



**ANNAMALAI UNIVERSITY**  
**309. M.S.W (Master of Social Work)**

Programme Structure and Scheme of Examination (under CBCS)  
 (Applicable to the candidates admitted in Affiliated Colleges for the academic year  
 2022 -2023 ONLY)

| Course Code                               | Study Components & Course Title  | Hours/Week | Credit    | Maximum Marks |     |            |
|---|--|------------|-----------|---------------|-----|------------|
|   |  |            |           | CIA           | ESE | Total      |
| <b>SEMESTER – I</b>                       |  |            |           |               |     |            |
| 22PMSWC11                                 | Core Course - I : History and Philosophy of Social Work  | 6          | 4         | 25            | 75  | 100        |
| 22PMSWC12                                 | Core Course - II : Social Work Practice with Individuals   | 6          | 4         | 25            | 75  | 100        |
| 22PMSWC13                                 | Core Course – III :Social Work Practice with Groups  | 6          | 4         | 25            | 75  | 100        |
| 22PMSWP14                                 | Core Practical – I : Concurrent Field Work - I   | 3          | 4         | 40            | 60  | 100        |
| 22PMSWE15-1<br>22PMSWE15-2<br>22PMSWE15-3 | Core Elective - I : <i>Core Elective Paper for Same Major Students</i> (Choose any one)<br>Sociology for Social Work Practice<br>Gender and Development<br>Child Welfare and Social Work   | 6          | 3         | 25            | 75  | 100        |
| 22PMSWO16-1<br>22PMSWO16-2<br>22PMSWO16-3 | Open Elective – I : <i>Open Elective Paper for other Major Students</i> (Choose any one)<br>Human Growth and Development<br>Marriage and Family Life Education<br>Environmental Social Work  | 3          | 3         | 25            | 75  | 100        |
| <b>Total</b>                              |  | <b>30</b>  | <b>22</b> |               |     | <b>600</b> |
| <b>SEMESTER – II</b>                      |  |            |           |               |     |            |
| 22PMSWC21                                 | Core Course - IV : Social Work with Communities and Social Action  | 6          | 4         | 25            | 75  | 100        |
| 22PMSWC22                                 | Core Course - V: Social Work Research and Statistics   | 7          | 4         | 25            | 75  | 100        |
| 22PMSWC23                                 | Core Course - VI: Social Welfare Administration and Project Management   | 6          | 4         | 25            | 75  | 100        |
| 22PMSWP24                                 | Core Practical - II : Concurrent Field Work - II   | 3          | 4         | 40            | 60  | 100        |
| 22PMSWE25-1<br>22PMSWE25-2<br>22PMSWE25-3 | Core Elective - II : <i>Core Elective Paper for Same Major Students</i> (Choose any one)<br>Psychology for Social Work Practice<br>Social Entrepreneurship and Sustainable Development<br>Social Work Practice and Persons with Disability | 6          | 3         | 25            | 75  | 100        |
| 22PFLDC26                                 | Field Study  | -          | 2         | 25            | 75  | 100        |
| 22PHUMR27                                 | Compulsory Course: Human Rights  | 2          | 2         | 25            | 75  | 100        |
|   | One Month Summer Placement (Mandatory)   | -          | -         | -             | -   | -          |
| <b>Total</b>                              |  | <b>30</b>  | <b>23</b> |               |     | <b>700</b> |

| <b>SEMESTER – III</b> |   |           |           |    |    |             |
|-----------------------|---|-----------|-----------|----|----|-------------|
| 22PMSWC31-1           | Core Course - VII:Specialization Paper ( <i>Choose any one out of three</i> )<br>Human Resource Management and Development (HRM)                            | 6         | 4         | 25 | 75 | 100         |
| 22PMSWC31-2           | Psychiatric Social Work (M&P)   |           |           |    |    |             |
| 22PMSWC31-3           | Rural and Tribal Community Development (CD)   |           |           |    |    |             |
| 22PMSWC32-1           | Core Course - VIII : Specialization Paper ( <i>Choose any one out of three</i> )<br>Labour Legislations and Labour Welfare (HRM)                            | 6         | 4         | 25 | 75 | 100         |
| 22PMSWC32-2           | Medical Social Work (M&P)   |           |           |    |    |             |
| 22PMSWC32-3           | Urban Community Development (CD)  |           |           |    |    |             |
| 22PMSWC33             | Core Course - IX: Computer Application in Social Work   | 6         | 4         | 25 | 75 | 100         |
| 22PMSWP34             | Core Practical – III : Concurrent Field Work – III  | 2         | 4         | 40 | 60 | 100         |
| 22PMSWE35-1           | Core Elective - III : <i>Core Elective Paper for Same Major Students</i> ( <i>Choose any one out of three</i> )<br>Disaster Management and Social Work      | 5         | 3         | 25 | 75 | 100         |
| 22PMSWE35-2           | Social Work Practice with Elderly People  |           |           |    |    |             |
| 22PMSWE35-3           | Hospital Administration   |           |           |    |    |             |
| 22PMSWO36-1           | Open Elective – III : <i>Open Elective Paper for other Major Students</i> ( <i>Choose any one out of three</i> )<br>Life Skills and Personality Development | 5         | 3         | 25 | 75 | 100         |
| 22PMSWO36-2           | Counselling and Guidance  |           |           |    |    |             |
| 22PMSWO36-3           | Social Problems in India  |           |           |    |    |             |
|                       | <b>Total</b>  | <b>30</b> | <b>22</b> |    |    | <b>600</b>  |
| <b>SEMESTER – IV</b>  |   |           |           |    |    |             |
| 22PMSWC41-1           | Core Course - X: Specialization Paper ( <i>Choose any one out of three</i> )<br>Organizational Behaviour and Development (HRM)                              | 6         | 4         | 25 | 75 | 100         |
| 22PMSWC41-2           | Mental Health and Psychiatric Disorders(M&P)  |           |           |    |    |             |
| 22PMSWC41-3           | NGO's and Community Development (CD)  |           |           |    |    |             |
| 22PMSWC42-1           | Core Course - XI : Specialization Paper ( <i>Choose any one out of three</i> )<br>Industrial Relations and Strategic Management (HRM)                       | 6         | 4         | 25 | 75 | 100         |
| 22PMSWC42-2           | Community and Public Health in India (M&P)  |           |           |    |    |             |
| 22PMSWC42-3           | Developmental Strategies and Social Audit (CD)  |           |           |    |    |             |
| 22PMSWC43             | Core Course - XII : Social Policy and Social Legislations   | 5         | 3         | 25 | 75 | 100         |
| 22PMSWP44             | Core Practical - IV : Concurrent Field Work – IV  | 2         | 4         | 40 | 60 | 100         |
| 22PMSWE45-1           | Core Elective - IV : <i>Core Elective Paper for Same Major Students</i> ( <i>Choose any one</i> )<br>Counselling Theory and Practice                        | 5         | 3         | 25 | 75 | 100         |
| 22PMSWE45-2           | Corporate Social Responsibility   |           |           |    |    |             |
| 22PMSWE45-3           | Social Exclusion and Inclusive Development  |           |           |    |    |             |
| 22PMSWD46             | Core Project: Research Project  | 6         | 5         | 25 | 75 | 100         |
|                       | One Month Summer Placement (Mandatory)  | -         | -         | -  | -  | -           |
|                       | <b>Total</b>  | <b>30</b> | <b>23</b> |    |    | <b>600</b>  |
|                       | <b>Grand Total</b>  |           | <b>90</b> |    |    | <b>2500</b> |

**List of Core Electives**  
**[Internal Elective for Same Major Students]**  
**(Choose 1 out of 3 in each Semester)**

| Semester | Course Code | Course Title  | H/W | C | CIA | ESE | Total |
|----------|-------------|---|-----|---|-----|-----|-------|
| I        | 22PMSWE15-1 | Sociology for Social Work Practice                  | 6   | 4 | 25  | 75  | 100   |
|          | 22PMSWE15-2 | Gender and Development                              | 6   | 4 | 25  | 75  | 100   |
|          | 22PMSWE15-3 | Child Welfare and Social Work                       | 6   | 4 | 25  | 75  | 100   |
| II       | 22PMSWE25-1 | Psychology for Social Work Practice                 | 6   | 4 | 25  | 75  | 100   |
|          | 22PMSWE25-2 | Social Entrepreneurship and Sustainable Development | 6   | 4 | 25  | 75  | 100   |
|          | 22PMSWE25-3 | Social Work practice and Persons with Disability    | 6   | 4 | 25  | 75  | 100   |
| III      | 22PMSWE35-1 | Disaster Management and Social Work                 | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWE35-2 | Social Work Practice with Elderly People            | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWE35-3 | Hospital Administration                             | 5   | 3 | 25  | 75  | 100   |
| IV       | 22PMSWE45-1 | Counselling Theory and Practice                     | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWE45-2 | Corporate Social Responsibility                     | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWE45-3 | Social Exclusion and Inclusive Development          | 5   | 3 | 25  | 75  | 100   |

**List of Open Electives**  
**[External Elective for Other Major Students – Inter-Multi Disciplinary Courses]**  
**(Choose 1 out of 3 in 1<sup>st</sup> and 3<sup>rd</sup> Semester)**

| Semester | Course Code | Course Title                            | H/W | C | CIA | ESE | Total |
|----------|-------------|---|-----|---|-----|-----|-------|
| I        | 22PMSWO16-1 | Human Growth and Development            | 3   | 3 | 25  | 75  | 100   |
|          | 22PMSWO16-2 | Marriage and Family Life Education      | 3   | 3 | 25  | 75  | 100   |
|          | 22PMSWO16-3 | Environmental Social Work               | 3   | 3 | 25  | 75  | 100   |
| III      | 22PMSWO36-1 | Life Skills and Personality Development | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWO36-2 | Counselling and Guidance                | 5   | 3 | 25  | 75  | 100   |
|          | 22PMSWO36-3 | Social Problems in India                | 5   | 3 | 25  | 75  | 100   |

### Credit Distribution

| <b>Study Components</b>   | <b>Papers</b> | <b>Credits</b> | <b>Total Credits</b> | <b>Marks</b> | <b>Total Marks</b> |
|---------------------------|---------------|----------------|----------------------|--------------|--------------------|
| Core Course               | 12            | 4-3            | 47                   | 100          | 1200               |
| Core Practical            | 4             | 4              | 16                   | 100          | 400                |
| Core Elective             | 4             | 3              | 12                   | 100          | 400                |
| Open Elective             | 2             | 3              | 6                    | 100          | 200                |
| Field Study               | 1             | 2              | 2                    | 100          | 100                |
| Core Project (Compulsory) | 1             | 5              | 5                    | 100          | 100                |
| Human Rights              | 1             | 2              | 2                    | 100          | 100                |
|                           | <b>25</b>     |                | <b>90</b>            |              | <b>2500</b>        |

| <b>Program Outcomes (POs)</b>                  |   |
|--|---|
| On successful completion of the M.S.W. program |   |
| PO1  | Students can Implement new perspective of understanding the society and its problem             |
| PO2  | Students can become an entrepreneur to start of new Company, Industries and Hospitals           |
| PO3  | Students will become policy makers for Government and implementing of scheme to poor.           |
| PO4  | Students can understand the structure and procedures of Non-Governmental Organization           |
| PO5  | Students can write new project and intervention programme according to the needy peoples.       |
| PO6  | Students can become experts in their specialization areas.                                      |
| PO7  | Students learned to tolerate diverse ideas and different points of view                         |
| PO8  | Students become conscious of environmental and societal responsibilities in terms of pollution. |
| PO9  | Students can Identify research problems, obtain relevant data, interpret, and report findings   |
| PO10   | Students become empowered to face the challenges of the changing universe                       |

|                                |   |                                 |
|--------------------------------|---|---------------------------------|
| <b>SEMESTER: I<br/>CORE: I</b> | <b>22PMSWC11: HISTORY AND PHILOSOPHY OF<br/>SOCIAL WORK</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To gain an understanding about social work and related concepts.
- 2) To provide information about evolution of social work in the West and in India.
- 3) To recognize the need and importance of social work education and training.
- 4) To understand various models of professional practices and its applications.
- 5) To gain an insight into personality requirements and code of ethics.

#### **Unit I**

**Teaching Hours: 15**

**Social Work:** Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religious–philosophical foundations of social work in India. History of Social Work in the West and in India. Socio-religious thoughts of India: Hinduism – four values, Buddhism, Jainism, Sikhism, Christianity- Supreme value of man, concept of love and service, and Christian missions; Islamism: Basic beliefs, values; Islamic religion and cultural system.

#### **Unit 2**

**Teaching Hours: 15**

**Social Work Practice:** Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice. Fields of Social Work: Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerontological Social Work and Human Rights. Social Work Profession: Meaning & definition; basic concepts; goals and functions; origin and growth in India: scope and status, International and national bodies and forums, social work education; importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC.

#### **Unit 3**

**Teaching Hours: 15**

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

Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

#### Unit 4

**Teaching Hours: 15**

**Philosophy of Social Work Profession;** Values, Beliefs and Principles of the Profession; Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997). Indian social reformers and their contributions: Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoolé. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

#### Unit 5

**Teaching Hours: 15**

**International Social Work;** Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice. Changing Context of Social Work Practice: Emerging Perspectives, Trends and Challenges of Social Work for Practice

#### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to know the objectives, functions and development of professional social work in India.
- 2) After studied Unit-II, The students will be able to learn the concepts and theories related to social work.
- 3) After studied Unit-III, The students will be able to Practice the values, beliefs and principles of Social Work Profession.
- 4) After studied Unit-IV, The students will be able to appreciate the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker.
- 5) After studied Unit-V, The students will be able to Gain knowledge of social work education in India and International.

#### **Text Books**

- 1) Sanjay Bhattacharya and G.Guru, Social Work: An Integrated Approach; New Delhi: Deep and Deep Publication, Pvt, Ltd, 2003.
- 2) Brian Sheldon and Gevaldine Macdonald, A Text Books of Social Work, London: Routledge Publication, 2010.

#### **Supplementary Readings**

- 1) Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20th ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- 2) Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York.
- 3) Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai.

- 4) Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi.
- 5) Gangrade K D: Dimensions of Social Work in India, Marwah Publications, New Delhi.
- 6) Gore M S : Social Work and Social Work Education, Asia Publishing House.
- 7) Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi.
- 8) Khinduka S K: Social Work in India, SarvodayaSahityaSamaj, Rajasthan.
- 9) Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi.
- 10) Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi.
- 11) Cox David &Manohar Pawar : International Social Work, Vistaar, New Delhi.
- 12) Malcom Payne, 2005, 3rded, Modern Social Work Theory, Palgrave, Macmillan, New York.
- 13) Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
- 14) Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2nded, Free Press, New York.
- 15) Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | S   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | S   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                 |   |                                 |
|---------------------------------|---|---------------------------------|
| <b>SEMESTER: I<br/>CORE: II</b> | <b>22PMSWC12: SOCIAL WORK PRACTICE<br/>WITH INDIVIDUALS</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand Social Case Work as a method of Social Work and develop skills in Social Work practice.
- 2) To comprehend theory and models and apply them in direct practice with individuals.
- 3) To become aware of the scope of using the methods in various settings.
- 4) To understand case worker and client relationship during working with individuals.
- 5) To practice theoretical knowledge of working with individuals.

#### **Unit I**

**Teaching Hours: 15**

**Social Casework:** Historical development of Social Case Work as a Method of Social Work, Concept, Objective, Definition, Purpose, Importance, Philosophy, Values, Principles, Skills, Components, socio-cultural factors affecting the case work practice in India; Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.

#### **Unit II:**

**Teaching Hours: 15**

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

#### **Unit III**

**Teaching Hours: 15**

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



**Unit IV****Teaching Hours: 15**

**Models and Approaches:** Approaches to Practice: Psychoanalytic, Psychosocial, Problem Solving, Life Model, Client Centered, Cognitive, Crisis Intervention; Behavior Modification, Functional, Task Centered, Strength Based, Evidence Based, Ecological and Integrated Approach. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording, uses, and maintenance of record.

**Unit V****Teaching Hours: 15**

**Case Work in Various Settings:** Application of Social Case Work in different settings & Clientele groups: Medical and Psychiatric settings- mentally retarded Shelter homes; Mental Rehabilitation center, De-addiction and detoxification centers, Mental Health & Community Based Rehabilitation, Role of Social Workers in Hospital settings, Family and Child Welfare settings: Family, Child guidance clinic, Schools, Geriatric care & Aged and the terminally ill people. Case Work practice in Community settings including self-help groups, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings.

**COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the Psycho-social problems confronting the individuals and families in various situations.
- 2) After studied Unit-II, The students will be able to empower them to do social case work in various settings.
- 3) After studied Unit-III, The students will be able to understand the importance of client and case worker relationship.
- 4) After studied Unit-IV, The students will be able to will be able to apply the different case work models in helping people.
- 5) After studied Unit-V, The students will be able to demonstrate the various therapeutic approaches of case work

**Text Books**

- 1) Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep &Deep, 2004.
- 2) Hamilton, Gordon, Theory & Practice of Social Case Work 2nd Edition. Jaipur: Rawat, Indian Reprint, 2013.

**Supplementary Readings**

- 1) Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York.
- 2) Jordan, William1 (1970) Client Worker Transactions, Rutledge & Kegan Paul, London.
- 3) Kadushin, Alfred (1972) The Social Work Interview, ColumbiaUniversity Press, New York.
- 4) Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai.

- 5) Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
- 6) Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
- 7) Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, Newbury Park.
- 8) Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; ColumbiaUniv.press, NY.
- 9) Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, NewburyPark.
- 10) Tilbury; D.E.F (1977), Casework in context - A Basic for Practice, Pergamon press, Oxford.
- 11) Timms, Noel (1972), recording in social work Rutledge & Kegan Paul., London.
- 12) Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
- 13) Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.
- 14) Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003.
- 15) Misra, P.D. & Beena Misra.Social Work Profession in India. Lucknow: New Royal Book, 2004.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | S   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | M   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                  |  |                                 |
|----------------------------------|--|---------------------------------|
| <b>SEMESTER: I<br/>CORE: III</b> | <b>22PMSWC13: SOCIAL WORK PRACTICE WITH<br/>GROUPS</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|----------------------------------|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand group work as a method of social work
- 2) To understand values and principles of working with groups.
- 3) To develop the ability to critically analyse problems of groups and factors affecting them.
- 4) To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work.
- 5) To develop appropriate skills and attitudes to work with groups.

#### **Unit I**

**Teaching Hours: 15**

**Groups and Group Work:** Definition, Characteristics, Types of groups and characteristics of effective groups. Social group and social group work group and functions of a group, Group Formation Phases: Forming- Storming, Norming, Performing, Adjourning. Social Group Work: Assumptions, purpose, principles, and values of group work, and historical development of group work; Group work as a method of Social work. Theoretical basis of group work.

#### **Unit II**

**Teaching Hours: 15**

**Group Dynamics:** Definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Group work supervision: concepts, need, tasks, types, purpose, and functions, techniques and conditions for good supervision. Leadership in group: concept, definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram. Group work for team building: meaning, purpose, situational leadership in team building

#### **Unit III**

**Teaching Hours: 15**

**Group Work process** - Group Work Process: i. Planning Phase: Selection of members, composing group orienting the members, preparing the environment, ii. Beginning Phase- preparing for group work, First Meetings-interviewing, Ground rules for group work meetings, goal setting, motivation, Assessment of communication and interaction iii. Middle Phase: Intervening with group members, Problem solving, Dealing with difficult members, Ending Phase: Evaluation- group work evaluation and criteria for good group work, Termination, Follow-up.

#### **Unit IV**

**Teaching Hours: 15**

**Group Work Models and Types** - Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, group Therapy group psychotherapy and Socialization groups. Task Groups: Teams, Committees, Social

Action and Coalition groups. Group work recording: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

## Unit V

**Teaching Hours: 15**

**Programme planning:** meaning and definition of programme, principles and process of programme planning and the place of agency in programme planning. Programme laboratory values and techniques: games, singing, dancing, dramatics, street play, puppetry, group discussions, parties, excursion, psychodrama, socio-drama, role play, brain storming, camping planning and conducting camps.

**Group Work in various settings:** Group Work Settings and Practice: Skills of a group worker, Application of group work method in different settings; community settings, medical and psychiatric settings: hospitals, deaddiction, physical and visual and mentally challenged, family and child welfare settings and the aged homes, schools, correctional institutions, industries.

## COURSE OUTCOMES

- 1) After studied Unit-I, The students will be able to gain knowledge and strength to enhance the social functioning through powerful group experiences.
- 2) After studied Unit-II, The students will be able to learn to cope-up more effectively with their personal, group and community problems.
- 3) After studied Unit-III, The students will be able to get familiar with therapeutic approaches.
- 4) After studied Unit-IV, The students will be able to acquire skill on programme planning in group work.
- 5) After studied Unit-V, The students will be able to comprehend group work in various settings.

## Text Books

- 1) P.D. Misra and Bina Misra, Social Group Work: Theory and Practice; New Delhi: New Royal Book, 2008.
- 2) Conyne K. Robert, Failure of Group Work Practice, Oaks: Sage, 1999.

## Supplementary Readings

- 1) Gerald Coray, Theory and Practice of Group Counselling, London: Wordsworth, 2000.
- 2) Glassman, Charles, D. Contemporary Group Work, New Jersey: Prentice Hall, 1989.
- 3) Trucker, Harleigh, Social Group Work: Principles and practice, New York: Association press, 1967.
- 4) Water Lifton, Working with Groups, New York: Oaks, 1990.
- 5) Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
- 6) Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
- 7) Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London.

- 8) Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs.
- 9) Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
- 10) Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
- 11) Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago.
- 12) Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
- 13) Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London.
- 14) Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York.
- 15) Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | S   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | S   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                       |
|--|---|---------------------------------------|
| <b>SEMESTER: I</b><br><b>CORE</b><br><b>PRACTICAL: I</b> | <b>22PMSWP14: CONCURRENT FIELD WORK - I</b> | <b>CREDIT: 4</b><br><b>HOURS: 3/W</b> |
|--|---|---------------------------------------|

### **COURSE OBJECTIVES**

- 1) To sensitive the students to social needs and problems of community as well in society.
- 2) To critically analyze problems and select the appropriate means of problem solving.
- 3) To understand and apply the social work methods to observing organization working in the field
- 4) To begin to acquire skills of social work intervention in human needs situations and issues.
- 5) To understand of street theater importance in relation to social work.

### **Components:**

- 1) Orientation
- 2) Practice Skill Laboratory
- 3) Observation Visits
- 4) Street Theater

**Orientation:** The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year.

**Practice Skills Laboratory:** The Lab provides structured experiences which gives an opportunity of “learning by doing” in a supervised environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students get exposed to rural realities existing in society, a critical analysis of such situations and the need to work towards human development. The lab consists of sessions on:

- 1) Communication skills and Interpersonal Relations
- 2) Analysis of Indian Society and Social Problems
- 3) Leadership and Personality Development
- 4) Values and Ethics in Social Work
- 5) Self awareness
- 6) Reality walk – meeting Social Work Professionals

**Observation Visits:** The Observation Visits aim to make the students get oriented to the objectives, administrative structure and process and the client system of various organisations in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children and Corporate Social Responsibility initiatives of corporate organizations.

**Street Theater:** Street theater is a form of theatrical performance and presentation in outdoor public place without a specific paying audience. Professional social workers get training from expert of street theater to make awareness among community as well as society. One week training will help students to develop creative, critical and understanding of social problem.

### **COURSE OUTCOMES**

- 1) The students will be able to acquire the practical knowledge about the field observation and field work.
- 2) The students will be able to understand the structure and functions including housing pattern, neighborhood relations and cultural pattern of the communities.
- 3) The students will be able to understand the practical knowledge about the theories taught in the classroom.
- 4) The students will be able to get the knowledge about organizing the programmes for the welfare of the people.
- 5) The students will be able to assess the applicability and role of social workers in various capacities in the field.

### **Method of Assessment:**

- 1) Active Participation in Lab Sessions.
- 2) Presentation of consolidated report on various lab sessions.
- 3) External Viva Exam - External examiner to be appointed by the University from Affiliated college of Social Work Department faculty.

### **EVALUATION PATTERN FOR FIELD WORK COMPONENTS:**

#### **Internal Assessment Criteria - 40 Marks**

| <b>Filed Orientation visits</b>  | <b>Marks</b> | <b>Skill Laboratory</b>     | <b>Marks</b> | <b>Street Theatre</b>       | <b>Marks</b> |
|----------------------------------|--------------|-----------------------------|--------------|-----------------------------|--------------|
| <b>Observational Skills</b>      | <b>05</b>    | <b>Active Participation</b> | <b>05</b>    | <b>Active Participation</b> | <b>05</b>    |
| <b>Reporting of Visit</b>        | <b>05</b>    | <b>Report</b>               | <b>05</b>    | <b>Attendance</b>           | <b>05</b>    |
| <b>Attendance for field work</b> | <b>05</b>    | <b>Attendance</b>           | <b>05</b>    |                             |              |
| <b>CIA (40 Marks)</b>            | <b>15</b>    |                             | <b>15</b>    |                             | <b>10</b>    |

**External Evaluation - 60 Marks**

| External Criteria              | Marks     | External Examiner (1) | External/Internal Examiner (2) | Average Marks | ESE (60)  |
|--------------------------------|-----------|-----------------------|--------------------------------|---------------|-----------|
| Theoretical Knowledge          | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Communication and Presentation | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Reporting                      | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Learning from Field Visit      | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Skill Laboratory               | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Street Theatre                 | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| <b>Total</b>                   | <b>60</b> |                       |                                |               | <b>60</b> |

**OUTCOME MAPPING**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | S   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | S   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|   |  |                                       |
|---|--|---------------------------------------|
| <b>SEMESTER: I</b><br><b>CORE ELECTIVE: I</b> | <b>22PMSWE15-1: SOCIOLOGY FOR SOCIAL<br/>WORK PRACTICE</b> | <b>CREDIT: 3</b><br><b>HOURS: 6/W</b> |
|---|--|---------------------------------------|

### **COURSE OBJECTIVES**

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

#### **Unit- I**

**Teaching Hours: 15**

**Introduction to Sociology:** Definition, Nature and Importance. Evolution of Sociology, Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System, Major Social Systems (Family and Religion), Relationship of sociology with social work, Social Processes: Co-operation, competition, conflict, accommodation, assimilation and acculturation. Approaches to the study of Society: Functionalist, Conflict, Dialectical, Structuralism and Post Modernism.

#### **Unit- II**

**Teaching Hours: 15**

**Institution, Culture and Social Structure:** Concept, Meaning, Functions and Elements of culture – norms, folkways, mores, institutions and laws. Institutions: Concept, Functions and Types of Institutions - Religious, Economic, Educational, Social - caste, family, kinship, marriage and Political institutions. Social Structure: Role and Status, Power and Authority. Type of Communities: Rural, Urban, Tribal and Virtual Communities and various Vulnerable Groups/ sections viz. Women , Child , Aged, Dalits etc; Caste and Class - Characteristics.

#### **Unit- III**

**Teaching Hours: 15**

**Social Control and Social stratification:** Concept, need, meaning, purpose, types of social control – formal and informal. Agencies of social control – Religion, kinship, education, values, norms, folkways, custom, mores, law and fashion. Social Stratification; Concept and theories of social stratification. Forms of stratification: Caste, Class, Gender. Social change and social mobility. Social Stratification : Marxist, Functionalist and Weberian approach.

#### **Unit- IV**

**Teaching Hours: 15**

**Social Change and Social Movements:** Social Change – meaning, theories, factors, processes. Social change in India. Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

**Unit- V****Teaching Hours: 15**

**Social Problems and developmental issues:** Social problems – meaning, causes and consequences. General social problems – terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy. Problems faced by women, children, weaker sections, marginalized and elderly. Developmental issues arising out of liberalization, globalization and privatization. Legislative approach to social problems.

**COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge of sociology relevance to social work.
- 2) After studied Unit-II, The students will be able to understand institution, culture, and social structure of people.
- 3) After studied Unit-III, The students will be able to explore social control and social stratification of people.
- 4) After studied Unit-IV, The students will be able to understand social change and movement in India.
- 5) After studied Unit-V, The students will be able to known developmental issues and social problem in India.

**Text Books**

- 1) An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
- 2) Shanger Rao C. N, 2012, Sociology Principles of Sociology with an Introduction to Social Thought, S Chand And Company, New Delhi.

**Supplementary Readings**

- 1) Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973.
- 2) Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995.
- 3) Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
- 4) Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
- 5) Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.
- 6) Anthony Giddens, 1998, Sociology (Third), Polity Press, London.
- 7) Sachdeve D.R. And Vidhya Bhushan, 2006, Introduction to Sociology, Kitab Mahal, Allahabad.
- 8) Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England.
- 9) Indhira R., 2012, Themes In Sociology of Education, Sage Publications, New Delhi.
- 10) Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi.
- 11) Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi.

- 12) Mohanty B. B., 2012, Agrarian Change and Mobalization, Sage Publications, New Delhi.
- 13) Sahu D.R., 2012, Sociology of Social Movement, Sage Publications, New Delhi.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | S   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |  |                                 |
|--|--|---------------------------------|
| <b>SEMESTER: I<br/>CORE ELECTIVE-I</b> | <b>22PMSWE15-2: GENDER AND DEVELOPMENT</b> | <b>CREDIT: 3<br/>HOURS: 6/W</b> |
|--|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To provide the students an overview of the problems of women.
- 2) To appreciate the various welfare measures of Indian women.
- 3) To provide special focus on violence against women.
- 4) To understand gender rights and legislation related to women.
- 5) To gain knowledge of social work relevance to gender development .

#### **Unit-I**

**Teaching Hours: 15**

**Feminist theories and gender movements:** Gender and sex – Conceptual understanding, Concepts of Gender sensitivity, Gender Consciousness, Gender equality, Types of Gender - Gender Roles, Private vs Public Dichotomy - Patriarchy and Gender Relations . Women in Indian Society – A historical Perspective – Changing Role and Status of Women in India - Evolution of Women’s Movements.

#### **Unit II**

**Teaching Hours: 15**

**Problem and Violence against women:** Problems- Education, Employment and Divorced, Violence-Domestic violence, Sexual abuse, Rape, Mass Rape, sex trafficking, eve teasing, Infanticide and Foeticide, Dowry harassment and murders, Honour killings; Cyber Crimes and Victimization, Institutional violence against women by family, religion, state; Representation of women in media.

#### **Unit III**

**Teaching Hours: 15**

**Marginalisation of women and Welfare Programmes:** Social exclusion and marginalization in the name of gender/sexual orientation – local to global; Discrimination through life span; Sexism and Misogyny, Double marginalization and exclusion with regard to Dalit, Tribal, Women Welfare Programmes in India: Governmental and Voluntary Organizations – Women’s Welfare Departments – Central and State Social Welfare Board – Women’s Organizations - Cyber Security.

#### **Unit: V**

**Teaching Hours: 15**

**Gender Rights and Legislations:** Gender and rights based Development; Approaches on gender in development – welfare, empowerment, rights based; Policies, and legislations for women – local to global; Reservation policies for women/sexual minorities; Development programmes for women/sexual minorities – local to global, Gender analysis, Gender Budgeting and Gender Auditing for Development Projects.

#### **Unit V**

**Teaching Hours: 15**

**Social work practice for gender development:** Scope of social work in gender studies; Scope of Social Work in Women Empowerment and Development; Queer Social Work practice; Role of NGOs/civil society/Government agencies in women

empowerment and development. Role of Family Court: Pre-Marital – Marital Counselling – Counselling for Maternity / Family Planning.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the problems of women in contemporary society.
- 2) After studied Unit-II, The students will be able to get an overview about the various welfare measures and legislations related to welfare of Indian women
- 3) After studied Unit-III, The students will be able to infer the changing role and status of women in the Indian context.
- 4) After studied Unit-IV, The students will be able to acquire knowledge on Women's movements in India.
- 5) After studied Unit-V, The students will be able to attain familiarity on the role of Women's Organizations in preventing violence against women.

### **Text Books**

- 1) McDowell, L. & Pringle, R. *Defining Women: Social Institutions and Gender Divisions*, Cambridge, Blackwell Publishers Inc., 1992
- 2) Anju Beniwal, *Women in Indian Society*, New Delhi: Partridge Publishing, 2014.

### **Supplementary Readings**

- 1) Sukanta Sarkar, *Social Problems in India*, New Delhi: Kalpaz Publications, 2015.
- 2) Rameshwari Pandya, *Women Welfare and Empowerment in India*, New Delhi: New century Publications, 2008.
- 3) Ghadially, Rehana (Ed.) *Women in Indian Society*. New Delhi: Sage, 1988.
- 4) Hanmer, J., & Statham, D. (1999). *Women and Social Work: Towards a woman-centred practice*. Macmillan.
- 5) Omvedt, G. (1990). *Violence against women: new movements and new theories in India*.
- 6) Afshar, H. (Ed.). (2016). *Women and empowerment: Illustrations from the Third World*. Springer.
- 7) MacKinnon, C. A. (1989). *Toward a feminist theory of the state*. Harvard University Press.
- 8) Margolis, D. R. (1993). *Women's movements around the world: Cross-cultural comparisons*. *Gender & Society*, 7(3), 379-399.
- 9) Mira Seth. (2001). *Women & Development: The Indian Experience*. Sage publications.
- 10) Omvedt, G. (1986). "Patriarchy:" the Analysis of Women's Oppression. *Critical Sociology*,

**OUTCOME MAPPING**

| <b>COs</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b> | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b> | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: I<br/>CORE ELECTIVE-I</b> | <b>22PMSWE15-3: CHILD WELFARE AND SOCIAL<br/>WORK</b> | <b>CREDIT: 3<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To enable students to work in the different field based legislations related to children.
- 2) To equip them with the knowledge on welfare services of children.
- 3) To make them to understand basic theoretical knowledge on child welfare concepts and Institution working for child Welfare.
- 4) To gain knowledge of Internationals and National instruments to promote and protect rights of children.
- 5) To understand Role of Social Worker in Different Setting of child welfare.

#### **Unit I**

**Teaching Hours: 15**

**Child:** meaning, demographic profile of children in India – rural & urban, its place in family and society; status of girl child; concept of socialisation; factors influencing socialisation; role of family in socialisation; parental socialization during childhood and adolescence; role of peers in socialisation, role of school in socialisation; impact of television on children.

#### **Unit II**

**Teaching Hours: 15**

**Problems of Children:** childhood diseases and immunization; behaviour disorders of children; causes, consequences and prevention of child malnutrition, nutritional disorders, neglected children and abused children, child workers, child trafficking, child prostitution, HIV/AIDS affected and infected children

#### **Unit III**

**Teaching Hours: 15**

**Child Education and Problems:** Children with disabilities, School dropouts; Rural – Urban and gender differences – Problems in school settings. School Social Work: Concept, Need, Objectives, and Functions. – Child friendly schools initiative. Child Participation.

#### **Unit IV**

**Teaching Hours: 15**

**Internationals and National instruments to promote and protect rights of children:** United Nations Charter of Children’s Rights and Constitutional directives, Child welfare policies and programmes for children. Legislations relevant for protecting the rights of children-The Children (Pledging of Labour) Act 1935 - Employment of Children Act, 1938 – Minimum Wages Act 1948 - Child Labour (Prohibition and Regulation) Act 1986 – Juvenile Justice Act 2001.

#### **Unit V**

**Teaching Hours: 15**

**Role of Social Worker in Different Setting:** Role and Functions of Professional Social worker in Family setting, Institutional settings, Child Guidance Clinic, Children’s hospital , Foster care and adoption, Rehabilitation settings. Child help line

services, School Social work – Current research studies in India on Child Rights, Child related services and issues – Specific skills required for Social Work intervention with the children.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand basic theoretical knowledge on child welfare concepts and Institution working for child Welfare.
- 2) After studied Unit-II, The students will be able to equip them with the knowledge on welfare services of children.
- 3) After studied Unit-III, The students will be able to work in the different field based legislations related to children.
- 4) After studied Unit-IV, The students will be able to create knowledge on various issues related to children.
- 5) After studied Unit-V, The students will be able to address the problems of women and children.

### **Text Books**

- 1) Chowdhry, Paul D (2000): Child Welfare Manual, Atma Ram & Sons Publishers, New Delhi.

### **Supplementary Readings**

- 1) Bhat, Bilal (2011): Rehabilitation of Child Labour: Problems and Prospects. Shipra Publications, Delhi.
- 2) Deb, Sibnath and Aparna Mukherjee (2009): Impact of Sexual Abuse on Mental Health of Children. Concept Publishing Company, New Delhi.
- 3) Goonesekere, Savitri (2000): Children, Law and Justice: A South Asian Perspective. Sage Publication, New Delhi.
- 4) Lieten, G. K., (2004). Working children around the world: Child rights and child reality. Institute for Human Development, New Delhi and IREWOC Foundation, Amsterdam.
- 5) Chowdhry, Paul D (2000): Child Welfare Manual, Atma Ram & Sons Publishers, New Delhi.

### **OUTCOME MAPPING**

| <b>COs</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b> | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b> | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| <b>SEMESTER: I<br/>OPEN ELECTIVE</b> | <b>22PMSWO16-1: HUMAN GROWTH AND<br/>DEVELOPMENT</b> | <b>CREDIT: 3<br/>HOURS: 3/W</b> |
|--------------------------------------|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To provide the students an overview of the human growth and development.
- 2) To appreciate the learning and motivational factors of individuals
- 3) To understand adjustment and concept of health.
- 4) To enable students to shape their perception and attitude.
- 5) To gain knowledge of factor influence of personality

#### **Unit I**

**Teaching Hours: 10**

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

#### **Unit II**

**Teaching Hours: 10**

**Learning:** Nature, definition and types; theories of Pavlov and Skinner; remembering and forgetting. **Motivation:** concept of instinct: motives for survival – meaning and definition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation.

#### **Unit III**

**Teaching Hours: 10**

**Adjustment:** Concepts of adjustment and maladjustment; stress; frustration; emotion, conflict: nature and types; Coping mechanisms: nature and types; mental health, and community mental health.

#### **Unit IV**

**Teaching Hours: 10**

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

#### **Unit V**

**Teaching Hours: 10**

**Personality:** Definition and structure; theories of personality: trait and type theories; important concepts of the contributions of Freud, Jung, Adler, Maslow, and Ericson; factors influencing personality development: heredity & environment; socialisation process.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand of human growth and developmental stage.
- 2) After studied Unit-II, The students will be able to get knowledge of theories of learning
- 3) After studied Unit-III, The students will be able to understand of factor motivate for adjustment.

- 4) After studied Unit-IV, The students will be able to create knowledge on perception and attitude.
- 5) After studied Unit-V, The students will be able to equip them with the knowledge on personality.

### Text Books

- 1) Hurlock, Elizabeth. *Developmental Psychology a Life-Span Approach*. New Delhi: Tata

### Supplementary Readings

- 1) Anastasi, Anne. "Psychological testing ." (1968).
- 2) Bernard, Luther Lee. "An introduction to social psychology." (1926).
- 3) Clifford, T. "Morgan, Introduction to Psychology." (1971).
- 4) Davidoff, Linda L. *Introduction to psychology* . McGraw-Hill Book Company, 1987.
- 5) Hurlock E. B. *Developmental psychology*.Tata Mcgraw Hill. 1971.
- 6) Munn, Norman L., L. Dodge Fernald Jr, and Peter S. Fernald. "Introduction to psychology. (1969).
- 7) Bee, Helen, L. Sandra, k. Mitchell, *The Developing Person - A Life Span Approach - 2nd Ed*, Harper & Row Publishers, New York, 1984
- 8) Hall Calvin, Lindzey Gardner. *Introduction to Personality Theory*. New York: John Wiley and Sons, 2000.
- 9) Hurlock, Elizabeth. *Developmental Psychology a Life-Span Approach*. New Delhi: Tata McGraw-Hill, 2007.
- 10) Hurlock, Elizabeth, *Child development*, 6th Edition, International Student Ed, McGraw Hill Publishing Co, USA, 1988
- 11) Newman and Newman,*Development through Life*. U.S.A:Thomason Wadsworth, 2003.
- 12) Schwebel, Andrew,I. Harvey, A. Barocas. *Personal Adjustment and Growth*. U.S.A: Wm.C.Brown Publishers, 2000.

### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                      |  |                                 |
|--------------------------------------|--|---------------------------------|
| <b>SEMESTER: I<br/>OPEN ELECTIVE</b> | <b>22PMSWO16-2: MARRIAGE AND FAMILY LIFE<br/>EDUCATION</b> | <b>CREDIT: 3<br/>HOURS: 3/W</b> |
|--------------------------------------|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To establish a meaningful understanding of family life, marriage and responsible Parenthood.
- 2) To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship.
- 3) To gain knowledge on the services available for the welfare of the family.
- 4) To understand of sex education to shape good citizen in country.
- 5) To explore knowledge in factor contributing family organization.

#### **Unit I**

**Teaching Hours: 10**

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

#### **Unit II**

**Teaching Hours: 10**

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

#### **Unit III**

**Teaching Hours: 10**

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

#### **Unit IV**

**Teaching Hours: 10**

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

#### **Unit V**

**Teaching Hours: 10**

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

**COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand holistic approach in family life.
- 2) After studied Unit-II, The students will be able to known importance of marriage and marriage life.
- 3) After studied Unit-III, The students will be able to understand of mutual relationship between husband and wife.
- 4) After studied Unit-IV, The students will be able to known about sexuality and sex education.
- 5) After studied Unit-V, The students will be able to understand of factor related to disorganization of family.

**Text Books**

- 1) William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi

**Supplementary Readings**

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

**OUTCOME MAPPING**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | S    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                      |   |                                 |
|--------------------------------------|---|---------------------------------|
| <b>SEMESTER: I<br/>OPEN ELECTIVE</b> | <b>22PMSWO16-3: ENVIRONMENTAL<br/>SOCIAL WORK</b> | <b>CREDIT: 3<br/>HOURS: 3/W</b> |
|--------------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

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

#### **Unit I**

**Teaching Hours: 10**

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

#### **Unit II**

**Teaching Hours: 10**

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

#### **Unit III**

**Teaching Hours: 10**

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

#### **Unit IV**

**Teaching Hours: 10**

**Environment Protection Laws:** The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).

#### **Unit V**

**Teaching Hours: 10**

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

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to learn basic facts about Ecology, Environment and Energy resources.
- 2) After studied Unit-II, The students will be able to create environmental consciousness and various movements.
- 3) After studied Unit-III, The students will be able to gain knowledge on various issues on Environment and the roles of Movements for the Environment Protection.
- 4) After studied Unit-IV, The students will be able to aware of the various environment protection laws.
- 5) After studied Unit-V, The students will be able to roles and responsibilities of NGO's in environment protection.

### **Text Books**

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

### **Supplementary Readings**

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

**OUTCOME MAPPING**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                  |  |                                 |
|----------------------------------|--|---------------------------------|
| <b>SEMESTER: II<br/>CORE: IV</b> | <b>22PMSWC21: SOCIAL WORK WITH COMMUNITIES<br/>AND SOCIAL ACTION</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|----------------------------------|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the different aspects of a community, its functions, and problems.
- 2) To understand the critical elements of community organisation process.
- 3) To enhance the critical understanding of models and strategies for CO.
- 4) To develop attitudes conducive to participatory activities for a civil society.
- 5) To gain knowledge on the various techniques and skills of community organisation & social action and to develop the basic skills to apply for those in the community.

#### **Unit I**

**Teaching Hours: 15**

**Community:** meaning, types, and characteristics; community power structure minority groups; community dynamics: integrative and disintegrative processes in the community. leadership: definitions, types and qualities; leadership in different types of communities, theories of leadership, symbols and rituals, apathy and prejudice and individual predisposition; community power structure and political organisations in the community; factions and sub-groups; minority groups.

#### **Unit II**

**Teaching Hours: 15**

**Community Organisation:** concept, definition, objectives, philosophy, approaches, principles and skills; community organisation as method of social work; community welfare councils and community chests; models of community organisation; community participation: concept, imperatives, types, constraints, methods and techniques; components of community work and community relation. Difference between Community organization and Community Development.

#### **Unit III**

**Teaching Hours: 15**

**Methods of community organisation:** Planning, education, communication, community participation, collective decision making, involvement of groups and organisations, resource mobilisation, community action, legislative and non-legislative promotion, co-ordination, community organisation as an approach to community development.

#### **Unit IV**

**Teaching Hours: 15**

**Phases of community organisation:** study, assessment, discussion, organisation, action, evaluation, modification, continuation and community study; intervention strategies in community settings: awareness building, organising, activating, people's participation, negotiating, lobbying, and resource mobilisation, resolving group conflicts, programme planning and service delivery, developing human resource, and monitoring and evaluation; application of community organisation in different settings: rural, urban, tribal, and target groups: children, youth, women, aged; community organisation in emergencies like fire, flood, drought,



famine, earthquake, and war; community organisation at local, state, and national level.

### Unit V

**Teaching Hours: 15**

**Social Action:** Concept, objectives, principles, methods and techniques; social action as a method of social work; social action and social reform; scope of social action in India; enforcement of social legislation through social action; Approaches: rights based approach and advocacy based approach; Strategies: preparation of carefully worded statement of policies, preparation of carefully analysis of pending legislations, individual consultation with key legislators on the implication of pending measures , persuasion of influential organisation to support or oppose pending legislation and creation of ad hoc citizens committee composed of people of great influence or prestige; Radical Social Work: meaning, techniques; role of Paulo Freire and Saul Alinsky Marx; Gandhi, Jayaprakash Narayan, and VinobaBhave; community organisation as a para-political process and role of social worker in community organisation and social action.

### COURSE OUTCOMES

- 1) After studied Unit-I, The students will be able to Enhance the models and strategies for community organisation.
- 2) After studied Unit-II, The students will be able to understand different aspect of community development.
- 3) After studied Unit-III, The students will be able to develop theoretical knowledge for organize of community.
- 4) After studied Unit-IV, The students will be able to known phase of community organization.
- 5) After studied Unit-V, The students will be able to understand methods and approaches in Community Organisation and Social Action.

### Text Books

- 1) Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009.
- 2) Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972.

### Supplementary Readings

- 1) Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973.
- 2) Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977.
- 3) Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart& Winston, 1972.
- 4) Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice Hall,1972.
- 5) McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952.

- 6) Biklen, Douglas. Community organizing: Theory and practice. Prentice Hall, 1983.
- 7) Desai, AkshayakumarRamanlal. "Peasant struggles in India." 1979.
- 8) Government of India. Encyclopedia on Social Work., Publication division. 1980.
- 9) Hillman, Arthur. Community organization and planning. Macmillan, 1950.
- 10) Kramer, Ralph M., and Harry Specht. Readings in community organization practice. Prentice-Hall, 1983.
- 11) McMillen, Ardee Wayne. "Community organization for social welfare." (1945)
- 12) Murphy, Campbell G., and Marion Hathway. Community organization practice. Houghton Mifflin, 1954.
- 13) Ross, Murray. "G., 1955, "Community Organization: Theory and Principles."
- 14) Siddiqui, H. Y. Working with communities: An introduction to community work. Hira, 1997.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | S   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                 |   |                                 |
|---------------------------------|---|---------------------------------|
| <b>SEMESTER: II<br/>CORE: V</b> | <b>22PMSWC22: SOCIAL WORK RESEARCH AND<br/>STATISTICS</b> | <b>CREDIT: 4<br/>HOURS: 7/W</b> |
|---------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the nature, principles and methods of Social Work Research.
- 2) To develop the skills of independently conceptualizing a problem and executing a research study.
- 3) To understand of conceptual frame work of method of data collection and interpretation of data.
- 4) To get knowledge of systematic process of conducting research study.
- 5) To understand and learn the application of appropriate statistical techniques in Social Work Research.

### **Unit I**

**Teaching Hours: 15**

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

### **Unit II**

**Teaching Hours: 15**

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

**Unit III****Teaching Hours: 15**

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

**Unit IV****Teaching Hours: 15**

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

**Unit V****Teaching Hours: 15**

**Social Statistics:** meaning, use, and its limitations in social work research; measures of central tendency: arithmetic mean, median, and mode; dispersion: range, quartile deviation, standard deviation and co-efficient of variation; tests of significance: “t” test, f test and chi-square test; correlation: meaning, types, and uses; Karl Pearson’s coefficient of correlation and rank correlation; computer applications: use and application of computer in social work research with special reference to excel.( Basic Manual Calculation Mandatory)

**COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to acquire knowledge about research methods and contribute their knowledge for research and development.
- 2) After studied Unit-II, The students will be able to understand the statistical tools and techniques for analysis of data and writing research report and equip the basic skills for social planning and reconstruction of society.
- 3) After studied Unit-III, The students will be able to do social work research to find solutions to various problems
- 4) After studied Unit-IV, The students will be able to grasp the ideas of techniques of data collection.
- 5) After studied Unit-V, The students will be able to . learn to construct a research report.

**Text Books**

- 1) Kothari, C.R., Research Methodology, Methods and Techniques, New Delhi, New Age International PVT Limited, publishers, 2004.
- 2) Mukherjee, P.N., (ed), Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage Publications, 2000.
- 3) Gupta, S.P., Statistical Methods, New Delhi; Sultan Chand and Sons, 2012.

**Supplementary Readings**

- 1) Neuman, W.L., Understanding Research, Boston, MA: Pearson, 2009.
- 2) Denzin Norman, Lincoln Yonna (ed), Hand book of Qualitative Research, London, Sage 2000.
- 3) Nicholas Walliman, Research Methods: The basics. London; NewYork: Routledge,2011.
- 4) Wilkinson and Bhardarkar, Methodology and Techniques of Social Research, Mumbai, Himalaya Publishing House, 1977.
- 5) Kerlinger, Fred, Foundations of Behavioural Research, Chicago: Hot Richart and Winston, INC, 1973.
- 6) Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003.
- 7) Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996.
- 8) Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005.
- 9) Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993.
- 10) Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011.
- 11) Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003.
- 12) Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2<sup>nd</sup> ed. Illinois: Peacock, 1988.

**OUTCOME MAPPING**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | S   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                  |  |                                 |
|----------------------------------|--|---------------------------------|
| <b>SEMESTER: II<br/>CORE: VI</b> | <b>22PMSWC23: SOCIAL WELFARE ADMINISTRATION<br/>AND PROJECT MANAGEMENT</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|----------------------------------|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To acquire Knowledge of the basic process of administration.
- 2) To develop skills to participate positively in administrative process.
- 3) To gain knowledge of polices in India and planning process in India.
- 4) To understand welfare administration process and gain essential skills.
- 5) To acquire the skill of establishing a human service organization.

#### **Unit I**

**Teaching Hours: 15**

**Social Work Administration:** Basic concepts, Definition, Objectives, Meaning, Function, Scope, Principles, Values and Evolution of Social Welfare Administration in India. Public administration and social Work Administration as a method of social work. Distinction between social administrations, social work administration. Social security administration and other forms of administration. Traditional forms of Social Welfare: Charity, mutual-aid, religious organizations; community support network; Development impact on human existence.

#### **Unit II**

**Teaching Hours: 15**

**Social Welfare Organizations:** Concept, nature and types. Administration of social welfare services; Structure and functions of social welfare organizations, Principles of administration in social welfare. Policy and Programmes of Social Welfare in India with special reference to weaker sections. Social Work Agency: Organizational structure Boards and committees: Executive: Functions & Qualities - Administrative Process: policy formation, Planning decision making, Co-ordination, Communication.

#### **Unit III**

**Teaching Hours: 15**

**Social Work Administration Process:** Planning- Organization, Staffing, Orientation, Placement, Allocation of responsibilities. Organizational Communication, Decision making, Coordination - impact assessment, Monitoring, Evaluation- Public Relations and Networking. Office administration: office management and maintenance of records. Project Proposal Writing. Financial Administration: Fund raising practice-community resource mobilization. Grant in aid from state and central government. Rules regarding investment-preparation of Annual budget, Accounting and Auditing – Accounts and Record maintenance

#### **Unit IV**

**Teaching Hours: 15**

**Laws Related to NGO:** Non- Governmental Organizations. Procedure to Registration of Societies and Trusts, Constitution and byelaws, Society's Registration Act 1860 and Rules 1975; Tamil Nadu Society's Registration Act 1975 and Rules; Companies Act 1956 (Section 25); Foreign Contribution Regulation Act 1976; Public

Trust Act and Rules 1912. National & International voluntary agencies. Problems in the functioning of voluntary organisations. State and Central Welfare Boards: Central Social Welfare Board, State Social Welfare advisory Boards, Indian Council of Social Welfare, Indian Council of Child Welfare, Nehru yuvak Kendra, Y.M.C.A, C.A.SA, C.A.R.E. Ministry, Department of Social Welfare--Role of voluntary agencies in social welfare problems faced by voluntary agencies. Co-ordination and co-operation between voluntary and Government welfare agencies

## Unit V

**Teaching Hours: 15**

**Monitoring and Evaluation:** Definitions & Concept – Difference between monitoring and evaluation -Importance of monitoring & evaluation in Project Cycle Management – The Log Frame Analysis - Formulating Objectives - Defining Activities. Monitoring and Evaluation Framework: Monitoring and Evaluation Framework with baseline and target- Indicators- Designing measurable indicators for goal, outcomes and outputs. Monitoring: Types of monitoring - Monitoring Activities and Outputs - Monitoring Outcomes and Assumptions-Preparation of monitoring forms-Data collection/processing/analysis and reporting- Implementation of recommendations. Evaluation: Formative and Summative Evaluation - Internal & External Evaluation - Internal evaluation process- Methodology - Preparation of terms of reference/forms-Data collection/processing/analyzing.

## COURSE OUTCOMES

- 1) After studied Unit-I, The students will be able to gain knowledge about social welfare administration of service organizations.
- 2) After studied Unit-II, The students will be able to gain knowledge of polices in India and planning process in India.
- 3) After studied Unit-III, The students will be able to gain knowledge about social welfare administration of service organizations.
- 4) After studied Unit-IV, The students will be able to understand welfare administration process and gain essential skills.
- 5) After studied Unit-V, The students will be able to acquire the skill of establishing a human service organization.

## Text Books

- 1) Chowdhry, Paul. D. Social Welfare Administration. New Delhi: Atma Ram, 1970.

## Supplementary Readings

- 1) Allison, M. & Kaye, J. (2005). Strategic Planning for Non-profit Organizations, 2nd ed. New York: John Wiley & Sons.
- 2) Batra, Nitin. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
- 3) Bhattachary, Sanjay. (2009). Social work administration and development. New Delhi: Rawat Publications.

- 4) Bose, A.B. (1971). Social welfare planning in India. Bangkok: U.N. Publications.
- 5) Dharmarajan, Shivan. NGO Development Initiative and Public Policy. New Delhi: Kanishka, 1998.
- 6) Dimitto, D.M. 1991 : Social Welfare: Politics and Public Policy, New Jersey: Prentice Hall
- 7) Edwards, R., Yankey, J., & Altpeter, M. (Eds.), (1998). Skills for Effective Management of Non-Profit Organizations. Washington, DC: NASW Press.
- 8) Kirs. Ashman. Karen. K. Introduction to Social Work and Social Welfare, Critical Thinking Perspectives, U.S.A: Thomson, 2003.
- 9) Parmar, P. M. Social Work and Social Welfare in India. New Delhi: Sublime, 2002.
- 10) Pawar, S. N. Ambedkar, J. B. and Shrikant, D. NGOs and Development: The Indian Scenario. New Delhi: Rawat, 2004.
- 11) Skidmore, Rex, A. Social Work Administration Dynamic Management and Human Relationships. New Jersey: Prentice Hall, 1990.
- 12) KitabMahal. Siddiqui, H. Y. (Ed.) 1983 – Social Work Administration, Dynamic Management and Human Relationship, New Jersey: Prentice – Hall.
- 13) Wormer, Van, Katherin. Introduction to Social Welfare and Social Work, London: Thomson, 2006.
- 14) Sachdeva, D.R. (1992-93) – Social Welfare Administration, Allahabad:
- 15) Trecker, H.B. (1977) – Social Work Administration Principles and Practices, New York: Association Press.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|  |  |                                       |
|--|--|---------------------------------------|
| <b>SEMESTER: II</b><br><b>CORE PRACTICAL: II</b> | <b>22PMSWP24: CONCURRENT FIELD<br/>WORK - II</b> | <b>CREDIT: 4</b><br><b>HOURS: 3/W</b> |
|--|--|---------------------------------------|

### **COURSE OBJECTIVES**

- 1) Train students to practice social work from an ecological, developmental and integral perspective.
- 2) Develop skills for problem solving in social work at the micro level and bring change at the macro level.
- 3) Provide concurrent opportunity for the integration of class-room learning and field practicum.
- 4) Develop professional values and commitment and the professional ideal.
- 5) Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention at the micro and the macro levels of system.

Concurrent Field Work: The broad aim of concurrent field work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision. During the concurrent field work, students are expected to fulfill certain requirements namely,

### **Components:**

- 1) Skill laboratory.
- 2) Rural Camp - Rural camp for a minimum of seven days organized by the social work students on a self-supporting basis.
- 3) Regular Field Work - Weekly twice.

### **Skill laboratory:**

- 1) Documentation Skills
- 2) Leadership Skills
- 3) Social Media skills
- 4) Administrative & Managerial Skills
- 5) Life Skill

### **Rural Camp: Objectives:**

- 1) To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
- 2) To develop an understanding of the level of government intervention in relation to below the poverty line groups in the area and the related structure of decision-making and intervention

- 3) To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific Below the poverty line group
- 4) Through experience in group living, appreciate its value in terms of self development, interpersonal relationships sense of organisation, management and mutual responsibility
- 5) To acquire skills in planning, organizing, implementing and evaluating the camp

**Regular Field Work:**

- 1) Working with Individuals: Each student should get exposed to the practice of Social Case Work with the guidance of the supervisors and submit the record of each session. Two case work with intervention mandatory.
- 2) Working with Groups: Each student should get exposed to the practice of Social Group Work with guidance of the supervisors and submit the case records. One group work with intervention mandatory
- 3) Community Organisation: Each student should organise a community organisation in his/her field work agency. Need assessment can be done in community and report should be submitted in department as well as in field work based organisation.

**COURSE OUTCOMES**

- 1) The students will be able to Gain confidence to represent the profession in interdisciplinary teams and integrate theory or classroom training into practice.
- 2) The students will be able to develop the capacity to utilize instruction for enhancing and integrating field practice.
- 3) The students will be able to utilize field instructions for enhancing and integrating field practice.
- 4) The students will be able to make creative use of field instructions to evaluate mutual input.
- 5) The students will be able to utilize practice – based research to test effectiveness of specific aspects of intervention.

**Methods of Assessment: External Viva Exam**

- 1) In relation to tasks achieved and personal growth and change.
- 2) An external viva voce will be conducted.

**Agency Evaluation Criteria:**

| Sl.No   | Attributes              | Max Marks | Sl.No | Attributes                   | Max Marks  |
|---|-------------------------|-----------|-------|------------------------------|------------|
| 1   | Punctuality             | 10        | 6     | Agency programmes & activity | 10         |
| 2   | Regularity              | 10        | 7     | Cooperation with agency      | 10         |
| 3   | Work Involvement        | 10        | 8     | Relationship with others     | 10         |
| 4   | Sense of Responsibility | 10        | 9     | Performance at work          | 10         |
| 5   | Initiative to work      | 10        | 10    | Attitude toward learning     | 10         |
| <b>Note:</b> Hundred marks converted to Ten Marks |                         |           |       | <b>Total Marks</b>           | <b>100</b> |

## Internal Assessment Criteria (40 Marks)

| Field Work                 | Marks     | Skill Laboratory     | Marks     | Rural Camp             | Marks     |
|----------------------------|-----------|----------------------|-----------|------------------------|-----------|
| Submission of Report       | 05        | Active Participation | 05        | Active Participation   | 03        |
| Presentation of Field Work | 05        | Report               | 05        | Attendance             | 03        |
| Attendance for field work  | 05        | Attendance           | 05        | Presentation of Report | 04        |
| <b>CIA (40 Marks)</b>      | <b>15</b> |                      | <b>15</b> |                        | <b>10</b> |

External Evaluation – (60 marks) - External examiner to be appointed by the University from Affiliated College

| External Criteria              | Marks     | External Examiner (1) | External/Internal Examiner (2) | Average Marks | ESE (60)  |
|--------------------------------|-----------|-----------------------|--------------------------------|---------------|-----------|
| Theoretical Knowledge          | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Communication and Presentation | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Submission of Report           | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Learning from Field Work       | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Agency Evaluation              | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| Rural Camp                     | 10        | 10                    | 10                             | $10+10/2=10$  | 10        |
| <b>Total</b>                   | <b>60</b> |                       |                                |               | <b>60</b> |

**OUTCOME MAPPING**

| <b>COs</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b> | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b> | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: II<br/>CORE ELECTIVE: II</b> | <b>22PMSWE25-1: PSYCHOLOGY FOR SOCIAL<br/>WORK PRACTICE</b> | <b>CREDIT: 3<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To develop an in-depth understanding on the concepts of psychology.
- 2) To understand the life span of individuals.
- 3) To gain insight on various factors contributing for the personality of an individual.
- 4) To understand theories of development .
- 5) To facilitate the integration of above knowledge with social work practice.

#### **Unit I**

**Teaching Hours: 15**

**Psychology:** Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology. Behaviour-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormalcy. Attitude- formation, maintenance, attitude and behavior

#### **Unit II**

**Teaching Hours: 15**

**Human Growth and Development-** Meaning of Growth, Development and Maturity, Life span of an Individual: Conception, Infancy, Babyhood, Childhood, Adolescence, Adulthood, Middle Age, Old age. Definition of the period, development tasks, Physical, emotional and social development - Personality development, Challenges of each Life Stage, Theories of Development: Psychosexual – Sigmund Freud, Cognitive – Jean Piaget’s, Psychosocial – Erikson’s, Moral – Kohlberg’s, Social Learning – Albert Bandura.

#### **Unit III**

**Teaching Hours: 15**

**Learning & Memory** - Learning: Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike’s Trial and Error Theory and Bandura’s Observational Learning Theory. Memory: The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

#### **Unit IV**

**Teaching Hours: 15**

**Emotion & Motivation** - Emotion: Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion. Motivation: Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow’s Hierarchy of Needs Theory. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanism.

#### **Unit V**

**Teaching Hours: 15**

**Thinking & Perception** - Thinking: Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought. Perception: Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational. Personality: Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, the Biological, Social and Cultural Determinants of Personality.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain basic knowledge on psychology and its relevance in social work.
- 2) After studied Unit-II, The students will be able to understand the behaviour of human beings
- 3) After studied Unit-III, The students will be able to understand the nature and development of human behaviour in sociocultural context.
- 4) After studied Unit-IV, The students will be able to develop a critical perspective of the theories of human behaviour.
- 5) After studied Unit-V, The students will be able to acquire the skill of using psychological testing tools in dealing with individuals.

### **Text Books**

- 1) Elizabeth B.Hurlock. (2005). Child Development, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- 2) Morgan Clifford, King Richard & Schopler John (2017) Introduction to Psychology. McGraw Hill Education; Bengaluru.
- 3) Zara Emma O'Brien (2015) Psychology for Social Work, Macmillan Education UK.

### **Supplementary Readings**

- 1) Abril Lal Mukherjee, 2015, A Textbook Of Cognitive Psychology, Rajat Publications, New Delhi.
- 2) Anuratha Ngangom, 2012, Research Methodology in Psychology, Maxford Books, New Delhi.
- 3) Richard D, Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill.
- 4) Edition, Hodder and Strongton Psychology –The Science of Mind and Behaviour. Gross.
- 5) Morgan and King, 1979 Introduction to Psychology-, 6th edition, McGraw Hill.
- 6) Dennis Coon, 1977 Introduction to Psychology, Exploration and Application, Watts & Company.
- 7) Elizabeth B, (1980). Developmental Psychology: Life-Span Approach, Hurlock, McGraw-Hill.
- 8) Bruno, Frank, J., John, 1983 Adjustment and Personal Growth: Seven Pathways, & Wiley Sons, Inc.
- 9) Hjelte, Larry A.; Ziegler, Daniell J, 1981 Personality Theories, McGraw-Hill.

- 10) Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-Erlbaum Associates, Hills-dade N.J. (U.S.A.).
- 11) Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
- 12) Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
- 13) Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S.Foldman, Publication Sage.
- 14) Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman, 1989 New Delhi.

#### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                      |   |                         |
|--------------------------------------|---|-------------------------|
| SEMESTER: II<br>CORE<br>ELECTIVE: II | 22PMSWE25-2: SOCIAL ENTREPRENEURSHIP<br>AND SUSTAINABLE DEVELOPMENT | CREDIT: 4<br>HOURS: 6/W |
|--------------------------------------|---|-------------------------|

### COURSE OBJECTIVES

- 1) To develop an in-depth understanding on the concepts of entrepreneurship.
- 2) To understand social entrepreneurship and sustainable development.
- 3) To gain insight on various expert contributing for the social entrepreneurship.
- 4) To understand strategies for social entrepreneurship.
- 5) To facilitate the social marketing relevant to social work practice.

#### Unit I

**Teaching Hours: 15**

**Concept of Entrepreneurship and Social Entrepreneurship:** Concept & Characteristics of an entrepreneur, functions and type of entrepreneurship. Entrepreneurship for social change and development. Formation of Social Capital Social entrepreneurs 'role in community development

#### Unit II

**Teaching Hours: 15**

**Social Entrepreneurship and sustainable Development:** Definition. Seven principles of social entrepreneurship: Perseverance to face challenges, urges to Experiment. Change Agents, Social Mission, Empowerment and Collaboration. Social entrepreneurship in Indian and Global Perspectives. Innovation, risks and reward systems in social enterprises. Role of social entrepreneurship towards sustainable development.

#### Unit III

**Teaching Hours: 15**

**Collaboration in Social Entrepreneurship:** Community participation in social entrepreneurship Analysis of Contemporary social entrepreneurship models. Micro finance for poor villages by Muhammad Yunus (Bangladesh) Child line and Aflaton of JerooBillimoria (India), Village based development by Joe Madiath (Orissa, India), Organizing self-employment women by Ela Bhatt (Ahmedabad, India) Ashoka network of Bill Drayton, Skoll foundation of Jeff Skoll (USA) low cost Rural Electrification by Fabio Rosa (Brazil). Emerging models of social entrepreneurship in micro enterprises, green technologies,

#### Unit IV

**Teaching Hours: 15**

**Strategies for Social Entrepreneurship:** Non Profit and public management tools, Social enterprise business plan. Entrepreneurial fund raising and marketing. Use of ICT and social media for social entrepreneurship development. Practical skills in ICT (training in software packages, Internet and web-channels).

#### Unit V

**Teaching Hours: 15**

**Social Marketing:** Concept of Social Marketing, Causal Marketing and commercial sector marketing. Analyses of the Social Marketing Environment. Target



audiences and goals. Developing Social Marketing Strategies. Ethical Principles guiding Social Marketing practice

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the importance and performance of voluntary sector.
- 2) After studied Unit-II, The students will be able to develop understanding about social entrepreneurship.
- 3) After studied Unit-III, The students will be able to get exposure to the social enterprises.
- 4) After studied Unit-IV, The students will be able to strengthen the competence in social entrepreneurship.
- 5) After studied Unit-V, The students will be able to apply the principles of social entrepreneurship in various fields

### **Text Books**

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

### **Supplementary Readings**

- 1) Nicholls, Alex (2008). Social entrepreneurship: New models of sustainable social change New York: Oxford University Press.
- 2) Verma, Anita. (2009). Social entrepreneurship management, Global India, New Delhi.
- 3) Brooks, A.C. (2008).Social Entrepreneurship: A modern approach to social value Creation, New Delhi: Pearson Prentice Hall.
- 4) Philips. & Pittman. (2009). Introduction to community Development, London: Rutledge.
- 5) Kumar, K.B.S. (2007). Social entrepreneurs: The change makers IUP: Agartala.
- 6) Khanka, S.S. (1999). Entrepreneurial Development. New Delhi: Chand.
- 7) Venkatapathy, R. Malar, M.K. Uma, D.N. (2010). Social entrepreneurship: Strategies for Nation building, New Delhi: Excel.
- 8) Bornstein, David. (2004). How to change the world: Social entrepreneurs and the power of new ideas, New Delhi: Penguin.
- 9) Rabindra N. Kanungo “Entrepreneurship and innovation”, Sage Publications, New Delhi, 1998.
- 10) Peter F. Drucker, Innovation and Entrepreneurship Development” Institute of India, Ahmadabad, 1986.
- 11) Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, Global vision publishing house, New Delhi.

**OUTCOME MAPPING**

| <b>COs</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b> | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b> | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |  |                                 |
|---|--|---------------------------------|
| <b>SEMESTER: II<br/>CORE<br/>ELECTIVE: II</b> | <b>22PMSWE25-3: SOCIAL WORK PRACTICE AND<br/>PERSONS WITH DISABILITY</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To Identify and critically discuss about the person with disability.
- 2) To Understanding the legal rights related to disability.
- 3) To develop understanding of the needs and problems of persons with disability.
- 4) To understand policies, programmes and services available to persons with disability.
- 5) To provide opportunities for social work intervention to the persons with persons.

#### **Unit I**

**Teaching Hours: 15**

**Introduction to Disability:** Definition, Types of disability, Models of Disability – Medical Model/Functional Model/ Social Model; Concepts – Disablism, Normality, Power and Privilege, Intersectionality and Disability; Historical perspectives on disability

#### **Unit II**

**Teaching Hours: 15**

**Challenges related to disability:** Attitude towards disability, Stigma, Discrimination, Exclusion, Alienation, Oppression, Access to resources, Disability and Mental Health; Needs and challenges of Person with Disability (different types), Challenges to Social Inclusion in diverse sectors –education/health/employment

#### **Unit III**

**Teaching Hours: 15**

**Approaches to Disability and Development:** Approaches to disability: System, legal, Empowerment, Rights-based, Social Inclusion

#### **Unit IV**

**Teaching Hours: 15**

**Policy and Legislative Framework:** Constitutional Rights; Disability Rights and Movements; Policy and Legislative Framework – International, National and State; Institutional Framework; Reservation; Welfare and Development Measures

#### **Unit V**

**Teaching Hours: 15**

**Disability Rehabilitation:** Rehabilitation initiatives for people with disability – International bodies / Government Agencies/Non-Governmental agencies. Role of social workers in disability rehabilitation; Advocacy; Disability research and Social Work; Disability and Anti-oppressive Social Work.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to Get idea about various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures.

- 2) After studied Unit-II, The students will be able to needed by each disability group at different life cycle stages and rehabilitation settings.
- 3) After studied Unit-III, The students will be able to become aware of persons with disabilities and their familial and societal contexts, including the disabling.
- 4) After studied Unit-IV, The students will be able to enhancing environments impacting their quality of life.
- 5) After studied Unit-V, The students will be able to rehabilitation institution working in national level.

### Text Books

- 1) Albrecht, G., Seelman, K.,Bury,M (ed). 2001. Handbook of Disability Studies, New Delhi: Sage Publication.

### Supplementary Readings

- 1) Davis, L. J. (2006). The disability studies reader. Taylor & Francis.
- 2) Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
- 3) Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt.
- 4) V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
- 5) Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
- 6) Karna,G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; GyanPublishing House
- 7) Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd
- 8) Oliver,M, Sapey,B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
- 9) Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi:KonarkPublishers
- 10) Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge

### OUTCOME MAPPING

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3 | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                    |                               |                               |
|------------------------------------|-------------------------------|-------------------------------|
| <b>SEMESTER: II<br/>COMPULSORY</b> | <b>22PFLDC26: FIELD STUDY</b> | <b>CREDIT: 2<br/>HOURS: -</b> |
|------------------------------------|-------------------------------|-------------------------------|

**Field Study:**

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

- I. Head of the respective department
- II. Mentor
- III. One faculty from other department

|                      |                                |                               |
|----------------------|--------------------------------|-------------------------------|
| <b>SEMESTER – II</b> | <b>22PHUMR27: HUMAN RIGHTS</b> | <b>CREDIT:2<br/>HOURS:2/W</b> |
|----------------------|--------------------------------|-------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the conceptual background of Human Rights.
- 2) To study international and regional norms and institutional mechanisms of Human Rights.
- 3) To know the international concern for Human Rights.
- 4) To explore the emerging issues in international human rights.
- 5) To study the Classification of Human Rights.

### **UNIT-I: CONCEPTUAL BACKGROUND OF HUMAN RIGHTS**

Meaning, Nature and Scope of Human Rights - Need for the Study of Human Rights - Philosophical and Historical foundations of Human Rights - Classification of Human Rights –Major Theories of Human rights.

### **UNIT-II: INTERNATIONAL HUMAN RIGHTS NORMS AND MECHANISMS**

UN Charter - Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights - Other Major instruments on Human rights (Conventions on Racial Discrimination. Women and Child Rights. Torture, Apartheid and Refugees) -UN High Commissioner for Human Rights and its Sub-Commissions - Geneva Conventions and Protocols - UN High Commission for Refugees -Humanitarian Interventions of UN

### **UNIT-III: REGIONAL HUMAN RIGHTS STANDARDS AND MECHANISMS**

European Convention on the protection of Human Rights - European Commission on Human Rights -American Convention on Human Rights - American Commission and Court of Human Rights - African Charter on Human and People's Rights -African Commission and African Court for Human Rights- Universal Islamic Declaration of Human rights (1981)

### **UNIT-IV: ISSUES**

Violence against Women and Children - Refugees & Internally Displaced People's rights - Racism - Rights of Prisoners, Rights of Prisoners of War - Rights of Disabled, Aged, and Homeless Persons - Cyber Crimes and Human Rights -Euthanasia Debate- Bio-Technology and Human Rights (Human Cloning. Feticide and Medical Termination of Pregnancy, Surrogate Parenthood, Sale of Human Organs. Drugs and Technologies)

### **UNIT V: EMERGING DIMENSIONS**

Third Generation Human Rights: Right to Water, Food, Health, Clothing, Housing, and Sanitation- Right to Education – Right to Peace and Prosperity - Right to have Clean Environment.

**COURSE OUTCOMES**

At the end of the course, the student

- 1) will have knowledge about the conceptual background of Human Rights.
- 2) can apprise on International Human Rights norms and mechanisms.
- 3) can understand the emerging dimensions of Human Rights in international forum.
- 4) can explain about the Third Generation Human Rights
- 5) can discuss about Right to Clean Environment.

**Text Books**

- 1) M.P. Tandon. Anand. V.K. International Law and Human Rights. Haryana. Allahabad Law house, Allahabad, 2013.
- 2) N. Sanajuba. Human Rights in the New Millennium, New Delhi Manas Publications, 2011.
- 3) S.K. Kapoor. Human Rights under International Law and Indian Law. Allahabad: Central Law Agency. 2012,
- 4) Daniiien Kings Lurge & Leena Avonius. Ed. Human Rights in Asia, London. Maemillan Publishers. 2016.

**Supplementary Readings**

- 1) Todd, Land Man, ed., Human Rights. London. Sage Publications. 2018.
- 2) G. Van Bueren, The International Law on the Rights of the child. Dordrecht: Martinus Nijhoff Publishers, 2011.
- 3) B.S. Waghmnre. ed. Human Rights. Problems and Prospects. Delhi. Lalinga Publications. 2011.

**OUT COME MAPPING**

| CO/PO | PO  |     |     |     |     |
|-------|-----|-----|-----|-----|-----|
|       | PO1 | PO2 | PO3 | PO4 | PO5 |
| CO1   | 2   | 2   | 3   | 3   | 2   |
| CO2   | 1   | 2   | 2   | 3   | 3   |
| CO3   | 2   | 2   | 3   | 2   | 2   |
| CO4   | 2   | 3   | 3   | 2   | 3   |
| CO5   | 2   | 2   | 2   | 3   | 3   |

**\*1-Low \*2-Medium \*3-Strong**

|                                   |                         |                  |
|-----------------------------------|-------------------------|------------------|
| <b>SEMESTER: II<br/>MANDATORY</b> | <b>SUMMER PLACEMENT</b> | <b>ONE MONTH</b> |
|-----------------------------------|-------------------------|------------------|

### **COURSE OBJECTIVES**

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

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

### **COURSE OUTCOMES**

- 1) Students will gain experience in a social work field by being in different settings.
- 2) Students will understand the techniques and approaches adopted by the organization.
- 3) Students will apply the knowledge gained, in the field of social work.

### **Guideless for Summer Placement:**

- 1) A staff member of a department (GUIDE) will be monitoring the performance of the candidate.
- 2) The summer training program falls between Semester II and III. Students are expected to undergo this training soon after the second semester examinations.
- 3) The training will commence not later than one week after the completion of the semester examination.
- 4) Organizations for the summer placement must be confirmed before the commencement of the second continuous internal tests.
- 5) Students must submit letter of induction to the respective guide within the first week of the internship.
- 6) The student has to spend a total of 30 working days in the respective field.
- 7) Students are expected to submit weekly reports along with daily time sheets to the respective supervisors.
- 8) The reports will be used to evaluate the student's performance.
- 9) Students should submit a letter of completion from the organization duly signed by the authorities.
- 10) If the staff is satisfied with the performance of student, he/she will be marked "Completed" at the end of the semester and the details will be submitted to COE office through the HOD.



**OUTCOME MAPPING**

| <b>COs</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>CO1</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b> | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b> | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b> | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE COURSE -<br/>HRM</b> | <b>22PMSWC31-1: HUMAN RESOURCE MANAGEMENT<br/>AND DEVELOPMENT (HRM)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To enable the students to understand the concepts and functions of Human Resource Management.
- 2) To familiarize with the sub systems of Human Resource Management.
- 3) To develop the skills and attitudes required of a successful Human Resource professional.
- 4) To understand the programmes and activities of management of human resources
- 5) To acquire the skills of working with recent trends and human resource development

### **Unit I: Management**

Concept and Objectives - History of Management- Functions of Management. Human Resource Management (HRM): Concept and Meaning of HRM – Evolution - Nature, Objectives, Scope and Importance of Human Resource Management – Functions of HRM: Operative and Managerial functions – Qualities and Functions of Human Resource Manager. Organization Structure: Types of Structures.

### **Unit II: Human Resource Planning**

Objectives, Need, Importance and Process – Human Resource Planning at different levels. Job Analysis - Job Description - Job Specification – Job Design- Job Evaluation – Job Enrichment – Job Enlargement – Job Rotation. Recruitment: Recruitment Policies, Sources and Methods, Recruitment practices in India. Selection: Methods and Process of Selection – Induction and Placement of employees. Compensation, Budgeting, Legal and Taxation issues. Administration of Wage and Salary : Need and Importance – Essentials of Sound wage structure - Incentives, Fringe benefits, Monetary and Non-Monetary reward system. Pay for International employment, Premium Pay, flexible pay and Employee Stock Options Plan (ESOP).

### **Unit III: Human Resource Development**

concept, meaning, functions, HRD Instruments, Training and Development: Scope, Need, Importance and Objectives, and Principles - Training Need Analysis - Methods of Training: On-the-Job Training and off-the Job training. Development: Concept, Need, Importance and Techniques of Executive Development – Training Vs Development – Career Planning and Development. Performance Appraisal: Concept, Objectives, Need and Importance – Methods of Performance of Appraisal System – Factors affecting Performance Appraisal – Problems in Performance Appraisal.

#### **Unit IV: Employee Retention and Separation**

Attrition and Retention - Concept and Problems. Causes of Job Hopping. Leave Management: Types of Leave. Disciplinary procedures: Concept of Charge Sheet, Domestic enquiry. Grievance Redressal Procedures; Performance Management Systems; Transfers and Promotions. Separation: Discharge, Dismissal, Resignation, Retirement, VRS, CRS; Exit Interview; Retirement Benefits. Retention: Need and Objectives - Employee-Turnover – Retention Strategies – Exit Interviews and Settlement of dues.

#### **Unit V: Current trends in HRM**

Corporate Social Responsibility, Benchmarking, Core Competency, Business Process Outsourcing, Business Process Reengineering, Competency Mapping, Skill Matrix, People Capability Maturity Model (PCMM), Corporate Quality : Total Quality Management (TQM) and Total Productivity Maintenance (TPM), Six Sigma, 5 S, and Kaizen. Human Resource Auditing – Human Resource Information System : Utility of Computers in HRM, People Soft, SAP, Enterprise Resource Planning. Future of HR – Impact of Globalization on Human Resource Management. International Workers Rules.

#### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge about the management of human resources.
- 2) After studied Unit-II, The students will be able to gain knowledge about the management of human resource planning.
- 3) After studied Unit-III, The students will be able to gain knowledge about employee retention and separation
- 4) After studied Unit-IV, The students will be able to understand the programmes and activities of management of human resources.
- 5) After studied Unit-V, The students will be able to acquire the skills of working with recent trends and human resource development.

#### **Text Books**

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

#### **Supplementary Readings**

- 1) Aswathappa K. 2011. Human Resource Management Publishing by Tata Mc Graw Hill Education Pvt. Ltd.
- 2) Anuradha Sharma & Aradhana Khandekar 2006 Human Resource Management – An Indian Perspective, Response Books, New Delhi
- 3) Bhatia S.K 2006 Human Resource Management – A Competitive Advantage, Deep & Deep Publications Pvt Ltd, New Delhi.

- 4) Deepak Kumar Bhattacharya, 2009, Compensation Management, Oxford University Press, New Delhi.
- 5) Dipak Kumar Bhattacharya 2002 Human Resource Management, Excel Books, New Delhi
- 6) Dessler Gary, Biji Varkkey. 2012. Human Resource Management. Dorling Kindersley Publishing Company.
- 7) Gary Dessler 2002 Human Resource Management, Practice-Hall of India Private Limited, New Delhi.
- 8) Gupta C.B 2002 Human Resource Management, Sultan Chand and Sons, New Delhi.
- 9) Jyothi P & Venkatesh D.N 2006 Human Resource Management , Oxford University Press, New Delhi.
- 10) Jeffrey A Mello. 2011. Strategic Human Resource Management. Cengage Learning India
- 11) Mamoria C.B 1996 Personnel Management, Himalayan Publications, New Delhi.
- 12) Mondy, Robert & Shane 1996 Human Resource Management, Prentice Hall, New Delhi.
- 13) Michal J Kavanagh & Mohan Thite. 2010. Human Resource Information System. Sage Publications India Pvt Ltd.
- 14) Rao T. V 2000 Human Resource Development, Sage Publications, New Delhi
- 15) Rao V.S.P 2000 Human Resource Management:, Sage Publications, New Delhi.
- 16) Tripathi.P.C 1999 Principles of Management, Tata McGraw Hill, Mumbai.
- 17) Uday kumar haldar. Human resource management. 2010. Published in India by oxford university press.

#### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE COURSE – M&amp;P</b> | <b>22PMSWC31-2: PSYCHIATRIC SOCIAL WORK<br/>(PSW)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

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

### **Unit I: Psychiatric Social Work**

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

### **Unit II: Classification and Assessment**

Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, Mental Status Examination, Formulation of psychosocial diagnosis, Use of computers in assessment.

### **Unit-III: Psychiatric Mental Disorders**

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

### **Unit IV: Behavioural and Emotional disorders**

Behaviour disorders: Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non-Organic Sleep Disorders. Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism.

### **Unit V: Scope of Psychiatric Social Work practice**

Roles and functions of a psychiatric social worker with regards to the problems of patients and their families in: 1) psychiatric OPD'S 2) psychiatric specialty clinics

3) de-addiction centres, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilisation, reintegration of the patient in the family and community; principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the concepts and historical development of the field of Psychiatry.
- 2) After studied Unit-II, The students will be able to gain knowledge about various assessment methods
- 3) After studied Unit-III, The students will be able to getting knowledge on the various psychiatric disorders
- 4) After studied Unit-IV, The students will be able to explore knowledge on behavioural and emotional disorders.
- 5) After studied Unit-V, The students will be able to understanding the challenges of Psychiatric Social Work practice in various settings

### **Text Books**

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

### **Supplementary Readings**

- 1) Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
- 2) Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
- 3) Edward, Understanding mental retardation, Cambridge University press, London, 1986
- 4) Gaind R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
- 5) John, Howells G ; Modern perspective in International Child Psychiatry , Brunner &Mazel publication, New York, 1971
- 6) Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
- 7) Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
- 8) Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
- 9) Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rine hart &Winston, New York, 1961.
- 10) Daver, Bhargavi, 1999 Mental Health of Indian Women, Sage Publications, New Delhi
- 11) Daver, Bhargavi, 2001 Mental Health from a Gender Perspective, Sage Publications, New Delhi

- 12) Dhanda, Amita, 1999 Legal Order and Mental Disorder, Sage Publications, New Delhi
- 13) Kapur, Malavika, 1997 Mental Health in Indian Schools, Sage Publications, New Delhi
- 14) Verma, Ratna, 1991 Psychiatric Social Work in India, Sage Publications, New Delhi
- 15) World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems
- 16) WHO, 1991 Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva.

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |  |                                 |
|---|--|---------------------------------|
| <b>SEMESTER: III<br/>CORE<br/>COURSE – CD</b> | <b>22PMSWC31-3: RURAL AND TRIBAL COMMUNITY<br/>DEVELOPMENT (R&amp;TCD)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the Meaning and Problems of Rural Community.
- 2) To learn the history, philosophy, principles, objectives of Rural Community
- 3) Development and to appreciate the Role of various Stakeholders in Rural Development
- 4) To inculcate the Social Work Skills for Rural Community Development
- 5) To understand of tribe community and its problems.

### **Unit I**

Rural Community Development: Definition, Concept, Philosophy, Objectives and Scope. History of Community Development. Approaches to Rural Community Development. Early community development interventions: Sriniketan, Marthandam, Gurgaon and Wardha project. Participatory Rural Appraisal – Meaning, Characteristics, Principles, Tools, Steps and Limitations. Rural India: Characteristics of an Indian village - Social, Political and Economic. Analysis of Rural Problems: Poverty, Unemployment, Ill health, Shelter, Migration, Illiteracy, Social Exclusion, Discrimination, Access to amenities and Common Property Resources.

### **Unit II**

Rural Governance: Meaning, Structures, Organization and administration – Village, Block, District, State and Nation. Role and Functions of Elected and Appointed functionaries. Issues: Coordination of Official and Non-Officials, Corruption, Planning and others. E-Governance in Rural Development. Training and capacity building for Rural Development Workers. Millennium Development and Sustainable Development Goals.

### **Unit III**

Rural Local Self Government: Democratic Decentralization and Devolution of Powers. Panchayat Raj Systems: Historical perspectives - Balwant Rai Mehta Committee Report, Ashok Mehta Committee Report, 73rd Amendment of Constitution. Three Tier System – administrative set-up and functions, Finance and Elections. Issues of Panchayat Raj – Reservation, Financial Management and Participation of Political parties. Salient Features of Tamil Nadu Panchayat Raj Act, 1995. Five Year Plans and Rural Development.

### **Unit IV**

Partnership in Rural Development: WTO, World Bank, IMF, UNDP, ADB and UNICEF. Corporate Social Responsibility and its role in Rural Community Development. People's organization. Strategies for Rural Community Development: Ahmad Nagar Project, Myrada Project, Laft, Windy's Approach, Valnthu Kattuvom



Project. Role and Skills of Community Development Worker: Identification and Working with Leaders, Resource Mobilization, Organizing the people, working in groups, networking, influencing panchayat bodies, Advocacy and lobbying.

### Unit V

Tribes: Definition, Concept, Characteristics of the Tribal Community; Nomadic and De- Notified Tribes; Regional Distribution of Tribes and Nehru's Panchasheel Principles of Tribes. Social System of Tribes: Socio economic conditions; Cultural and religious aspects; status of women: Status of Children; Tribal leadership and Political Participation -Local, State, and National levels. Problems of Tribes: Child Marriage, Poverty, Ill-Health, Illiteracy, Exploitation and atrocities on tribes. Tribal Resettlement and Rehabilitation and its related problems. Tribal Movements and Tribal Revolt, Naxalpari Movement. Tribal Development Programmes: Tribal Development Policies, Tribal Area Development Programme; Tribal Sub-Plans, Need and Importance of Social Work practice in Tribal areas. Problems in implementation of tribal development programmes.

### COURSE OUTCOMES

- 1) After studied Unit-I, The students will be able to understand rural realities and rural problems.
- 2) After studied Unit-II, The students will be able to understand various facets of rural community development.
- 3) After studied Unit-III, The students will be able to develop sensitivity and commitment for working with rural communities.
- 4) After studied Unit-IV, The students will be able to gain knowledge about the governmental and voluntary efforts towards rural community development.
- 5) After studied Unit-V, The students will be able to equip with specific knowledge of various tribal community development programmes

### Text Books

- 1) Lalitha N(2004)Rural development in India, Emerging issues and trends, Dominant Publishers and Distributors, New Delhi
- 2) Sharma Rajendra K(2004) Rural Sociology, Atlantic Publishers and distributors, New Delhi

### Supplementary Readings

- 1) Biddle, William W., and Loureide J. Biddle. "The Community Development Process: The Rediscovery of Local Initiative." (1965).
- 2) Dayal, Rajeshwar. "Community development programme in India." *Community development programme in India* (1960).
- 3) Ghosh, Arun. *Planning in India: the challenge for the nineties*. Sage Publications, 1992.
- 4) Jain, Sughan Chand. "Community Development and Panchayati Raj in India." (1967).

- 5) Joseph, M. K. *Modern media and communication*. Anmol Publications Pvt Limited, 1996.
- 6) Maheshwari, Shriram. *Rural development in India: a public policy approach*. No. Ed. 2. Sage Publications India Pvt Ltd, 1995.
- 7) Mathur, Basant Lal. *Rural Development and Co-operation*. RBSA, 2000.
- 8) Mondy, R. Wayne, et al. *Management: Concepts and practices*. Allyn and Bacon, 1986.
- 9) Agarwal, A.N., 2001 Indian Economy; Nature, Problems and Progress, Vikas Biraj Praksah, New Delhi
- 10) Chambers.R, 1983 Rural Development: Putting the Last First, Harlow, Longman,
- 11) Datt & Sundaram, 2002 Indian Economy, S. Chand & Co., New Delhi.
- 12) Desai A.R, 1995 Rural Sociology in India, ISAE, Bombay.
- 13) Douglas, Ensminger, 1960 A Guide to Community Development, Ministry of Community Development.
- 14) Dube.S.C, 1965 India's changing Villages, Rutledge and Kegan Paul, London.
- 15) Dubhashi, P.R., 2000 Rural Development Administration in India, Mumbai.
- 16) Jain, S.C., 1998 Community development and Panchayat Raj in India, Allied Publishers Ltd. Chennai-2
- 17) Jain, S.C., 1998 Rural Development Institute and Strategies, Raws Publications, New Delhi.
- 18) Katar Singh, 1986 Rural Development – Principles, Policies and Management, Sage Publications, New Delhi.
- 19) Riley John .M, 1995 Stakeholders in Rural Development, Sage Publications, New Delhi.
- 20) Sachinanda and Purnendu, 2001 Fifty Years of Rural Development in India, Firma KLM Pvt Ltd. Kolkata.

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |  |                                 |
|--|--|---------------------------------|
| <b>SEMESTER: III<br/>CORE<br/>COURSE – HRM</b> | <b>22PMSWC32-1: LABOUR LEGISLATIONS AND<br/>LABOUR WELFARE (LL&amp;LW)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To highlight the issue of labour welfare.
- 2) To inform students about the labour legislations in India.
- 3) To enlighten students about social security legislations.
- 4) To introduce students to the concept of industrial relations.
- 5) To highlight the issue of industrial conflict.

### **Unit I: Labour Welfare**

Definition, Scope, Classification, Approaches, Principles, Origin and Development of Labour Welfare in India; Role of Government, Employer and Trade Union in promoting labour welfare activities. Occupational Health & Voluntary Welfare Measures: Study of Working Conditions and Hazards in Factories, Mines, Plantations and Docks. Industrial Hygiene and Health – Occupational Hazards and Diseases, Role of Industrial Social Worker in promoting the Occupational Health at work place. Industrial Accidents: Causes, Prevention, Statistics and Records, Safety Administration. Housing of Industrial Labour: Significance of Housing, Government Housing Schemes; Organization and administration of crèche, canteen, credit and consumer cooperatives in Industry.

### **Unit II: Workers' Education**

Need and scope of Worker's Education Schemes in India: Aims, Structure, Functions; Social Security: Meaning of Social Security, Definition, Origin and Development of Social Security Measures in India, Main features and types of Social Insurance: Social Insurance and Social Assistance, Scope of Social Security and its Application; International Labour Organisation (I.L.O.) – Structure, Functions and its role in Labour Welfare. Labour welfare programmes: safety, health and hygiene, occupational diseases, crèche, canteen, credit society, worker's education labour welfare officer: status, role, duties and functions; labour welfare agencies in India and international.

### **Unit III: Labour Legislations**

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

### **Unit IV: Industrial Relations Legislation**

Indian Trade Union Act 1926, Industrial Disputes Act 1947, Employment Legislations: Industrial Employment (Standing Orders) Act 1946, Contract Labour (Regulations and Abolition) Act 1970. Employment exchanges (compulsory notification of vacancies) act 1959, Employment of children act 1938. Tamil Nadu Industrial Establishment (National Festival and Holidays Act 1958), Tamil Nadu shops and establishment act 1947,

#### **Unit V: Social Security Legislations**

Workmen's compensation act 1923, Employees' state insurance act 1948; Employee's provident fund act 1952 including the pension scheme 1995; the maternity benefit act 1961, Payment of gratuity act 1972; TN Labour Welfare Fund Act 1972. Wage legislations: The payment of wages act 1936, the minimum wages act 1948, the payment of bonus act 1965, the equal remuneration act, 1976; the Tamil Nadu payment of subsistence allowance act and case laws.

#### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge about labour legislations and labour welfare
- 2) After studied Unit-II, The students will be able to understand the legal provisions of labour welfare
- 3) After studied Unit-III, The students will be able to understand the historical development of labour laws
- 4) After studied Unit-IV, The students will be able to gain knowledge in wage and industrial relations
- 5) After studied Unit-V, The students will be able to acquire the skills of working with corporate sector

#### **Text Books**

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

#### **Supplementary Readings**

- 1) BabuSharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
- 2) Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi. 3. Jain J.N. and Ajay Bholra, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.
- 3) Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
- 4) Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand& Company. New Delhi
- 5) Sreenivasan, M.R 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai
- 6) Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.

- 7) Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.
- 8) Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.
- 9) Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.
- 10) Prasad NGK. 1978. Factories Law and Rules applicable to TN State, Vols. I, II, III, IV. Madras Book Agency.
- 11) Saxena, R. C. 1963. Labour Problems and Social Welfare. Jai Prakash Nath,
- 12) Srivastava, Suresh C. 2007. Industrial relations and labour laws. Vikas Publishing House Pvt Ltd,

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE<br/>COURSE – M&amp;P</b> | <b>22PMSWC32-2: MEDICAL SOCIAL WORK (MSW)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

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

### **Unit I: Medical Social Work**

Definition and Objectives, Historical Development of Medical Social Work in the West and in India, Need for Medical Social Work in our Country, Current trends in Medical Social Work in India. Relevance of Sociology and its Practice of Medical Social Work - Medical Sociology: Definition and important concepts. Concept of patient as a person: Patient as a whole, Social Assessment of patient's family, Preparation of Social Case Work history, Patient's Rights and Medical Ethics, Psycho-Social Problems of patients and families during the process of treatment and hospitalization, Palliative care and Pain Management.

### **Unit II: Concept of long term hospitalization**

Impact of long term hospitalization on the patients and the families- Role and Functions of Medical Social Worker: Rural and Urban Community Settings, Promoting health needs and functions, Maternity and Children's Hospital, Cancer, Chronic Illness (Diabetes, Nephritis, Cardio-Vascular Disorders, HIV/ AIDS, Tuberculosis) Blood Bank, Organ Transplant Centers, Trauma Care Centers, Hospice settings, NGOs managing Health Services and Hospitals.

### **Unit III: Impairment, Disability and Handicap**

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

### **Unit IV: Organisation and Administration of Medical Social Work in a Hospital Setting**

Role of the Medical Social Workers in the Department- Staff Developmental Programmes for Medical Social Workers, Application of various Social Work Methods in Hospital Setting- Specific skills required for Medical Social Work Practice. The hospital as a formal organisation: its goals, technology, structure and functions,

departments, administrative procedures, implications of hospitalisation for the patient and his family.

### **Unit V: Field work in the Medical Social Work Practices**

Role of the trainee- Importance of Supervision-Evaluating the current trends in the Field Work practices- Measures to strengthen Field Work practice- Inter-Disciplinary Studied, Medical Social Work Research. Current trends in Medical Social Work in India.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to to develop appropriate values, knowledge, skills and techniques for effective Social Work practice in the field of Health.
- 2) After studied Unit-II, The students will be able to understand the psycho- socio-cultural realities associated with patient care in the Hospital and Community setting.
- 3) After studied Unit-III, The students will be able to acquire the knowledge with respect to the inter-disciplinary approach for persons with disease and disability.
- 4) After studied Unit-IV, The students will be able to understand of field of medical social work.
- 5) After studied Unit-V, The students will be able to gain knowledge of organisation and administration of medical social work.

### **Text Books**

- 1) Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; Jabalpur: M/s. Banarsidas Bhanot

### **Supplementary Readings**

- 1) Bartlett, Harriett Moulton. Social work practice in the health field. Natl Assn of Social Workers Pr, 1961.
- 2) Blaxter, Mildred, Key Concepts on Health, Polity Publishers, New Delhi, 2004
- 3) Bradshaw & Bradshaw, Health Policy for Health Care Professional, Sage Publications, New Delhi.2004
- 4) Brannon&Feist, Health Psychology, TLARC Publication, Toronto. 2000
- 5) Cannon, Ida Maud. On the social frontier of medicine: Pioneering in medical social service. Harvard University Press, 1952.
- 6) Codey & Carol H.Social aspects of illness. W.B. Saunders Com., 1951.
- 7) Dowding& Barr, Managing in Health Care, Pearson Education Ltd.London, 2002
- 8) Dziegielewski, Sophia, Changing Phase of Health Care, Social Series II Education, Sara book, New Delhi 2003
- 9) Field, Minna. "Patients are people." A Medical Social approach to prolonged illness, (1967).
- 10) Goldstine, Dora. Expanding horizons in medical social work. University of Chicago Press, 1955. 11. Hamilton, Kenneth W. "Counseling the handicapped in the rehabilitation process." (1950).

- 11) Hubschman, Lynn. Hospital social work practice. Praeger Publishers, 1983.
- 12) Pattison, Harry Archibald, ed. The handicapped and their rehabilitation. Thomas, 1957.
- 13) Sarah Ghelert, Hand book of Health Social Work, John Wiley & Co., London. 2006.
- 14) Sirohi, Anand, Modern Perspectives in Social Work, Dominant Publishers, New Delhi. 2005
- 15) William C. Cockerham, Medical Sociology, Prentice Hall, New Jersey. 1998
- 16) Zastrow, Charles, Introduction to Social Work and Social Welfare, Wadsworth Publication, Belmont. 2002

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE COURSE – CD</b> | <b>22PMSWC32-3: URBAN COMMUNITY<br/>DEVELOPMENT (UCD)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the issues of Urban Communities.
- 2) To gain knowledge about the Structure, Principles, Process and Programmes of Urban Community Development.
- 3) To understand the role and strategies of the various stakeholders in Urban Community Development.
- 4) To gain knowledge of development t administration of urban community development.
- 5) To understand of policies and legislation related to urban community development.

### **Unit I: Concepts and Theories**

Meaning, Characteristics of Urban life, Theories of Urbanization, characteristics of urbanism, Characteristics of town, city - meaning, classification, trends in urbanization process. City and Metropolis, Suburbs, Satellite town, City - hinterland relationship. Ecological pattern of cities, Concept of Urban Planning, Urban Community Development: Meaning, Need and Scope. Origin of Urban Community Development in India. Urban services and deficiencies.

### **Unit II: Issues of urban communities**

Housing, Water and sanitation, Unemployment, Pavement Dwellers, Dlinquency, Human Trafficking and Sexual Exploitation. Alcoholism, Drugs, Crimes, Urban Poverty, Displacement & Resettlement, prostitution and pollution, Problem related to Children. Environmental Issues. Slum: Definition, Theories, causes, characteristics and problems of Slum Dwellers.

### **Unit III: Urban Development Administration**

National, state and local levels; structure and functions of urban development agencies: urban services and urban deficiencies; metropolitan development authorities, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS); housing board, role of voluntary agencies in urban development.

### **Unit IV: Policies and Laws**

74th Amendment of the Constitution, Right to Shelter, Right to Water, Jawaharlal Nehru Urban Renewal Mission, National Housing Policy, Government Policies for Slum Dwellers Total Sanitation Policy, Displacement. Tamil Nadu Slum(Improvement and clearance) Act of 1971. 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 RozgarYojana (NRY), etc.

### **Unit V: Intervention and Strategies**

Urban Projects: Joakin's Project, Spark Mumbai, Birde – Hyderabad, Homeless people project of Action Aid, Oxfom – Urban Project, Unorganized Workers Federations, National Domestic Workers movement. Role and Skills of Community Development Worker.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the unique nature of urban community.
- 2) After studied Unit-II, The students will be able to develop sensitivity and communication for working with urban poor.
- 3) After studied Unit-III, The students will be able to gain knowledge on the government and voluntary efforts towards urban development.
- 4) After studied Unit-IV, The students will be able to equip with specific skills and the techniques of working with urban communities.
- 5) After studied Unit-V, The students will be able to equip with knowledge of various urban development schemes and programmes.

### **Text Books**

- 1) Heggase Odeyar D (1998) urban Development in India , problems, policies and programmes, Mohit Publications New Delhi
- 2) Shankar Rao, C.N.(2004)Sociology of Indian Society, S Chand & Company LTD, New Delhi

### **Supplementary Readings**

- 1) Ashish Bose, 2001 India's Urbanization, Institute of Economic Growth, McGraw Hill, New Delhi.
- 2) Bala, 2000 Trends in Urbanization in India, Patel enterprises, New Delhi
- 3) Bhattacharya B, 2000 Urban Development in India, Shree Publishing House, New Delhi.
- 4) Clinard, Marshall Barron. Slums and community development: experiments in self-help. Vol. 8. New York: Free Press, 1966.
- 5) Cherunilam Francis, 1984 Urbanisation in developing countries, Himalaya Publishing House, Mumbai.
- 6) Census of India Government of India Publication, 2001.
- 7) Desai A.R &Devadas Pillai (ed), 1970 Slums & Urbanization, Popular PrakashanPvt. Ltd Mumbai.
- 8) Mitra, Arup. Urbanisation, slums, informal sector employment, and poverty: An exploratory study. BR Publishing Corporation, 1994.
- 9) Ramachandran, Ranganathan. "Urbanization and urban systems in India."OUP Catalogue (1992).

- 10) Thudipara, Jacob Z. Urban Community Development. Rawat, 2007.
- 11) Vibhooti, Shukla. "Urban Development and Regional policies in India." Himalaya pub., Bombay (1988).
- 12) Gerald Breeze, 1996 Urbanization in newly developing countries, Prentice Hall Inc. London ,1966
- 13) Jacob Z. Thudipara, 1993 Urban Community Development, RawatPublishers,NewDelhi.
- 14) JayamalaDiddee&Rangasamy, N, 1993 Urbanisation Trends, Perspectives & Challenges, Rawat Publications, Jaipur
- 15) Paul Wiebe, 1998 Social Life in an Indian slum; Vikas Publishing House, New Delhi

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

Note: PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                      |   |                                 |
|--------------------------------------|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE COURSE</b> | <b>22PMSWC33: COMPUTER APPLICATION IN<br/>SOCIAL WORK</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--------------------------------------|---|---------------------------------|

**Objectives of the Course:**

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

**Unit I****Teaching Hours: 15**

**Fundamentals of a Computer:** Meaning, Characteristics, Components of Computer, basic operations –input, storage, processing, output, ALU and control. Devices of a computer hard ware, software, types of software –application, system, utility. Meaning of programme. Computer language –machine, assembly high level. Assembler, interpreter and compiler. Number system: Binary, Decimal, Octal and Hexadecimal. Operating system, Dos, Windows.

**Unit II****Teaching Hours: 15**

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

**Unit III****Teaching Hours: 15**

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

**Unit IV****Teaching Hours: 15**

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

**Unit V****Teaching Hours: 15**

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

**Course Learning Outcomes:**

1. After studied Unit-I, The students will be able to understand the fundamentals of computing and word processing.
2. After studied Unit-II, The students will be able to understand the fundamentals word processing
3. After studied Unit-III, The students will be able to gain knowledge in using SPSS in social work researches
4. After studied Unit-IV, The students will be able to familiarize in using SPSS in social work researches
5. After studied Unit-V, The students will be able to gain knowledge and familiarity in using SPSS in social work researches.

**Prescribed Text Book:**

1. Saxena, Sanjay. 1999. A First Course in Computers. Vikas Publishing House Pvt. Ltd. New Delhi.
2. Fundamentals of Computers, V. Rajaraman, Eastern Economy Edition, 2001

**Books for Reference:**

1. Barrett, Neil. 1997. 30 Minutes to master Internet. Kongan Page India pvt. Ltd. New Delhi.
2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
3. Kelle, V. 1998. Computer Aided Qualitative Data Analysis. Theory, Methods and Practice. Sage Publications Ltd. London.
4. Lincoln, Y. S. and N. K. Denzin. 1994. Handbook of Qualitative Research. Sage Publications. California.
5. Mansfield, Ron. 1997. The Compact Guide to Microsoft Office Professional. Sybex Computer Books Inc. USA.
6. Miles, M.B. and E.A. Weitzman. 1995 Computer Literacy in Human Services. The Haworth Process. New York.
7. Saxena, Sanjay. 1999. A First Course in Computers. Vikas Publishing House Pvt. Ltd. New Delhi.
8. Sheldon, Tom. 1997. Windows 3.1 Made Easy. McGraw-Hill Companies Inc. New York.
9. Singh and Singh. 1998. Windows 95 Illustrated. Asian Publishers. New Delhi.
10. Spencer, D.D. 1998. The Illustrated Computer Dictionary. Bell and Howell Company. USA.
11. Sundarajan, K. 1998. Internet. KandadasanPathippagam. Chennai.
12. Taxali, R.K.. 1998 PC Software Made Simple. Tata MCGraw-HillPublishing Company Ltd. New Delhi.
13. Taxali, R.K. 1998. PC Software for Windows Made Simple. Tata MCGraw-Hill Publishing Company Ltd. New Delhi.

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                                    | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE PRACTICAL</b> | <b>22PMSWP34: CONCURRENT FIELD WORK -<br/>III</b> | <b>CREDIT: 4<br/>HOURS: 2/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To sensitive the students to social needs and problems and enable them to critically analyze problems and select the appropriate means of problem solving.
- 2) To understand and apply the social work methods to deal with such needs and problems.
- 3) To begin to acquire skills of social work intervention in human needs situations and issues.

The field practicum during the Third semester may be structured through Field visits two days in a week. In the III semester, field work may be structured through supervised concurrent field practicum. Weekly individual conferences with Faculty and Agency supervisor to enable integration of Theory and Practice. Objectives of the field work may be in accordance with the specific specialization.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference every week regularly. At the end of the semester Viva- Voce is conducted by two examiners. 30 marks are being awarded by the internal faculty supervisor, 10 Marks are awarded by the Agency Supervisor and 60 marks are being awarded by the external examiner.

### **COURSE OUTCOMES**

- 1) Acquire the practical knowledge about the field observation and field work
- 2) Understand the structure and functions including housing pattern, neighborhood relations and cultural pattern of the communities
- 3) Understand the practical knowledge about the theories taught in the classroom
- 4) Get the knowledge about organizing the programmes for the welfare of the people.
- 5) Assess the applicability and role of social workers in various capacities in the field.

### **Components:**

- 1) Concurrent Field Work based on Specializations
- 2) Skill Laboratory
- 3) Mini Research Project

### **Human Resource Management Specialization**

#### **Objectives:**

- 1) To practically understand the concept of Industrial Relations and to acquire the related competencies
- 2) To familiarize with the Labour Legislations
- 3) To learn to apply the various methods of Social Work in various Industrial Settings
- 4) To observe the application of various Labour Welfare measures
- 5) To observe the practice of current trends in HR
- 6) To provide opportunity for the integration of class room learning and field practice
- 7) To acquire human resource management skills
- 8) To observe the CSR activities
- 9) To develop skills to organize people to meet their needs and solve their problems
- 10) To make innovative contributions to the organization functioning

#### **Tasks:**

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

### **Medical and Psychiatric Social Work Specialization**

#### **Objectives:**

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

#### **Tasks:**

- 1) Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
- 2) Develop and implement intervention strategies with family and community as social support systems
- 3) Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
- 4) Identify & undertake Group therapeutic sessions

- 5) Organise a need based/ setting based Community Health Programme
- 6) Function as a member of the Multidisciplinary team
- 7) Network with other organizations and advocate when necessary
- 8) Document and maintain records

### **Community Development Specialization:**

#### **Objectives:**

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

#### **Tasks**

- 1) Administrative set up of Panchayati Raj Institutions (PRIs)
- 2) Panchayat Raj members, their socio-economic and caste status
- 3) Coordination of block level administrative personnel with elected person at different levels
- 4) Decision making process: type of problems that come before Panchayat Union and Village.
- 5) Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice
- 6) Application of the principles of Rural Community Development
- 7) Application of methods of professional social work in rural setting

#### **Laboratory Skills:**

- 1) Research Proposal Writing
- 2) Literature Review Skills
- 3) Counselling Skills
- 4) Employability Skills
- 5) HR Technical Skill

#### **Mini Research Project:**

Chapter 1 – Introduction

Chapter 2 – Review of Literature

Chapter 3- Research Methodology (Sample Size 25)



Chapter 4 – Data Analysis and Interpretation

Chapter 5 – Main finding, Suggestion and Conclusion.

**Methods of Assessment: External Viva Exam**

- 1) In relation to tasks achieved and personal growth and change
- 2) An external viva voce will be conducted.

**Agency Evaluation Criteria:**

| Sl.No   | Attributes              | Max Marks | Sl.No | Attributes                   | Max Marks  |
|---|-------------------------|-----------|-------|------------------------------|------------|
| 1   | Punctuality             | 10        | 6     | Agency programmes & activity | 10         |
| 2   | Regularity              | 10        | 7     | Cooperation with agency      | 10         |
| 3   | Work Involvement        | 10        | 8     | Relationship with others     | 10         |
| 4   | Sense of Responsibility | 10        | 9     | Performance at work          | 10         |
| 5   | Initiative to work      | 10        | 10    | Attitude toward learning     | 10         |
| <b>Note:</b> Hundred marks converted to Ten Marks |                         |           |       | <b>Total Marks</b>           | <b>100</b> |

Internal Assessment Criteria (40 Marks)

| Field Work                 | Marks     | Skill Laboratory     | Marks     | Mini Research Project     | Marks     |
|----------------------------|-----------|----------------------|-----------|---------------------------|-----------|
| Submission of Report       | 05        | Active Participation | 05        | Involvement               | 03        |
| Presentation of Field Work | 05        | Report               | 05        | Data Collection and Tools | 03        |
| Attendance for field work  | 05        | Attendance           | 05        | Presentation of Report    | 04        |
| <b>CIA (40 Marks)</b>      | <b>15</b> |                      | <b>15</b> |                           | <b>10</b> |

External Evaluation – (60 marks) - External examiner to be appointed by the University from Affiliated College

| <b>External Criteria</b>       | <b>Marks</b> | <b>External Examiner (1)</b> | <b>External/Internal Examiner (2)</b> | <b>Average Marks</b> | <b>ESE (60)</b> |
|--------------------------------|--------------|------------------------------|---------------------------------------|----------------------|-----------------|
| Theoretical Knowledge          | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Communication and Presentation | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Submission of Report           | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Learning from Field Work       | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Agency Evaluation              | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Mini Research Project          | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| <b>Total</b>                   | <b>60</b>    |                              |                                       |                      | <b>60</b>       |

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE ELECTIVE</b> | <b>22PMSWE35-1: DISASTER MANAGEMENT AND<br/>SOCIAL WORK</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To develop an understanding of eco system equilibrium and disequilibrium
- 2) To develop skills to analyze the factors contributing to disaster
- 3) To develop and understanding of the process of Disaster Management
- 4) To develop Skills and promote intervention strategies to assess the vulnerability and prepare modules for the future eventualities
- 5) To know the recent developments in the field of psychosocial support during disasters.

#### **Unit I: Introduction to Disaster**

Meaning, Concept, Definition, Types, Characteristics of disaster, causes, Disaster cycle and consequences of disaster, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management

#### **Unit II: Disaster Management cycle**

Prevention, mitigation, preparedness, response, recovery and rehabilitation. Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation.

#### **Unit III: Factors Influencing Disaster**

Factors influencing Natural and Man-made disaster-political, economic, social, cultural, Ideological, Ecological, institutional, scientific and technological, Response to Disasters: survey, assessment, importance & scope /basics of planning, sources of information- nature of crisis information, communication, and coordination of information man and management- disaster planning- early warning systems.

Disaster Mitigation: guiding principles of mitigation, Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes

#### **Unit IV: Disaster Management**

Disaster Management Act 2005, National Disaster Management Authority (NDMA) – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers

### **Unit V: Stress management of Emergency workers**

Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness. Technology for Disaster management: Warning Systems, Recent Trends in Disaster Information Provider, Remote Sensing & GIS Technology, Quick Reconstruction Technologies.

#### **COURSE OUTCOMES:**

- 1) After studied Unit I, The student will be able to integrate knowledge and to analyze the disasters
- 2) After studied Unit II, The student will be able to describe, analyse and evaluate the social, environmental, cultural, economic, political and organizational aspects influencing vulnerabilities.
- 3) After studied Unit III, The student will be able to Capacity to obtain, analyzes, and communicates information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation.
- 4) After studied Unit IV, The student will be able to understand key concepts and typologies of disasters.
- 5) After studied Unit V, The student will be able to understand the need and methods of psychosocial support in disasters.

#### **Text Books**

- 1) Damon, P. Copola, - Introduction to International Disaster Management
- 2) Murthy D.B.N. - Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi
- 3) Cuny, Frederick (1984), Disasters and Development, Oxford, Oxford University Press.

#### **Supplementary Readings**

- 1) ShailendraK.Singh, SubhashC.Keradu, Shoba Singh Handbook of modern Management Miffal publications, 1998 New Delhi-110059
- 2) Parasuram. S andUnnikrishnan. P.V Oxford University press, YMCA, library building, Jai singh Road, 2000 NewDelhi-110001
- 3) Sachdeva J.L., Indian Journal of Adult Education, Vol. 79, NO-3 July- September 1998.17-B,Indra prastha Estate, New Delhi-110 002.
- 4) Anil Sinha (2001), Disaster Management-Lessons Drawn and Strategies for Future. New Delhi, Jain Publications.
- 5) Backer, C.W. and Chapman, W. (ed.). (1969), Man and Society in Disasters, New Delhi, Basic Books.
- 6) Clarke, J.I., Peter Curson, et. al. (ed.) (1991), Population and Disaster, Oxford, Basil Blackwell Ltd.
- 7) Garb, S. and Eng. E (1969), Disasters Hand Book, New York, Springer.
- 8) Gupta, M.C, L.C. Gupta, B. K. Tamini and Vinod K. Sharma (2000), Manual on Natural Disaster Management in India, New Delhi, National Institute of Disaster Management. Delhi, Gyan Publishing House.

- 9) Indu Prakash - Disaster Management RashtraPrahariPrakashan, Sahibad, Gaziabad.
- 10) Narayan B. - Disaster Management A.P.H. Publishing Corporation, New Delhi.
- 11) Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007  
Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005
- 12) Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep & Deep Publications. 2001
- 13) Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy & Strategy, New Delhi, SBS.Publications, 2006
- 14) Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery & Response, New Delhi, SBS Publications.2006
- 15) Sanjay,K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001
- 16) Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000
- 17) Verma, K, Manish, Development, Displacement and Resettlement,Jaipur, Rawat Publications. 2004

#### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>CORE ELECTIVE</b> | <b>22PMSWE35-2: SOCIAL WORK WITH THE ELDERLY<br/>PEOPLE</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the theories, concepts and perspectives in gerontology and gerontological social work
- 2) To examine the historical norms of roles, power and status of older persons and emerging trends and issues in the context of liberalized political economy and changing demography.
- 3) To study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.
- 4) To facilitate social legislation pertaining to elderly.
- 5) To understand role of Non-Governmental Organization to protection of elderly people.

#### **Unit I: Status of Elderly**

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

#### **Unit II: Health of the Elderly**

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

#### **Unit III: Elderly and Family**

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

#### **Unit IV: Policy, Legislation and Schemes for Elderly**

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

#### **Unit V: Developmental programmes for ageing**

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

#### **COURSE OUTCOMES:**

- 1) After studied Unit I, The students will able to gain knowledge in fundamental concepts in elderly.
- 2) After studied Unit II, The students will understand issues and challenges faced by elderly day by day.
- 3) After studied Unit III, Students will gain knowledge in various programme and policy for elderly.
- 4) After studied Unit IV, Students will understand social legislation to maintaining senior citizen.
- 5) After studied Unit V, Students will understand social work intervention for elderly.

#### **Text Books**

- 1) Dandekar, Kumudini(1996), The Elderly in India, Sage Publications India, New Delhi.

#### **Supplementary Readings**

- 1) Elizabeth, B., H. (1980) Developmental Psychology. A Life Span Approach. McGrawHill Companies.
- 2) Greene, Roberta R(1986), Social work with Aged &their Families, Al dine de Gruyter, New York.
- 3) Helms, Donald B & Turner, Jeffrey S. (1991) Lifespan Development, Holt, Rinchart&Winston. Inc., Chicago
- 4) Hooyman, Nancy &Kiyak, H. Asuman (1999) Social Gerontology, Allyn and Bacon, London,
- 5) Lymberg, Mark, (2007), Social Work with Older People, Sage Publications, New Delhi.
- 6) Desaum N abd Suva Rahym (2000), Gerontological Social Work in India, Some Issues and Perspectives, B.R. Publishers, Delhi.
- 7) IrundayaRajan, S. Mishra, U.S. and Sarma P.S., (1997), Indian Elderly: Asset or Liability, Sage Publications, New Delhi.
- 8) Khan, M.Z., (1997), Elderly in Metropolis, Inter India Publishers, New Delhi.
- 9) Krishnan, P and Mahadevan, K. (eds.) (1992), The Elderly Population the Developed World: Policies, Problems and Perspectives, B.R. Publishing, Delhi.

**OUTCOME MAPPING**

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>OPEN ELECTIVE</b> | <b>22PMSWE35-3: HOSPITAL ADMINISTRATION</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To gain basic knowledge on Hospital Administration
- 2) To understand the functions of Hospital
- 3) To acquire the skill of administering Hospitals.
- 4) To understand of Human Resource in Management in Hospitals.
- 5) To develop challenge faced in the hospitals.

#### **Unit I: Overview of Health Care Sector in India**

Primary care – Secondary care – Tertiary care – General & special Hospitals - Understanding the Hospital Management: Routine Admission/Discharge Procedures/Discharge Summary - Hospital Utilisation Statistics: Average Length of Stay (ALS), Bed Occupancy Rate and Turn Over Interval – Role of Medical, Nursing Staff, Paramedical and Supporting Staff.

#### **Unit II: Functional Hospital Organization**

Hospital code of ethics, medical ethics, standards for hospitals, -Hospital functions -Front Office: Duties & Responsibilities - Health Records: Daily Reports / Returns: Hospital Census, Matron's Report, Medical Officer's Report, Casualty Report, Medico-Legal Cases, Report from ICU / ICCU, Security Report, Maintenance Department Report and OT List. - Patient's Complaints - Medical Certificates.

#### **Unit III: Hospital Administration**

Hospital Committees: Role, Composition, Frequency of Meetings, Minutes of the Meetings, Follow up Actions. - Duties & Responsibilities of the Hospital Administrator/CEO - Role of Medical Superintendent, Resident Medical Officer, Night duty Executive; Public and guest relation: information regarding patients, medical information, attendants' management.

#### **Unit IV: HRM in Hospitals**

Nature and Scope of HRM – Meaning and Definition – Functions – Objectives – Organisation of HRM Department - Policy Evolution of Personnel - Duty Roster of various categories of Staff - Administration of Patient Related Schemes: Medical Insurance (Cashless Benefit), Central Government Health Scheme (CGHS), Ex-Servicemen Contributory Health Scheme (ECHS), Third Party Administrator (TPA), Employee's State Insurance (ESI) - Hospital Waste Management - Methods of Infection Control - Standard Operating Procedures (SOPs) - Availability of Materials: Critical Items, Stock Level, Procurement Methods. UNIT

#### **Unit V: Challenges in Hospital Administration**

Disaster Management: Fire Fighting. Dealing with Crisis Situation, Mob violence, Bomb threat, Terrorist strike, Mass casualties, Political agitation, Prisoners

- Hospital Security: Staff, Patients, New born babies, Female staff/Patients, Stores. - Application of Hospital Information System (HIS) & Management Information System (MIS) - Accreditation – Tele health - Health Tourism - Health Insurance and Managed Care.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain basic knowledge on Hospital Administration
- 2) After studied Unit-II, The students will be able to understand the functions of Hospital
- 3) After studied Unit-III, The students will be able to acquire the skill of administering Hospitals
- 4) After studied Unit-IV, The students will be able to understand different department in hospitals.
- 5) After studied Unit-V, The students will be able to gain knowledge of management information system.

### **Text Books**

- 1) Goel S.L. & R. Kumar, Hospital Administration and Management, Deep & Deep Publications, New Delhi.
- 2) Sankara Rao M., 1992, Hospital Organization and Administration, Deep & Deep Publications, New Delhi.

### **Supplementary Readings**

- 1) Dave P.K., Shakti Gupta, NK Parmar, Sunil Kant, Emergency Medical Service and Disaster Management - A Holistic Approach, Jaypee Brothers Medical Publishers Pvt. Ltd., New Delhi.
- 2) Hem Chandra , Hospital Equipment Management, Bharat Book Centre, Lucknow
- 3) Katakam A., GD Kunders, S Gopinath, Hospitals Planning, Design and Management, Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 4) NaliniV.Deve, 1991, Hospital Management, Deep & Deep Publications, New Delhi.
- 5) R.C.Goyal, 1993, Hand Book of Hospital Personnel Management, Prentice- Hall of India Pvt. Ltd, New Delhi.
- 6) Sakharkar B.M., Principles of Hospital Administration and Planning. Jaypee Brothers Medical Publisher (P) Ltd., New Delhi.
- 7) ShanktiGupta , 2011, Hospital and Health Care Administration - Appraisal and Referral Treatise , Jaypee Brothers Medical Publishers (P) Ltd., New Delhi
- 8) Spencer J.A., 1967, Management in Hospitals, Faber and Faber, New Delhi.
- 9) Syed Amin, Tabish, Hospital and Health Services Administration - Principles and Practice, Oxford University Press, New Delhi.
- 10) Yashpal Sharma, Handbook on Hospital Administration, Durga Printers, Jammu.

**OUTCOME MAPPING**

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: III<br/>OPEN ELECTIVE</b> | <b>22PMSWO36-1: LIFE SKILLS AND<br/>PERSONALITY DEVELOPMENT</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|--|---|---------------------------------|

**Objectives of the Course:**

1. To understanding the process of basic life skills.
2. To develop practice based skills and positive life skills for competence in personal life
3. To understand and uphold professional values and ethics.
4. To gain knowledge about effective and interpersonal communication skills.
5. To understand holistic concept of personality development.

**Unit I****Teaching Hours: 13**

**Basics of Life Skills:** Definition, Need and importance of Life Skills, Types of Life Skills, Methods of imparting Life Skills, Self Esteem and Self Efficacy, Self Awareness and empathy through SWOT Analysis, Johari Window. Positive Attitude towards oneself and others.

**Unit II****Teaching Hours: 13**

**Coping with emotions:** Emotional Intelligence & Empathy (Daniel Goleman), Handling Negative Criticism, Hurt feelings and Anger, Mind- Body relationship, Promoting wellness through Pranayama, Yoga, Meditation Exercises and Recreation, Developing Spirituality and Life Purpose, Thinking & Coping Skills: Critical Thinking, Creative thinking, Problem Solving & Decision Making, Coping with Stress, Negotiation skills, Managing diversity in cross cultural settings.

**Unit III****Teaching Hours: 13**

**Education:** Goal setting, Time Management, Study skills and memory techniques, Examination preparation. Career choice, Work Ethics – Reliability, Self presentation, Personal responsibility, sustaining motivation in work. Leadership skill, Team Work with colleagues, Enhancing team performance, resume building: The art of participating in Group Discussion – Acing the Personal (HR & Technical) Interview - Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.

**Unit IV****Teaching Hours: 13**

**Effective communication and inter personal skills:** Exploring peer relations, Handling negative peer pressure. Managing relationship problems. Responsible sexual behavior. Handling stigma & discrimination. Assertive behaviour. Etiquettes and Manners. Self-esteem: Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem.

**Unit V****Teaching Hours: 13**

**Personality Development:** The concept personality- Dimensions of theories of Freud & Erickson- personality – significant of personality development. Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude - Advantages –Negative attitude - Disadvantages - Concept of motivation - Significance - Internal and external motives - Importance of self-motivation- Factors leading to de-motivation.

**Course Learning Outcomes:**

1. After studied Unit-I, The students will be able to Get idea about various basic life skills.
2. After studied Unit-II, The students will be able to get known about coping with emotion.
3. After studied Unit-III, The students will be able to become aware importance of education and make them to prepare employability skills.
4. After studied Unit-IV, The students will be able to enhancing effective communication and interpersonal.
5. After studied Unit-V, The students will be able to develop the concept of personality development.

**Prescribed Text Book:**

1. Barun K Mitra 2011 Persoanality Development and soft skills , Oxford University pressNew Delhi
2. Swami Vivekananda 2009 Personality Development, AdwaitaAshrama 2nd edition

**Books for Reference:**

1. Atkinson, Jacqueline. 1993. Better Time Management. New Delhi: Indus.
2. Bishop, Sue. 1996. Develop Your Assertiveness, New Delhi: Kogan Page India Pvt. Ltd.
3. Clements, Phil, 1998. Be positive, New Delhi : Kogam Page India Pvt. Ltd.
4. D'Souza, Anthony. 1995. Leadership, Mumbai: Better Yourself Books.
5. Davar, S. Rustom. 1996. Creative Leadership, New Delhi: UBS Publishers Ltd.
6. Gupta, Seema. 2001. Etiquette and Manners, Delhi:Pustak Mahal.
7. Hasks, Hurt. 1995: Motivating People, Delhi, Pustak Mahal.
8. Iyengar, BKS. 2005. The Art of Yoga. New Delhi: Harper Collins.
10. Lindenfield, Gael. 1997. Assert Yourself. New Delhi: Harper Collins Publishers India Pvt. Ltd.
12. Maheswari, G.D.2000. Complete Guide to Career Planning. New Delhi: S. Chand & Company Ltd.
14. Nelson, Richards and Jones. 1990. Human Relationship Skills. Mumbai: Better yourself Books.
15. Pestonjee, D.M. 1999. Stress and Coping 2nd Ed. New Delhi: Sage Publications Ltd.
16. Rangnekar, Sharu. 1996. In the World of Corporate Managers. Delhi: Vikas Publishing House Pvt.Ltd.
17. Sing, Dalip. 2006. Emotional Intelligence at work 3rd Ed. New Delhi: Response Books.

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                                    | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |  |                                |
|--|--|--------------------------------|
| <b>SEMESTER: III<br/>OPEN ELECTIVE</b> | <b>22PMSWO36-2: COUNSELLING AND<br/>GUIDANCE</b> | <b>CREDIT: 3<br/>HOURS: 5W</b> |
|--|--|--------------------------------|

**Objectives of the Course:**

1. To acquire knowledge of the theoretical approaches to counselling.
2. To understand the process of Counselling.
3. To gain knowledge of practice of Counselling in different settings
4. To understand counselling relationship with client
5. To gain knowledge of counseling as professional profession.

**Unit I****Teaching Hours: 13**

**Counselling foundations:** Definitions, types of counselling, various influences on counselling. Qualities of an effective counsellor, Counsellor as a helper. Characteristics of clients, Voluntary and non-voluntary clients. Expectations of Counselling- goals of counselling. Induction to Guidance: Meaning, Aims and Principles of Guidance, Need for Guidance: Educational, vocational and Psychological, Types of Guidance: Educational, Vocational and Personal. Guidance movement in India.

**Unit II****Teaching Hours: 13**

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

**Unit III****Teaching Hours: 13**

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

**Unit IV****Teaching Hours: 13**

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

**Unit V****Teaching Hours: 13**

**Counselling as a profession:** counsellor as a professional, skills of counselor, ethical standards. Research, relevance of counselling as a Social Work practice.

**Course Learning Outcomes:**

1. After studied Unit I, The student will be able to develop a holistic understanding of counselling.
2. After studied Unit II, The student will be able to acquire knowledge of various approaches, their theoretical under-pinning for goals, values, processes, and techniques.
3. After studied Unit III, The student will be able to develop skills of application to real life situations.
4. After studied Unit IV, The student will be able to develop the ability to recognize and synthesize attitudes and values that enhance investment of self in the counsellor's role.
5. After studied Unit V, The student will be able to develop the ability to use the tools/scales in various settings.

**Prescribed Text Book:**

1. Murphy David (2017) Counselling Psychology: A Textbook for Study and Practice, Wiley-Blackwell publication.
2. Gladding T Samuel and BatraPromila (2018) Counseling: A Comprehensive Profession Pearson Education

**Books for Reference:**

1. Feltham, Colin, ed. Controversies in psychotherapy and counselling. Sage, 1999.
2. Fullmer, Daniel W., and Harold Wright Bernard. Counseling: Content and process. Science Research Associates, 1964.
3. Geldard, Kathryn, David Geldard, and Rebecca Yin Foo. Counselling children: A practical introduction. Sage, 2013.
4. Harms, Ernest, and Paul Schreiber, eds. Handbook of counseling techniques. Pergamon Press, 1963.
5. Hurlock, Elizabeth Bergner. Developmental psychology. Tata McGraw-Hill Education, 2001.
6. Philip Simon (2020) Theory and practice in counseling, New Man Publication, Parbhani
7. Kennedy, Eugene. "On becoming a counselor: a basic guide for non-professional counselors." (1977).
8. McLeod, John. An introduction to counselling. McGraw-Hill Education (UK), 2013.
9. Noonan, Ellen. Counselling young people. Routledge, 2002.
10. Shostrom, Everett L., and Lawrence M. Brammer. "The dynamics of the counselling process." (1952).

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                                    | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |  |                                 |
|--|--|---------------------------------|
| <b>SEMESTER: III<br/>OPEN ELECTIVE</b> | <b>22PMSWO36-3: SOCIAL PROBLEMS IN<br/>INDIA</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|--|--|---------------------------------|

**Objectives of the Course:**

1. To familiarize the students with the concept of poverty and dependency.
2. To inform the students about beggary and the role of the government in preventing it.
3. To highlight the issue of alcoholism and drug addiction.
4. To teach students about the issue of juvenile delinquency.
5. To understand child labour and juvenile delinquency problem

**Unit I:****Teaching Hours: 13**

**Social problems:** Concept, Meaning and Definitions. Classification of social problems. Causes and consequences of social problems. Social work approach in the prevention, control and management of social problems.

**Poverty:** Definition, types, causes, and consequences; dependency, definition, causes; care of the dependants; relation between poverty and dependency; new economic policies and its consequences; **beggary:** definition – causes – types, ways; rehabilitation measures of the government.

**Unit II:****Teaching Hours: 13**

**Untouchability:** Definition, causes, and consequences; forms of untouchability, measures to prevent untouchability; intercaste marriages- issues and problems; problems of minorities and the marginalised. **Population:** Causes, impact, Census of India,

**Unit III:****Teaching Hours: 13**

**Public issues in India:** Nutritional deficiencies and preventive health, and communicable diseases and Environmental problem. Prostitution: definition, types, causes – implications and rehabilitative measures. **Crime:** Meaning, Concept, and prevention. Violence against women, Human Trafficking. Migration and Displacement

**Unit IV:****Teaching Hours: 13**

**Addiction:** alcoholism – causes / implications, prevention and prohibition, causes of success & failure of prohibition, Drug addiction – meaning, drug abuse, types of drugs – causes of addiction and teenagers – effects – remedial measures and de-addiction. Suicide: Definition, Causes, Preventive Measures and Crisis Intervention.

**Unit V:****Teaching Hours: 13**

**Child labour;** definition, causes, and consequences; juvenile delinquency: definition, causes, consequences, vagrancy, truancy, street children – prevention – reformation of delinquents. Unemployment: Skilled and Unskilled employment, impact of unemployment, Salient feature of Skilled India Scheme.

**Course Learning Outcomes:**

1. After studied Unit-I, The students will be able to Understand impact of poverty and poverty alleviation scheme.
2. After studied Unit-II, The students will be able to understand untouchability and related articles in constitution.



3. After studied Unit-III, The students will be able to know about public issues in India
4. After studied Unit-IV, The students will be able to understand impact of drug addiction and drug abuse.
5. After studied Unit-V, The students will be able to know child labours problem in India.

**Prescribed Text Book:**

Ram Ahuja. Social Problem in India. 4<sup>th</sup> Edition, Rawat Publication-New Delhi,

**Books for Reference:**

1. Athreya, Venkatesh, B., & Chuukkath, S.R. (1996). *Literacy and Empowerment*. New Delhi: College Pub.
2. Bhattacharyya, S. K. (1994). *Social Problems in India: Issues and Perspectives*. Regency Publications.
3. Kornblum, W., & Julian, J. (1975). *Social Problems* (8<sup>th</sup> Ed) Prentice Hall Inc.,
4. Lemert, E. M. (1951). *Social pathology; A systematic approach to the theory of sociopathic behavior*.
5. Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt Sage Publishing.
6. Sharma, B. (1990). *Juvenile Delinquents and their social culture*. Uppal Publishing House.
7. Stanley, S (2004). *Social Problems in India: Perspectives for Intervention*. New Delhi: Allied Publishers.
8. Sunil (1990). *Social Problems in India– Issues & Perspectives*. New Delhi: Regency Publications House
9. Madan, Gurmukh Ram. *Indian social problems*. Allied publishers, 1975.

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                                    | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE<br/>COURSE – HRM</b> | <b>22PMSWC41-1: ORGANIZATIONAL BEHAVIOUR<br/>AND DEVELOPMENT (OB&amp;D)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the concept of organizational behavior & its management
- 2) To understand the systems approach as applied to Human and Organizational behavior.
- 3) To gain knowledge of contemporary issues and approaches to the organizational change facing organizations.
- 4) To apply organizational behavior approaches to the analysis of one organization's initiatives.
- 5) To understand of current trends of Organizational Behaviour practice.

### **Unit I: Organizational Behaviour**

Concept, Meaning Scope and Importance. Multi-Disciplinary nature of Organizational Behaviour. - Personality: Meaning of personality, - Development of personality – Attributes of personality. Attitudes: Nature and dimensions of attitude – Developing the right attitude. Perception. Organizational Culture and Climate, Communication and Inter-group Relations. Management Processes: Decision-Making, Communication and Control; Conflict Resolution and Negotiation Skills - Creativity and Problem Solving.

### **Unit II: Motivation**

Definition, Importance, Motives – Characteristics, Classification of motives - Primary & Secondary motives. Theories of Motivation - Maslow's Theory of need hierarchy - Herzberg's theory. Morale - Definition and relationship with productivity - Morale Indicators. Individual and Organizational Learning. Organizational Change and Behaviour modification.

### **Unit III: Group Dynamics and Team building**

Concept of Group & Team. Theories of Group Formation - Formal and Informal Groups. Importance of Team building. Power and Politics, Leadership: Defining Leadership - Ingredients of Leadership, Leadership Behaviour and Styles. Organizational Excellence.

### **Unit IV: Organization Development (OD)**

Characteristics, Techniques of OD - Survey & Feedback, Team Building, Quality of Work Life, Sensitivity Training, Role Analysis, Transactional Analysis. Organizational Health and Effectiveness. Emotional Intelligence. Social Networking. Industrial Mental Health: Job Satisfaction, Conflict Management, Stress Management and Change Management. Dysfunctional Behaviours - Absenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom; The role of Behavioural Scientist in Industry

### **Unit V: Current Trends in OB Practices**

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

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge about organizational behaviour.
- 2) After studied Unit-II, The students will be able to understand the functions and activities of organizational behavior.
- 3) After studied Unit-III, The students will be able to acquire the skills of working with organized sectors and human resources.
- 4) After studied Unit-IV, The students will be able to gain knowledge about current trends in OB practices
- 5) After studied Unit-V, The students will be able to understand the relevance of OB in social work practice

### **Text Books**

- 1) Prasad L. M., 2014, Organizational Behaviour, Sultan Chand and Sons, New Delhi.

### **Supplementary Readings**

- 1) Baron. R. A 1999, Behaviour in Organizations, Prentice Hall India, New Delhi.
- 2) Davis, Keith 1990, Human Behaviour at Work, Tata McGraw Hill, New Delhi.
- 3) Dwivedi, R S , 2000 Human Relations and Organizational Behaviour: a Global Perspective', Macmillan India Ltd., Delhi
- 4) Fred Luthans 2007 Organizational Behaviour', McGraw Hill Education New Delhi.
- 5) Hersey and Blanchard 2001 Management of Organizational Behaviour and Utilizing Human Resources Prentice Hall of India Pvt. Ltd. New Delhi.
- 6) McshaneL.Steven 2006 Organisational Behaviour Tata McGraw Hill New Delhi.
- 7) Prasad L.M , 2002, Organizational Behaviour, Sultan Chand & Sons Publications, New Delhi.
- 8) Robin Fincham Peter Rhodes 2005 Principles of Organizational Behaviour Oxford University Press New Delhi.
- 9) Robbins Stephen P 2006 Organisational Behaviour 12th Edition Prentice Hall (India) Pvt Ltd New Delhi.
- 10) UdaiPareek 2004 Understanding Organisational Behaviour, Oxford University Press New Delhi.
- 11) Aswathappa K., Organizational Behaviour, Himalaya Publishing House, Mumbai.

- 12) Dipak Kumar Bhattacharyya, 2013, Organizational Behaviour, Oxford University Press, New Delhi. 13. Gareth R Jones, 2007, Organizational Theory Design Chage, Dorling, Kindersley Ind Pvt Ltd, New Delhi.
- 13) Jai B P Sinha, 2008, Culture And Organizational Behaviour, Sage Publications, New Delhi.
- 14) Khanka S.S, 2013, Organizational Behaviour(Fourth), S.Chand And Company, New Delhi.
- 15) Margie Parikh And RajenGupta , 2012, Organizational Behaviour, Tata Mcgraw Hill Publications,New Delhi.
- 16) Michael J Kavanagh and Mohan Thite, 2009, Human Resource Information Systems, Sage Publications, New Delhi.
- 17) Richard L Daft, 2012, Understanding The Theory And Design Of Organisations,,Cengage Learning India Pvt India, New Delhi.
- 18) Shuchi Sharma, 2013, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
- 19) UdaiPareek, 2010, Understanding Organizational Behaviour(Second), Oxford University Press, New Delhi.

#### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE COURSE<br/>– M&amp;P</b> | <b>22PMSWC41-2: MENTAL HEALTH AND<br/>PSYCHIATRIC DISORDERS (M&amp;P)</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the concept of Mental Health and the characteristics of Positive Mental Health
- 2) To acquire knowledge of Psychiatric disorders
- 3) To develop skills in identifying mental disorders in health setting and in community work.
- 4) To sensitize students of the need for a proactive, preventive approach in mental health.
- 5) To understand of therapeutic intervention in psychiatric social work.

### **Unit I: Concept of Mental Health & Mental Illness**

Concept of Mental Health, Magnitude of Mental Health problems in India, Indian view of Mental Health, Changing trends in Mental Health Care, Psychosis and Neurosis: concept, meaning and difference, Classification of Mental Disorder – ICD 10 & ICF, DSM-IV

### **Unit II: Common Mental Disorders (ICD 10 classification)**

Clinical signs & symptoms Organic Mental Disorders, Mental and behavioral disorders due to psychoactive substance use, Schizophrenia, Mood Disorders, Clinical signs & symptoms Neurotic stress related and Somatoform disorders, psycho-physiological disorders, Suicide, Sexual disorders; Disorders of adult personality and behaviour, Mental retardation and Psychiatric disorders in Childhood.

### **Unit III: Psychiatric assessment**

History taking and Mental Status Examination, use of interview in Psychiatric Setting, Psycho-social and Multi-dimensional assessment of Mental disorders; Bio-Psycho-social assessment Application of systems theory in assessment – use of genogram and eco-map; Use of mental health scales in assessment.

### **Unit V: Mental Health problems among vulnerable groups**

Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness / Mental Retardation, Sexual Minorities, Mental Illness and Homelessness.

### **Unit V: Therapeutic Interventions in Psychiatric Social Work**

Meaning, Definition, Types -Medical Therapy, Psycho Therapy, Behavioural Therapy, Skills, Importance and Scope. Difference between theory, therapy and intervention. History of psychotherapy, Cognitive and behavioural therapies:

Acceptance and commitment therapy (ACT), Cognitive analytic therapy (CAT), Cognitive behavioural therapy (CBT) and Cognitive therapy. Psychoanalytical and psychodynamic therapies: Jungian therapy, Psychoanalysis, Psychoanalytic therapy, Psychodynamic therapy. Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy, Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology.

#### **COURSE OUTCOMES:**

- 1) After studied Unit-I, The students will be able to Develop skills in identifying Mental Disorders in Health Care and Community settings.
- 2) After studied Unit-II, The students will be able to Develop the capacity of the student to apply knowledge and skills of the methods of Professional Social Work, as a member of the Mental Health Team, in Field Work setting in Psychiatry.
- 3) After studied Unit-III, The students will be able to Acquire knowledge of the phenomenology, symptoms and treatment of Common Mental Disorders.
- 4) After studied Unit-IV, The students will be able to gain knowledge of mental health problem among vulnerable groups
- 5) After studied Unit-V, The students will be able to understand various therapeutic intervention in psychiatric social work.

#### **Text Books**

- 1) International Classification of Disease, 10<sup>th</sup> Edition, World Health Organization
- 2) Diagnostic and Statistical manual of Mental Disorder, 5<sup>th</sup> Edition, American Psychiatric Association.

#### **Supplementary Readings**

- 1) American Psychiatric Association (1995): Diagnostic & Statistical Manual of Mental Disorders (4th Edition). Washington DC: American Psychiatric Association
- 2) Ahuja, Niraj (2002): A Short Textbook of Psychaitry 5 th Editions, New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd.
- 3) Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi: Sage Publications India Pvt. Ltd.
- 4) Gelder, Michael, Paul Harrison & Philip Cowen (2006): Shorter Oxford Textbook of Psychiatry (5th edition), New Delhi: Oxford University Press
- 5) Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner’s Survival Guide. Washington DC: American Psychiatric Press, Inc.
- 6) Hicks, James Whitney. 50 Signs of Mental Illness – A Guide to Understanding Mental Health. New Delhi. Word Books, 2008.
- 7) Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.
- 8) Mane P. &Gandevia K. (Eds.) Mental Health in India Issues and Concerns. Mumbai: Tata Institute of Social Sciences, 1993.

- 9) Srinivasa Murthy & Burns B. (Eds). Community Mental Health – Proceedings of the Indo-US Symposium. Bangalore: NIMHANS, 1992.
- 10) T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy,,: TTK Hospital, Chennai
- 11) Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
- 12) World Health Organization (1992): The ICD-10 Classification of Mental and Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi: Oxford University Press

#### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE COURSE – CD</b> | <b>22PMSWC41-3: NGO'S AND COMMUNITY<br/>DEVELOPMENT</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To learn about various strategies towards the development of the communities.
- 2) To facilitate the students to understand about the structure of NGOs and their management aspects.
- 3) To understand the meaning of Management Concepts, Principles and Process in the context of Non Profit Sector.
- 4) To provide knowledge on Project Management.
- 5) To gain insights into the Government Programmes of various Ministries and Departments.

### **Unit I: Historical Development of NGOs**

Definition, Meaning, Characteristics, Types, Voluntary Organisation, Community Based Organisation, Movements, Groups, Trusts, Civil Society Agencies, Registration of Voluntary Organisations, Certificate of Incorporation, Certificate of Commencement of Business, By-laws, Memorandum of Association, Articles of Association, Board, Trustee, Committees, Executive Committee, Adhoc Committees, Duties and Responsibilities of Office Bearers, President, Secretary, Treasurer, Vice President, Joint Secretary, Managing Trustee, Share Holders, Stake Holders, Target Groups and Partners in Development. Conduct of Meetings, Preparation of Agenda, Minutes of Meetings, Resolutions and Quorum.

### **Unit II: Laws related to NGOs**

Society Registration Act 1860, Trust Act of 1912, Cooperative Societies Act 1912, Foreign Contribution Regulation Act 1976, Income Tax Act 1961. Companies Act 1956, National Policy on Voluntary Sector 2007. Registration of NGO under Tamil Nadu Societies Registration Act 1975. Tax Regulations concerning NGOs: Specific Tax Exemptions (Section 12A, Section 35AC, Section 80G & 80GG of Income Tax Act.

### **Unit III: Accounting and NGOs**

Book Keeping and Accounting, Definition, Meaning, Types of Accounts, Golden Rules of Accounting, Single Entry System and Double Entry System of Book Keeping Banking, Types of Bank Accounts, Pass Book, Cheque Book, Bank Reconciliation Statement, Books of Accounts, Cash Book, Journal and Ledger, Negotiable Instruments, Bill of Exchange, Vouchers, Receipt Books, Assets, Liabilities, Capital Expenditure, Revenue Expenditure, Deferred Revenue Expenditure, Budgeting, Administrative Cost, Programme Cost, Final Accounts of Non Trading Concerns, Trial Balance, Receipts and Payments Account, Income and Expenditure Account, Balance Sheet, Auditing, Definition, Types, Auditors Report.



#### **Unit IV: Government Schemes for the NGO Sector**

Grant – in Aid schemes and other concessions of the Government of India and Tamil Nadu State Government; Schemes for the Welfare of the Children, Youth, Women, Aged and Differently Abled. International Agencies and NGOs: UN and its Agencies, World Bank, Asian Development Bank and other International Donor Agencies, Networking and partnership with Government and other agencies. Self Help Groups & Federation of SHGS at the Panchayats, Cluster, Block and District. Role of state, banks in SHGs. Maintenance of records in SHGs. Grading and Evaluation of SHGs. Micro Finance- Meaning and Characteristics- Working of Micro Finance- Philosophy of Micro Finance- Role of Social Worker in Micro Finance.

#### **Unit V: Water shed Management**

Meaning, Objectives, and Implementation. Economic Benefits, Social Benefits. Role of NGOs in Water Shed Management. Role of Social Workers in Water Shed Management. Waste Land Development – Meaning and Characteristics. Identification of Waste Land, Role of NGOs in Waste Land Development. Community Based Organizations for Sustainable Development – Meaning, Characteristics- Community Participation Entrepreneurship – Meaning, Characteristics. Problems of Entrepreneurship. Women Entrepreneurs, Rural Entrepreneur. Personality and Dynamics of Entrepreneurs. Training and Development of Entrepreneurs. Role of TN Small Industries Development Corporation (SIDCO), National Bank for Agriculture and Rural Development (NABARD) and Khadi and Village Industries Commission (KVIC) in Entrepreneur development. Role of Social Workers in Entrepreneur development.

#### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to Identifying and Formulating Projects
- 2) After studied Unit-II, The students will be able to Evolving techniques for Fund raising
- 3) After studied Unit-III, The students will be able to Project Personnel Empowerment
- 4) After studied Unit-IV, The students will be able to Monitor and evaluate projects
- 5) After studied Unit-V, The students will be able to Establishing and maintaining the NGOs

#### **Text Books**

- 1) Gupta C.B. 2004: Entrepreneurial Development. New Delhi: Sultan Anand& Sons.
- 2) Lalitha, N. 2003. Self Help Groups in Rural Development. New Delhi: Dominant.

### Supplementary Readings

- 1) Daniel A.V. 2011. Strategies for Agricultural Development Bombay: Vora.
- 2) Danial, Lazer. 2008. Micro Training Poverty and Eradication. New Delhi: New Century Book House.
- 3) Desai Vasant. 2004: Dynamics of Entrepreneurial Development. New Delhi: Sultan anand& sons.
- 4) Giriappa. S. 2011. Water the Efficiency in Agriculture. Calcutta: Oxford Press.
- 5) Jayashree. 2005. Entrepreneurial Development. Chennai: Marghan.
- 6) Selvapathi, K. 1995. An Economic Analysis of the Watershed Development. Tirupattur: Sacred Heart college..
- 7) Khan M A. 2002. Water Shed Management for Sustainable Agriculture. Judhpur: Agrobias.
- 8) Malahm Harper. 2003. Practical Micro Finance. A Training guide. New Delhi: Vistaar.
- 9) Poomani, C. 2000. Functioning of MahalirThittam. Tirupattur. Sacred Heart College
- 10) Lewis & Wallace, 2000 New roles and Relevance; Development of NGOs and Challenge of change, Kumarian press, Chennai.
- 11) Paul Samuel, Managing Development Programmes, The Lessons of Success, Boulder Co West View Press, Washington.
- 12) Padaki&Manjulika, 2005 Management Development in Non-Profit Organisation, Sage Publications, New Delhi
- 13) Roy Sam, M, 2002 Project planning and Management focusing on Proposal writing, CHAI, Secunderabad.
- 14) Sen, Amartya, 2005 Human Rights and Human Development, UNDP Human Development Report

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE COURSE – HRM</b> | <b>22PMSWC42-1: INDUSTRIAL RELATIONS<br/>AND STRATEGIC MANAGEMENT</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the basic concepts of Industrial Relations and Labour Welfare
- 2) To develop a holistic understanding of the functioning of the Industrial Relations System
- 3) To familiarize with the recent trends in Industrial Relations
- 4) To acquire familiarity with the concepts, frameworks and techniques of strategic management
- 5) To increase the knowledge on various approaches and methods of Strategic Management.

### **Unit I: Industrial Relations**

Meaning, Definition, Concepts, Origin, Approaches to the study of Industrial Relations, Influence of Socio-Economic, Political and Technical Forces on Industrial Relations; Industrial Relations at Shop Floor and Plant: Employee Discipline, Grievance Redressal Machinery

### **Unit II: Trade Unions**

Evolution, Purpose, Functions and Structure of Trade Unions, Major Central Trade Union Organisations, Recognition of Trade Union, Rights and Responsibilities of Registered Trade Union; Trade Union - Membership, Finance Structure , Leadership , Politics, Trade Union Rivalry & Violence. Collective Bargaining: Meaning, Theories, Pre requisites, Principles, Strategies, Skills, Subject matter for Collective Bargaining, Factors influencing Collective Bargaining, Bargaining Structure, Procedure and Machinery for Collective Bargaining, Collective Bargaining Agreements; Problems pertaining to Collective Bargaining in India.

### **Unit III: Industrial Dispute**

Meaning and Concept, Instruments of Coercion – Strike, Picketing, Gherao, Bandh, Stikes and Lock – Out; Dispute Settlement Mechanisms: Bipartite Approach – Negotiation, Mediation, Works Committee, Significance of Employers’ Federations; Tripartite Approach - Conciliation, Arbitration, Adjudication - Courts of Enquiry, Labour Courts, Industrial Tribunal, National Tribunal, Awards; Workers Participation in Management – Concept, Levels of Participation, Benefits of Participation; Industrial Relations at the Government Level

### **Unit IV: Strategic Management**

Concept, Meaning, Objectives, Need and Significance. Historical development of Strategic Management. Approaches to Strategic Management. Advantages of Strategic Management. Strategic Planning Process: Benefits and Drawbacks. Vision, Mission, and Corporate Governance. Strategy and Business Ethics. Environment

Appraisal: Concept and Characteristics. External and Internal Environment - SWOT Analysis. Changes in Environment. Organizational Appraisal: Process and Factors affecting. Approaches, Methods and Techniques used for Organizational Appraisal.

### **Unit V: Recruitment and Retention Strategies**

Online Recruitment; Employee Referrals; Recruitment Process Outsourcing. Head Hunting; Executive Education; Flexi Timing; Telecommuting, Work-Life Balance; Employee Empowerment - Employee Involvement; Autonomous Work Teams. Training and Development Strategies: Creating a Learning Organization; Competency Mapping; Multi-Skilling Succession Planning; Cross Cultural Training. Performance Management Strategies : Defining Key Result Areas (KRA); Result Based Performance - Linking Performance to Pay; Merit Based Promotions. Reward and Compensation Strategies: Performance Based Pay; Skill Based Pay; Team Based Pay -Broad Banding; Profit Sharing; Executive Compensation; Variable Pay. Retrenchment Strategies: Downsizing; Voluntary Retirement Schemes (VRS) - HR Outsourcing; Early Retirement Plans; Project Based Employment.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge about trade unions
- 2) After studied Unit-II, The students will be able to understand the functions and activities of Collective bargaining
- 3) After studied Unit-III, The students will be able to acquire the skill of working with the workers and unions
- 4) After studied Unit-IV, The students will be able to gain knowledge of industrial disputes.
- 5) After studied Unit-V, The students will be able to provide an understanding nature, importance, process and various strategies of Strategic Human Resource Management.

### **Text Books**

- 1) Ahuja .K.K., 1990 Industrial Relations Theory & Practice, Kalyani Publishers, Ludhiana

### **Supplementary Readings**

- 1) Alex Miller and Gregory G.Dass, 1996, Strategic Management, McGraw – Hill Companies, New
- 2) Delhi. Bhatia S.K., 2006, Human Resource Management – A Competitive Advantage, Deep & Deep Publishing Pvt.Ltd, New Delhi
- 3) Bhatia.SK, 1988 Personnel Management & Industrial Relations, Deep & Deep Publications, New Delhi
- 4) Bascia, N, 1995 Social Security and Labour Welfare in India, Ashish Publishers, New Delhi
- 5) Charles R Greer, 2001, Strategic Human Resource Management – A general Managerial Approach, Pearson Education (Singapore) Pvt. Ltd, New Delhi.

- 6) Collis DJ, Montgomery CA. 1997. Corporate Strategy: Resources and the Scope of the Firm. Irwin: Chicago
- 7) Gupta. C.B., 2000 Industrial Relations & Labour Laws, Sultanchand, New Delhi
- 8) Mamoria. C.B, 2000 Dynamics of Industrial Relations, Himalaya Publishers, Mumbai
- 9) Misra.S.N., 1986 Labour & Industrial Laws, Allahabad Book Agency, Allahabad
- 10) Monappa ,Arun , 2005 Industrial Relations, Tata McGraw Hill Book, New Delhi
- 11) Sarma. A.M, 2000 Industrial Relations: Conceptual and Legal Frame Work Himalaya Publishers, Mumbai
- 12) Subramanian, 2002 Labour Management Relations in India, Asia Publishing House, Chennai
- 13) Tiwari.R.S.1999 New Challenges in Industrial Relations, Tamil Nadu Book House, Chennai
- 14) Tripathi. P.C, 1998 Industrial Relations & Labour Laws, Sultanchand Publication, New Delhi
- 15) Grant RM. 2002. Contemporary Strategy Analysis: Concepts, Techniques, Applications (Fourth ed.). Blackwell Publishers: Oxford
- 16) Philip Sadler, 2004, Strategic Management, Kogan Page India Pvt.Ltd, New Delhi.

#### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |  |                                 |
|---|--|---------------------------------|
| <b>SEMESTER: IV<br/>CORE COURSE –<br/>M&amp;P</b> | <b>22PMSWC42-2: COMMUNITY AND PUBLIC HEALTH<br/>IN INDIA</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To develop an understanding of the Health Care System in India.
- 2) To develop skills in planning and implementation of Community Health programmes.
- 3) To have an insight into the existing programmes and services at the local, National and International level.
- 4) To sensitize students about the need for proactive, Preventive and developmental approaches in the field of health.
- 5) To understand maternity and child health indicators in India.

#### **Unit 1: Concepts related to Health**

Definition of Health, Concept of Well-being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health; Meaning of disease, sickness/illness, and Sick role; Definition of Public Health and Epidemiology, changing concepts in Public Health, Primary health care and Principles of Primary Health Care; Health Perspective - Human Development Index; The Sustainable Development Goals related to health. Preventive, Promotive and Rehabilitative aspects of Public Health. Various systems of medicine practiced in India.

#### **Unit II: Communicable and Non -Communicable Diseases**

Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen's disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non - Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

#### **Unit III: Health Programmes & Policy**

National Health programmes: NRHM, Family Welfare, Maternal and Child Health, ICDS, School health programmes, AIDS control programmes, National and International Organisations related to health: ICMR, WHO, UNICEF, Red Cross, RNTCP. Welfare measures for the Differently Abled, State Health programmes for the weaker sections. National Health Policy 2002; Population Policy; ESI Act 1975; Health care systems in India - Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH

#### **Unit IV: Maternal and Child Health**

Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive

health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.

### **Unit V: Community Health in India**

Community Health Issues related to: Environmental issues with reference to water, air, noise, soil, pollution, radiation hazards; Gender; Education; Housing; Occupational Health Hazards; Disasters; Globalization; Employment; Economy. Food, Nutrition & Health, Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Health Education - Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine. Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand concept of health and public health.
- 2) After studied Unit-II, The students will be able to gain knowledge of communicable and non-communicable disease.
- 3) After studied Unit-III, The students will be able to get legislation related to health and policies
- 4) After studied Unit-IV, The students will be able to sensitize students about the need for proactive, Preventive and developmental approaches in the field of health.
- 5) After studied Unit-V, The students will be able to understand of holistic approach in maternity health and child health.

### **Text Books**

- 1) Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; Jabalpur: M/s. BanarsidasBhanot

### **Supplementary Readings**

- 1) Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; Jabalpur: M/s. BanarsidasBhanot
- 2) Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications
- 3) Bose. A. & Desai P.B. (1982). Studies in the Social Dynamics of Primary Health Care; Delhi: Hindustan Publishing Co.
- 4) Charns M.P& Schaeffer M.J (1983) Health Care Organisations – A Model for Management: New Jersey: Prentice Hall, Inc.
- 5) Hanlon J.H (1975) Principles of Public Health Administration
- 6) Jayaratnam. J. (1993): Occupational Health in Developing Countries; Oxford University Press
- 7) Miller R.S. (1982) Primary Health Care - More than Medicine, London: Prentice Hall Inc.

- 8) Miller D. (1976) Dimensions of Community Health; C. Brown Co. Publications Iowa.
- 9) Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health.
- 10) Nanda V.K. (1997) Health Education, Delhi: Anmol Publications,
- 11) Pandey .R & Kanhere V. (1997) Activists Handbook of Occupational Health and Safety; Delhi: Society for Participatory Research in Asia
- 12) Phillips D.R. (1994) Primary Health Care- Health and Health Care in the Third World.
- 13) Pisharoti K.A (1986) Education for Better Health of Mother and Child in Primary Health Care.
- 14) Thirugnanasambandham C. Primary Health Care, 15. Kapali .V & Parthasarathy T.K. (1983) IUHE- SEARB, Chennai.

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3                             | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)



|  |   |                                 |
|--|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE<br/>COURSE – CD</b> | <b>22PMSWC42-3: DEVELOPMENTAL STRATEGIES<br/>AND SOCIAL AUDIT</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|--|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To acquire knowledge and skills required for a development professional
- 2) To give a clear understanding of nature and forms of development interventions strategies
- 3) To equip the professional social work trainees with cutting edge development techniques
- 4) To gain knowledge on social audit
- 5) To acquire skills to practice social accounts and audit.

#### **Unit I: Development Strategies**

Meaning, Definition, Types, Strategic Planning as a Development Tool. Role of Five Year Plans in Development. Current Development Strategies: Issues and Challenges. Community based Development models. Asset based Community Development. Development Strategic Tools: Stake-holder Analysis, SWOT Analysis, Strategic Analysis, Force Field Analysis, Logical Frame Work Analysis, Tools for Assessment and Appraisal. Participatory Action Research. Programme Monitoring and Evaluation: Concept, Steps and Process. Evaluation Report. Social and Economic Impact assessment.

#### **Unit II: Alternate Planning Strategies**

PRA, Pro Poor Planning, Micro Planning, Participatory Planning, Client Articulation Systems, Networking: Neighbourhood Networks and Representative Networks, Collaboration, Community Organising, Coalition Building, Partnership Development, Developing strategies to minimize Resistance.

#### **Unit III: Tools and Techniques**

Law as an Instrument for Development Strategy, PIL, RTI, Advocacy, Lobbying, Social Action, Pressure Group Tactics, Social Audit, Public Hearing, Fact Finding. Role of Statutory Commissions in Development Strategies. Court and Human Rights Protection Mechanisms. Role and Strategies: Social Work methods in Development Strategies, Role of Social Worker in the application of Development Strategies in the Social excluded groups: Dalits, Tribals, Women, Children, and Displaced.

#### **Unit IV: Social Accounts**

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

### **Unit V: Community Social Audits**

Social Audit: Concept, Scope, Objectives. Principles of social audit: Transparency, Participation, Representative Participation and Accountability. Types of social audit. Stages in social audit: Preparatory stage, Implementation stage and Follow up – Benefits and challenges of social audit – Social Audit vs Financial Audit – Community Audit: Role of gram panchayat and gram sabha in social audit. Practical use of tools and techniques for social Accounting and auditing - Social Impact Assessment (SIA), Social Accounting and Auditing (SAA) and Community Auditing and Reporting, Writing the books of accounts and auditing. Documentation and Reporting.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the concept, need, importance and principles of development strategies.
- 2) After studied Unit-II, The students will be able to gain knowledge on alternative planning strategies.
- 3) After studied Unit-III, The students will be able to gain knowledge on various methods involved in social auditing.
- 4) After studied Unit-IV, The students will be able to gain knowledge on social audit
- 5) After studied Unit-V, The students will be able to acquire skills to practice social accounts and audit

### **Text Books**

- 1) Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

### **Supplementary Readings**

- 1) Burkey,S.(1993), People First : A Guide to Self Reliant, Participatory Rural Development, New York: Zid Books.
- 2) Rober, Chambers (1983), Rural Development:: Putting the Last First, Harlow, ; Long Man, New Delhi..
- 3) Freire Paulo, (1970), The Pedagogy of the Oppressed, Herder and Herder, New York
- 4) MC Gracken, Narayan (1998), Participation and Social Assessment – Tools and Techniques, The International Bank for Reconstruction, World Bank, Washington.
- 5) Mikkelsen Britha, (1995), Methods for Development Work and Research – A Guide for Practiceners, Sage Publications, New Delhi.
- 6) Slocum, Wichart, Rocheleau,Slyter, (1995), Power, Process and Participation: Tools for Change, Intermediate Technology Publications, London.
- 7) Nelson, Nici and Susan Wright, (1995), Introduction, Power, Participatory Development, Theory and Practice, Intermediate Technology Publications, London.
- 8) Gokhul Sharma (1997), Human Rights and Special Justice and Human Rights in India, Serial Publications.

- 9) Subhash Chandra Sing (2006), Social Justice and Human Rights in India, Serial Publications.
- 10) Aggarwal, Nomita. 2003. Social auditing of environmental laws in Inida. New Century Publications. New Delhi.
- 11) Auret, Diana and et.al. 2009. Participatory social auditing;a practical guide to developing a gender-sensitive approach. Institute of development studies. Brighton.
- 12) Ball, Amanda and Stephen O. Osborne. 2011. Social accounting and public management: accountability for the common good. Routledge Publisher. New York.
- 13) Basu, S. K. 2006. Auditing: Principles and Techniques. Dorling Kindersley (India) Pvt.Ltd. New Delhi.
- 14) Basu, S.K. 2009. Fundamentals of Auditing. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
- 15) Costa, Ericka and et. Al. 2014. Accountability and Social Accounting for social and nonprofit organizations. Emerald group publishing limited. Bingley.

#### OUTOME MAPPING

| a   |     |     |     |     |     |     |     |     |     |      |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | S   | S   | S   | S   | S   | M   | M   | M   | S   | S    |
| CO2 | S   | S   | S   | M   | S   | S   | S   | S   | S   | S    |
| CO3 | S   | S   | S   | S   | M   | S   | S   | M   | S   | M    |
| CO4 | S   | M   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5 | S   | S   | M   | S   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |   |                                 |
|---|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE<br/>COURSE</b> | <b>22PMSWC43: SOCIAL POLICY AND SOCIAL<br/>LEGISLATIONS</b> | <b>CREDIT: 4<br/>HOURS: 6/W</b> |
|---|---|---------------------------------|

**Objectives of the Course:**

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

**Unit I****Teaching Hours: 15**

**Social Policy and Constitution:** Concept, definition, policy, public policy, Social policy, economic policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. Evolution of social policy in India, social policy and planned social change and development. Overview of the basic structure of Indian political System-Legislature, Judiciary and Executive; Policy Formulation Process.

**Unit II****Teaching Hours: 15**

**Social Policy Formulation:** Approaches to social policy, unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, policies in India – a historical perspective- policies- backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, State, International organizations (UN, WTO. World Bank), Pressure Groups. Lobbies, Advocacy Networks, Academic and Research Organizations, Industry and Market Forces, NITI Aayog (National Institution for Transforming India). UNDP. SAARC.

**Unit III****Teaching Hours: 15**

**Policy and Planning:** Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation. Role of Social Work Profession vis-a-vis Social Policy, Policy Changes in Post Reform Period, Policy advocacy: analysis and budget analysis as tool of policy advocacy.

**Unit IV****Teaching Hours: 15**

**Overview of Major Social Legislation in India:** The concept of legislation, need and importance to legislation, legislation as a process, social welfare and social change, Concepts of Social Justice - Social assistance - Social Security. Hindu law : Legislation pertaining to marriage divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Minority and Guardianship Act ,1956, Hindu Succession Act ,1956. Special Marriage Act, 1954, Provision regarding marriage and divorce in Muslim and Christian. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 1986,

Compulsory Free Education Act 2009, Child Marriage Restraint Act – 1929 and the Protection of Children from Sexual Offences (POCSO) Act – 2012.

### **Unit V**

**Teaching Hours: 15**

**Social Security Legislations:** Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act 1989, Dowry Prohibition Act (1961), Immoral Traffic Prevention Act (1956), Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971), Mental Health Act 1987, Medical Termination of Pregnancy Act 1971. Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Tamil Nadu Prohibition of Eve teasing Act 1988. Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995, Consumer protection Act 1986, Right to Information Act 2005, Domestic Violence Act 2005 and The Maintenance and Welfare of parents & Senior Citizens Act 2007

### **Course Learning Outcomes:**

1. After studied Unit-I, The students will be able to learnt about social policy and Indian Constitution.
2. After studied Unit-II, The students will be able to understood the Policies and Programmes in India
3. After studied Unit-III, The students will be able to learnt about social legislations legal system
4. After studied Unit-IV, The students will be able to gained knowledge on social legislations.
5. After studied Unit-V, The students will be able to understood the significance of various Legislations.

### **Prescribed Text Book:**

1. Naik G.P. (1992), Social Legislation in India, Bangalore: Lambani Publish
2. Gangrade K.D. –Social legislation in India, Impact Social Legislation on social change.

### **Books for Reference:**

1. Adams Robert, (2002), Social Policy for Social Work, Palgrave.
2. Baldock John, (2000), Social Policy, Oxford, Oxford University Press.
3. Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soyamaiya Publications, Bombay.
4. Government of India, Social legislation – Govt.of India Publications – 1956.
5. Tandon.M.P.,Mohamedanlan – Allahabad, Lan Association, 1964.
6. Hindulaw –R.K.Agarwala, Central law agency, Allagabad.
7. Senewalla R.K., Tara Poralla D.H. & Sons, Law other Layman \_ Bombay 1962.
8. Devasia, V.V., LeelammaDevasia, Woman Social Justice and Human Rights, APH Publishing corporation, Delhi, 1998.
9. Child and Law – Indian Council for Child Welfare, Tamil Nadu, 1998.
10. SankarSen, A.P.H. Human Rights in Developing Society – Publishing Corporation, New Delhi, 1998.
11. Kohki, A.S., Sharma, S.R., Equal Oppurtutnity Human Rights and Social Welfare, Anmol Publications, Pvt.,Ltd, New Delhi,1997.
12. Justice V.R.KrishnaIyer, Human Rights – A Judges Miscellanary, B.R.Publishing Corporation, Delhi, 1999
13. Vyas, R.N. – The Soul of Indian Constituiton (A Critical evaluation) print well Publications, Jaipur, 1998.

14. Chkaraparty N.K Juvenile Justice, Deep & Deep Publication, New Delhi 1999.
15. Paras Diwan&PeeyusaiDiwan, Children & Legal Protection, Deep & Deep Publication, New Delhi, 1994 .
16. Agarwal.R.K. - Indian Law, Central Law Agency, Allagabad.
17. Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.
18. Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi.
19. Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, Vazhga Valamudan Publishers
20. Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                                    | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|   |  |                                 |
|---|--|---------------------------------|
| <b>SEMESTER: IV<br/>CORE<br/>PRACTICAL:IV</b> | <b>22PMSWP44: CONCURRENT FIELD WORK - IV</b> | <b>CREDIT: 4<br/>HOURS: 2/W</b> |
|---|--|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To sensitive the students to social needs and problems and enable them to critically analyze problems and select the appropriate means of problem solving.
- 2) To understand and apply the social work methods to deal with such needs and problems.
- 3) To begin to acquire skills of social work intervention in human needs situations and issues.
- 4) To known about intervention aspct of dealing with case work and group work.

In the final semester the students go for practice based social work for two days in a week and expected to spend a minimum of 15 hours per week in the field. The students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization or industries according to the fields of specialization for a semester where MSW supervisor is available. During the placement the students are expected involve with the activities of the organization to whatever extent possible. The students make effort to get exposure and experience to relate the theoretical knowledge what they have gained in the class room and try to practice them. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The community organization programme is being organized by each student to promote extension activities towards different villages, institutions and organizations.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference every week regularly. At the end of the semester Viva- Voce is conducted by two examiners. 30 marks are being awarded by the internal faculty supervisor, 10 Marks are awarded by the Agency Supervisor and 60 marks are being awarded by the external examiner.

### **Component of Field Work:**

- 1) Regular field Work
- 2) Study Tour
- 3) Skill Laboratory

### **Study Tour:**

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well known organizations (common and specialization based) involved in the practice of social work outside the jurisdiction of University of Madras. The Place and the days shall be decided by the department in consultation with the students. The students are expected to observe the differences and nuances in such

organizations with respect to their concurrent field work agencies in terms of service delivery. A detailed report of the study tour has to be submitted to the department immediately after the study tour. **Duration: 8 Days**

**Skill Laboratory:**

- 1) Participatory Learning & Action (PLA)
- 2) Academic Writing Skills
- 3) Organization Skills
- 4) Public Relation / Networking Skills
- 5) Project formulation and Evaluation

**Human Resource Management**

**Objectives:**

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

**Tasks:**

I Organisational Profile - History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units,

Workforce, Line and staff management, Structure and functions of the Human Resource Department



### **Medical and Psychiatric Social Work**

#### **Objectives:**

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

#### **Tasks:**

- 1) Analyzing the person in the mental health environment
- 2) Practice Psychiatric Case History Taking and psycho social assessment
- 3) Assess the health/ welfare needs of various groups and the agency's response to meet these needs
- 4) Study the disease profile and critically analyse the impact of the disease/ problem/ disability on the individual, family and society
- 5) Applications of the methods of social work in the agency and integrate theory and practice in intervention

### **Community Development**

#### **Objectives:**

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

**Tasks:**

- 1) Observation visit to urban community / slums (informal settlements)
- 2) Analysis of their socio-economic conditions
- 3) Application of the principles of Urban community development
- 4) Application of professional social work methods in urban setting
- 5) Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures

**Methods of Assessment: External Viva Exam**

- 1) In relation to tasks achieved and personal growth and change
- 2) An external viva voce will be conducted.

**Agency Evaluation Criteria:**

| Sl.No   | Attributes              | Max Marks | Sl.No | Attributes                   | Max Marks  |
|---|-------------------------|-----------|-------|------------------------------|------------|
| 1   | Punctuality             | 10        | 6     | Agency programmes & activity | 10         |
| 2   | Regularity              | 10        | 7     | Cooperation with agency      | 10         |
| 3   | Work Involvement        | 10        | 8     | Relationship with others     | 10         |
| 4   | Sense of Responsibility | 10        | 9     | Performance at work          | 10         |
| 5   | Initiative to work      | 10        | 10    | Attitude toward learning     | 10         |
| <b>Note:</b> Hundred marks converted to Ten Marks |                         |           |       | <b>Total Marks</b>           | <b>100</b> |

**Internal Assessment Criteria (40 Marks)**

| Field Work                 | Marks     | Skill Laboratory     | Marks     | Study Tour                  | Marks     |
|----------------------------|-----------|----------------------|-----------|-----------------------------|-----------|
| Submission of Report       | 05        | Active Participation | 05        | Active Participation        | 03        |
| Presentation of Field Work | 05        | Report               | 05        | Responsibility of Committee | 03        |
| Attendance for field work  | 05        | Attendance           | 05        | Presentation of Report      | 04        |
| <b>CIA (40 Marks)</b>      | <b>15</b> |                      | <b>15</b> |                             | <b>10</b> |

External Evaluation – (60 marks) - External examiner to be appointed by the University from Affiliated College

| <b>External Criteria</b>       | <b>Marks</b> | <b>External Examiner (1)</b> | <b>External/Internal Examiner (2)</b> | <b>Average Marks</b> | <b>ESE (60)</b> |
|--------------------------------|--------------|------------------------------|---------------------------------------|----------------------|-----------------|
| Theoretical Knowledge          | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Communication and Presentation | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Submission of Report           | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Learning from Field Work       | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Agency Evaluation              | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| Study Tour                     | 10           | 10                           | 10                                    | $10+10/2=10$         | 10              |
| <b>Total</b>                   | <b>60</b>    |                              |                                       |                      | <b>60</b>       |

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                       |   |                                 |
|---------------------------------------|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE ELECTIVE</b> | <b>22PMSWE45-1: COUNSELLING THEORY AND<br/>PRACTICE</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|---------------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To develop a basic understanding of theory and skills in counselling
- 2) To learn the different approaches and to develop an eclectic approach to counselling
- 3) To integrate counselling skills in Social work practice
- 4) To give an out sketch on the common techniques at use in Counselling
- 5) To explore students can be influenced for voluntary behavioral change and self-realization.

#### **Unit I: Concept of Counselling**

Concept, Meaning, Definition, principles, goals Need and importance, Goals, objectives, scope of counselling; Factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, skills, relationship, burn-out stress management, self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.

#### **Unit II: Different Approaches and Theories of Counselling**

Approaches of counselling, over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling. Theories of Counselling: Psychoanalytic, Adlerian, Client Centered, Behavioural approach, Rational emotive, Reality, Gestalt, Transactional analysis, cognitive behavioural therapy, and eclectic theories.

#### **Unit III: Types and Techniques to Counselling**

Types: directive counselling, non-directive counselling, individual, group, community, peer counselling, family counselling, student counselling, palliative care counselling, rehabilitation counselling and industrial counselling, Ethical practices in counselling. Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding.

#### **Unit IV: The Eagan Model of Counselling:**

**Stage- 1:** Problem exploration and clarification-Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration

**Stage- 2:** Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II-

Helper's skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client's skill – non defensive listening, dynamic self-understanding.

**Stage- 3:** Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.

#### **Unit V: Counselling in different settings**

Marital, family, HIV/AIDS, pastoral counselling, hospital, schools, student guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling industries and disaster counselling.

#### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to understand the concept of counselling
- 2) After studied Unit-II, The students will be able to integrate counselling skills in Social work practice
- 3) After studied Unit-III, The students will be able to gain knowledge of types and techniques of counselling
- 4) After studied Unit-IV, The students will be able to get ideas about Eagan models of counselling
- 5) After studied Unit-V, The students will be able to understand importance of counseling in different setting

#### **Text Books**

- 1) Murphy David (2017) Counselling Psychology: A Textbook for Study and Practice, Wiley-Blackwel publication.

#### **Supplementary Readings**

- 1) Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices.
- 2) Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change. 2nd Ed. USA: Thompson Brooks/Cole.
- 3) Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill.
- 4) DalaganjanNaik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan.
- 5) Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India.
- 6) Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.
- 7) John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications.
- 8) Lawrence, Shulman (2006): The Skills of Helping- Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. .
- 9) Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill.

- 10) Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE.
- 11) Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic
- 12) Feltham, Colin, ed. Controversies in psychotherapy and counselling. Sage, 1999.
- 13) Fullmer, Daniel W., and Harold Wright Bernard. Counselling: Content and process. Science Research Associates, 1964.
- 14) Geldard, Kathryn, David Geldard, and Rebecca Yin Foo. Counselling children: A practical introduction. Sage, 2013.
- 15) Harms, Ernest, and Paul Schreiber, eds. Handbook of counseling techniques. Pergamon Press, 1963.
- 16) Philip Simon (2020) Theory and practice in counseling, New Man Publication, Parbhani

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                       |   |                                 |
|---------------------------------------|---|---------------------------------|
| <b>SEMESTER: IV<br/>CORE ELECTIVE</b> | <b>22PMSWE45-2: CORPORATE SOCIAL RESPONSIBILITY</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|---------------------------------------|---|---------------------------------|

### **COURSE OBJECTIVES**

- 1) To understand the need and scope of corporate social responsibility
- 2) To acquire knowledge and skills to frame CSR policies and practices appropriate to Global business.
- 3) To gain knowledge about corporate social responsibility
- 4) To understand the functions and activities of social audit & entrepreneurship
- 5) To acquire the skills of promoting and working with social entrepreneurship

### **Unit I: Evolution of CSR**

Social Responsibility – Corporate Social Responsibility – Meaning, Concept, Definition, Scope and Significance of CSR, Evolution of CSR , Business Ethics of CSR, Carroll’s Model of CSR (Pyramid of CSR). CSR Issues: Environmental, Social, Labour related, Ethical and Governance.

### **Unit II: Stakeholders and CSR**

Stakeholders and perspectives - Interest Groups Related to CSR – Tools of CSR – Role of Business in society, Role of stakeholders, Implementing CSR – CSR in the workplace ,CSR in the community, CSR in the ecological environment.

### **Unit III: CSR Policy**

Designing a CSR policy, Factors influencing CSR policy, Managing CSR in an organization, CSR Audit: ISO 26000, Role of HR Professionals in CSR, Legal provisions and specifications on CSR, Corporate Governance and CSR.

### **Unit IV: CSR and MDG**

Understanding CSR and Millennium Development Goals (MDG), Sustainable Development Goals (SDGs), UN Global Impact, Global Reporting Initiative (GRI), Globalization and CSR, Models of CSR, Global Recognitions of CSR.

### **Unit V: CSR in India**

CSR provisions of the Companies Act 2013, CSR Awards in India, Role of social workers in CSR, National CSR Hub, Success and Failure Stories of CSR in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR.

### **COURSE OUTCOMES**

- 1) After studied Unit-I, The students will be able to gain knowledge about corporate social responsibility
- 2) After studied Unit-II, The students will be able to understand the functions and activities of social audit & entrepreneurship
- 3) After studied Unit-III, The students will be able to acquire the skills of promoting and working with social entrepreneurship

- 4) After studied Unit-IV, The students will be able to understand MDG and CSR
- 5) After studied Unit-V, The students will be able to gain knowledge of CSR in India.

### **Text Books**

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

### **Supplementary Readings**

- 1) Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd.
- 2) Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company
- 3) Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
- 4) Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
- 5) Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York: Oxford University Press Inc.
- 6) David Bornstein, (2007). How to change the world, social entrepreneurs and the power of New Ideas. Oxford University Press
- 7) David E Hawkins, 2006, Corporate Social Resonsibility , Palgrave Macmillan, New York
- 8) Ellington. J. (1998).Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
- 9) Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
- 10) Grayson D., Hodges A. (2004). Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business. UK: Greenleaf Publishing Limited
- 11) Narang R.K. (2009). Corporate Social Responsibility-Replicable Models on Sustainable Development. New Delhi: The Energy & Resources Institute.
- 12) Raman Mullerat (2011), The Corporate Governance of the 21st Century, Aspen Publishers, UK
- 13) Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
- 14) Sanjay K Agarwal (2008), Corporate Social Responsibility, SAGE Publications, New Delhi
- 15) Wayne Visser (2014), Transforming Corporate Social Sustainability and Responsibility, Springer Heidelberg, New York, London



**OUTCOME MAPPING**

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                       |  |                                 |
|---------------------------------------|--|---------------------------------|
| <b>SEMESTER: IV<br/>CORE ELECTIVE</b> | <b>22PMSWE45-3: SOCIAL EXCLUSION AND<br/>INCLUSIVE DEVELOPMENT</b> | <b>CREDIT: 3<br/>HOURS: 5/W</b> |
|---------------------------------------|--|---------------------------------|

**Objectives of the Courses:**

1. To introduce debate, definitions and various approaches to the study of social exclusion and inclusive policy measures.
2. To understand about the excluded communities and economic factors imparting on social system leading to social exclusion.
3. To apply social exclusion methods for an inclusive State Policies.
4. To understanding of qualitative and quantitative data base for social inclusion and exclusion
5. To gain knowledge of concept of welfare state.

**Unit I****Teaching Hours: 14**

**Social Exclusion:** Emergence of the concept: multidimensional and dynamic - Debate and Definitions - Characteristics of Social Exclusion - Economics /Structural - Socio / Cultural – Approaches on Social Exclusion – social integrationist approach - Poverty and Deprivation Approach - Underclass approach – redistributive approach - capability approach – welfare rights approach - Social Exclusion, Social Capital and Governance – Exclusion, Inequality and Social Justice.

**Unit II****Teaching Hours: 14**

**Conceptualizing social exclusion in India:** socio-historical perspective – nature and mechanism of social exclusion in India – geographies of exclusion: rural / urban disparities - exclusion due to poverty - exclusion from the labour market and means of livelihood - exclusion from social and political representation – exclusion from the right to secure childhood - caste, religion and gender based exclusion – Elderly, disabled and HIV affected – migration and homelessness – globalization and social exclusion.

**Unit III****Teaching Hours: 14**

**Qualitative and Quantitative debate:** properties of Social Exclusion measure – mobility and social exclusion – measuring poverty – unemployment - human development – UNDP’s Human Development Index and Human Poverty Index - elements of discrimination and deprivation – inclusive growth - indicators of social exclusion – general index for social exclusion – European Union’s Social Inclusion Index.

**Unit IV****Teaching Hours: 14**

**Social Exclusion and the Millennium Development Goals:** ideological challenges to social inclusion agenda in India – social movements and identity politics – Dalit and Feminist Movements in India – governance and social legislation in combating exclusion – law and governance relating to Adivasi, Dalits and women – role of Civil Society Organizations – United Nations System: UNDP, UNICEF, ILO – NGOs: DFID, Human Rights Watch – Partnership, Networking and Advocacy.

**Unit V****Teaching Hours: 14**

**Post-colonial Welfare State:** Policy making processes and structures in India – Problems in implementation of policy - Analysis of different policies of the Central and State Governments - food security and Public Distribution system – Micro-credits and Self-Help Groups – Integrated Child Development Scheme (ICDS) – National

Rural Employment Guarantee Scheme (NREGS) – Vazhdhu Kaatuvom Project - Liberalism, Globalization and Changing nature of social policy in India.

**Course Learning Outcomes:**

1. After studied Unit-I, The students will be able to gain knowledge about social inclusion
2. After studied Unit-II, The students will be able to understand the Conceptualizing social exclusion in India.
3. After studied Unit-III, The students will be able to acquire the skills of promoting qualitative data base.
3. After studied Unit-IV, The students will be able to understand MDG and social inclusion
5. After studied Unit-V, The students will be able to gain knowledge of Welfare state.

**Prescribed Text Book:**

1. Amartya, Sen (2007) on economic inequality, Oxford University Press

**Books for Reference:**

1. Bhaduri (2006) Employment and Development Oxford University Press
2. Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press
3. Jordan, B. 1996, A Theory of Poverty and Social Exclusion, Oxford: Black well
4. Shiv Kumar (2007) Readings in Human Development, Oxford University Press.
5. Sukhadeo Thorat and Narendra Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi
6. Serena Olsaretti, Endorsement and Freedom in Amartya Sen's Capability Approach, Economics and Philosophy, 21 (2005) 89–108
7. Sukhadeo Thorat, Caste, Social Exclusion and Poverty Linkages – Concept, Measurement and Empirical Evidence, Working Paper
8. Nolan, B. and Whelan, C. (1996) Resources, Deprivation and Poverty (Clarendon Press, Oxford)
9. Planning Commission (2006) Towards Faster and More Inclusive Growth: An Approach to the 11th Five Year Plan Government of India, New Delhi
10. Robinson, Peter, and C. Oppenheim 1998, Social Exclusion Indicators. London: IPPR
11. Rodgers, G., C. Gore and J. B. Figueiredo (eds), 1995, Social Exclusion, Rhetoric, Reality, Responses, International Institute for Labour Studies, ILO, Geneva.
12. Walters N, Lygo-Baker S, Strkljevic S, Empowerment Indicators: Combating Social Exclusion in Europe, 2001 Policy Press, Bristol
13. Bhalla A.S and F. Lapeyre, Poverty and Exclusion in a Global World, Macmillan Press, London, 1999.

| <b>Mapping with Programme Outcomes</b> |     |     |     |     |     |     |     |     |     |      |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                                    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                                    | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                                    | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                                    | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                                    | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                                    | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                                      |                                    |                                 |
|--------------------------------------|------------------------------------|---------------------------------|
| <b>SEMESTER: IV<br/>CORE PROJECT</b> | <b>22PMSWD46: RESEARCH PROJECT</b> | <b>CREDIT: 5<br/>HOURS: 6/W</b> |
|--------------------------------------|------------------------------------|---------------------------------|

The students are placed under a supervisor for the research project work. The students are encouraged to start the project work in the third semester itself. Review meeting of three stages may be held in 20 days interval to monitor and guide the Students' Research Project.

#### **Schedule for Review Meetings**

|                 |   |   |
|-----------------|---|---|
| Review Meet I   | – | Finalization of Topic, Tool and Proposal                |
| Review Meet II  | – | Introduction and Review of the Literature               |
| Review Meet III | – | Data Analysis, Interpretation, Findings and Suggestions |

In the fourth semester the students complete the research study and submit the final copy for valuation. At the end of the semester Viva- Voce is conducted by an external examiner (75 marks for Final Research Project Report and Viva Voce). The internal assessment is for 25 marks

#### **Research Report Format**

The Research Project Report should be typed in Times New Roman Font, 12 font sizes with 1.5 line space.

- 1) Outer Cover
- 2) Title Page
- 3) Certificate
- 4) Preface
- 5) Acknowledgement
- 6) Table of Contents
- 7) List of Tables
- 8) List of Figures
- 9) List of Plates (if any)

The above nine items are the preliminaries of the research report, which should be numbered in Roman small numbers at the bottom of the page e. g. i, ii, iii.) Arabic numbers are used for the following items.

Chapter I : Introduction  
 1. A brief General Introduction  
 2. Statement of the Research Problem  
 3. Need / Significance / Importance of the Study

Chapter II : It consists of Review of Literature (with an appropriate title)  
 This chapter ends with General and Specific Objectives

- Chapter III : Methodology  
This chapter describes the various steps used in carrying out the research task. It is described in the past tense.
1. Chapter Introduction
  2. Field of Study.
  3. Pilot Study
  4. Research Design
  5. Hypothesis
  6. Selection of Sample
  7. Tools of Data Collection
  8. Sources of Data
  9. Pre testing
  10. Actual Data Collection
  11. Definition of Terms
  12. Analysis
  13. Limitations
  14. Organisation of the Report
- Chapter IV : Analysis and Interpretation  
This chapter presents the analysed data either by a table or a chart and not both for the same variable. The variable name is given as a sub title, introduction of the variable, presentation of data (table No. and table title) analysis then interpretation of data. Interpretation is not mere description of the numbers into words but giving meaning for the data distribution.
- Chapter V : Main Findings (Percentage in brackets) and Suggestions
- Chapter VI : Summary and Conclusion
- Bibliography : It is arranged in the alphabetical order by the author's name.  
Author's surname, year, title, place, publisher

### **Appendix**

The project should be valued for 75 marks by an external examiner and 25 marks by Internal Examiner; however the Viva-Voce examination should be conducted by both the external examiner appointed by the University and the respective internal examiner / guide/teacher concerned. The average of marks awarded in the viva-voce by both the external examiner and the internal examiner is to be intimated along with the marks obtained by the candidate in project evaluation to the University.

The Project Report may consist a minimum of 50 pages.

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

A candidate who fails in the Project/Dissertation or is absent may resubmit the report, on the same topic, with necessary modification / correction / improvements

in the subsequent even semester examination for evaluation and shall undergo viva-voce examination.

### COURSE OUTCOME

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

### OUTCOME MAPPING

| Mapping with Programme Outcomes |     |     |     |     |     |     |     |     |     |      |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| COs                             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1                             | S   | S   | S   | S   | S   | M   | S   | M   | S   | S    |
| CO2                             | S   | S   | S   | M   | S   | S   | M   | S   | M   | S    |
| CO3                             | M   | S   | M   | S   | M   | S   | S   | M   | S   | M    |
| CO4                             | S   | S   | S   | S   | S   | S   | S   | S   | M   | S    |
| CO5                             | S   | S   | M   | M   | S   | S   | M   | S   | S   | S    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)

|                     |                                      |                  |
|---------------------|--------------------------------------|------------------|
| <b>SEMESTER: IV</b> | <b>COURSE CODE: -----</b>            | <b>ONE MONTH</b> |
| <b>MANDATORY</b>    | <b>COURSE TITLE: BLOCK PLACEMENT</b> |                  |

### **Block Placement / Internship: (After IV Semester Examination)**

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

### **Objectives**

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

**Duration: 1 month**

### **OUTCOME MAPPING**

| <b>Mapping with Programme Outcomes</b> |            |            |            |            |            |            |            |            |            |             |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>COs</b>                             | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> | <b>PO10</b> |
| <b>CO1</b>                             | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>    |
| <b>CO2</b>                             | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO3</b>                             | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>M</b>    |
| <b>CO4</b>                             | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>    |
| <b>CO5</b>                             | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>M</b>   | <b>S</b>   | <b>S</b>   | <b>S</b>    |

**Note:** PO – Programme Outcome, CO – Course outcome, S – Strong (3), M – Medium (2), L – Low (1)