mission (NRLM), Mahalir Thittam) – Challenges in livelihood promotions; Livelihood strategies: Livelihood portfolio for rural poor, Agriculture, Migration, Diversification, Sectoral approach.

Unit: III: Social Accounts: Social Accountability-Concept; Social accounting- Concept – History, Scope, objectives and importance. Principles of social accounting – Models of social accounting – Approaches – Steps involved in Social accounting - Benefits and challenges of social accounting, Distinction between financial accounting and social accounting.

Unit: IV: Community Social Audits: Social Audit: Concept, Scope, Objectives. Principles of social audit: Transparency, Participation, Representative Participation and Accountability. Types of social audit. Stages in social audit: Preparatory stage, Implementation stage and Follow up –

Benefits and challenges of social audit – Social Audit vs Financial Audit – Community Audit: Role of gram panchayat and gram sabha in social audit

Unit: V: Skills for Social Worker: Use of existing Livelihood frame works in the community, Practical use of tools and techniques for social Accounting and auditing - Social Impact Assessment (SIA), Social Accounting and Auditing (SAA) and Community Auditing and Reporting, Writing the books of accounts and auditing. Documentation and Reporting.

Text books

1. Baumgartner, Ruedi. 2004. In search of sustainable livelihood systems. Sage publications, New Delhi.
2. Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

References

1. Aggarwal, Nomita. 2003. Social auditing of environmental laws in Inida. New Century Publications. New Delhi.
2. Auret, Diana and et.al. 2009. Participatory social auditing:a practical guide to developing a gender-sensitive approach. Institute of development studies. Brighton.
3. Ball, Amanda and Stephen O. Osborne. 2011. Social accounting and public management: accountability for the common good. Routledge Publisher. New York.
4. Basu, S. K. 2006. Auditing: Principles and Techniques. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
5. Basu, S.K. 2009. Fundamentals of Auditing. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
6. Costa, Ericka and et. Al. 2014. Accountability and Social Accounting for social and non-profit organizations. Emerald group publishing limited. Bingley.
7. Dagoon, Jesse D. 2003. Teaching strategies in livelihood and vocational education today. Rex Books store inc. Manila.
8. Lont, Hotze and Otto Hospes. 2004. Livelihood and microfinance. Eburon academic publishers. Delft.

9. Niehof, Anke and Lisa Price. 2001. Rural livelihood systems: a conceptual framework. Upward Publisher. Wageningen.

10. Pagare, Dinakar. 2010. Principals and practice of auditing. Sultan Chand and Sons, New Delhi.

11. Prasuna, D G. 2005. Auditing: the emerging landscape. The ICFAI University press. Hyderabad.

12. Premavathy, N. 2012. Practical auditing. Sri Vishnu publications. Chennai.

13. Rakodi, Carole and Tony Lloyd-Jones. 2002. Urban livelihoods: A people-centered approach to reducing poverty. Earthscan publications limited. London.

14. Sankaran, S. 2012. Indian economy: problems, policies and development. Margham publications. Chennai

15. Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

E-materials

1. www.researchgate.net
2. Journals.sagepub.com

Course Outcomes

1. Students will understand the concept, need, importance and principles of rural livelihood

2. Students will gain knowledge on livelihood programmes

3. Students will gain knowledge on rural livelihood and the various methods involved in social auditing

4. Students will gain knowledge on social audit

5. Students will acquire skills to practice social accounts and audit

THERAPEUTIC INTERVENTIONS IN SOCIAL WORK

Course Objectives

1. To understand the various forms of Therapeutic Interventions in Social work practice.
2. To understand the skills in practicing various psychosocial interventions while working with patients, their families and communities.
3. To get into integrating indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics of Professional Intervention.

Unit I Introduction and Overview: Therapy: Meaning & Definition, Types -Medical Therapy, Psycho Therapy, Behavioral Therapy, Skills, Importance and Scope. Difference between theory, therapy and intervention. History of psycho therapy, Phases of therapy: Early phase-rapport, the therapist as a teacher, therapeutic contract phases of contract, limit setting. Middle phase: the relationship as a change agent, emotional work, plunging into progress- agreement and disagreement, silence, the impasse and timing. Final phase: planning for termination, the work of the final phase, feelings reactions to termination.

Unit II Psycho- Social Therapies: Therapeutic Counseling & Psychotherapy: Meaning, Definition and Techniques, goals of the Therapeutic Process, Therapeutic Techniques & Procedures Psycho-Social Therapies: Definition, Types, Emerging Trends in Holistic treatment. Cognitive and behavioural therapies : Acceptance and commitment therapy (ACT), Behavioural therapy, Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. Psychoanalytical and psychodynamic therapies: Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy.

Unit III: Humanistic therapies: Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology. Arts therapies: Art therapy/Art psychotherapy, Drama therapy, Music therapy. Other therapies : Couple Therapy, RET & REBT, Behaviour Modification, Psychodrama, and Crisis intervention,

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

UNIT IV Indigenous and Current Techniques: Yoga, Meditation, Spiritual Healing and Relaxation Therapy. Emerging trends in Healing- Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Self analysis and Healing, Pain Management techniques, Trauma counseling PTSD Therapy- Use of Art Based Therapies in the healing Process. Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends.

UNIT V Rehabilitation: Definition, principles, need and importance. Options in rehabilitation- Hospital based- quarter way home, vocational and occupational rehabilitation half way homes, therapeutic communities, day care centers, work place rehabilitation etc. Community based rehabilitation: Meaning and Definition, Objectives, Approaches, components. Use of Advanced Counseling Techniques in clinical settings.

Text book

1. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.

References

1. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New York
2. Coleman, Comprehensive Textbook of Abnormal Psychology
3. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, 10. Development Approach to helping, Wadsworth publishers, Boston, USA
4. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
5. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
6. Helen, 1995, Social Case Work: A Problem Solving Process, The University of 3. Chicago Press, Chicago, USA

7. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York

8. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersy, USA

9. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.

10. Philip Simon (2020) Therapies in Social Work, Newman Publication, Parbhani

11. Robert, WR and Robert H N,ED, Theories of Social Case Work

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

E-materials

1. www.Positive Psychology.com
2. www.researchgate.net

Course outcome

1. Students will understand the various forms of Therapeutic Interventions in Social work practice.

2. Students will understand the skills in practicing various psychosocial interventions while working with patients, their families and communities.

3. Students will integrate indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics of Professional Intervention.

CORE PRACTICAL IV
CONCURRENT FIELD WORK IV

Course objectives

1. Gain experience by applying the theoretical knowledge in the field
2. Understand the functions and activities of field placement organization
3. Acquire of the skills of applying the class learning into practice

Components

1. In the Fourth semester field work, the students are placed in agencies according to their specialization and they undergo the field placement training under the close supervision of the agency personnel.
2. The students get hands on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice.
3. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.
4. The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team work.
5. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60

Course outcome

1. Students will gain experience by applying the theoretical knowledge in the field
2. Students will understand the functions and activities of field placement organization
3. Students will acquire of the skills of applying the class learning into practice

PROJECT WITH VIVA VOCE

Course Objectives

1. To gain research methodology knowledge by undertaking a research project
2. To understand the steps of research by its application
3. To acquire the skills of undertaking a research project
4. Each student is assigned with a research supervisor. The students have to get the guidance and carryout the following steps and complete the research project within a semester.

Components

Front pages: Cover Page, Title page, Certificate, declaration, acknowledgement, Preface, Table of Content, List of Tables, List of figures, Abbreviation

Chapter I Introduction

Chapter II Review of Literature(appropriate title may be given)

Chapter III Methodology

Chapter IV Analysis and Interpretation

Chapter V Main Findings

Chapter VI Suggestions

Chapter VII Summary and Conclusion

Bibliography

Appendix

The project should be valued for 75 marks by an external examiner; however the Viva-Voce examination should be conducted by both the external examiner appointed by the University and the respective internal examiner / guide/teacher concerned. The average of marks awarded in the viva-voce by both the external examiner and the internal examiner is to be intimated along with the marks obtained by the candidate in project evaluation to the University.

The Project Report may consist a minimum of 50 pages.

The candidate has to submit the Project Report 30 days before the commencement of the IV Semester Examinations.

A candidate who fails in the Project/Dissertation or is absent may resubmit the report, on the same topic, with necessary modification / correction / improvements in the subsequent even semester examination for evaluation and shall undergo viva-voce examination.

Course Outcome

1. Students will gain research methodology knowledge by undertaking a research project
2. Students will understand the steps of research by its application
3. Students will acquire the skills of undertaking a research project
4. Students will gain skill in working with a research supervisor. The students have to get the guidance and carryout the following steps and complete the research project within a semester.

CORE ELECTIVE

PAPER - 4

(to choose one out of 3)

A. DISASTER MANAGEMENT

Course Objectives

1. To understand the dynamic factors of disasters and their impact at an individual and societal level.
2. To understand various phases of disaster management
3. To develop an understanding of the process of crisis and emergency management
4. To understand the impact of disaster and the skills to participate in disaster management
5. To develop an understanding of the social worker's role in the team for disaster management.

Unit I. Disaster: definition, dimensions of disaster, progress in vulnerability. Types of disaster: Water and climate related:Geological related: Chemical, industrial and nuclear related:biological related:

Unit II. Phases: (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need assessment, rescue and relief provisions by Army, Police, Fire services, Panchayat Raj institutions. Psychological first aid, health camps, relief center, water and sanitation issues, epidemic breakages in camps, climatic changes and seasonal variations; humanitarian concerns in relief provision; management of relief experts, volunteers, materials, equipment; standard operation procedure to deal with trigger mechanism.

Unit III Crisis and Emergency Management: government response system in disasters – central, state, district, taluk disaster management cell; trigger mechanisms – l1, l2, l3 levels of determination of disaster.HAM (help all mankind) radio promotions, police wireless network, SMS, mobile services, satellite communications; warning systems in disasters. Disaster Management Act (2005).

Unit IV. Impact of Disaster:A. Impact :Physical, social, economic, and psychological impact of disasters. impact on the individual, family, and community. b. Compensation,c. Housing support. d. Livelihood and community micro planning:

Unit V. **Issues in Disaster**: **a**. Gender issues in disaster b. Children in disaster: c.Disaster mental health and psychosocial cared. Capacity building.b. Policies and role of government sectors: role of state, central government, UN agencies, International Organisations and NGOs. Role of Social Workers in Psycho-social Support. Role of Agencies in Disaster Management: Role of Government in Disaster Management – National Disaster Management Authority (NDMA) – Role of International Organisations and Civil Society Organisations

Text book

1. Julie Freestone And Rudi Raab, 2004, Disaster Prepsredness, Viva Books Pvt Ltd, New Delhi

References

1. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York

2. Julie Freestone And Rudi Raab, 2004, Disaster Prepsredness, Viva Books Pvt Ltd, New Delhi

3. Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.

4. Mamata Swain, Jaganath Lenka, Minati Mallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi

5. Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.

6. Quarantelli, et. al., (1998), What is a Disaster, Routledge, London and New York.

7. Sen Amartya (1981), Poverty and Famines, Oxford University Press, New Delhi.

8. Sharma Dhirendra (1983), India s Nuclear Estate, Lancers, New Delhi.

9. Sinha P C, 1998, Encyclopaedia of Disaster Management (Vol 01 to 10).

Course Outcome

1. Students will understand the dynamic factors of disasters and their impact at an individual and societal level.

2. Students will understand various phases of disaster management

3. Students will develop an understanding of the process of crisis and emergency management

4. Students will understand the impact of disaster and the skills to participate in disaster management

5. Students will develop an understanding of the social worker's role in the team for disaster management.

CORE ELECTIVE

PAPER - 4

B. CORPORATE SOCIAL RESPONSIBILITY

Course Objectives

1. To gain knowledge about corporate social responsibility
2. To understand the functions and activities of social audit &entrepreneurship
3. To acquire the skills of promoting and working with social entrepreneurship

UNIT I: Corporate Social Responsibility – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach - CSR Issues: Environmental, Social, Labor related, Ethical and Governance.

UNIT II: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.

UNIT III: Role of 'Standards and Codes' in CSR**:** ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

UNIT IV: NGO and CSR – Indian Companies Act2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports.

UNIT V: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR.CSR Awards.

Text book

1. Mitra Nayan& Schmidpeter Rene (2017) Corporate Social Resoponsbility in India;Springer Publication

References

1. Akhileshwar Pathak, 2014, Legal Aspects Of Business(Sixth), Mcgraw Hill Publications, New Delhi.

2. Garg K.C. And V.K. Sareen And Mukesh Sharma And R.C.Chawla, 2008, Legal Environment Of Business, Kalyani Publications, Chennai.

3. Jeffrey A Mello, 2011, Strategic Management Of Human Resource(Third), Cingage Learning Ind Pvt Ltd, New Delhi.

4. John D Daniels And Lee H Radebaugh And Daniel P Sullivan, 2005, International Business(Tenth), Pearson Eduction Pvt Ltd,New Delhi.

5. John R Baotright, 2003, Ethics And Conduct Of Business(Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.

6. Mahajan C.P., 2008, Concepts And Solutions Of Business Ethics, Abd Publishers, Jaipur.

7. Neelamegam V., 2008, Business Environment, Vrinda Publications, New Delhi.

8. Sankaran S., 2013, Business Environment,Margham Publications, Chennai.

9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects Of Business, Himalaya Publishing House, Mumbai.

10. Sharma R.K. And Puneet Goel And Pooja Bhagwan, (2009) Business Ethics And Corporate Governance,Kalyani Publications,Chennai.

Course Outcome

1. Students will gain knowledge about corporate social responsibility
2. Students will understand the functions and activities of social audit &entrepreneurship
3. Students will acquire the skills of promoting and working with social entrepreneurship

CORE ELECTIVE

PAPER - 4

C. HOSPITAL ADMINISTRATION

Course Objectives

1. To gain basic knowledge on Hospital Administration
2. To understand the functions of Hospital
3. To acquire the skill of administering Hospitals.

UNIT-I: Overview of Health Care Sector in India – Primary care – Secondary care – Tertiary care – General & special Hospitals - Understanding the Hospital Management: Routine Admission/Discharge Procedures/Discharge Summary - Hospital Utilisation Statistics: Average Length of Stay (ALS), Bed Occupancy Rate and Turn Over Interval – Role of Medical, Nursing Staff, Paramedical and Supporting Staff.

UNIT-II: Functional Hospital Organization: Hospital code of ethics, medical ethics, standards for hospitals, -Hospital functions -Front Office: Duties & Responsibilities - Health Records: Daily Reports / Returns: Hospital Census, Matron's Report, Medical Officer's Report, Casualty Report, Medico-Legal Cases, Report from ICU / ICCU, Security Report, Maintenance Department Report and OT List. - Patient's Complaints - Medical Certificates.

UNIT –III Hospital Administration: Hospital Committees: Role, Composition, Frequency of Meetings, Minutes of the Meetings, Follow up Actions. - Duties & Responsibilities of the Hospital Administrator/CEO - Role of Medical Superintendent, Resident Medical Officer, Night duty Executive; Public and guest relation: information regarding patients, medical information, attendants' management.

UNIT-IV: HRM in Hospitals: Nature and Scope of HRM – Meaning and Definition – Functions – Objectives – Organisation of HRM Department - Policy Evolution of Personnel - Duty Roster of various categories of Staff - Administration of Patient Related Schemes: Medical Insurance (Cashless Benefit), Central Government Health Scheme (CGHS), Ex-Servicemen Contributory Health Scheme (ECHS), Third Party Administrator (TPA), Employee's State

Insurance (ESI) - Hospital Waste Management - Methods of Infection Control - Standard Operating Procedures (SOPs) - Availability of Materials: Critical Items, Stock Level, Procurement Methods.

UNIT V: Challenges in Hospital Administration

Disaster Management: Fire Fighting. Dealing with Crisis Situation, Mob violence, Bomb threat, Terrorist strike, Mass casualties, Political agitation, Prisoners - Hospital Security: Staff, Patients, New born babies, Female staff/Patients, Stores. - Application of Hospital Information System (HIS) & Management Information System (MIS) - Accreditation – Tele health - Health Tourism - Health Insurance and Managed Care.

Text books

1. Goel S.L. & R. Kumar, Hospital Administration and Management, Deep & Deep Publications, New Delhi.

2. Sankara Rao M., 1992, Hospital Organization and Administration, Deep & Deep Publications, New Delhi.

References

1. Dave P.K., Shakti Gupta, NK Parmar, Sunil Kant, Emergency Medical Service and Disaster Management - A Holistic Approach, Jaypee Brothers Medical Publishers Pvt. Ltd., New Delhi.

2. Hem Chandra , Hospital Equipment Management, Bharat Book Centre, Lucknow

3. Katakam A., GD Kunders, S Gopinath, Hospitals Planning, Design and Management, Tata McGraw-Hill Publishing Company Limited, New Delhi.

4. Nalini V.Deve, 1991, Hospital Management, Deep & Deep Publications, New Delhi.

5. R.C.Goyal, 1993, Hand Book of Hospital Personnel Management, Prentice- Hall of India Pvt. Ltd, New Delhi.

6. Sakharkar B.M., Principles of Hospital Administration and Planning. Jaypee Brothers Medical Publisher (P) Ltd., New Delhi.

7. Shankti Gupta , 2011, Hospital and Health Care Administration - Appraisal and Referral Treatise , Jaypee Brothers Medical Publishers (P) Ltd., New Delhi

8. Spencer J.A., 1967, Management in Hospitals, Faber and Faber, New Delhi.

9. Syed Amin, Tabish, Hospital and Health Services Administration - Principles and Practice, Oxford University Press, New Delhi.
10. Yashpal Sharma, Handbook on Hospital Administration, Durga Printers, Jammu.

Course outcome

1. Students will gain basic knowledge on Hospital Administration
2. Students will understand the functions of Hospital
3. Students will acquire the skill of administering Hospitals.

OPEN ELECTIVE

PAPER - 4

(to choose one out of 3)

A. CONTEMPORARY SOCIAL WORK PERSPECTIVES AND CONCERNS

Course Objectives

1. To understand the basic concepts of Social work
2. To understand the various methods of social work
3. To gain knowledge about the social work responses
4. To know about various avenues of social work
5. To study the emerging areas of social work practices

Unit I: Introduction to social work: History, evolution, concept, meaning, definition, attributes Scope; Principles of social work; Difference between social work, social service and Social welfare, Social work as a Profession.

UNIT-II: Methods of social work: Social case work- concept, meaning and principles, process, Techniques, components; **Social group work** – concept, meaning, principles, types of Groups, group dynamics, programme planning; Community organization- concept, Meaning, principles, process, scope of community work. **Social Welfare Administration:** Concept, scope, principle, POSDCORB, importance of social work administration; **Social work research-** concept, meaning, scope, research process, uses of social work research; Social action- concepts, principles, and application

UNIT-III: Understanding Social Problems and Social Work response: Poverty, Illiteracy, Unemployment, Malnutrition, Problems of Destitute, Aged, Widows, Orphans; civic response to social problems. Domestic violence and dowry harassment, eve teasing, sexual harassment, gender and health related issues of women, immoral trafficking of women and children, commercial sex work; child labour, Street children, School dropouts, juvenile delinquency, Street children; youth , terrorism, substance abuse and addiction, rape, sexual behaviour (HIV and AIDS, STD); policies and programmes for women, children and youth in India; Social Work response to vulnerable group (sexual minorities, lesbians, gays)

UNIT-IV: Social work in various settings: Educational institution, Industries and corporate sector, Government and Non-government organization, Health and Community setting. Social work and human rights, RTI

UNIT-V: Emerging area of social work practice: Disaster Management; children- in conflict with-Law, domestic violence, child abuse, geriatric, suicide prevention, Emerging issues related to environment: Water Conversation, Rain Water Harvesting, Watershed Management, Resettlement and Rehabilitation: People living with HIV/AIDS, war victims (refugees), displaced of natural and man-made disasters, working with differently abled.

Text books

1. CN Shankar Rao(2005) Sociology of Indian Society, S Chand Publications, New Delhi
2. D Paul Chowdhry, (2006) Social Welfare Administration, Atma Ram & Sons, Delhi

References

1. Bandhu Desh, Singh, Harjith and Maitra A.K(1990) Environmental Education and Sustainable Development, Indian Environmental Society, New Delhi.
2. Chand Attar (1985); Environmental Challenges, A Global Survey, UDH Publishers, New Delhi.
3. Chandu Subba Rao (2000) Development of Weaker Sections, Rawat Publications, Jaipur
4. Chaturvedi T.N. (1981) Administration for the Disabled; Policy and organizational Issues, Indian Institute of Public Administration, New Delhi.
5. D.R. Sachdeva, (2008) Social Welfare Administration in India, Kitab Mahal Publishers
6. GR Madan (2003) Indian Social Problems, Sixth Ed. Allied Publishers, New Delhi
7. Kuppuswamy B (1989 Social Change in India, Vikas Publishing House Delhi

Course Outcome

1. Students will understand the basic concepts of Social work
2. Students will understand the various methods of social work
3. Students will gain knowledge about the social work responses
4. Students will know about various avenues of social work
5. Students will study the emerging areas of social work practices

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OPEN ELECTIVE

PAPER - 4

B. DYNAMICS OF HUMAN BEHAVIOUR

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Course Objectives

1. To understand the fundamental components of human behavior.
2. To gain insight into factors contributing to development of personality.
3. To understand growth and development of individual at various stages in the life span.
4. To understand the social basis of behavior and adjustment
5. To understand the processes of adjustment and not-adjustment and its impact on human behavior

UNIT-I Nature and Scope of Human Behavior: Concept of Human Behavior; Various definitions of Psychology; motivation; Normal, abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology. Methods of Psychology, Application of psychology for social workers.

UNIT-II Factors Influencing Human Behavior and Theories of Human Development: Heredity- concept, mechanism and influence of heredity on human behavior; Environment – concept and influence of social, physical and family environment; The self and the self concept; Freud's Psycho-Sexual theory; Erickson's psycho-social theory; Adler's theory.

UNIT-III Psychological Processes in Behavior: Basic human needs: Physical, psychological and intellectual needs; Needs and Motives; Emotions; Perception; Intelligence; Learning and motivation; Theories of Motivation and their relevance in Social Work. Personality: Definition, nature, types and assessment of personality.

UNIT-IV Social Biases of Behavior and Adjustment: Social perception –attitudes, prejudices, biases, stereotyping; Individuals in groups–group norms, group conformity vs. deviation; Propaganda, rumours and the social affects.

UNIT-V Adjustment and maladjustment: Concept and factors of adjustment, Stress: concept, types of stress- frustration, conflict and pressure. Coping mechanism: task oriented and defence oriented mechanisms. Indigenous approaches: Yoga and meditation

Text books

1. Elizabeth B.Hurlock,2005,Child Development, Tata Mc Graw-Hill Publishing Company Ltd, New Delhi
2. Saraswathi T.S 1975 Developmental Psychology in India; SAGE Publications Pvt. Ltd

References

1. Clifford Morgan Richard, King , John Weisz , John Schopler 2001 Introduction to Psychology, Mcgraw Hill Education
2. Commer Ronald. J Worth2001 Abnormal Psychology , New York , Publications, 41Madison Avenue
3. Elizabeth B Hurlock,2009, Development Psychology(Fifth), Tata Mcgraw-Hill, New Delhi
4. John W Santrock, 2011, Life Span Development(Thirteen), Tata Mcgraw-Hill, New Delhi
5. Lewis R Aiken And Gary Groth-Marnat,2009, Psychological Testing And Assessment, Dorling Kindersley Pvt. Ltd, New Delhi
6. Margarete Parrish, 2012, Social Work Perspectives On Human Behaviour, Rawat Publications, Jaipur
7. Mishra , Braj Kumar 2008 Psychology- The study of human behavior PHI New Delhi
8. Mohan Kumar, 2014,Dictionary Of Psychology, Aitbs Publishers, Delhi
9. Saraswathi T.S 1975 Developmental Psychology in India
10. Seifert, K.Hoffnung , et al, 2000 Life Span Development (2nd ed) New York : Houghton Mifflin Co.

E-materials

1. www.apa.org
2. www.egyankosh.ac.in

Course Outcome

1. Students will understand the fundamental components of human behavior.

2. Students will gain insight into factors contributing to development of personality.

3. Students will understand growth and development of individual at various stages in the life span.

4. Students will understand the social basis of behavior and adjustment

5. Students will understand the processes of adjustment and not-adjustment and its impact on human behavior

OPEN ELECTIVE

PAPER - 4

C. INDUSTRIAL PSYCHOLOGY

Course Objectives

1. Understand role of Industrial Psychology as a tool of the social work profession.
2. Acquire Psychological knowledge and skills.
3. Become familiar with some of the basic Psychological technique and their application in field of social work as applicable to the Organizational / Industrial setting

Unit – I: Introduction to Industrial Psychology: Meaning and Definition of Organizational Psychology – objectives of industrial psychology. Major problems of industrial psychology – Role of an Industrial Psychologist – scope and importance of Industrial Psychologist's work

Unit – II: The historical background of industrial / organizational psychology: The Early Years(1900 – 1916)- World War I(1917 – 1918)- Between the World Wars (1919 – 1940)- World War II (1941 – 1945) - After World War II (1946 – 1960)- 1960s and Beyond

Unit – III: Personality: Define Personality - Understand the major determinants of Personality - Explain five theories of Personality - Intrapsychic Theory - Type Theories - Trait Theories - Self Theory - Social Learning Theory Identify several personality characteristics and their influences on Industrial Psychology - personality measurement - Match personalities and job - Personality dimensions in Industrial and organizational psychology

Unit – IV: Emotions and Emotional Intelligence: What are emotions - the characteristics of Emotions - Understand the interlinking of emotions and moods- the role of emotions - type of emotions - the categories of positive and negative emotions- the sources of emotions and moods - the relation between emotions and performance - Emotional Intelligence (EI) - the importance of Emotional intelligence - the domains of EI - the interrelationship between EI and leadership - the interrelationship between EI and conflict management - the interrelationship between EI and career success - the case for and against Emotional Intelligence as a concept.

Unit – :V Stress and well-being at work: The concept of stress - the fight-or-flight response to stress - the General Adaptation Syndrome (GAS) - The approaches to stress: The Homeostatic/ Medical Approach - Cognitive Appraisal Approach- the Person-Environment Fit Approach- The Psycho-analytic Approach. The causes and consequences of stress. Individual response to stress - the consequence of stress - the Impact of stress on Performance.- "Burnout" - the factors resulting in Burnout- Impact of Job Burnout - The methods of managing stress - framework for preventive stress management - the various organizational techniques for stress prevention - Understand managerial implications of stress.

Text books

1. Blum M.L (2004) Industrial Psychology : Its Theoretical And Social Foundations: CBS, New Delhi
2. Michael G. Aamodt 2013 Industrail psychology , Cengage; 7 edition

References

1. Bandura A(1977) "Social Learning Theory" Prentice Hall Englewood Cliff N.J
2. Cattell R. B (1946) Description and Measurement of Personality" World, New York.
3. Eysenck H. J and Eysenck S.B.J (1969) "Personality Structure and Measurement" Rutledge, London.
4. Eysenck M.W (1994) "Individual Differences" Erlbaum Hillsdale NJ.
5. Ekman P and Davidson R. J (Eds) (1994) "The Nature of Emotions: Fundamental Questions" Oxford University Press, Oxford UK
6. Goleman, Daniel (1995) "Emotional Intelligence: Why It Can matte More than IQ" Bantam Books, New York.
7. Goleman, Daniel (1998) "Working With Emotional Intelligence" Bantam Books, New York
8. Maddi S. R (2000) "Personality Theories: A comparative Analysis" Waveland Press, Prospective Heights IL.
9. Negi Ankur(2015) Industrial Psychology; CBS Publishers & Distributors, New Delhi

Course Outcome

1. Student will understand role of Industrial Psychology as a tool of the social work profession.

2. Student will acquire Psychological knowledge and skills.

3. Student will become familiar with some of the basic Psychological technique and their application in field of social work as applicable to the Organizational / Industrial setting

BLOCK FIELD WORK

Course objectives

1. To gain experience in a social work field by being in an open or closed setting

2. To understand the techniques and approaches adopted by the organization

3. To apply the knowledge gained, in the field of social work

4. To get a placement of their choice and to get into their career

After the fourth semester examinations the students can go for one month block field work placement preferably in their respective field of specialization. The students are placed in villages, hospitals, schools, NGOs, government offices, counseling centers, welfare organizations, service organization or industries during the course of block field work placement as per their request. Department may facilitate the prospective student to get block field work placement. Students may get daily activity sheets signed by the concerned persons in the organizations.

This, optional block field work does not involve internal marks or external marks or credits. This is to help them to get a good placement of their choice and start their career.

Course Outcome

1. Students will gain experience in a social work field by being in an open or closed setting.
2. Students will understand the techniques and approaches adopted by the organization.
3. Students will apply the knowledge gained in the field of social work .
4. Students will get a placement of their choice and to get into their career.

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