MADRAS SCHOOL OF SOCIAL WORK (AUTONOMOUS)

(Affiliated to the University of Madras)

Post-Graduate Department of Social Work

MASTER OF SOCIAL WORK (MSW)

II Year

COURSE REGULATIONS AND SYLLABUS

(Effective from the Academic Year 2016-17 onwards)

Table of Contents

ABOUT THE PROGRAMME

1. INTRODUCTION:

Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work and in its different fields of work. Madras School of Social Work, an autonomous institution affiliated to the University of Madras, follows the Choice Based Credit System (CBCS) under semester pattern. Its purpose is to provide a value added, market driven and indigenously relevant course in social work education.

2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - o To enhance people's capacity for social functioning;
  - o To improve the quality of life for everyone;
  - o To promote social justice;
  - o Provide opportunities for people to develop their capacities to become participating and contributing citizens.

3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:

1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement & end of course Block placement. (As course completion requirements)

5. The students should also undergo the Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

As per the course content, the terminology is elaborated below:

Core courses / paper refer to such of those papers (including specialization papers) offered in the core domain of social work. They fall under the category of Theory, Field work and Research. Study of the core courses is compulsory. The core courses are normally given 3-6 credits per course. For identification purposes they are denoted by the letter code *(C)*.

Interdisciplinary course / paper refers to introductory courses from related social science disciplines viz., Sociology and Psychology that are necessary for the enhancement of the understanding of the core courses. Study of these courses is also compulsory. These courses may be assigned 2 credits per course. For identification purposes they are denoted by the letter code *(ID)*.

Elective course / paper refers to 2/3 credit supportive courses to the specialization specific core courses. Depending on student need and interest they can make a choice from among the available courses in this category. Only Intra-departmental registration will be permitted for these courses. For identification purposes they are denoted by the letter code *(E)*.

Soft skills course / paper refers to facilitative courses offered for enhancing the students' personality development and employability skills. These courses are to be offered during all four semesters. These are also assigned 2 credits per course. For identification purposes they are denoted by the letter code *(S)*.

Record Course refers to courses required for course completion. For identification purposes they are denoted by the letter code *(R)*. All Record Courses except Summer Placement do not carry any credits. Summer placement (though a record course) will be assigned 2 credits.

Certificate Courses refers to add-on courses conducted by the department / other departments in the campus. Each student has to compulsorily enroll and complete any TWO courses anytime before 4th semester. Students are free to enroll in more than two courses if it suits them. Courses attended outside college conducted by professional organizations fulfilling the criteria of 30 hours can be considered provided they are similar to the certificate courses offered in the college.

In all the student has to gain specified number of credits (*minimum 95 credits*) to complete the course, distributed @*Semester- I: 21 credits; Semester II: 25 credits; Semester III: 26 credits; and Semester IV: 23 credits*.

Teaching Methodology

The curriculum transaction will involve Lectures, interactive discussions, Group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, Field Visits and Guest Lectures.

4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the degree of MSW subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in social work offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 95 credits.
2. Passes all the theory examinations, participated in the rural camp and completed summer placement, field work, Soft-skill programmes, Certificate courses and all other course completion requirements.
3. Meets all other requirements in vogue as prescribed by the Board of studies in Social Work at the time of admission and the amendments introduced to the regulations by the Board of Studies in Social work from time to time.

5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

A candidate who does not pass the examination relating to any theory paper in any one of the semester shall be permitted to register for re-examination in such failed paper(s) in the ensuing odd/even semester examinations respectively held by the College.

As a special consideration students who have failed in any of the FINAL Semester theory paper(s) will be given an opportunity to clear the arrear (subject to the condition of a maximum of only one paper) by registering for **Instant Examination** which will be conducted following the publication of the results of the preceding End Semester Examinations. This special facility is provided only to the outgoing students to enable them to complete their course in the same academic year itself and to enter into employment market.

However, any student to qualify for the award of the MSW degree by the University of Madras, besides passing in all the theory and practical examinations conducted by the college should have also completed all the course requirements as prescribed by the Board of Studies in Social Work of the college.

A: PAPER - CREDIT - CLASS HOURS - EXAM HOURS – MATRIX

SEM. No.	TYPE OF PAPER.	TYPE OF PAPER	TOTAL NUMBER OF PAPERS	CREDIT PER PAPER	TEACHING HOURS PER PAPER PER WEEK @ 3 CLASS DAYS PER WEEK	DURATION OF E.S.E EXAM (HOURS)	PAPER-WISE CREDIT TOTAL	Core	Non core	SEMESTER-WISE CREDIT TOTAL
I	Core	Theory	3	3	3	3	9	15	-	**21**
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4		6	
	Soft skill I	-	1	2	2	Only ICA	2			
II	Core	Theory	3	3	3	3	9	15		**25**
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	2	2	2	3	4		10	
	Elective	Theory	1	2	2	3	2			
	Soft skill II	-	1	2	2	Only ICA	2			
	Record Course	*Summer placement*	--	--	-	--	2			
III	Core	Research	1	4	-	Only ICA &Viva	4	22		**26**
		Theory	4	3	3	3	12			
		Fieldwork	1	6	-	--	6			
	Interdisciplinary	Theory	1	2	2	3	2		4	
	Soft skill III	-	1	2	2	Only ICA	2			
	Record Course	Participation in Professional Forum Activity	--	1	Participation in three different sessions/ events	--	--		--	
IV	Core	Research	1	4	-	Only ICA &Viva	4	19		**23**
		Theory	3	3	3	3	9			
		Fieldwork	1	6	-	--	6			
	Inter disciplinary	Theory	1	2	2	3	2		4	
	Soft skill IV	-	1	2	2	Only ICA	2			
	Record Course	*Block Placement*	--	--	-	--	--			
		Participation in Professional Forum Activity	--	--	Participation in three different sessions/ events	--	--		--	
	TOTAL	-------						71	24	**95**

B: SYLLABUS MATRIX

SEMESTER I

COURSE NO.	COURSE CODE	TITLE OFTHE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	MS/15C/101	Social Work Profession	3	45	3	50	50	100
2.	MS/15C/102	Social Work with Individuals	3	45	3	50	50	100
3.	MS/15C/103	Social work with Groups	3	45	3	50	50	100
4.	MS/15 ID/104	Sociology	2	30	3	50	50	100
5.	MS/15 ID/105	Psychology	2	30	3	50	50	100
6.	MS/15C/106	Field Work I	6	--	--	50	50	100
7.	MS/15 S/107	Soft skills I – Personal and Interpersonal Connect	2	30	1	50	--	50
		TOTAL CREDITS	**21**	----				

SEMESTER II

COURSE	COURSE CODE	TITLE OFTHE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	MS/15C/201	Social Work with Communities	3	45	3	50	50	100
9	MS/15C/202	Social Research and Statistics	3	45	3	50	50	100
10.	MS/15C/203A MS/15C/203B	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	MS/16ID/204	Basics of Counselling	2	30	3	50	50	100
12.	MS/15ID/205	Management of Organizations	2	30	3	50	50	100
13.	MS/15E/206A MS/16E/206B	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	MS/15C/207	Field Work II - Concurrent	6	--	6	50	50	100
15.	MS/15S/208	Soft skills II – Leadership and Team Building (OBT)	2	30	1	50	--	50
16.	MS/15R/209	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
	CREDITS	**TOTAL**	**25**	-------				

SEMESTER III

COURSE NO.	COURSE CODE*	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
17.	MS/15C/301 A/B MS/16C/301 C	**Specialization Paper–1** Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	MS/15C/302/ A,B,C	**Specialization Paper–2** Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	MS/15C/303/ A,B	**Specialization Paper–3** Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	MS/15C/304/ A,B,C	**Specialization Paper–4** Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations &Welfare (HRM)	3	45	3	50	50	100
21.	MS/15ID/305 /A,B	**Interdisciplinary Paper-1** Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	MS/15C/306	Research Project-I*	4	--	--	50	50	100
23	MS/15C/307	Field Work III	6	--	--	50	50	100
24	MS/15S/308	Soft skills III – Career and Workplace Competencies	2	30	1	50	--	50
25	MS/15R/309	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
		TOTAL CREDITS	**26**	-----				

Note:*Research dissertation registration: Both Part I (Semester III) & Part II (Semester IV) of Research dissertation will have to be registered separately for each of the semester examinations. However, a one- time fee for semester III & IV will have to be paid during the III semester registration.

**Registration for MS/15R/309 and MS/15R/409 will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

SEMESTER IV

COURSE NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	MS/15C/ 401/A,B,C	**Specialization Paper–5** Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	MS/15C/ 402/A,B,C	**Specialization Paper–6** Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	3	45	3	50	50	100
28.	MS/15C/ 403/A,B	**Specialization Paper–7** Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29	MS/15ID/ 404/A,B,C	**Inter-disciplinary Paper –2** Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	MS/15C/ 405	Research Project II	4	--	--	50	50	100
31.	MS/15C/ 406	Field Work IV	6	--	--	50	50	100
32.	MS/15S/ 407	Soft Skills IV – Specialization Competencies	2	30	--	50	--	50
33.	MS/15R/ 408	Block Placement (After 4th Semester Theory Exams)	--	--	--	No marks. Only a requirement for Course Completion.		
34.	MS/15R/ 409	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
		TOTAL CREDITS	**23**	----				

Note:

The Soft skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.

C: FIELD PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE	MINIMUM DAYS	MINIMUM HOURS	CREDITS
I	Field Work I • Observation • Rural Camp • Project	24	180	6
II	Field Work II • Concurrent	24	180	6
	*Summer Placement**	1 month	-	2
III	Field Work III • Concurrent	24	180	6
IV	Field Work IV • Block Pattern	24	180	6
	*Block Placement**	1 month	-	-
Total		96**	720**	26

*No Marks. Course completion requirement only. Block placement will be after 4th Semester ESE.

**Summer & Block internships not included

SEMESTER - III
COMMUNITY DEVELOPMENT SPECIALIZATION

RURAL DEVELOPMENT AND GOVERNANCE
MS/15C/301A

Credits: 3   **Teaching hours: 45**

Objectives

- To develop in students an in depth understanding of Rural Communities.
- To provide knowledge of the various methods, Programmes, strategies and developmental efforts towards Rural development.
- To understand the role and contribution of professional social work in the developmental process.

Unit I Rural community and its Issues   (10 Hours)

Rural community: Definition, types, Characteristics, power structure. Rural community issues: Caste issues, Rural Poverty & indebtedness, land related issues: Systems of land tenure, Land reform measures, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture labourer, marginal and small farmers. Growing urbanization, Industrialisation, Globalization, migration and consequent social erosion. Watershed Management – water users association. Organic Farming – concept and problems. Role of Women in Rural Development.

Unit-1I Rural Development Programmes   (10 hours)

Rural development: Need, Importance and History of Rural development in India - Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). projects Critique of National and State Rural development programmes and policies including poverty alleviation programmes and implementation strategies - Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, NRHM (National Rural Health Mission).

Unit - III Rural Community Development & Social Work Application (10hours)

Rural community development: Definition, scope, objectives, philosophy process. Approaches to the Rural Community Development-Area, Applied, Need, Spatial, and Sectoral. Role of Community development worker - Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

Unit IV Rural Administration   (8 hours)

Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD).

Unit V Rural Governance   (7 Hours)

Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

Suggested Readings

1. Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi.
2. Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd.,
3. Desai, A.R., (1971), Rural Sociology, popular press, Bombay.
4. Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEW DELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.

DALIT AND TRIBAL EMPOWERMENT
MS/15C/302A

Credits: 3   **Teaching hours: 45**

Objectives

- To understand the current status of dalit and tribal communities.
- To gain knowledge on the process of dalit and tribal disempowerment.
- To learn strategies and processes of dalit and tribal empowerment.
- To know about national and international efforts towards dalit and tribal empowerment.

Unit I Dalits and Development `   (9 hours)
Understanding caste, oppression and oppressive practices in a caste society. Social Exclusion and Inclusion. Dalits in South Asian Countries. Development and underdevelopment of Dalits- Social Sector Expenditure and Development of Dalits. Right & Access to Health, Education and relevant to social context. Status and Comparison with Non Dalits.

Unit II Tribal Communities   (9 hours)
Concepts of tribal, adivasi, indigenous, aborigines. tribal social systems and structures: belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; International Indigenous/Tribal communities; Tribal Self determination**.**

Unit III   Tribal Issues and Development   (9 hours)
Globalisation and tribals: labour relations and exploitation, politics of tribal welfare and development, issues of governance facing tribals, education, health, food security, land rights, disaster, development displacement resettlement, rehabilitation religion and its impact on Tribals; natural resource management and sustainable development; livelihood; agriculture and rural markets; peace and conflict; social movements and protest; reservation and positive discrimination; tribal sub-plan; Special component plan.

Unit IV Constitutional Safeguards for Dalits   (9 hours)
Constitutional protection: State and Civil Society in Dalit empowerment; Government Programmes; Protection of Civil Rights Act, Elimination of Racial Discrimination under the UN Commission on Human Rights; INGOs and participation of Dalits; Labour Market Discrimination; Dalits and Development Deprivation. Dalit Movements.

Unit V Social Work practice for Dalits and Tribal Empowerment   (9 hours)
Social Work Methods for Dalit and Tribal persons: Social analyses, advocacy, social activism, networking, micro/macro planning, leadership building and cadre based organizations, social mobilization, Fair-trade, arts and craft manufacturing and marketing, sustainable livelihood management, organising political movement, skills of individual and community conscientisation processes. Tribal Social Work- formulation, approaches, concepts and strategies.

Suggested Readings

1. Ajith K Danda, 1991, Tribal Economy in India, Inter-India Publications, Delhi,.
2. Alexander K.C et.al, 1991.Tribals; Rehabilitation and development, Rawat publications, Jaipur,
3. Awadesh Kumar Singh, 2003. Dynamics of Tribal Economy, Serial Publications, New Delhi,
4. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi,
5. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi,
6. Government of India. 2001. Report of the Steering Committee on Empowering the Scheduled Tribes, Planning Commission, Delhi,
7. Kumar, B.B. 1998 The Tribal Societies of India, Osmon, Delhi.
8. P.D. Tiwari and R.S. Trpathi (ed). 1992. Dimensions of Scheduled Tribes Development in India: Uppal Publishing House, Delhi,
9. Singh, K.S., 1982. Tribal Movements in India, Vol. 2, Manohar Publications, Delhi,
10. Soundra Pandian. M. 2000. Tribal Development in India, Anmol Publications Pvt. Ltd., New Delhi,
11. Sujit Sikidar, 1991. Economic Development of Tribal India, Ashish Publishing House, New Delhi,
12. Thara Shankar Banarjee, in Budhadeb Chaudari 1990. (Ed.), 'Tribal transformation in India', Vol. II. Inter India Publications, New Delhi,
13. Kamble N D, 1981, 'Atrocities on Scheduled Castes in Post Independent India, Ashis Publishing House, New Delhi.
14. Paramjit S Judge and Gurpreet Bal, 2009, 'Mapping of Dalits', Rawat Publications, Jaipur.
15. Sinha RK, 1986; 'Alienation among Scheduled Castes', Manasa Publications, Delhi
16. Singh K S, 1997, 'Scheduled Castes', Oxford University Press, Delhi.
17. Thorat Sukhdeo, 2009;'Dalits in India: Search for Common Identity', Sage Publications, New Delhi
18. Ambedkar, B.R. 1948 The Untouchables. Delhi: Amrit.
19. Beteille, Andre 1996 Caste, Class and Power . New Delhi: Oxford University Press.
20. Freeman, J.M. 1979 Untouchables-An Indian History. London: George Allen and Unwin
21. Ganguli, Debjani 2005 Caste and Dalit Life worlds: Postcolonial Perspectives. New Delhi: Orient Longman
22. Mohanty, R.P. 2003 Dalits Development and Change: An Empirical Study. New Delhi: Discovery Publishing House.
23. Paswan, Dr. Sanjoy and Jaideva, Dr. Pramanshi 2003 Encyclopedia of Dalits in India Delhi: Kalpaz Publications.
24. Zelliot, Eleanor 2005 From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.
25. Ambedkar, BR, Annihilation of Caste

Journals
Seminar, Social Action, Economic and Political Weekly

<div align="center">*****</div>

COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS

MS/15C/303A
(Common for both CD & MPSW Specializations)

Credits: 3   **Teaching hours: 45**

Objectives

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

Unit I Concepts and Approach   **(10 hours)**
Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.
Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

Unit II Participatory Learning and Action   **(8 hours)**
Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

Unit III Need Assessment   **(8 hours)**
Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

Unit IV Planning   **(10 hours)**
Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.
Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

Unit V Policy Analysis and Documentation   **(9 hours)**
Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.
Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

Suggested Readings

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

*****

WOMEN AND DEVELOPMENT
MS/15C/304A

Credits: 3   **Teaching hours: 45**

Objectives:
- To get an understanding of the perspective of women and development in Indian society.
- To understand the key issues faced by women and understand strategies to change the situation in terms of personal liberation as well as in terms of making women a part of the developmental process.
- To examine the social systems that affect women in meeting growth needs and special needs.

Unit 1 Status of Women   (8 hours)

Concept of development with reference to women: Women in development, women and development, Gender in development – meaning, strategic and practical needs, Patriarchy and patriarchal structures in India. Feminism and its types. Women's movements. UN-Women.

Unit II Education, Employment and Health   (10hours)

Education : Differences between male and female children in enrolment and educational achievement, problems in education of the girl child, participation in higher education; NGO and Government efforts to improve women's education. Employment: work participation of women, trends, exploitation of women, marginalization and casualization of women's labour, feminization of poverty, multiple roles of women.
Health issues of women in India: Health problems, maternal health, maternal mortality, family planning choices and access to health services. HIV/AIDS and impact on women in India. Female Genital Mutilation.

Unit III Gender Analysis and Framework   (8 hours)
Gender analysis and its framework: Moser Framework, Social Relations Framework (SRF) (Kabeer), Harvard Framework, Gender Analysis Matrix (Parker), Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender budgeting. Self Help Groups: benefits, procedures and best practices.

Unit IV   Women in difficult circumstances   (9 hours)

Women in difficult circumstances: sex work, female headed households, women and displacement, women and disasters/riots and war, violence against women, transgender. Legal rights of women (salient features only): Marriage, divorce, maintenance,

inheritance, adoption, employment, maternity benefits.

Unit V National and International Efforts   (10 hours)

International conventions and efforts: CEDAW, Beijing Conference, International organizations and policies. Development programmes for women - Government policies and programmes for women-State and Center; Constitutional provisions; reservations for women. Best practices, Conventions, Committees, Policies and programmes. Role of National and State Women's Commissions

Suggested Readings

1. Bhasin, K (1984), Women and media – analysis, alternatives and actions, Kali for Women, New Delhi
2. Blumberg and Dwaraki (1980), India's educated women : options and constraints, Hindustan Publishing corporation, New Delhi
3. Devendar, Kiran (1985), Status and position of women in India, Shakthi Books, New Delhi
4. Hamilton r (1992) The liberation of women: a study of patriarchy, George Allen and Unwin, London
5. ICSSR (1985) Status of women in India- report of the National Commission, Allied publishers, New Delhi
6. Kanhere U S (1995) Women and Socialization, Mittal Publishers, New Delhi
7. Kaushik, Susheela (1993) Women's Oppression : patterns and perspective, Shakti Books, New Delhi
8. LWF (1990) Women's Human Rights, Lutheran World Foundation, Geneva.
9. Neera Desai (1987) Women and society in India, Ajanta Publications, New Delhi
10. Usha Rao (1983), Women in Development Society, Ashish Publishing house, New Delhi.
11. Shram Shakthi 1989

*****

DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK
MS/15ID/305A

[Common for both CD & MPSW specialization students]

Credits: 2   **Teaching hours: 30**

Objectives

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

UNIT III -   ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT   (8 Hours)

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO‟s and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

UNIT IV   ENVIRONMENTAL MOVEMENTS   (5 hours)

Environmental Movements: International Conferences and Environmental Agreements, WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

UNIT V   ENVIRONMENTAL MANAGEMENT   (5 hours)

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

Suggested Readings

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems   Bombay: Himalaya Publishing House, 1991 .

******

MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION

MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK
MS/15C/301B

Credits: 3   **Teaching hours: 45**

Objectives:

- To introduce the students to the concepts and historical development of the field of Psychiatry
- To impart knowledge on the various psychiatric disorders and the role of social worker
- To provide knowledge on Emerging researches in mental health

Unit I: Introduction   (6 Hours)

Concept of Normality & Abnormality; Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry.
Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India & Abroad. Mental health problems in India. Misconceptions about mental illnesses.

Unit II: Classification & Assessment of Mental Health Disorders   (10 Hours)

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 Illness   & Disorders.   (10 Hours)

Classification of Mental Disorders: Organic, Toxic (Drug Abuse), 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 (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders

Unit-IV: Behavioural Disorders and Child hood Disorders   (12 Hours)

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. Behavioural and Emotional disorders.

Role of Psychiatric Social Workers. Limitations and difficulties faced in psychiatric social work practice.

Unit V: Research in Mental Health   **(7 Hours)**

Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research & research informed practice. Analysis of Existing Policies related to Mental Health.

Suggested Readings

- Children with developmental disabilities – Venkatesan S. sage 2004
- Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
- Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- Edward, Understanding mental retardation, Cambridge University press, London, 1986
- Gaind R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- John, Howells G ; Modern perspective in International Child Psychiatry , Brunner &Mazel publication, New York, 1971
- Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- Nunnally J.C, Popular conceptions of Mental Health-the development and change,Rine hart &Winston, New York, 1961.
- Roberts N, Mental Health and Mental Illness, Routledge & Kegan Paul, London, 1967 Ziglar.
- Verma, Ratna, Psychiatric Social Work in India, Sage Publication, New Delhi, 1991
- Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks,   and Techniques. Pacific Grove, CA: Brooks/Cole.
- Morrison, J. (2014). The first interview, 4th edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352, 355 pages.
- Morrison, J. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians, 2nd edition. Guilford Press. ISBN: 10: 1462513352, ISBN-13: 1462513352. 313 pages.

******

MEDICAL SOCIAL WORK
MS/15C/302B

Credits: 3   **Teaching hours: 45**

Objectives

- To introduce the historical developments of Social Work in Medical Settings, existing status and its development.
- To highlight a Holistic and Integrated approach to Social Work Practice in the field of Health.
- To develop a deeper understanding of common Physical Diseases and Health problems of the Community.
- To develop the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases.

Unit – I: Concepts   **(8 hours)**

Concept 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.
Organization and administration of medical social work departments in hospitals in the State and Central Government organizations.

Unit – II: Health Care Models   **(9 hours)**

Healthcare 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. Health Empowerment &Social marketing.

Unit – III: Role of Social Worker   **(10 hours)**

Patient as a person: Concept of patient as a person, Patient as a whole, Social Assessment of patient's family, Understanding the problem of patient, Illness, behavior and treatment behavior of the patient, Impact of illness on the patient and family. 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   **(10 hours)**

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 (8 hours)

Medical social work practice in different settings: Hospitals, Out-Patient departments, Emergency / Crisis Care, ART Centers. Hospice, Special Clinics and Community Health use 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.

Suggested Readings

- AndersonR.&BuryM.(eds)(1988),Livingwithchronicillness-TheExperience of Patients and their families, Unwin Hyman, London.
- BajpaiP.K.(ed.)(1997),SocialWorkPerspectivesinHealth,RawatPublications, Delhi.
- BarlettH.M.(1961),SocialWorkPracticeinthehealthfield;NationalAssociationof social workers, New York.
- Blaxter, Mildred (2004)Key Concepts on Health, Polity Publishers, New Delhi
- Bradshaw & Bradshaw, (2004)Health Policy for Health Care Professional, Sage Publications, New Delhi.
- Brannon &Feist, (2000) Health Psychology, TLARC Publication, Toronto.
- Crowley M.F.,(1967),A New look at nutrition; Pitman Medical Publishing Co.,Ltd., London.
- Dowding &Barr, (2002)Managing in Health Care, Pearson Education Ltd. London
- Dziegielewski, Sophia,2003 Changing Phase of Health Care, Social Series II Education, Sarabook, New Delhi.
- FieldM.,(1963),Patientsarepeople-AMedical-SocialApproachtoProlonged
- Illness, Columbia University Press, New York.
- Gambrill.E.(1997),DelhiSocialworkinthe21stcentury,Pineforgepress,New Delhi.
- GolsteinD.,(1955),Expandinghorizonsinmedicalsocialwork,TheUniversityof Chicago Press, Chicago.
- Pokarno K.L., (1996), Social Beliefs, Cultural Practices in Health and diseases; Rawat Publications, Delhi.
- Pathak, S.H., (1961) Medical Social Work in India, Delhi School of Social Work, New Delhi.
- ParkandPark,21 stEdition,2011PreventiveandSocialMedicine,BanarsidasBhanot Publishers, Jaipur.
- Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London

JOURNALS:

- Health Action, CHAI, Secunderabad
- Health Care Law, ICFAI, Hyderabad
- Health for the Millions, VHAI, New Delhi
- Indian Journal of Social Work, TISS, Mumbai
- Journal of Indian Council of Medical Research
- Social Welfare, CSWB, New Delhi

COMMUNITY DEVELOPMENT- APPROACHES AND TOOLS

MS/15C/303A
(Common for both CD & MPSW Specializations)

Credits: 3   **Teaching hours: 45**

Objectives

- To explore the various approaches in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.

Unit I Concepts and Approach   **(10 hours)**
Community Development: Meaning, Principles, Values. Community Development Process: Organizing, Visioning, Planning, Implementation, Monitoring and Evaluation.
Community Development related Concepts and Approaches: Community Participation, Community Empowerment, Social Capital, Sustainable Livelihoods, Community Driven Development, Asset Based Community Development, Appreciative Inquiry, Community Economic Development, Sustainable Livelihoods.

Unit II Participatory Learning and Action   **(8 hours)**
Participatory Learning and Action: History, Concept, Principles. Advantages & Limitations. Participatory Rural Appraisal (PRA) Tools: Resource and Social Maps, Venn Diagrams, Seasonal Calendars, Daily activity charts, Timelines, matrices, wealth ranking.

Unit III Need Assessment   **(8 hours)**
Community Need Assessment Tools: Baseline Surveys, asset mapping, Application of Geographical Information Systems, SWOT Analysis, Public Forums (Hearings), Focus Groups, Observation, Semi-structured Interviews, Stakeholder Analysis.

Unit IV   Planning   **(10 hours)**
Community Planning Tools: Visioning. Participatory Project Planning, Logical Framework Analysis: Overview, advantages and limitations. Problem analysis, Objective Analysis, Indicators, Risks and Assumptions, Project Planning Matrix. Gender Mainstreaming.
Participatory Monitoring and Evaluation: Community Score Card, Social Audit, Citizen report Card, Social Impact Assessment, Environmental Impact Assessment, Gender Analysis.

Unit V Policy Analysis and Documentation   **(9 hours)**
Policy Practice: Policy Analysis, Budget Analysis, Advocacy, Building Coalitions and Networking. Fact Finding Missions.
Macro Practice Documentation: Annual Reports, Project Documentation, Project Proposals, Campaign / Advocacy material, Research reports, Media briefing, Publicity Material, Capacity Building Training Manuals.

Suggested Readings

1. Britha Mikkelsen ,1995, Methods for Development Work and Research, Sage, New Delhi
2. Grootaert, Christiaan and Bastelaar, 2002, Understanding and Measuring Social Capital : A Multidisciplinary tool for Practitioners, World Bank, Washington DC.
3. D.MosseD.Mosse, J.Farrington and A.Rew (eds) 1998. Development as Process: Concepts and Methods for Working with Complexity. London, Routledge.
4. M.Moore, M.Choudhary and N.Singh. 'How can we know what they want? Understanding local concepts of poverty and ill-being in Asia'. IDS Working Paper No.80.
5. C.Moser 1998. 'The asset vulnerability framework: identifying community level urban poverty reduction interventions'. World Development 26:
6. Williams, J.Seed and A.Mwaua 1994. The Oxfam Gender Training Manual. London, Routledge.
7. J.Pretty, I.Gujit, J.Thompson and I.Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
8. R.Chambers 1997. Whose Reality Counts? Putting the Last First. London, Intermediate Technology.
9. B.Broughton and J.Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
10. L.Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
11. H.Goyder, R.Davies and W.Williamson 1998. Participatory Impact Assessment. London, Action Aid.
12. D.Marsden, P.Oakley and B.Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC

*****

SOCIAL WORK WITH FAMILIES AND SENIOR CITIZENS

MS/15C/304B

Credits: 3   **Teaching hours: 45**

Objectives:
- To help students gain a theoretical and conceptual understanding of families and family systems.
- To help students understand interaction, functions and issues concerning Indian families.
- To help students gain knowledge and skills in family interventions.
- To help students understand the needs of the senior citizens and programmes for them and acquire skills in working with senior citizens.

Unit I: Theoretical and conceptual framework for understanding family   (9 hrs)

Family definition, Marriage, Types of families, Emerging families, Family ecology, Family functions, Family norms, Family patterns, Family structure, Family practices.

Unit II Family dynamics   (10 hrs)

Trends in the changing family systems, Family interactions, Family adaptability, Family cohesion, Role performance, Role commitment, Role conflict, Decision making, Family life cycle and Family development theory. Family life education: Scope, Focus, Definition, Positive Parenting and Oppressive parenting.

Unit III Challenges of family   (8 hrs)

Separation and divorce, Stress, Lack of adequate child care, inflexible work environment, infertility, Adoption, surrogate mothers
Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.
Family Intervention: Genogram, Methods of assessment, Rehabilitation, Crisis intervention, strengths and resilience

Unit IV Senior citizens and their Health status   (8 hrs)

Definition of Ageing, Demography, Changing roles and contemporary roles, impact of globalization, Longevity, Empty nest syndrome, Health Status of the senior citizens: Common Health problems, Health Services: Government, NGO, Health Insurance

Unit V Social work interventions   (10 hrs)
Social work interventions: Institutional services-Homes, Hospices, Non-Institutional Services –Day care, Recreation, Help line , Family counselling: Geriatric/ Gerontological Social Work.

Suggested Readings

1. Desai M (1994) Family and Intervention: a course compendium, TISS Bombay
2. Khargiwala (1993)Family dynamics: social work perspectives, Anmol, New Delhi
3. Dandekar(1996)The Elderly in India, Sage, New Delhi
4. Desai and Raju(2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Krishnan & Mahadevan (1992)The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing

*****

DISASTER MANAGEMENT AND ENVIRONMENTAL SOCIAL WORK
MS/15ID/305A

[Common for both CD & MPSW specialization students]

Credits: 2   **Teaching hours: 30**

Objectives

- To develop an understanding of Disaster and Disaster Management.
- To help students to understand environmental issues and Movements.
- To enable students to understand the government and NGOs and the role of social workers in safeguarding environment and protecting livelihoods.

UNIT 1: INTRODUCTION TO DISASTERS AND DISASTER MANAGEMENT (6 hours)

Concept and Definitions of Disaster. Types of Disasters – Natural, Chemical, Biological, Nuclear, Civil. Consequences of Disaster. Phases of Disaster: Preparation and planning, Threat and warning, Impact, Immediate post-disaster period and Recovery phase.

Preparedness, Mitigation, Intervention, Search, Rescue, Relief, Rehabilitation and Reconstruction. National and State policy on Disaster Management. Disaster Management Act 2005. Vulnerability Analysis. Interagency Collaboration.

UNIT II: SOCIAL WORK AND COMMUNITY INTERVENTIONS (6 hours)

Psychosocial Care concepts and Principles - Vulnerable groups: Children, women, elderly, Institutionalized persons, Disabled, women and child headed households. Social work interventions: Grief Management, Identification and Management of PTSD, Psychological first-aid and Counselling.

Community Interventions: Building disaster resilient communities. Basic features of CBDM, Community risk assessment, Community disaster management plan, Community participation. Participatory approaches.

UNIT III - ENVIRONMENT SOCIAL WORK AND SUSTAINABLE DEVELOPMENT   **(8 Hours)**

Concept of Environment, Meaning, Dimensions of Environment. Natural Environmental Problems & Causes: Imbalance, Pollution (Air, Water, Land and Noise) Population growth, forest cutting & wild life - Role of central & state government NGO‟s and social workers contribution to solve Environmental problems.

Sustainable Development: Understanding Sustainable Development, International Conventions and Agreements, Rio Summit, Kyoto Protocols I & II, Conservation and Management of Resources.

UNIT IV ENVIRONMENTAL MOVEMENTS   (5 hours)

Environmental Movements: International Conferences and Environmental Agreements,

WTO and Indian Agriculture Challenges and opportunities, Grassroots Environmental Movements in India. - Chipko Movement, Save forests movement. Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts, Greenpeace, Anti-nuclear movements.

UNIT V ENVIRONMENTAL MANAGEMENT   (5 hours)

Environment Action and Management: State and central Government Policies and programmes on Environmental Preservation. Environmental Legislation - needs and importance and important laws in india. Role of Grassroots Organization; Women and Conservation of Environment; Panchayats and Environment;

Suggested Readings

1. Chopra Ravi, Natural Bounty-Artificial scarcity. Peoples Science Institute PSI . Dehradun.
2. Gadgil, Madhav and Ramchandra Guha. This fissured Land: An ecological History of India, Delhi. OUP. 1994.
3. Guha Ramchandra. The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP. 1991.
4. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity CBD
5. Krishna, Sumi. Environmental Politics: People's lives and Developmental Choices, Delhi. Sage, 1996.
6. Adams, W. M., Green Development: Environment and Development In the Third World, 1991.
7. Anil, Aggarwal, The Price of Forests New Delhi: Centre for Science and Environment, 1992
8. Gautam Sharma Lt. Col. , Environment. Man and Nature, New Delhi: Reliance Publishing House, 1989 .
9. John Mc Cornick, The Global Environmental Movement, New Delhi: CBS Publishers, 1990 .
10. Kumar B. Das ed. , Environment and Development Conundrum Delhi: Discovery Publishing House, 1992 .
11. Lodha, R. M., Environment Essays, New Delhi: Ashish Publishing House, 1991 .
12. Mohandas, M., Ecologically Sustainable Development: concepts and Issues Mannuthy; Kerala Agricultural University, 1993 .
13. Mustafa Kamal Tolba, Saving Our Planet London: Chapman's Hall, 1992 .
14. Raveendra, A., Forests. People and Environment: Dynamics of Interaction and Development Centre for Development Studies, 1989 .
15. Schumacher, E. Small is Beautiful New Delhi: Rupa and Co. Publishers, 1990 .
16. Vasanth Desai, Forest Management in India : Issues and problems   Bombay: Himalaya Publishing House, 1991 .

<div align="center">******</div>

HUMAN RESOURCES MANAGEMENT SPECIALIZATION

LABOUR LEGISLATIONS-II
MS/16C/301C

Total Credits : 3   **Teaching Hours: 45 Hrs**

Objectives:

- To equip the students with the necessary knowledge on the statutory compliance concerning the labour force.
- To introduce the students to labour legislations pertaining to Industrial Relations and working conditions in the organised sector.
- To impart knowledge of labour legislations pertaining to wages, social security and welfare in the organised sector.

UNIT I - Legislations related to Industrial Relations   **(10 hours)**

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

UNIT II - Legislations related to Working conditions   **(7 hours)**

The Tamil Nadu Catering Establishment Act, 1958.

The Motor Transport Workers Act, 1961

Apprentices Act, 1961

UNIT III - Legislations related to Social Security   **(11 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

The Payment of Gratuity Act, 1972

UNIT IV - Legislations related to Wages   **(9 hours)**

The Payment of Wages Act, 1936

The Minimum Wages Act, 1948

The Payment of Bonus Act, 1965

The Payment of Subsistence Allowance Act, 1981

Unit V - Legislations related to Welfare of Labour and Women   (8 hours)

Welfare provisions of

- The Plantation Act, 1951

- The Mines Act, 1952

- The Motor Transport Workers Act, 1961

- The Dock Workers (Safety, Health and Welfare) Act, 1986

The Contract Labour (Regulation and Abolition) Act, 1970

The Maternity Benefit Act, 1961

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Additional Reading :(Does not form part of Assessment)

The Inter-state Migrant Workmen (Regulation of Employment and conditions of service) Act, 1979.

The Building and other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996

The Labour laws (Exemption from furnishing Returns and Maintaining register by certain Establishments) Act, 1988.

Suggested Readings:

1. Relevant Bare Acts
2. N.D.Kapoor, "Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman's "Labour Laws" Taxman Allied services P Ltd, 2001
4. www.Labour.nic.in
5. www.mca.gov.in

Journals:

Law Teller, Legal News & Views, Indian Factories & Labour Report, Labour Law Report

STRATEGIC HUMAN RESOURCE MANAGEMENT
MS/15C/302C

Credits: 3   **Teaching hours: 45**

Objectives:
- To introduce to the students the emerging field of strategic management.
- To help the student to understand the nature of the changing global business environment and the role of HR in it.
- To enable the students to appreciate the various methods and techniques of Strategic Human Resource Management.

Unit-I: Strategic management   **(9 hours)**
Strategy – Definition, Concept, meaning, Fundamental elements (vision, mission, goals and objectives); Forms of strategy- intended , Deliberate and realized strategies; Strategy formulation process, views of the strategic management process- Rational planning, incrementalism and organizational learning; Difference between strategic management and other types of management.

Unit-II: Strategic Human Resource Management (SHRM)   **(9 hours)**
SHRM – Definition, Characteristics, Concept & importance, aims, Evolutionary stages and foundations ;Major trends in organizations and business environment in HRM; Strategic perspective in human resource management; Major trends in Strategic Human Resource : Technology and organization structure- Management trends- Demographic trends - Utilization of human resources- International developments- Human resource legal environment.

Unit-III: Process, Theories and Models   **(9 hours)**
Strategic Human Resource Management process; Vertical and Horizontal fit, Models-The Michigan Model and The Harvard Model; Theories – General Systems Theory, Human Capital Theory, Institution Theory, Resource Based Theory

Unit-IV: Integrating strategy and HRM   **(9 hours)**
Strategic role of Human Resource planning, Organization development strategy , Employee engagement strategy , Knowledge management strategy, Employee resourcing strategy , Talent management strategy (surpluses and employee shortages) , Reward strategy; strategically oriented performance measurement system, compensation system, employee development.

Unit-V: Practices, Ethics of SHRM   **(9 hours)**
Employee value propositions Individual practices & Systems of high performance human resource practices; Ethics – Concept, importance and Code of SHRM ethics, CSR strategy.

Suggested Readings

1. Charles R. Greer, "Strategic Human Resource Management- A general managerial approach" (2nd Edn), Pearson Education (Singapore) Pte Ltd, New Delhi, 2001. (658.3 G)

2. Alex Miller and Gregory G. Dess, " Strategic Management" (2ndEdn), McGraw – Hill Companies Inc., New York, 1996 (658.M)

3. Philip Sadler, "Strategic management," (2nd Edn) Kogan Page India Private Limited, New Delhi, 2004. (658.4 S)

4. Bhatia S.K., Human Resource Management- A competitive Advantage," Deep and Deep Publishing Pvt. Ltd., New Delhi, 2006 (658.3B)

5. Anuradha Sharma and Aradhana Khandekar, "Human Resource Management – An Indian Perspective," Response Books, New Delhi, 2006. (658.3A)

6. Anna Tavis, Richard Vosburgh, and Ed Gubman –"Point Counterpoint: New Perspectives on People & Strategy"2012, , Paperback,ISBN: 978-1-58644-276-7

7. Mike Losey, Sue Meisinger, and Dave Ulrich-" The Future of Human Resource Management: 64 Thought Leaders Explore the Critical HR Issues of Today and Tomorrow"2005, Hardcover,ISBN: 0471677914

*****

ORGANIZATIONAL BEHAVIOUR
MS/15C/303B

Credits: 3   **Teaching hours: 45**

Objectives:

- To help students gain knowledge about the dynamics of human behavior in the organization setup.
- To enable them to gain understanding on the factors influencing human behavior in organization
- To impart necessary skills essential for the management of human behavior in organizations.

Unit I: Introduction to Organization Behavior   **(5 hours)**
Organizational behavior: Concept, Relevance. Contributing disciplines to the OB field. Emerging factors influencing the study of OB. Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

Unit II: Foundations of Individual Behavior (Micro-perspective)   (12 hours)
Biographical characteristics; Perception - meaning and concept of perception, Factors influencing perception, Frequently used short cuts in judging others (Selective Perception, Halo effect, Contrast Effects, Stereotyping); Personality and Values- Definition, Personality traits, Personality measurement (the Myers-Briggs Type Indicator (MBTI), The Big Five Personality Model (Big5) 16PF, Type A vs. Type B); Attitudes- Concept, Components of attitude, Major job attitudes, Barriers to changing attitudes; Learning and Reinforcement; Organization commitment; Motives; Goal setting; Job Satisfaction; Morale; Stress.

Unit III: Foundations of Group and Team Behavior (Meso-Perspective)   (10 hours)
Groups (types of groups, stages of group development, group properties, groupthink, groupshift) Teams (Nature, features, difference between teams and groups, types, factors influencing effective functioning of teams), power (meaning, bases of power and power tactics), political behaviour (meaning, characteristics, manifestations), Conflict and Negotiation, Leadership, interpersonal communication.

Unit IV: Key Pillars of Organization Behavior   **(12 hours)**
Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).
Leadership: Meaning, Attributes of a good leader, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.

Unit V: Foundations of Organization Behavior (Macro Perspective)　　(6 hours)
Organization Structure (Concept, elements, Organisational designs and employee behaviour) Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.

Suggested Readings

1. Robbins, S,P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt ltd, New Delhi.
2. Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.
3. Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House.
4. Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994
5. John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) Mcgraw Hill, New York, 1997.

Journals & Magazines
Harvard Business Review, HRM Review, HRD times, Human Capital, Indian Journal of Industrial Relations, Indian Journal of Social Work, Indian Journal of Training and Development, Indian Management, Personnel Today, Corporate Governance and Organizational Behaviour

****

EMPLOYEE RELATIONS AND WELFARE
MS/15C/304C

Credits: 3   **Teaching hours: 45**

Objectives:
- To provide knowledge on the employee / industrial relations system in India.
- To familiarize the students with the various employee / industrial relations processes.
- To give an insight into the concept of employee welfare & the societal and organizational responses thereof.

UNIT – I: Industrial Relations   (9 hours)
Concept; objectives; stake holders; Characteristics of a model Industrial Relations (IR) system. Difference between Industrial Relations and Employee Relations. Historical perspectives of IR in India, USA and UK. Emerging trends in IR.

UNIT – II: I.R. Climate   (9 hours)
Industrial Conflict: Meaning, causes, consequences, manifestations, interventions (statutory and non-statutory machinery for prevention and settlement of disputes). Industrial Peace.

UNIT – III: Proactive & Reactive IR   (9 hours)
Collective bargaining: Meaning, objectives, process, skills.
Grievance redressal – meaning and process; Principles of effective grievance redressal.
Employee discipline – meaning and need; Misconduct – concept and list; disciplinary action – procedure, hot stove rule of administering discipline, principles of natural justice.
Employee empowerment – meaning, dimensions (shared vision, supportive organisational structure and governance, responsibility for knowledge and learning and institutional recognition) & mechanisms. Workers' participation in management – meaning and range. Concept of industrial democracy.

UNIT – IV: Employee Welfare   (9 hours)
Employee welfare: Meaning, objectives, philosophy, principles, Agencies, limitations. Types of employee welfare. Statutory and non-statutory welfare measures.

UNIT – V: Social Security   (9 hours)
Social Security: Concept, need, types (social assistance and social insurance) and schemes for the organized sector in India.

Additional Reading (Does not form part of assessment)
ILO, EFI, NASSCOM, ASSOCHAM, FICCI, CII, NCL, Trade Unionism in India - the past, the present and the future.

Suggested Readings

1. Mamoria, Dr. C. B., Mamoria, Dr. S. and Gankar, S.V. (2007). Dynamics of Industrial Relations, Himalaya Publishing House.
2. Nair, NG and Nair, Lata. (2001). Personnel Management and Industrial Relations, S Chand and Co.
3. Pylee. M.V. and Simon George. (1995). Industrial Relations and Personnel Management, Vikas.
4. Singh, P.N. and Kumar, N. (2011). Employee Relations Management. Pearson Education, New Delhi.
5. VenkataRatnam C.S. (2001). Globalisation and Labour Management Relations, Response Books.

Website

Kaufman, B. (2004). *The Global evolution of Industrial Relations: Events, ideas and the IIRA*. ILO publication. Retrieved from www.ilo.org/public/libdoc/ilo/2004/104B09_362_engl.pdf.

*****

PERFORMANCE MANAGEMENT
MS/15ID/305B

Credits: 2   **Teaching hours: 30**

Objectives:
- To introduce the students to the concept of performance management.
- To train them in the performance management methods and techniques.
- To throw light on reward management.

UNIT-I: Introduction & Developing Performance Plan   (6 Hours)

Definition and basic concept of performance and performance management.

Setting Relevant and Realistic Goals with Employees: Development and Contents of a Performance Plan for group/team and individuals: Strategies in developing performance plan. Models and theories of performance management. Balance Score Card.

UNIT- II: Performance Feedback   (5 Hours)

Developing system to source feedback (Positive, Negative and Just Right); Classification of feedback (qualitative and quantitative); Evaluating and using feedback for improving employees performance.

Unit – III: Guidelines for Performance Reviews   (5 Hours)

Guidelines for conducting Performance Appraisals and reviews; Performance flow Chart based on Market Analysis: Conducting Employee 360 Degree Performance Reviews; Trends in performance appraisal. Standard Format for Performance Appraisal, Software Applications for Performance Appraisal.

UNIT-IV: Employee Performance Appraisals (Performance Reviews)   (9 Hours)

Preparatory steps for Employee Performance Appraisals, Formation of management Teams for Performance Reviews, Implementation of the Performance Appraisal Systems - Key Performance Indicator (KPI), Business Intelligence monitor, Focus Group discussion, Attitude Surveys, Competency Analysis, Performance measuring Scale (Numerator, Denominator and Exclusion), Quick score Performance Information System (Software). Performance Appraisal's Best Practices.

Unit – V: Rewarding Mechanism in Performance Appraisal   (5 Hours)

Methods and techniques in Rewarding Employees Performance. Reward management Addressing Employee Performance problems / issues. Mentoring, coaching and training non performers improving employee's commitment.

Linking performance with compensation. Performance Related Pay (PRP)

References:

1. E-reward survey of performance Management Practice, E-reward, Stockport 118 Performance management, (2005)
2. Armstrong, M, and Baron, A, performance Management: The new realities, Institute of Personnel and development, London (1998)
3. Ward P., 360- Degree Feed Back, Institute of Personnel and Development, London, (1997)
4. Handy L., Devine, M and Health, L 360 – Degree Feedback: Unguided missile or powerful weapon? Ashridge Management Group, Berkhamsted (1996)
5. Armstrong, M and Baron, A managing performance: Performance Management in action CIPD, London (2004).

*****

RESEARCH PROJECT – I
MS/15C/306

Credits: 4   **Duration: 90 days**

Objectives:

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.

Unit-1 :

Completion of tasks relating to-
   a) Research area identification (In the area of specialization chosen)
   b) Research problem formulation.   (30 days)

Unit-II:

Completion of tasks relating to-
   c) Completion of Introductory chapter (Chapter I)
   d) Completion of Review of Literature (Chapter II)   (30 days)

Unit-III:

Completion of tasks relating to-
   e) Identification of research field / agency & obtaining necessary approval / permission to conduct research.
   f) Working out appropriate Research methodology (Chapter III).
   g) Construction of tool of data collection
   h) Submission of typed copy of report on the above components & obtaining approval from the research supervisor.   (30 days)

Suggested Readings

Research Manual, Madras School of Social Work, 2011

FIELD WORK- III
MS/15C/307

Credits: 6   **No. of days: 25- to 30 days**
                                                 (Concurrent Pattern)

The broad aim of this course work is to provide opportunities for students to apply the knowledge learnt in the class room situations. The various components of the Field Work–III are (i) Field Work Orientation, (ii) Study Visits and (iii) Field Work – Concurrent Pattern.

(i)   Field Work Orientation: Specialization-based orientation sessions will be handled by Department Teachers and Field Practitioners drawn from the thrust areas of Field Work.

(ii)   Study Visits: In the study visits component, the learners are provided opportunity to visit four organisations working in their areas of specialization in and around Chennai. Accordingly, this component facilitates specialization-based field visits to four organisations in and around Chennai during the third semester based on the thrust areas of the field work for the third and fourth semesters. These field visits will be organized after the field work orientation for the third semester but before the field placement. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester.

        Thanks to the Study Visits, the learners are facilitated to understand organizational focus areas and challenges and learn their best practices. Since the study visits are done immediately after the field work orientation for the second year, it serves as a stimulus for better understanding of prospective field work organisations with much rigour and specialization focus. It will be considered as a part of the field work of the third semester and reports are to be submitted on the visits made. In this process, learners are helped in planning, implementing and evaluating learning experiences under the guidance of the teachers.

(iii)   Field Work – Concurrent Pattern: To facilitate concurrent field work, the students will be attached to a particular organization for the specified period of time. In the

organizational set up the students are expected to work with organization system, individuals, groups and communities and to get practical training by aligning with the agency's philosophy, policy and goals and making use of the guided supervision (faculty and agency).

General objectives:

1. To provide the students actual field exposure and working experience in their area of specialization.
2. To develop their ability to interact with the agency officials, community, and governmental / non-governmental organizations with which the organization is associated with.
3. To gain practical knowledge / experience for their professional development.

Specific objectives: Common:
1. To study and understand the working of an agency.
2. To study and understand the agency's goals, policies and philosophy.
3. To understand and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills
5. To develop skills in documentation.
6. To develop personal and professional self.

For Community Development Specialization:

During this semester students will be placed in any one of the ***community based organizations*** working in the area of community development. They are expected to:
1. Develop understanding of the community, its structure, resources and characteristics.
2. Develop skills to analyse perceptions of community regarding their problems, needs and issues affecting their lives.
3. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
4. Develop skills in problem solving and intervention in the person-environment context.
5. Develop skills in research and evaluation.

For Medical and Psychiatric Social work Specialization:

During this semester students will be placed in the medical setting such as hospitals and organizations working on community health. They are expected to:
1. Develop understanding of the medical setting/child guidance setting.
2. Gain skills to do intake procedures, make assessments and do appropriate referrals in the medical setting.
3. Develop skills to analyse clients and their perceptions regarding their problems, needs and issues affecting their lives.

4. Develop skills in problem solving at individual, group and community levels, mobilise people around common concerns and formulate tentative strategies and programs to address some of the issues confronted.
5. Understand issues pertaining to community health and develop and implement appropriate interventions.

For HR Specialization:

During this semester students will be placed in any one of the *industries relating to manufacturing sector*. They are expected to:
1. To gain knowledge on the business environment.
2. To get an exposure on the HR Department and its functional areas.
3. To get hands-on training in the HR functional areas.
4. To practice the methods of social work in the agency.
5. To develop the personal and professional self.

Evaluation

There will be a mid-field work presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 marks of the ICA (max = 50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce for the remaining 50 marks of which 10 marks will be awarded by the agency supervisor, 10 marks for the Records and 30 marks for Viva performance.

SOFT SKILLS- III
MS/15S/308

FOCUS AREA: CAREER & WORK PLACE COMPETENCIES

Credits: 2   **Teaching Hours: 30**

Course objectives:

- To facilitate the transition of students from education to workplace setting.
- To enhance the employability of students.
- To equip the students ready for the workplace.

Course content:

- CV preparation
- Participation in GDs
- Interview – personal and technical
- Aptitude tests
- Case study, analysis and discussion
- Innovative selection procedures
- Participation in teleconferences and videoconferences
- Workplace etiquette

PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-I
MS/15R/309

Credits: Nil
Required for course completion – No. of Sessions: 3 per semester

Objectives:
- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

Requirements:

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

SEMESTER - IV
COMMUNITY DEVELOPMENT SPECIALIZATION

URBAN DEVELOPMENT AND GOVERNANCE
MS/15C/401A

Credits: 3   **Teaching hours: 45**

Objectives
- To enable students to understand the unique nature of urban community.
- To develop sensitivity and commitment for working with urban poor.
- To provide knowledge on the government and voluntary efforts towards urban development.
- To equip students with specific skills and techniques of working with urban communities.

Unit I Concepts and Definitions   **(10 hrs)**
a. Urban community: Meaning, characteristics, rural urban linkages and contrast. City Meaning, Classification, Urban Agglomeration, Suburbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis.
b. Urban Problems: Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum definition, causes, characteristics, functions, classification, approaches to slum development.
c. Migration – concept, causes, types and theories.

Unit II Urbanization and Issues   **(5 hrs)**
Urbanization & Urbanism: Meaning and Characteristics; Trends in urbanization process; theories of urbanization, Unorganized/Informal sectors: concept, characteristics; unorganised labour: child labour, women labour and construction workers and the role of urban poor in urban development.

Unit III Urban Community development   **(10 hrs)**
Urban Community Development: Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development, Welfare extension projects of Central Social Welfare Board, Urban Development Planning: Town and Country Planning Act 1971, Importance of community planning and community participation in urban development; Role of Community Development worker; Application of social work method in urban development.

Definition, Scope and Methods of Regional Planning. Town and Country Planning. Water- shed Planning. Agro-Climatic Regional Planning, District - Level Planning, Micro-level Planning. Relevance of micro-level planning in local self-government.

Unit IV Urban Development Administration   **(10 hrs)**
Urban Development Administration: National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of Urban Development Agencies: Municipal Administration -Corporations,

Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments; Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); Role of Voluntary Agencies in Urban Development.

Unit V Urban Development Programmes   (10 hrs)

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru Rozgar Yojana (NRY). Urban Management Programme (1986), Rajiv Awas Yojna (RAY), Jawaharlal Nehru National Urban renewal Mission (JNNURM), urban land Ceiling Act.

Urban Governance: Concepts, Definition, Good Governance, Characteristics of good governance, Dimensions of Governance, urban governance indicators, good governance and cities, concepts of accountability, impact of good governance.

Suggested Readings

1. Ashish Bose (1971) India's Urbanization, McGraw Hill, New Delhi
2. Bhattacharya, B (1979) Urban Development in India, Shree publishing, New Delhi
3. Bidyut Mohanty (1993) Urbanization in Developing countries, ISS and Concept, New Delhi
4. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York
5. Desai & Pillai (1972) Slums and Urbanisation, Popular, Bombay
6. Mike Davis, 2006, Planet of Slums, Verso, London and New York.
7. Robert Neuwirth, 2005, Shadow Cities: A Billion Squatters; a New Urban World, Routledge, New York and London.

******

SOCIAL WORK WITH CHILDREN AND YOUTH
MS/15C/402A

Credits: 3   **Teaching hours: 45**

Objectives

● To sensitise the students on the problems of children and youth in the society.
● To develop an understanding of the need and importance for child and youth development.
● To enhance understanding of the role of social work in child and youth welfare settings.

Unit I   Demographic Profile   (9   hours)
Demographic profile of children and youth in India; rural – urban differences; important statistics related to the status of children in India and Tamil Nadu; female child in India; gender differences in child rearing and socialization. Socialisation of youth: influence of family, peer, neighbourhood, reference groups, religion. Impact of westernization, modernization and urbanization.

Unit II   Health and Education   (9   hours)
Health and nutritional status and needs of children and youth, health services – ICDS, MCH, School health and NGO Programmes; role of UNICEF and WHO; various types of health intervention for children.
Educational Status and needs of children; problems in education; Universal primary education – SSA, Transit schools, School Social Work – objectives, activities.

Unit III Children and Youth in Difficult Circumstances   (9   hours)
Children and Youth in especially difficult circumstances: destitute and abandoned children – services for the destitute child – Institutional and Non-institutional – Foster Care and Adoption, Delinquent child – Juvenile justice system ; Child trafficking – dimensions and interventions; Child Abuse : dimensions, causes and interventions; Street and Working Children: causes, Interventions(Govt. and NGO), Children of sex workers, Displaced children, Natural Disasters and children, Children living with HIV/AIDS, Children of Prisoners.

Unit IV   Special problems   (9   hours)
Children and youth in need of special care: Physically challenged children – extent, causes, policies and programmes, other interventions; Mentally challenged children – types, interventions' Emotionally challenged children : types, interventions; Child Guidance Clinic
Specific problems of youth: behavioural problems such as drug abuse, alcoholism, suicide, and sexual issues. Functional disorders: eating disorders, obesity, Emotional problems: identity crisis, alienation, career conflict. Approaches of working with Youth. Skill training and employment.

Unit V Constitutional Safeguards   (9   hours)
MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards

Constitutional safeguards, National Policy, National Policy for Children, Draft National Policy for Youth. Plan of Action, State and Central Government programmes for children, UN Charter for Child rights, laws relating to Children, Juvenile Justice, Child Welfare Committee, Child rights advocacy. Government and NGO programmes for Youth in India.

Suggested Readings

1. NIPCCD (2002) The Child in India – A statistical Profile, NIPCCD, New Delhi
2. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
3. UNICEF (1994) The Child and the Law, UNICEF, New Delhi
4. MSSRF (1994) Policy for the Young Child in Tamil Nadu, MSSRF, Chennai
5. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
6. Tripathy SN ed. (1996) Child Labour in India, Discovery Publishing house, New Delhi
7. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
8. DCI, (1997) Intrnational Standards concerning Child Rights, DCI, Geneva
9. Anjali Gandhi (1996) School Social Work, Commonwealth Publishers, New Delhi
10. Fred M Paul (1992), Youth in a Changing Society, Routledge and Kegan Paul, New York
11. Gore M S (1978) Indian Youth – Process of Socialization, VYK, New delhi
12. Nair, Muralidhar and Ram (1989) Indian Youth - a profile.

******

COMMUNITY HEALTH
MS/15C/403A

[Common for both CD& MPSW specialization students]

Credits: 3   **Teaching hours: 45**

Objectives

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

Unit I Community Health   (9 Hours)

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.
Constitutional Provisions for Health and Right to Health.

Unit II   Community Health Care   (9 Hours)

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of Professional Social Worker in community health systems.

Organization and administration of Health Care: Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12thFive Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

Unit III   Legislations pertaining to Health   (9 Hours)

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTPAct,1971,Doctors, patients and the consumer protection act,1986, Persons with Disability Act,1995, Environment

Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

Unit IV   National Health programmes: **(9 Hours)**
Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM),National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the12[th] Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

Unit V National and International NGOs & Research in Health   (9 Hours)
Role of International Health organizations in health care field- WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

Research applications in Health: Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

Suggested Readings
- Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
- Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
- BanerjeeU.(1977),HealthAdministrationinMetropolis,AbhinavPublications,New Delhi.
- Bose A & Desai PB(1982),Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
- CharnsM.P.&SchaefferM.J. (1983), Health Care Organization–A Model for
- Management, Prentice Hall Inc., New Jersey.
- HanlonJ.H.(1975),PrinciplesofPublicHealthAdministration,C.V.MosbyCo.Tokyo.
- JavarathamJ(ed.)(1993),OccupationalHealthinDevelopingCountries,Oxford University Press, Oxford.
- MillerD., (1976), Dimensions of Community Health,C Brown Co.
- Mishra, 2000Indian Health Report, Oxford UniversityPress, Delhi
- Narayana, 1997 Health and Development ,RawatPublications, New Delhi
- Park and Park,21[st]Edition,2011PreventiveandSocialMedicine,BanarsidasBhanot Publishers, Jaipur.
- Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
- PandyR&KahereV. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
- PhilipsD.R.(1990), Health & Health care in the third world, Long man Scientific and technical, New York.
- VHAI, Where there is no Doctor.

******

SOCIAL ENTREPRENEURSHIP
MS/15ID/404A

Credits : 2   **Teaching Hours: 30**

Objectives:

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

Unit – I: Social entrepreneurship and social entrepreneur.   (6 Hrs)

Social entrepreneurship – concepts, definition, nature and characteristics, scope, historical development.
Social entrepreneur: concepts, definitions, types, characteristics, competence, determinants of entrepreneurial success, Stages to become an efficient entrepreneur, Development models, Importance of an entrepreneur, entrepreneurs in economic development.

Unit – II: Growth strategies of social entrepreneur and entrepreneur development programmes (EDP).   (6 Hrs)

Factors influencing entrepreneurial group, factors affecting entrepreneurial growth. Developing the entrepreneurship plan – Environmental assessment, Role of NGO in promoting entrepreneurship, NGO's network, intervention, support system, etc.

Unit – III: Women Social entrepreneurship.   (6 Hrs)

Definition, Environmental analysis, challenges, strategies, Empowerment, Factors related to success and failure, Self – Help Groups, Legal issues, Initiatives for promotion of Women Social Entrepreneurship; family support, dual role, role conflict, resource available, problems ; Rural entrepreneurship, small scale industry (SSI); Growth of SSI sector – exports.

Unit –IV: Setting up of small business enterprise.   (6 Hrs)

Identifying the business opportunity, formalities for setting up of small business enterprise, Environment pollution related clearance, strategies adopted, importance of financial management, working capital management, accounting and book keeping, financial statement, importance of marketing, customer relationship management, marketing services, human relations management, etc. Micro enterprise development.

Unit – V: Entrepreneurial support system.   (6 Hrs)

Small industries development bank of India (SIDBI), National small industries corporation (NSIC), National research development corporation (NRDC),

Entrepreneurship development institute of India, National institute for entrepreneurship of small business development, State financial corporation (SFCS), Commercial banks, District industries centers (DICS), National institute of small industries extension training (NISIET), State trading corporation of India (STC), Chambers of commerce and industry and industrial associations, Confederation of Indian Industry (CII).

Practical exposure:
Visits to the small scale industries - successful enterprise. To meet the successful social entrepreneurs, supporting NGO's. Project – case studies.

Suggested Readings

1. Entrepreneurship development programmes and practice – Jasmer Singh saini, Deep & Deep publications pvt.Ltd, New Delhi, Yr 2005.
2. Current trends in entrepreneurship – S. Mohan, R. Elangovan, Deep & Deep Publications pvt. Ltd, New Delhi, Yr – 2006
3. Entrepreneurship development – S.Anil kumar, New age international publishers Ltd, New Delhi, Yr – 2003
4. Entrepreneurship: A contemporary approach – Donald F. Kuratko – Harcourt College publishers, London – 2001
5. Entrepreneurship development small business enterprises – Poornima Charantimath – Dorling Kindersley (India) pvt.Ltd , Yr – 2006
6. Entrepreneurship in small scale industry – Gupta M.C (Anmol publications), New Delhi, 1987
7. Industrial Policy Resolutions – Government of India publication
8. Small is Beautiful – E.F.Schumacher, Harper and Row, New York, 1972
9. Small Business Finance – A Simple approach – Lambden, Johnc & Targett, David, 1990 (Pitman publishing, London)
  10. The journal of Entrepreneurship – Vol – 15, No – 2.

******

MEDICAL & PSYCHIATRIC SOCIAL WORK SPECIALIZATION

CLINICAL SOCIAL WORK

MS/15C/401B

Credits: 3   **Lecture hours: 45**

Objectives:

- To develop an understanding of the concepts related to working in clinical set up and processes involved in it.
- To make students understand the use and practice in clinical setting among various fields of social work.
- To provide the knowledge about the role of social worker in mental health centers and hospitals.
- To familiarize the emerging trends and experiments in mental health interventions
- To make students understand the uniqueness of social workers role in clinical settings.

Unit I Introduction **(9 hours)**

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 **(9 hours)**

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 **(9 hours)**

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   (9 hours)

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, non-traditional 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   (9 hours)

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

Suggested reading

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. Introduction ASAM, New Definition of addiction
6. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
7. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
8. Morrison, J. (1995). DSM-IV Made Easy. New York, N.Y.: Guilford Press.

9. 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.

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

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

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

13. 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.

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

15. 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.

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

17. Dall, A. (2011). Integrated Primary Care and Behavioral Health Services: Can the Model Succeed? A literature review on models, evidence-based practices and lessons learned for community clinics and health centers, and county specialty mental health programs. Retrieved July 30, 2012 from http://www.ibhp.org/uploads/file/lit%20review%20integrated%20care%20final.pdf

****

THERAPEUTIC INTERVENTIONS IN SOCIAL WORK
MS/15C/402B

Credits: 3   **Teaching hours: 45**

Objectives:

- To introduce the student to understand the various forms of Therapeutic Interventions in Social work practice.
- To develop the understanding of skills in practicing various psychosocial interventions while working with patients, their families and communities.
- To initiate the student 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   **(10 hours)**

Counselling: counseling process, Values & Ethics in Counselling. **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   (**10** hours)

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   **(12 hours)**

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   (7 hours)

Indigenous therapeutic 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.

UNIT V Rehabilitation   (6 hours)

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, importance and Scope in Mental Health.

Social Worker's role in Therapy, Application of Social Case Work, Social Group Work in therapeutic setting- Emerging trends. Use of Advanced Counseling Techniques in clinical settings.

Suggested Reading

1. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
2. Helen, 1995, Social Case Work: A Problem Solving Process, The University of
3. Chicago Press, Chicago, USA
4. Coleman, Comprehensive Textbook of Abnormal Psychology
5. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
6. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersy, USA
7. Lapworth, Phil, 2001 Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi.
8. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.
9. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity,
10. Development Approach to helping, Wadsworth publishers, Boston, USA
11. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
12. Robert, WR and Robert H N,ED, Theories of Social Case Work
13. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
14. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New york

****

COMMUNITY HEALTH

MS/15C/403A

(Common for both CD & MPSW Specializations)

Credits: 3   **Teaching hours: 45 Objectives**

- To help the students to understand the health care system in India, health policies and legislative provisions relating to health.
- To help the students to acquire knowledge on the existing programmes and services at local, national and international levels and the need for a preventive and developmental approach in the field of health.
- To provide an understanding on programme planning and education for different target groups about handling of their health problems.
- To develop a holistic and integrated approach to social work practice in the field of health.

Unit I Community Health   (9 Hours)

Concept and Definition of Health, Community Health and Public health. Changing concepts of Public Health and Disease, Concept of Disease, Causation, Natural History of Disease : Prepathogenesis and pathogenesis Phase. Health –A Relative Concept and Concept of Well being. Dimension, Spectrum and Determinants of Health. Responsibility to Health, Indicators of Health and Millennium Development Goals (MDGs). Health and Development.
Constitutional Provisions for Health and Right to Health.

Unit II   Community Health Care   (9 Hours)

Health Care Service, Principles and Levels of Health Care: Primary, Secondary and Tertiary. Concept of Prevention, Control and Modes of Intervention. Health care systems – primary health center, private health systems, indigenous systems, voluntary health systems and Role of Professional Social Worker in community health systems.

Organization and administration of Health Care: Center, State, District, Rural, Tribal & Urban areas. Health planning in India. Health committees, 12[th]Five Year Plan and its relation to Health Care. Health Programmes, Health status and health problems in India.

Unit III   Legislations pertaining to Health   (9 Hours)

Constitutional Health Provisions to the Citizens. Understanding health from the Human Rights perspective, Environment issues and health, Media and health. Health Movements and Campaigns. ESI Act,1948, Amendment,1975, MTPAct,1971,Doctors, patients and the consumer protection act,1986, Persons with Disability Act,1995, Environment Protection Act, National Health Policy, 1983, The Population Policy, Health for all (HFA) 2000. State Health Insurance scheme.

Unit IV   National Health programmes: **(9 Hours)**
Family welfare, Maternal & Child Health, Adolescent Health, ICDS, School Health Programmes, National Rural Health Mission (NRHM),National Malaria Eradication Programme, National Leprosy Eradication Programme, Revised National Tuberculosis programme (RNTCP), Diarrheal disease control Programme, IDD, AIDS Control programme, National Programme for control of blindness, National Mental Health programme, Health Programmes in the12th Five Year Plan. State health programmes for weaker sections, welfare measures for the physically challenged and developmentally challenged.

Unit V National and International NGOs & Research in Health   **(9 Hours)**
Role of International Health organizations in health care field- WHO, UNICEF, Red Cross, UNAIDS, UNDCP. Non Governmental Organisations, Health Network, Corporate Sector, Educational and Religious Institutions. National and International Organisations working in the area of Health.

Research applications in Health: Sources of health information: epidemiological and vital statistics, role of ICMR in health research. Partners in Preventive, Promotive and Rehabilitative aspects of health care:

Suggested Readings
* Ajit, 2005, Social Dimensions of Health, Rawat Publications, New Delhi.
* Bajpai, 1998, Social Work Perspectives on Health, Rawat Publications, New Delhi
* BanerjeeU.(1977),HealthAdministrationinMetropolis,AbhinavPublications,New Delhi.
* Bose A & Desai PB(1982),Studies in the social dynamics of Primary Health Care: Hindustan Publishing Co. Delhi.
* CharnsM.P.&SchaefferM.J. (1983), Health Care Organization–A Model for
* Management, Prentice Hall Inc., New Jersey.
* HanlonJ.H.(1975),PrinciplesofPublicHealthAdministration,C.V.MosbyCo.Tokyo.
* JavarathamJ(ed.)(1993),OccupationalHealthinDevelopingCountries,Oxford University Press, Oxford.
* MillerD., (1976), Dimensions of Community Health,C Brown Co.
* Mishra, 2000Indian Health Report, Oxford UniversityPress, Delhi
* Narayana, 1997 Health and Development ,RawatPublications, New Delhi
* Park and Park,21st Edition,2011PreventiveandSocialMedicine,BanarsidasBhanot Publishers, Jaipur.
* Pokrana, 1994 Social Beliefs, Cultural Practices in Health and Disease, Rawat Publications, New Delhi
* PandyR&KahereV. (1997), Activist's handbook of occupational Health & safety; Society for participatory research in Asia, New Delhi.
* PhilipsD.R.(1990), Health & Health care in the third world, Long man Scientific and technical, New York.
* VHAI, Where there is no Doctor.
                                                    ******

DISABILITY AND SOCIAL WORK
MS/15ID/404B

Credits: 2   **Teaching hours: 30**

Objective:

- To impart knowledge regarding classification, characteristics, causes, approaches for disability.
- To familiarize the student about the strategies, therapies and assistive devices for helping the disabled.
- To enable the students to know the need for education, types and models for the disability.
- To acquaint the students about the avenues of employment both in the organised and unorganised sector.
- To familiarize the students about the various Laws, welfare , and rehabilitation services to the disabled.

Unit I : Introduction to Disability   (4 hours)

Definitions-, Disability, Impairment, Handicap, Magnitude, Causes and Consequences of Disability.

Disability as a social construct: Attitudes, Stigma, Discrimination faced by people with disability. Myth and misconception of Disability. Disabling and Enabling Environment for person with Disability. Different approaches to disability.

Unit II: Classification of Disability   (6 hours)

Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation -Cerebral Palsy, Multiple Sclerosis, Autism -magnitude, causes, types, assessment, impact on child's development and adult.

Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults

Unit III: Needs and problems of Persons with Disability   (7 hours)

Health problem including physical, mental, reproductive and sexuality . Psychology of disability, adjusting to one's own disability, self esteem, resilience and coping mechanism of individual.

PWD in Rehabilitation context. Role of Social Worker in rehabilitation of Person with Disability and as a vital member of Multidisciplinary rehabilitation team. Level of rehabilitation- Prevention, promotion, tertiary

Unit IV: Education and Employment for Disabled   (7 hours)

Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Work disability management.

Scheme of integrated education for the disabled children (IEDC), National policy on education 1986, Project integrated education for the disabled(PIED).

Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, PERS or Tele care, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, Neuro page, Wakamaru, prosthesis, prosthetic, or prosthetic limb.

Unit-V : Rights and Entitlements Of The Disabled – Laws & Institutes (6 hours)

Introduction to disability & law,   Fundamental rights and constitutional rights of the disabled, Mental health act 1987, The rehabilitation council of India Act(RCT) 1992, The persons with disability Act 1995 (PWD), The national trust act (1999), Artificial limbs manufacturing corporation of India ALIMCO).

National Institutes: District Rehabilitation centre, District disability rehabilitation centres, Composite regional centre (CRCs), Regional rehabilitation centre (RRCs)

Suggested Readings

- Singh J.P Dr. and Manoj K. Dash Dr. disability development in India .RCI, Kanishka,Pub,New Delhi,2005
- Dr. Jose Murickan S.J,Dr. Georgekutty Kareparampil: Person with disabilities in society, Kerela federation of the blind,1995
- Mohapatara C.S Disability management in India, challenges and commitment, NIHM and Indian institute of public administration,2004
- JamesE.Yasseldyke,Bob Algozzine,Martha Thyrlow: Critical Issues in special education, Kanishka Pub, New Delhi.
- Bhanushali Kishorkumar D, Rehabilitation of Persons with Disabilities,
- Mani M.N.G Inclusive foundation –In Indian Context, Sri Ramakrishna Mission Vidyalaya,Coimbatore,2000.
- Text book for BED special education, MPBHOJ University, Bhopal.

*****

HUMAN RESOURCE MANAGEMENT SPECIALIZATION

ORGANIZATIONAL CHANGE AND DEVELOPMENT
MS/15C/401C

Credits: 3   **Teaching hours: 45**

Objectives
- To help the students to build knowledge on OD
- To help the students to develop skill in implementation of OD practices.
- To gain knowledge about the concepts of Change Management

UNIT I: Management of Change (9 hours)
Introduction to Management of Change, Process of Managing Organisational Change, Managing Resistance to Change, Strategies and Guidelines for Imparting Change, Models and Theories to Planned Change (Kurt Lewin, Edgar Schein, Burke-Litwin, Porras-Robertson Model), Systems Theory.

UNIT II: Organization Development (9 hours)
Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development.

UNIT III - The Process of Organization Development (9 hours)
Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.

UNIT IV - Human Process Intervention (9 hours)
Individual Based: Coaching and Counseling, Behaviour Modelling
Group based: Self-Directed work Team, Conflict management
Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention.

UNIT V - Techno Structural Interventions (9 hours)
Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.

Suggested Readings
1. Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell,Jr
2. Management of change and organizational development – innovative
Approach –Bhatia S.K.
3. Organization Development – Interventions and Strategies – Ramnarayan, T.V.
Rao, Kuldeep Singh.
4. Organizational Development and Change – Comings & Worley
5. Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.

MSSW – MSW – Course Regulations effective from the Academic Year 2016-17 onwards

LEARNING AND DEVELOPMENT

MS/15C/402C

Credits: 3   **Teaching Hours: 45**

Objectives:

- To introduce the students to the basics of learning among adults.
- To provide an overview of the theory and practice of employee learning, training and development in organisations.

UNIT – I: INTRODUCTION TO LEARNING   (9 hours)

Learning: Concept and its importance in the knowledge economy. Learning outcomes (verbal information, intellectual skills, motor skills, attitudes, cognitive skills). Internal and external conditions necessary for learning outcomes. Learning theories (Reinforcement theory, social learning theory, goal setting theory, expectancy theory, adult learning theory). The processes of learning (expectancy, perception, working storage, semantic encoding, long-term storage, retrieval, generalising, gratifying). The learning cycle (concrete experience, reflective observation, abstract conceptualisation, active experimentation). Principles of learning. Types of learning (formal vs informal, on the job vs off the job, self-managed, programmed, blended).

UNIT –II: TRAINING   (9 hours)
Concept of training, strategic training and development. Strategic training and development initiatives. Training process map. Models of training and development (Faculty model, Customer model, Matrix model, Corporate University Model, Business-embedded model, outsourced model). Guidelines for effective learning through training.

UNIT –III: TRAINING NEEDS ASSESSMENT & TRAINING METHODS   (9 hrs)
Training Needs Assessment: Concept, purpose, methods (observation, questionnaire, interview, focus groups, documentation, online technology). Three levels of training need analysis (Organisational analysis, person analysis and task analysis).

Training Program Design, Development and Delivery: Concept and guidelines.

Training Methods: Presentation methods (lecture, audio-visual techniques), hands-on methods (on the job training, self-directed learning, apprenticeship, simulation, case studies, business games, role plays, Behaviour modelling), Group-building methods (adventure learning, team training, action learning), Computer-based training (Interactive videos, online learning), Blended learning, Learning Management System, Cross-Cultural Training.

UNIT –IV: TRAINING EVALUATION   (9 hours)

Training Evaluation: Concept and types (formative and summative). Training evaluation process (Identification of training needs, development of measurable learning objectives, transfer of learning, development of outcome measures, choosing an evaluation strategy, planning and executing the evaluation). Kirpatrick's 4-level framework of Evaluation criteria (Reactions, Learning, Behaviour, Results). Training Evaluation Models (Kirkpatrick Model, Phillips Training Evaluation Model, COMA [Cognitive variable Organisational environment, Motivation to transfer, Attitudes] Model, CIPP [Context, Input, Process, Product] Model, IPO [Input, Process, Outout] Model, Training Validation System Approach). Training Evaluation Designs: Types and Characteristics. Cost-Benefit Analysis of Training: Return on Investment. Training Metrics.

UNIT –V: EMPLOYEE DEVELOPMENT   (9 hours)

Employee Development: Concept. Difference between training and development. Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching). Career development – Career Management System (Self-assessment, reality check, goal setting, action planning).

Suggested readings:

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.

3. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.

4. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

*****

INTERNATIONAL HUMAN RESOURCE MANAGEMENT
MS/15C/403B

Credits: 3   **Teaching hours: 45**

Objectives:

- To introduce the students to the International Business Environment.
- To give necessary exposure to International Human Resource Management.
- To impart necessary skills required Human Resource Management with regard to the management of International business organizations.

UNIT-I: Globalization and International Business.   (9 hours)
Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process.
Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.

UNIT-II: International / Global Human Resource Management. (9 hours)
Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management.
Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.

UNIT-III: Staffing, Training and Performance management for Global operations.
**   (9 hours)**
Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection- Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems.
Aligning Training and Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates.
Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.

UNIT-IV: International Compensation. (9 hours)

Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation.

Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.

UNIT-V: Contemporary Issues in IHRM. (9 hours)

The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context- Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21st century.

Suggested Readings

1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi.
2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd.,
3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006.
4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

*****

COMPENSATION MANAGEMENT
MS/15ID/404C

Credits: 2   **Teaching Hours: 30**

OBJECTIVES:

- To introduce students to the basic concepts involved in Compensation Management.
- To familiarize students with the various techniques used to fix salary, incentives, etc.
- To understand the different techniques of managing employee benefits.

UNIT 1 Concepts related to Compensation   (6 hours)

Introduction: Compensation meaning, objectives, nature of compensation, types of compensations, compensation responsibilities, Compensation system design issues: Compensations Philosophies, compensation approaches, decision about compensation, compensation- base to pay, individual Vs team rewards, Perceptions of pay Fairness, legal constraints on pay systems.

UNIT 2 Compensation Management   (6 hours)

Managing Compensation: Strategic Compensation planning, determining compensation-the wage mix, Development of a Base Pay System: Job evaluation systems, the compensation structure- Wage and salary surveys, the wage curve, pay grades and rate ranges, preparing salary matrix, government regulation on compensation, fixing pay, significant compensation issues, Compensation as a retention strategy.

UNIT 3 Variable Pay and Executive Compensation   (6 hours)

Variable Pay and Executive Compensation: Strategic reasons for Incentive plans, administering incentive plans, Individual incentive plans-Piecework, Standard hour plan, Bonuses, Merit Pay, Group incentive plans- Team compensation, Gain sharing incentive Plans, Enterprise incentive plans- Profit Sharing plans, Stock Options, ESOPs, executive compensation elements of executive compensation and its management, International compensation Management.

UNIT 4 Managing Employee Benefits   (6 hours)

Managing Employee Benefits: Benefits- meaning, strategic perspectives on benefits-goals for benefits, benefits need analysis, funding benefits, benchmarking benefit schemes, nature and types of benefits, Employee benefits programs- security benefits, retirement security benefits, health care benefits, time-off benefits, benefits administration.

UNIT-5 Legal aspects **(6 hours)**

Employee benefits required by law, discretionary major employee benefits, creating a work life setting, employee services- designing a benefits package.

Self Study / Extra Inputs:

Software for payroll processing

Payroll 9.1 software, QuickBooks pro, PeopleSoft, SAP, MS Excel, Oracle Financial systems, Hyperion Financial Management (HFM)

References:

1. Compensation & Reward Management, BD Singh, Excel Books
2. Compensation, Milkovich & Newman, TMH
3. Strategic Compensation, Joseph J. Martocchio, 3rd Edition, Pearson Education
4. Compensation Management in a Knowledge based world, Richard I. Anderson, 10th edition, Pearson Education
5. Compensation Management, Er Soni Shyam Singh, Excel Books.

*****

RESEARCH PROJECT – II
MS/15C/405

Credits: 4   **Duration: 90 days**

Objectives:
- To introduce and to provide hands on training to the students on the various sampling procedures.
- To impart data collection skills
- To develop their ability to analyse the data they have collected.
- To develop their scientific writing.
- To enable them in preparing research reports.

Unit-1 :   (30 days)

Completion of tasks relating to-
1. Validation of tool of data collection.
2. Finalizing the research universe and sampling procedures.
3. Class Presentation on the above.

Unit-II: (30 days)

Completion of tasks relating to-
4. Completion of data collection.
5. Preparations of analysis design.
6. Analysis of data

Unit-III: (30 days)
Completion of tasks relating to-
7. Analysis of data.
8. Preparation of final report & Submission.
9. Viva-voce examination.

Suggested Readings

Research Manual, Madras School of Social Work, 2011

FIELD WORK- IV
MS/15C/406

Credits: 6   **No. of days: 25- to 30 days**
                                                  (Block Field work Pattern)

The broad aim of this course work is to continue to provide opportunity for intensive field training to the students to have an experiential learning in another type of organization in their area of specialization.

To facilitate this they will be attached to a new organization (HR specialization: IT / Service / Hospitality sector & Community Development and Psychiatric Social Work: Specialized institutions in the area of specialization)   for the specified period of time.

In the organizational set up aligning with the agency's philosophy, policy and goals and making use of the guided supervision of the faculty and agency supervisors they are expected to gain more practical training for developing expertise and confidence to deal with their later real life 'work-life' challenges independently and professionally.

Objectives
Common:
1. To study and understand the working of an agency.
2. To study and understand the agency's goals, policies and philosophy.
3. To understand and analyze the person in the environment.
4. To gain professional intervention skills and program/process implementation skills.
5. To develop skills in documentation.
6. To develop personal and professional self.

Community Development:

In this semester the student will be placed in CSR Projects or Organizations working on macro issues and advocacy as well as Government departments involved in social welfare and rural/urban development.
1. To understand the implementation of development projects and programmes of the Government / NGOs and Corporate organizations.
2. To develop project management skills.
3. To understand the nuances of managing non-profit organizations.
4. To gain skills in working on macro issues such as lobbying, advocacy and campaigns.
5. To develop the essential communication, liaison and networking skills.

Medical and Psychiatric Social Work

In this semester the student will be placed in the Psychiatric social work setting including hospitals and clinics as well as community mental health projects, family counseling centres and Industrial Social Work departments of Corporate organizations.
1. To understand the psychiatric social work setting and the client's need and problems.

2. To gain competencies in receiving clients, implement intake procedures, do assessments and diagnose.
3. To practice therapeutic intervention methods and counselling techniques.
4. To gain skills in planning and implementing mental health / family counselling and associated projects.
5. To develop the essential communication, liaison and networking skills.

Human Resource Management:

In this semester the student will be placed in the IT / Service Sector with a focus on learning about the sector and also implementing need-based specific projects for the organization.

1. To gain deep knowledge on the business environment.
2. To get hands on training and experience in the HR department & HR functional areas.
3. To develop the essential communication, presentation, liaison, negotiation and networking skills essential for HR job.
4. To carry out mini-projects of interest for the organization and to improve documentation skills
5. To develop their HR personal & professional self.

Evaluation

There will be a mid-block presentation in the department after 15 days of field work. This presentation before the respective specialization panel will be evaluated for 10 marks. After completion of field work, there will be another presentation which will be evaluated for 10 marks. The remaining 30 mark of the ICA (max=50 marks) will be given by the faculty supervisor. The ESE will consist of a Viva Voce.

****

SOFT SKILLS- IV
MS/15S/407
FOCUS AREA: SPECIALISATION COMPETENCIES

Credits: 2   **Teaching Hours: 30**

The objective of 4th semester Soft Skills is to provide the students an opportunity to gain professional skills directly related to their respective specializations.

The following is an illustrative list of topics:

1. Competency Mapping
2. HR metrics / Analytics
3. Transactional Analysis
4. Training need assessment, training evaluation
5. Advanced MS-excel and MS-Powerpoint
6. Qualitative Research Methods - FGDs
7. Participatory Rural Appraisal
8. Project Cycle Management
9. Social audit and Accounting
10. Cognitive Behaviour Therapy
11. Story telling
12. Art therapy
13. Fund-raising

BLOCK PLACEMENT
MS/15R/408

Credits: Nil – Required for Course Completion   **Duration: 1 Month**
(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty in social work practice selected by the student and experience self in that role. It is also aimed at facilitating the passing out student to look out for employment opportunities.

Objectives:

1. To develop enhanced practice skill and integrate learning.
2. To develop greater understanding of reality situations through involvement in day to day work.
3. To develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. To enhance awareness of self in the role of HR professional / professional social worker.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the IV semester.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period. The student should also furnish Block Field Work completion certificate from the organisation.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date.

PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES-II
MS/15R/409

Credits: Nil
Required for course completion (No. of sessions: 3 per semester)

Objectives:
- To facilitate students' learning through professional forum activities.
- To facilitate professional networking.

Requirements:

Each student should attach himself / herself to any professional body / network (ex: PASW, NIPM, ISTD, NHRD Network etc) in his / her field of specialization. The student should present evidence of participation in at least three different events of such professional bodies / networks before the end of the semester. This component, though with no credits, is a requirement for course completion. Participation in Professional Forum Activities could also include participation in seminars / workshops organised by Forums of other Colleges.

REGULATIONS

I-ASSESSMENT PATTERN (ALL SEMESTERS)

i. **Theory** (The student should obtain the passing minimum (i.e., 50% for Post-Graduation programmes) in each component of the ICA.

Component:	First Internal Continuous Assessment Test (I ICA)	Second Internal Continuous Assessment Test (II ICA)	Best of ICA tests	In-Class Test (ICT)	Take Home Assignment (THA)	Total Marks
Marks Allocated:	25 marks	25 marks	25 marks	10 marks	15 marks	50 marks

ii. **Field Work**:

I Semester total marks 100 (ICA 50 & ESE 50)

I semester (ICA Break up):
a) Observation visit   : 10 marks;
b) Rural camp   : 25 marks
       Pre-camp & Post-Camp (by Faculty supervisor) –   10 marks
       On-camp (by Camp Directors) -   15 marks
c) Project Field work   : 15 marks

I semester (ESE Break up):
      Project Field work Presentation   : 20 marks
      Field work viva (FW Report 10; Viva 20) : 30 marks

II Semester total marks 100 (ICA 50 & ESE 50)

ICA (Faculty Supervisor):   50 marks
ESE 50 (Break up):
      Field work viva   20 marks
      Report   10 marks
      Agency Supervisor: 20 marks

III & IV semesters:
III & IV Semester total marks 100: (ICA 50 & ESE 50)

   ICA 50 marks (components)
        Mid-Field Work presentation 10 marks
        End-Field Work presentation 10 marks
        Faculty Supervisor   30 marks

   ESE 50 marks (components)

Agency supervisor	10 marks		
Report	10 marks		
Viva	30 marks		

iii. II Year - Research Project I & II:

	Semester	Internal	External	Total
III	RESEARCH PROJECT -I	25	25	50
IV	RESEARCH PROJECT -II	25	25	50
Total marks		**50**	**50**	**100**

II - FIELD WORK NORMS:

General:

Dress code: Only formal dress will be allowed. 100% attendance in field work is compulsory for successful completion and getting pass.

The field work report is to be submitted for viva for the respective semesters and has to be submitted to the external examiners well in advance to enable to conduct the viva.

I MSW (I &II Semester) Field Work

a) Observation visit:
All the observation visits are compulsory. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the observation visit period.

b) Rural camp:
Student's participation in rural camp is compulsory to complete the course. Absentees will have to attend the camp along with subsequent batch of students.

c) Project work:
Topic selection:
Every year students will work on a common theme of focus on different social issues as suggested by the department.

Project field work comprises of two components:
  i)   An empirical study report (30 pages) on the selected topic.
  ii)   Action plan-comprising of awareness campaigns, rallies, training programmes, media campaigns etc.

Assessment panel:

A panel of two members drawn from NGOs broadly working on issues taken by

the project teams.

d) Concurrent fieldwork:

Viva-voce examination panel: One practitioner from the relevant field + Faculty supervisor.

e) Summer placement:

After completing the summer placement training (on reopening of the college for the III semester) every student has to submit a report about the placement and also should make a presentation about the placement learning.

Format to be adopted by the students for the summer placement report:
   i)   About the agency.
   ii)   Activities, programmes & projects of the agency.
   iii)   Learning strategy adopted by the student and learning.

During presentation session the whole class will be divided on the basis of the specialization (HR/CD/MPSW) to make the presentations.

Summer placement carries no assessment component.

II MSW (III & IV Semester) Field Work

a) Field Work:
III Semester – Concurrent Pattern (inclusive of Study Visits)
IV Semester - Block Pattern

Study Visits:

Attendance to study visits is compulsory. No marks will be allotted for study visits component. It will be considered as a part of the fieldwork. It has to be undertaken immediately after the third semester specialization based field work orientation and before the commencement of the third semester field work. The students are required to write detailed reports for each organization visited. The reports will be evaluated during the Field Work Viva-voce examination conducted at the end of the third semester. Absentees for a particular visit should complete the visit to the same agency on their own arrangement before the completion of the study visit period.

Field Work:
HR specialization:
        III Semester (Manufacturing sector)
        IV Semester (IT / Service/ Hospitality sector)
        End of Course Block placement (Student choice)

Community Development & Medical and Psychiatric Social Work specializations.
        III Semester (Community based organizations)
        IV Semester (Specialized institutions)

End of Course Block placement (Specialized institutions / Student Choice)

Viva-voce examination:

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + one practitioner from the relevant field (External) + Faculty supervisor concerned.

III RESEARCH PROJECT:

The II MSW Research Project /Thesis/Dissertation work will be carried out by the students in the III & IV semesters and is known as 'Research Project – I' & 'Research Project – II'.

III SEMESTER- RESEARCH PROJECT -I

Internal Valuation for Research Project

Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

External Valuation for Research Project
The III Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

External Panel

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

Report Format
- Chapter I : Introduction
- Chapter II: Draft Review of literature.
- Tool for data collection

Presentation
The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.
- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables

- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

Viva-Voce Criteria

External Examiners will evaluate the report and the presentation by the students for 25 marks as per the criteria given below:

S.No	Criteria	Marks
1	**Research Chapters & Tool**	10
2	**Clarity on the research Objectives& methodology**	10
3	**Response to Questions**	5
	Total	25

IV SEMESTER – RESEARCH PROJECT -II

Internal Valuation for Research Project
Research Supervisor/guide will evaluate the candidates for maximum 25 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

External Valuation for Research Project
The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held specialization wise (CD/MPSW/HRM) at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point presentation for evaluation by the examiners in the viva voce examination.

External Panel

Separate panels for HR/CD/MPSW specializations will be formed. Each panel will consist of one academician from other schools of social work (external) + Faculty supervisor concerned.

Report Format
- Methodology
- Validation of tool of data collection
- Data Analysis and Interpretation
- Major findings & Suggestion
- Summary and Conclusion
- Appendices
- Final report and thesis/

Presentation

The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

Viva-Voce Criteria

External Examiners will evaluate the report and the presentation by the students for 25 marks based on the following criteria.

S.No	Criteria	Marks
1	**Research Chapters (III,IV,V&VI)**	10
2	**Methodology, Data Analysis & Presentation etc.**	10
3	**Response to Questions**	5
	Total	25

IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:

During the III and IV semesters, Participation in Professional Forum Activities is a requirement for course completion. Participation in at least three activities (per semester) of external Professional Forums in the field of specialization is compulsory. No marks will be allotted for this component. The defaulters will have to repeat the same along with the subsequent batch. Until such time the final year results will be withheld.

V) SOFT SKILLS / SKILL LABS

Assessment criteria for skill lab:

The skill lab is treated as a 2 credit paper with 50 marks (ICA 50 marks)

ICA assessment pattern: Attendance 20 marks @ 5 marks for each day's attendance
30 Marks for written report/ test /viva-voce examination.

GENERAL

ICA for theory courses - in the case of paper sharing:

- The faculty members will divide the portions among themselves appropriately.
- On the basis of this, the first faculty member will complete the portion and thereafter for the remaining classes the second faculty member will complete his or her portion.
- When it comes to conducting internal tests one member will conduct the First internal test for his /her portion and the Second faculty member will conduct the II internal test.

Passing minimum marks:

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA)and External Examination (ESE) separately. It is essential to get 50% in each component of the ICA (Test, In-class Test & Take Home Assignment) separately to pass in ICA. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

Arrear papers:

Students will be permitted to write the arrears in theory papers (ESE) in the subsequent semesters. However, ICA examinations for arrears can be taken up only in the respective odd or even semester in which the paper is offered. For ICA arrears the student has to appear only in the component that he/she has not obtained the passing minimum of 50% marks.

Attendance requirements for ICA & ESE:

75% of class attendance (paper wise) is essential for appearing both for the ICA & ESE. 100% attendance to skill lab and all other course completion requirements is compulsory.

PATTERN OF QUESTION PAPERS.

P.G PATTERN OF INTERNAL CONTINUOUS ASSESMENT (ICA)
Time: 1 Hour   Max: 25 Marks

The faculty is given freedom to conduct the TWO tests under any of the given THREE patterns. The students can opt to write any one of the two tests or both. The better of the two will be considered for ICA marks. There will be no retest.

o Pattern I: 25 questions carrying 1 mark each, without choice.

o Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B:

   Two out of three questions carrying 5 marks each to be written in 150 words.

o Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out

   of four questions carrying 5 marks each to be written in 150 words.

P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)

(FOR 2 &3 CREDIT PAPERS)

Time: 3 Hours   Max: 100 Marks

PART-A (5 x 8 = 40 Marks)

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600words. One question minimum will be asked from every unit in the syllabus.

Questions in this part will focus on students' knowledge and understanding of the subject.

PART-B (3 x 20 = 60 Marks)

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.

Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

IN-CLASS TEST

In this component, the student is expected to prepare outlines/notes on a topic / theme jointly decided by the faculty and students. On the announced date the students can write an assignment in the class (1 hour) or make a PPT presentation. Other forms of expression such as group discussion, role play etc. can also be considered.

INNOVATIVE TAKE-HOME ASSIGNMENTS

Innovative take home assignments should be given on the subject content in the syllabus or a related theme following any one type of presentation given below. This is essentially an individual assignment. Alternatively, the faculty can give a common contemporary topic or issue to a group of students and they may be asked to choose any of the following types of presentation listed below. However each member has to adopt different method of presentation and not to adopt a common presentation. Each member of the group has to be assessed individually and separately based on the individual performance.

Presentation methods / techniques:
1) Short survey.
2) Field visit and analytical reporting of the visit.
3) Preparing a photo dossier and analytical comments.
4) Poster presentation on a theme.
5) Presenting a paper in a conference.
6) Making a short documentary.
7) Preparing a case study.
8) Publishing an article in a national daily or news magazine or journal.
9) Report of an in-depth interview with an individual.
10) Report of key informant interviews at least with three individuals.
11) Preparing an information dossier on a particular issue.
12) Analytical report on a focus group discussion.
13) Developing a research tool.
14) Making an instructional multi–media presentation.

*   *   *