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Every Good Work

SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

P.G.&RESEARCHDEPARTMENTOFSOCIALWORK

SacredHeartCollege(Autonomous),

Tirupattur,VelloreDist –635601

www.shcpt.edu/www.dswshc.org

AffiliatedtoThiruvalluvarUniversityAccreditedbyNAAC(4thCycle)with 'A+'

Grade 3.31/4)

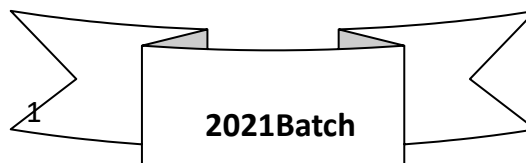
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Nadu

17thRankin India



MSW – SYLLABUS



MSW-COURSE(Restructured)-2021-2022BatchOnwards SEMESTER - I

Code	Titleofthesubject	Name
MSW130T	Introduction to Social Work Profession	J.AndrewsRaja
MSW131T	Social Work Practice With Individuals	Miss.LisaElango
MSW132T	Social Work Practice With Groups	Dr.ClaytonMichaelFonceca
MSW133T	Sociology for Social Work Practice	Dr. Selvam
MSW134T	Psychology for Social Work Practice	J.AndrewsRaja(XXX)
MSW135S	Theatre Skills	Dr. Selvam
MSW136F	Concurrent Field Work-I	J.AndrewsRaja

SEMESTER-II

MSW230T	Social Work Practice With Communities	J.AndrewsRaja
MSW231T	Human Resource Management	Dr.ClaytonMichaelFonceca
MSW232T	Medical &Psychiatric Social Work	Dr.ArockiaRaj
MSW233T	Social Welfare Administration	Dr.Christi Anandan
MSW234T	Labour Legislation and Labour Welfare	Dr. Selvam
MSW235S	Communication Skills	Dr. Selvam
MSW236F	Concurrent Field Work-II	J.AndrewsRaja(XXX)
MSW237F	Block Field Work(4WeeksDuration)	Dr.Selvam,Dr.ArockiaRajDr. Christi Anandan

SEMESTER-III

Code	Titleofthesubject	Name
MSW330T	Social Work Research & Statistics	
MSW331A	Rural & Urban Community Development	
MSW331B	Industrial Relations	

MSW331C	Youth Development	
MSW332A	Rural and Urban Governance	
MSW332B	Human Resource Management in Service Sector	
MSW332C	Strategies for youth Development	
MSW335S	Data Processing & Analysis Skill-(SPSS & NVivo)	
MSW337J	Research Project I	
MSW333A	Qualitative Research	
MSW333B	Hospital Administration	
MSW333C	Therapeutic Interventions in Social Work	
MSW334A	Corporate Social Responsibility	
MSW334B	Hotel Front Office Management	
MSW334C	Disaster Management	
MSW336F	Concurrent Field Work–III	

SEMESTER–IV

Code	Titleofthesubject	Name
MSW420T	Human Rights and Social Legislation	
MSW431A	Development Strategies	
MSW431B	Organizational Behavior	
MSW431C	NGO Management	
MSW432A	Livelihood & Social Audit	
MSW432B	Human Resource Development	
MSW432C	Counseling and Career Guidance	
MSW433A	Project Monitoring and Evaluation	
MSW433B	Skill Matrix & Competency Mapping	
MSW433C	Social Work with Family & Children	

MSW434A	Environmental Social Work	
MSW434B	Performance Management	
MSW434C	Social Entrepreneurship	
MSW435S	Employability Skills	
MSW436F	Concurrent Field Work IV	
MSW437J	Research Project II	

MSW-COURSE(Restructured)-2021-22 BatchOnwards

SEMESTER I							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW130T	Introduction to Social Work Profession	45	3	3	50	50	100
MSW131T	Social Work Practice With Individuals	45	3	3	50	50	100
MSW132T	Social Work Practice With Groups	45	3	3	50	50	100
MSW133T	Sociology for Social Work Practice	30	2	3	50	50	100
MSW134T	Psychology for Social Work Practice	30	2	3	50	50	100
MSW135S	Theatre Skills	30	2	R/SD			100
MSW136F	Concurrent Field Work-I	-	5	R/V	50	50	100
SEMESTER TOTAL			20				700
SEMESTER II							
MSW230T	Social Work Practice With Communities	45	3	3	50	50	100
MSW231T	Human Resource Management	45	3	3	50	50	100
MSW232T	Medical & Psychiatric Social Work	45	3	3	50	50	100
MSW233T	Social Welfare Administration	30	2	3	50	50	100
MSW234T	Labour Legislation and Labour Welfare	30	2	3	50	50	100
MSW235S	Communication Skills	30	2	R/SD			100
MSW236F	Concurrent Field Work-II	-	5	R/V	50	50	100
MSW237F	Block Field Work (4 Weeks Duration)	-	4	100			
MSW238X	Transactional Analysis (Certificate Course)	-	2*	Optional-Successful Completion			
SEMESTER TOTAL			24+2*				800

SEMESTER III

Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW330T	Social Work Research & Statistics	45	3	3	50	50	100
MSW331A MSW331B MSW331C	Rural & Urban Community Development Industrial Relations Youth Development	45	3	3	50	50	100
MSW332A MSW332B MSW332C	Rural and Urban Governance Human Resource Management in Service Sector Strategies for youth Development	45	3	3	50	50	100
MSW333A MSW333B MSW333C	Qualitative Research Hospital Administration Therapeutic Interventions in Social Work	30	2	3	50	50	100
MSW334A MSW334B MSW334C	Corporate Social Responsibility Hotel Front Office Management Disaster Management	30	2	3	50	50	100
MSW335S	Data Processing & Analysis Skill-(SPSS & NVivo)	30	2	R/SD	50	50	100
MSW336J	Research Project I	-	3	R/V			100
MSW337F	Concurrent Field Work-III	-	5	R/V	50	50	100
MSW338X	<i>Psychometric & Testing Tools (Certificate Course)</i>	-	2*	Optional-Successful Completion			
SEMESTER TOTAL			23 + 2*				800

SEMESTER IV							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW430T	Human Rights and Social Legislation	45	3	3	50	50	100
MSW431 A MSW431 B MSW431 C	Development Strategies Organizational Behavior NGO Management	45	3	3	50	50	100
MSW432 A MSW432 B MSW432 C	Livelihood & Social Audit / Human Resource Development Counseling and Career Guidance	45	3	3	50	50	100
MSW433 A MSW433 B MSW433 C	Project Monitoring and Evaluation Skill Matrix & Competency Mapping Social Work with Family & Children	30	2	3	50	50	100
MSW434 A MSW434 B MSW434 C	Environmental Social Work Performance Management Social Entrepreneurship	30	2	3	50	50	100
MSW435S	Employability Skills	30	2	R/SD			100
MSW436J	Research Project II	-	3	R/V			100
MSW437F	Concurrent Field Work IV	-	5	R/V	50	50	100
	Block Field Work(4WeeksDuration)	-	4*	Optional-Successful Completion			
	SEMESTER TOTAL		23+4*				800
	COURSE TOTAL		90+8*				3100

MC-MainCore, **IDC**-Inter-DisciplinaryCore;**ME**-MainElective,
RP-ResearchProject;**SK**-SkillPaper; **FWP**-FieldWorkPracticum;**CC**-CertificateCourse
SFWP-SummerFieldWork Practicum;**R/V**-ReportSubmission&VivaVoce**R/SD**-ReportSubmission/ Skill
 Demonstration

Componentsof Programme	No of courses	No.of courses(x) credits	Total Credits
Main Core(MC)	12	12 x03	36
InterDisciplinaryCore(IDC)	04	04 X02	08
MainElectives(ME)	04	04 x02	08
SkillPaper (SK)	04	04 x02	08
FieldWorkPracticum(FWP)	04	04 x05	20
SummerFieldWorkPracticum(SFWP)(4 Weeks at the end of I Year)	01	01x04	04
SummerFieldWorkPracticum(SFWP)(4 weeks at the end of II Year)	01* (Optional)	01X 04	04*
ResearchProject	02	02 x03	06
CertificateCourses(CC)	04* (Optional)	04 X 02	08*
TOTAL	23	-	90+12*

CHOICEBASEDCREDITSYSTEM(CBCS)&ADDITIONALCREDITS

- A student has to get 90 credits and pass in all papers to get a Degree in Social Work.
- However, there is a scope for students to get additional 12 credits. Such students can obtain extra 4 credits by undertaking Summer Field Work Practicum at the end of IV Semester, 4 more credits by opting for 2 Certificate Courses (2 credits each) offered by the Dept. of Social Work. They can also avail 4 more credits by taking Certificate Courses offered by other P.G. Departments of Sacred Heart College.
- They can also attend Certificate programmes (of minimum 30 hours duration) offered by recognized educational institutions in line with the fields of Social Work. Students have to get prior approval of the department and must produce the certificate to get the extra 2 credits. (However, the optional credits cannot exceed 12)
- In the case of electives, the students have three choices from which they can select any one paper. Whereby, in a class of 40 students, if two groups of students choose one elective each then the elective chosen by the majority will be offered.

PEDAGOGY

Theory classes are held on Mondays, Tuesdays and Wednesdays (as per the College Calendar). Field practicum is carried out on Thursdays and Fridays. Most of the classes are conducted with a combination of lectures, presentations and discussions for which students' participation is highly encouraged. Students are given an outline of the course with the bibliography for their preparation at the beginning of each semester. Students are expected to supplement classroom learning by independent reading.

Skill Papers: The department offers four skill papers (one in each semester) to the students and it is mandatory that students pass in these skill papers. The main objective of these papers is to enhance specific skills related to Social Work Practice. **The Skill Papers do not have Semester End Examination.** Internal Assessment carries 100 marks.

Certificate Course: It is an extra credit course (2 credits) and purely optional. The course duration is minimum of 30 hours and will be conducted outside the class hours (mostly on Saturdays & Sundays). The students who want to do a certificate course will pay the fees to the department from which the running cost (Honorarium to Resource Persons and Travel cost) will be met. Students are required to pay Rs. 50/- to the office of the Controller of Examinations as examination fee. **The Certificate Courses do not have Continuous Internal Assessment and Semester End Examination.** The students must have attended minimum 30 hours of the course to get the Certificate and 2 Credits.

Teaching and Learning Methodology: The teaching-learning methodology includes lectures, interactive discussions, assignments, use of visual aids, book reviews, articles/news items in reviews, field based case studies, field visits, guest lecturers, discussion forums through 'Moodle platform' and video conferencing.

Course Design: The department has a unique system of preparing a Course Design which is used as an aid in teaching-learning process. The course design consists of the syllabus with 5 Units and bibliography. For example; under each unit, the student will find details of the books and journals which contain information about the prescribed unit. The teacher also has to specify the hours and actual dates of lecture/discussion he/she intends to use to teach that respective unit. This is prepared by the teacher by involving students and it serves as a source of inspiration for those staff and students who want to be well prepared for the class room teaching-learning experience.

Fieldwork

Field Work is an integral part of the programme of training in Social Work. It comprises of learning professional social work practices under the guidance of trained field instructors in Government Organizations, Non- Government Organizations and Companies. It enables students to put theory to practice in the field with adequate social work interventions.

In the first year, students are placed in social welfare agencies where he/she is able to practice Social Work with Individuals, Groups and Communities. In the second year, depending on the field of specialization, a student is placed in a community setting or industrial setting or in a youth development setting. Students will be required to maintain/document regular recordings of their fieldwork learning's during the course of their field practicum.

Concurrent Field Work: During the first and second semester, students are expected to work for a minimum of 15 hours per week on Thursdays and Fridays.

Summer Block Field Work: At the end of the I Year, it is mandatory for students to undertake a one month Summer Field Practicum as a requirement for a Master's Degree in Social Work.

Students also get an opportunity to do Summer Field Practicum at the end of the Second year but this is optional. Summer Field Practicum does not have terminal exams. However, it is mandatory for the students to complete 4 weeks of Field work training and submit their respective field work records.

Field Work Requirements

Students are expected to inform their Agency Supervisor and the Field Work Coordinator of the department in prior for their absence on any scheduled fieldwork day. Failure to do so will be strictly dealt with. Any absence from fieldwork for a longer duration, more than one day must be communicated in writing to the Fieldwork Supervisor. Hundred per cent attendance in fieldwork must be achieved to be eligible to appear for the semester end examination. Leave of absence during field work needs to be compensated with permission and adherence to the guidelines of the concerned Field Work Supervisor, Field work Coordinator and HoD.

All students are required to dress appropriately adhering to the given dress code and due respect to the socio-cultural practices of the people whom they work with during their fieldwork tenure. A similar sobriety in dress code is also expected from students within the College premises and hostels.

- **FieldWorkSupervision**

The Department has assigned a Field Work Coordinator for I MSW and three Field Work Coordinators for II MSW for three specializations - Community Development, Human Resource Management and Youth Development. In addition to the FW Coordinators, a group of 6 to 7 students are allotted to a Field Work Supervisor.

The Field Work Coordinator will be responsible for planning the field work for students and to ensure their supervisory visits to the agency and community. The FW Supervisors visit the agency/community at least once in a semester to establish rapport and avail valuable feedback on the quality of field work training.

FieldWorkConference

The students submit field work report every Monday morning. The IMSW students report will consist of a general report and three separate reports on Casework, Group Work and Community Organization. The II MSW field work reports will be as per the requirement of each specialization. Field Work Supervisors will correct the report and guide the students individually or in groups via Field Work conference.

LaboratorySessions

The Field Work Coordinator organizes laboratory sessions on three primary methods of Social Work - Casework, Group Work and Community Organization. These sessions mainly focus on providing hands on experience to students on skills and techniques in the aforesaid methods.

The P.G. Department of Counseling Psychology has a Laboratory with advanced Psychometric tools. By agreement, students of MSW are also trained in relevant psychometric tools. MSW students can also avail an optional certificate programme in Psychometric Testing and Tools.

RuralCamp and StudyVisits:

These are compulsory requirements to complete the course. No one is exempted from these requirements except for medical reasons. Students absent for medical reasons with prior permission of the Department, must compensate their days of absence as per the terms and conditions of the department. Students failing to comply will the nomenclature will not be allowed to appear for Field work exams. Rural Camp is a compulsory component of the I Semester Field Work practicum and Educational Tour is a compulsory component of III or IV Semester field work practicum.

FIELDWORK AGENCIES FOR PLACEMENT

Development Sector

1. ActionAidIndia, Chennai
2. Arunodhaya, Chennai
3. Banyan, Chennai
4. Bhumi, Chennai
5. BorntoWin, Chennai & Bangalore
6. BoscoMane, Bangalore
7. CABA(OVC) TNnp+, Krishnagiri
8. CAREIndia, Kolkata
9. CARITASIndia
10. ChildFundIndia, Bangalore & Chennai
11. ChildLine, Chennai
12. CMCPProjects, Vellore
13. CRYIndia, Chennai
14. CSRProjects-VIT University
15. DBYES, Guwahati, Assam
16. Deepalaya, Chennai
17. Dept.ofPsychiatry, CMC, Vellore
18. DonBoscoAnbullam, Chennai, Salem & Coimbatore
19. DonBoscoBeatitudes SocialWelfareCentre, Chennai
20. DreamIndia, Bangalore
21. GiveIndia, Chennai
22. HandinHandIndia, Chennai & Kanchipuram
23. Helikx, Salem
24. HelpAgeIndia, Chennai
25. HelpingHandsIndia, Bangalore & Chennai
26. HOPEFoundation, Chennai
27. HOPEFoundation,
28. ICCW, Chennai
29. IndianCommunityWelfare Organisation (ICWO), Chennai
30. IVDP, Krishnagiri
31. LabournetIndiaPvt.Ltd, Bangalore
32. MagicBus, Bangalore
33. Mariyalaya, Chennai
34. Mariyalaya, Tiruppur,
35. NavajeevanEducational Welfare Society (NEWS), Virudunagar
36. NHRC, Delhi
37. NIMHANS, Bangalore
38. People'sWatch, Madurai
39. RestlessDevelopmentIndia, Chennai
40. RGNIYD, Chennai
41. SahodariFoundation, Coimbatore
42. SavetheChildren, Chennai
43. SmileFoundation, Chennai
44. SOSVillages, Chennai
45. SrinivasanServicesTrust, Chennai
46. StateandCentralSocialWelfare Boards
47. StateYouthCentre, Bangalore
48. T.T.K.RanganathanClinical Research Foundation, Chennai
49. WorldVision India, Chennai
50. WorldWildFund, Coimbatore
51. YuvaGlobalFoundation, Bangalore

Note: Every year new agencies are added based on the student requirement and the network built

IndustrialSector

1. AdityaBirlaGroup,Hosur
2. ALSTOM,Hosur
3. AsahiIndiaGlass,Chennai
4. AshokLeyland,Hosur
5. AVTEC,Hosur
6. ChestlindTextiles, Hosur
7. CKAirtech India,Hosur
8. CorborandumUniversalLtd,Hosur
9. Dynaspede,Hosur
10. ELGI,Coimbatore
11. ExideBatteries India,Hosur
12. First Step BabyWear, Hosur
13. FleetGuardFiltersPvt.Ltd,Hosur
14. FordIndialtd,Chennai
15. HindustanMotorsLtd,Hosur
16. HyundaiMobis,Chennai
17. HyundaiMotorIndiaLtd, Chennai
18. ITCLtd,Hosur
19. JKTyres,Chennai
20. LucasTVS,Puducherry
21. KHShoes,Ranipet
22. LuK India,Hosur
23. MBDL,Chennai
24. MichelineTyresTamilNadu, Chennai
25. JBMNeelAutoPvt.Ltd,Hosur&Chennai
26. KansaiNerolacPaints,Hosur
27. OrchidChemicals, Chennai
28. RamLeathers,Ranipet
29. SanvickAsia,Hosur
30. SchwingStetter(India)Pvt.Ltd,Sriperumbudur
31. Shahi Exports,Bangalore
32. ShardaMotorsIndustries, Chennai
33. Tenneco,Hosur
34. TITAN,Hosur
35. TVSMotor,Chennai
36. Cognizant, Coimbatore
37. Rane,Chennai
38. Bonfiglioli,Chennai

Note:Everyyear newagenciesareaddedbasedon thestudents'requirement andthenetworkbuilt

RESEARCH PROJECT

MSW course aims to enhance the knowledge and skills of social work students in conducting scientific research and contribute to the profession. Students will undertake a Research Project. A member of the faculty will be assigned as a Research guide. The project report must be submitted for examination on the day fixed in the College Calendar. No project report will be accepted after this date. Plagiarism or malpractice found in the research project work of a student will be dealt with seriously. The concerned student has to undergo a fresh process of the Project work. The students have to adhere to the guidelines given in the Research Guide Booklet given to them.

LIBRARY

The College has a well-equipped library section which serves as a rich resource of updated, relevant material for Social Work students. The library is completely computerized and serves all interested development professionals. The entry of the student is tracked through a Biometric Entry System. The library system is **automated through EBLIS (a Library Software) and Online Public Access Catalogue.** The circulation of books are being facilitated through barcodes and Identity Cards. The

library provides CD-ROMs for self- instruction and a virtual classroom to supplement classroom teaching/learning. The library contains a vivid collection of Books, Journals and Magazines, Periodical back volumes, CDs, Databases, Bibliographic details of Journals Videotapes and Computers.

A cyber library called the 'Cybrary' has been made available for staff and research scholars. It has 40 Computers with Internet browsing, which students can use to browse online journals and resources. The students are given a Card by which they can access 10 hours of browsing free of cost. In addition to browsing, the students have the facility to prepare Manuscripts / Download materials / CD Writing / Printing as per their requirements. There are twenty workstations working with Linux 9.0. Rs.100/- is charged for the use of computer for 15 hours in one semester.

Library working hours:

Monday-Friday	8.00a.m to 8.00 p.m
Saturday	8.30a.m to 5.30 p.m
Sunday	9.00a.m to 12.30 p.m
During Vacation	8.00a.m to 4.30 p.m

Library Services

1. Orientation of fresher
2. Open access to books and journals
3. Current periodicals and newspapers in the Periodical section
4. Periodical back issues in the cabinets
5. University and Autonomous Question papers
6. OPAC
7. Printed Library catalogue
8. A database for Journal articles listing
9. A separate wing for CDs, Videotapes, Internet and E-journals
10. Reading materials from USIS library

Students have to enroll to be members. They can borrow 20 books and 5 videotapes per month. They can get Book Alert, Article and Web Alert, Span magazine, AIRC Newsletter, bibliography and videos.

More information from: (<http://shcpt.edu/index.php/facilities/index/76>)

EXAMINATION

University Requirements for MSW Programme

As per Tiruvalluvar University regulations a candidate who wants to appear for Examination in MSW must have:

- a) Minimum 75% attendance of lecture classes in each course in each semester
- b) Full (100%) attendance for the stipulated hours in fieldwork,
- c) Satisfactory conduct in the College campus and during fieldwork practicum.

Passing Standard

Students are evaluated for 50 Marks through Continuous Internal Assessment (CIA) and for 50 Marks through Semester End Examination (SEM) in each Semester. There is no passing minimum for CIA; however, a student must get 50% of marks of Semester End Examination (50% of 50 = 25) to pass in the semester end exam. Altogether, students must obtain minimum of 50% marks in aggregate in each paper to pass and obtain a MSW degree.

In addition to passing in all the subjects that are mandatory, a student has to get a minimum of 90 credits from the subjects. They cannot count on the 12 additional credits they might get from non-mandatory courses.

CIA Components for Theory Papers (50 Marks)

1. Written Exam (One CA) - (2hrs) for 2 units (12.5 marks)
2. Snap Test (No prior intimation) (10 marks)
3. Assignment (12.5 marks)
4. Student's Participation (10 marks)

Options for Student's Participation (10 marks)

1. Library usage
2. Short survey/In depth interview/FGDs
3. Field visit and analytical reporting of the visit
4. Preparing a photo dossier and analytical comments
5. Poster presentation on a theme
6. Making a short documentary
7. Book Review (Summarizing)
8. Publishing an article in a national daily or news magazine or journal

QUESTIONPAPERPATTERNFORSEMESTEREXAMINATIONS

EvaluationPattern

CA	50Marks
Semester	50Marks
Total	100marks

QuestionPaperPatternforCA

MaximumMarks:50

Section - A (6 x 2 = 12 Marks)Answer ALL the questions. Section-

B(3x6=18Marks)EitherORTTypeofquestions

Section-C(2x10=20Marks)AnswerANYTWOquestionsfromFOUR questions

CAComponents

CA Test **12.5 Marks** (Written Exam(One CA) -(2hrs) for 2 units (50 marks – 12.5 Wg)

Onlinequiz(MCQs) **10Marks**(4questionsfromeachunit.Tobeconducted either inGoogleforms,Moodle,Hotpotatoesorany other software)

Assignment(Practical)12.5Marks(oneassignmentfromeachCourse)

Library(Off&online)5 marks

Student Participation **10 Marks**

OptionsforStudent'sParticipation(10 marks)

1. *Shortsurvey/IndepthInterview/FGDs*
2. *Fieldvisitand analyticalreporting ofthevisit*
3. *Preparinga photo dossier and analytical comments*
4. *Posterpresentation ona theme*
5. *Makingashort documentary*
6. *BookReview(Summarizing)*
7. *Publishingan articlein anationaldaily or news magazine or journal*
8. *Innovativeactivity*

Total **50 Marks**

Maximum Marks 100

Section-A(10x2=20Marks)AnswerALLtheQuestions.(Twoquestionfromeachunit)

Section-B(5 x7 = 35 Marks)

AnswerALLtheQuestions.EitherORTypeofQuestions
(Twoquestionsfromeachunit)

Section- C(3x15 =45 Marks)

AnswerANYThreequestions(FIVEquestions.One
questionsfromeachunit)

SEMESTER1

SEMESTER I

INTRODUCTION TO SOCIAL WORK PROFESSION – Main Core-1 I

MSW

SEMESTER – I

CODE: MSW130T

Learning Outcome: *The students will...*

- Gain knowledge about the profession of Social Work
- Understand the different fields of Social Work
- Get exposed to the historical growth and development of Social Work

UNIT - 1: Social Work: Definition, Objectives and Functions. History of Social Work in India, Evolution of social work in the west. Concept of International Social Work. Concepts related to Social Work: Social Service, Social Welfare, Social Policy, Social Security, Social Defence, Social Transformation, Social Justice, Social Reforms, Social Movements, Social Action, Social Development and Social Empowerment.

UNIT - 2: Theories and Models of Social Work: Systems Theory, Psychodynamic Theory, Social Learning Theory and Conflict Theory. Models of Social Work - Problem Solving Model, Cognitive Behaviour Model, Crisis Intervention Model, Integrated social work model, developmental model, empowerment and justice model and radical model. Indigenous models of Social work

UNIT - 3: Social Work as Profession: Nature, Philosophy, Values and Principles. Code of ethics for Indian Social Worker towards clients, colleagues, agency and as professionals. Introduction to Social Work methods. Competencies of Professional Social Workers-International & National Associations of social work – Problems of professionalization in India - Networks in Social Work.

UNIT – 4: Fields of Social Work: Social Work with Community, Medical and Psychiatric Social Work, Industrial Social Work, Social Work with Family and Children, School Social Work, Correctional Social Work, Social Work with Youth, Working with Marginalized Groups, Geriatric Social Work and Social Work in Peace and Non-violence. Ecology & Environment, Disaster & Crisis management, International Social work

UNIT – 5: Indian Social Reformers and their Contribution: Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Gandhiji, Vinobave, Narayana Guru Vallalar and Jyotirao Govindrao Phule. Vallalar, Mehta Padkar- Contemporary Social Reforms in India, Social welfare & Development programs of government of India in relation to SDGs

Reference:

1. Bhattacharya, Sanjay. 2008. Social Work Psycho-Social and Health Aspects. Deep and Deep publications. New Delhi.
2. Chowdhry, Paul. 1992. Introduction to Social Work. Atma Ram and Sons. New Delhi.
3. Dean. H. Hepworth, Ronald, H. Rooney, Glenda Dewberry Ronney, Kimberly Strom-Gottfried, Jo Ann Larsen, 2010, Theory and Skills in Social Work, Cengage Learning India Pvt Ltd, New Delhi
4. Elizabeth A. Seyal, 2010 Professional Social Work, Cengage Learning India Pvt Ltd, Delhi
5. Ghanshyam Shah (2004), Social Movements in India: A Review of Literature, Sage Publications, New Delhi
6. Godwin Prem Singh J, 2009, Millennium Development Goals, Allied Publishers Pvt. Ltd, Mumbai
7. Higham, Patricia. 2006. Social Work- Introducing Professional Practice. Sage Publications. New Delhi
8. Jane Williams, 2008, Child Law of Social Work British Library Cataloguing in Publication, New Delhi.
9. Shaikh Azhar Iqbal, 2008, Modern Trends in Social Work, Sublime Publication, Jaipur
10. K. Varmi Kanthan, Jyothi Vazhiyil Vallalar, Vanathi Pathipagam, Chennai
11. M. P. Gurusamy, 1977, Vallaroru Arimugam, Madurai Kamarajar University, Madurai

SOCIAL WORK PRACTICE WITH INDIVIDUALS (Main Core-2)

I MSW

SEMESTER – I

CODE:MSW131T

Learning Outcome: *The students will...*

- **Gain knowledge about the primary methods of social work practice with individuals**
- **Understand the techniques and approaches of social work practice with individuals**
- **Acquire the skill of working with individuals**

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

UNIT 2: Casework Process: Intake: Study: 1. Interviewing (types, purpose, skills, techniques and principles of interviewing), Home visits, Collateral contacts, Referrals 2. Assessment/Social Diagnosis: Use of genograms and ecomaps 3. Treatment/ Intervention, Evaluation, Termination

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

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

UNIT 5: Casework Practice: Approaches and Models - Psycho Social approach, Person Centered Approach, Problem Solving Approach, Crisis Intervention Model and Relevance of an Eclectic model for practice. Working with Individuals in different settings: Educational, Family and Child Welfare, Medical and psychiatric, Correctional and Industrial setting.

Reference

1. Bhattacharya, Sanjay. 2009. Social Case Work Administration and Development. Rawat Publications. New Delhi.
2. Elizabeth A Segal, et.al. 2010. Professional Social Work. Cengage Learning India Pvt. Ltd. India.
3. Helen Harris Pearlman, (1968), Social Casework A Problem Solving Process, The University Of Chicago.
4. Jainendra Kumar Jha (2002), Social Welfare and Social Work, J.L. Kumar for Anmol Publications Pvt. Ltd. New Delhi.
5. Kottles A. Jeffrey, David S., Shepard. 2009. Counseling Theories and Practice. Cengage Learning India Pvt. Ltd. New Delhi.
6. Mamta Sehgal, Nirmala Sherjung (1997), Marital Disputes & Counselling Remedial Measures- Vol 3, APH Publishing Corporation- New Delhi.
7. Mathew, Grace. 1992. An introduction to Social Case Work. Tata Institute of Social Sciences.
8. Mujawar W.R., N.K. Sadar. 2010. Field Work Training in Social Work. Mangalam Publications. New Delhi.
9. Perlman Helan Haris. 2011. Social Case Work – Problem Solving Process. Rawat Publications. India.
10. Philip Burnard (2009) Counselling Skills Training Book Of Activities, Viva Books- New Delhi.
11. Upadhya, R.K. 2010. Social Case Work A Therapeutic Approach. Rawat Publications. New Delhi

Learning Outcome: *The students will...*

- **Gain knowledge about the primary method of social work practice with groups**
- **Understand the techniques and approaches of social work practice with groups**
- **Acquire the skill of working with groups**

UNIT 1: Concepts of Social Group Work: Concept of group and its importance of groups in human life cycle; Group is an Instrument of Change; Definition of social group work; Characteristics of social group work; History and development of social group work.

UNIT 2: Group Process and Dynamics group process, group interaction, Leadership and its development in group process, Communication in group- Verbal and non-verbal communication; Group dynamics: - group bond, sub-groups, group conflict, confrontation, apathy and group control; Importance of relationship; Conflict resolution;

UNIT 3: Social Group Work Method & Group Work Process: Values and distinctive principles of Group Work; Types of groups in social group work practice- Group Work Process: Tuckman (1965), and Rogers (1967) model: Forming, Storming, Norming, Performing and Mourning (adjourni). Role of social worker in different stages of group development.

UNIT 4: Use of Programme and recording in Social Group Work: Concept of programme, Principles of programme planning, Importance of programme in group work practice, Programme planning and implementation for group development- Skills for Social Group work - Social group work practice in different settings.

UNIT 5: Evaluation of Group Work & Group Work Lab (Practical) : Importance of recording in group work, Principles of recording, Types of recording- , Techniques of recording –observation, sociogram, interaction diagrams- Bale’s categories of interaction process analysis- Importance of continuous evaluation in group work, Types of evaluation- Methods of evaluation

References:

1. Charles Zastrow H, Msw ,Ph.D, 2009, Social Work With Groups, Cengage Learning Publication, Australia
 2. Gerald Corey, Marianne Schneider Corey, Pafrick Callanan, Michael J. Michael Russell, 1992,Group Techniques, Brooks, And Cole Publication Company Pacific Hrave, California
 3. HarlkichTreckerB,1955, SocialGroupWorkMethodsAnd Principles
 4. Ken Heap,1985,The Practice Of Social Work With Group GeorgeAllen And Union Publication Ltd, London
 5. Marrienne Schneider Corey And Gerald Corey,1992,Groups Process And Practice,Brooks And Cole Publication Company, California
 6. Ronald W,Toscland,2005,AnIntroductionToGroupWorkPractice,Pearson Publication, London, New York
 7. SahuR. K,2010,Group DynamicsAndTeamBuilding,ExcelBooks,New Delhi
 8. Siddiqui,2008,GroupWorkTheoreticalPractices,RawatPublication,Jaipur
 9. Steven Rose.R,1998,GroupWorkWithChildrenAndAdolescents,Sage Publications, New Delhi
 10. TomDouglas,1993,ATheryOfGroupWorkPractice,PalgraveMacmillan Printing, London.
- TomDougles,1976,GroupworkPractice,TavistockPublicationLtd,London

SOCIOLOGY FOR SOCIAL WORK PRACTICE (IDC-1)(30HoursOnly) I

MSW

SEMESTER – I

CODE: MSW133T

Learning Outcome: *The students will...*

- **Gain knowledge about the society and its dynamism**
- **Understand the problems of the society**
- **Acquire the skills of working with the society**

Unit 1: Sociology: Meaning and Characteristics of Society, Community, Social Group, Social Association and Social Institution. Social Structure: social Institution – Traditional and emergent, Social Groups – Primary & secondary, Social status and Roles – Ascribed and Achieved. Social stratification : definition, Importance, theories and Forms of social stratification. Social Structure and functions of Social Institutions - marriage, family, kinship, caste, religion and education. Linkages between Sociology & Social Work

Unit 2: Socialization: Concept, Goals, Models, Types – Primary Secondary, Re-socialisation & De-Socialisation, Anticipatory and reverse socialization, Process and agents. Social control: Concept, types (public opinion & propaganda) and functions. Major Agents of Social control: Kinship, Religion, Law, Education, Morality, Traditions folkways, Mores and Customs.

Unit 3: Process of Social Change: Concepts and Definition, Theories of Social change – Structural Functionalist Theory, Conflict Theory, Cyclic Theory, Linear (Evolutionary) Theory and modernization Theory. Urbanization, Industrialization, Westernization, Sanskritisation, Secularization. Resistance to social change-cultural lag and Ethnocentrism.

Unit 4: Social Movements in India: Concept, Definitions and Characteristics, Models – Competition, Cooperation, Conflict, Accommodation, and Assimilation, Process of social movements - Peasant, Tribal, Dalits, Backward Class, Women, Minority groups, Working Class and Student.

Unit 5: Social Problems: Corruption, Malnourishment, Child Abuse, violence against women & Sexual minorities (Transgender) - Human Trafficking, Communalism, Terrorism and environment degradation. Caste/ Religion and domination, Technology based social issues and social media

Reference

1. Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories(Fourth), Sage Publications, New Delhi
 2. AnthonyGiddens,1998,Sociology(Third),PolityPress,London
 3. SachdeveD.R.AndVidhyaBhushan,2006,IntroductionToSociology,KitabMahal, Allahabad
 4. FrankNMagill,1995,InternationalEncyclopediaOfSociology,BritishLibrary, England
 5. IndhiraR.,2012,ThemesInSociologyOfEducation,SagePublications,NewDelhi
 6. JainendraKumarJha,2002,BasicPrinciplesOfDevelopmentalSociology,Anmol Publications, New Delhi
 7. KhareR.S.,2006,Caste,Hierarchy,Individualism,OxfordUniversityPress,NewDelhi
 8. MohantyB.B.,2012,AgrarianChangeAndMobarization,SagePublications,NewDelhi
 9. SahuD.R.,2012,SociologyOf Social Movement,SagePublications,NewDelhi
 10. ShangerRaoC.N,2012,SociologyPrinciplesOfSociologyWithAnIntroductionTo Social Thought, S Chand And Company, New Delhi
 11. SurinderSJodhka,2012,ChangingCaste,Ideology,IdentityAndMobility,Sage Publications, New Delhi
- TharaBhai L.,2012,IndianSociologyIssuesandChallenges,SagePublications,NewDelhi.

PSYCHOLOGY FOR SOCIAL WORK PRACTICE (IDC-2)(30HoursOnly)

IMSW

SEMESTER – I

CODE:MSW134T

Learning Outcome: *The students will...*

- Gain basic knowledge on psychology
- Understand the behavior of human beings
- Acquire the skill of using psychological testing tools in dealing with individuals

UNIT 1: Psychology: Meaning, Definition, history and fields of psychology - Introduction to Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology - *Behaviour*-Definition, Factors Influencing Human Behavior: Heredity and Environment - Concepts: Science of mind, Science of behavior- Conscious & Subconscious processes.

UNIT 2: Psychological Processes in Behavior: *Perception* - Concept of Perception, Characteristics, process and factors influencing perception Hallucination, Delusion, Illusion, Attitudes, Prejudices, Biases and Stereotyping. Processes of Adjustment & Mal-adjustment. Coping Mechanisms vs. Defense Mechanism. *Attitude*: Definition, Concept, formation of attitudes and attitudinal change *Intelligence*: Concept, theories and assessment. *Motivation*: Meaning, definition, types and characteristics of motives, theories of motivation. *Personality*: Meaning, Definition, types and factors influencing Personality, Theories of Personality. - *Leadership*: Definition, theories of leadership

UNIT 3: Social Bases of Behavior: Needs and Motives, Emotions, Cognition, Memory Intelligence, and Learning. Development: concept and principles - Developmental periods: infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age - Developmental stages and Developmental tasks - Areas of Human Development – Physical, Social, Emotional, Moral and Cognitive development. Theories of Human Development: Freud's Psycho-Sexual theory, Erickson's Psycho-social theory and Cognitive Theory of Jean Piaget

UNIT 4: Abnormal Psychology: Concepts of normality and abnormality. Mental Health, characteristics of mentally healthy person, factors influencing mental health – Causes of abnormality – basic information on symptoms, causes and treatment of major and minor mental illnesses. International Classification of Diseases (ICD): Neurosis & Psychosis..

UNIT 5: Intervention methods: Relevance of Psychology to Social Work practice - Role of social workers in promoting mental health, Psychological counseling and Psychological Testing: IQ / Achievement Test and Attitude Test- Basic concept of Psychometrics and Testing.

References

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. Daine E Papalia And Sally Wendkos Olds And Ruth Duskin Feldman, 2004, Human Development (Ninth), Tata Mcgraw-Hill, New Delhi
4. David F Marks, Michael Murray, Brian Evans And Emeé Vida Estacio, 2011, Health Psychology (Third), Sage Publications, New Delhi
5. Delhinaima Khatoon, 2012, General Psychology, Darling Kinderley, South Asia.
6. Elizabeth B Hurlock, 2009, Development Psychology (Fifth), Tata Mcgraw-Hill, New Delhi
7. Elizabeth B. Hurlock, 2005, Child Development, Tata McGraw-Hill Publishing Company Ltd, New Delhi
8. John W Santrock, 2011, Life Span Development (Thirteen), Tata Mcgraw-Hill, New Delhi
9. Lewis R Aiken And Gary Groth-Marnat, 2009, Psychological Testing And Assessment, Dorling Kindersley Pvt. Ltd, New Delhi
10. Margarete Parrish, 2012, Social Work Perspectives On Human Behaviour, Rawat Publications, Jaipur
11. Mohan Kumar, 2014, Dictionary Of Psychology, Aitbs Publishers, Delhi
12. Naima Khatoon, 2012, General Psychology, Dorling Kindersley Pvt Ltd, India
13. Philip Banyard, Mark N.O. Davies, Christian Norman And Belinda Winder, 2012, Essential Psychology, Sage Publications, New Delhi
14. Singh H.D., 2007, Handbook Of Basic Human Physiology, S.Chand And Company Ltd, New Delhi

THEATRE SKILLS - (Skill Paper -SK 1) (30 Hours Only)

MSW –I

SEMESTER –I

CODE:MSW135S

Learning Objectives: The Students will....

- Gain better understanding theatre fundamentals
- Have Personality development through theatre
- HavetheabilitytoCreateAlternativethoughtsandAlternativeAesthetics.

Unit 1: Introduction of Acting: Yoga - Performance skills (Basic) - Physical preparation (Body Language, Body Movement, sign, Expression through body). Body Flexibility through theatre games.

-Folkdance and folk instruments.

Unit 2: Mind And Body: See, hear, believe, react, observe and concentrate -Study of the self, the self and others, and self and society - Individuality, Self-Identity, Ideology, Political Awareness -aware of the body, how to use the body, imagination - enter space -Memory.

Unit 3: Voice culture and Rhythm: Introduction to voice and speech - Building voice: Projection and Resonance - Building voice - Vibration and Articulation - Building Voice: All aspects- Building Speech: Exercises and using Elements of speech - Building Speech: Using Dramatic Texts, Story Telling - concentrate on rhythm.

Unit 4: Trust & Modulation and Diction: Trust, Co-ordination, Adaptation, Adjustment, Help - Reading script - Pronunciation, Modulation and Diction. Space and Time- Understanding space - Entering Space – Examine - Understanding time.

Unit 5: Imagination and Improvisation- Physical Actions. Given Circumstances. Scoring an Action. Transitions. Breaking down an Action. Creating Reality. Use of Mime. Emotions and Expressions: Emotion and Expression - Emotion Control.

References:

1. BadalSircar,“TheThirdTheatre”
2. LizbethGoodman(Et.)“TheRouthledgeReaderinPoliticsandPerformance”Routhledge,London, 2000.
3. Prasanna, “INDIAN METHOD in ACTING” National School of Drama, 1, Bahawan Das Road, New Delhi. 2014.

CIA Components for Theatre Skills (100 Marks)

1. Learning Interest (Theatre Skills Workshop Evaluation): 20 Marks
2. Attendance: 5 Marks
3. Theatre Skills Record: 25 Marks
4. End Semester: Skill Demonstration (Individual-30 and Group-20): 50 Marks

CONCURRENT FIELD WORK – I (Main Core)I

MSW SEMESTER – I

CODE:MSW136F

Learning Outcome:

- Got exposure with regard to the various settings of social work
- Underwent group living experience and to understand the living conditions of people
- Acquired the skill in street theatre and folklore

Field Work Components:

1. Observational Visits -The first year students during the first semester go for observational visits to various settings: Medical & Psychiatric, Rural Community Setting, Slum Visits, Industrial Setting, Correctional Setting and Tribal Setting.
2. Social Work Camp for a week
3. Skill Laboratory Experience in Social Work Methods

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

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

The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team worker.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50.

Internal–Field Work(50Marks)

Regularity in Record submission	:10Marks
Initiative Taken during the Field Work	:15Marks
Rural Camp–Participation and Contribution:	10Marks
Record Quality	: 15 Marks

Viva Voce(50Marks)

Observation Visits	:10Marks
Rural Camp	:10Marks

Lab Sessions	:10Marks
GroupSeminar Presentation	:10Marks
Presentation&Communication	:10Marks

SEMESTER2

SOCIAL WORK PRACTICE WITH COMMUNITIES (MainCore-4)

I MSW

SEMESTER-II

CODE:MSW230T

Learning Outcome:

- Gained knowledge about the primary method of social work practice with communities
- Understood the techniques and approaches of social work practice with communities
- Acquired the skill of working with communities

UNIT 1: Community: Community: Concept, Characteristics and Classification. Community organization: Concept, History, Objectives Principles & Process of community organization - Study and survey, analysis, assessment, discussion, organization, action, reflection, modification, continuation. Similarities and differences between community organization and community development

UNIT 2: Models of community organization: locality Development, social planning, social action, Skills in community organization: Communication, training, consultation, public relations, resource mobilization, liaisoning. Community Organisation as a Para – Political Process – Networking, Conscientisation, Planning and Organising, Roles and Strategies of Social movements

UNIT 3: Methods of community organization: Awareness creation, planning and organizing, education, networking, participation, leadership, community action, legislative and non-legislative actions. Application of community organization in rural, urban, tribal settings and online community organization.

UNIT 4: Social Action in Community Organization: Concept, Purpose and Techniques, Social Action as a method of social work. Approaches to social action – Paulo Friere, Saul Alinsky, Martin Luther King, Ambedkar

UNIT 5: Strategies and Tactics in Social Action: individual contact, conscientization, negotiation, collaborative pressure, advocacy, legal suasion, public relations, political organization, conflict resolution and violence. Contextual usage of strategies- Roles and Responsibilities of social activists.

Reference:

1. Christopher, A.J., and Thomas William. 2006. Community Organization and Social Action. Himalaya Publications. New Delhi.
2. Cox M. Fredet. al. 2005. Strategies of Community Organization. 4th Edition. Peacock Publishers. New Delhi.
3. Jainendra Kumar Jha, 2002, Social Work And Community Development, Anmol Publications Pvt Ltd, New Delhi
4. Johri Pradeep Kumar. 2005. Social Work and Community Development. Anmol Publications Pvt. Ltd. New Delhi.
5. Kumar Jha Jainendra. 2002. Social Work and Community Development. Anmol Publications Pvt. Ltd. New Delhi.
6. Kumar Somesh. 2008. Methods for Community Participation. Vistar Publications. New Delhi.
7. Ledwith Margaret. 2005. Community Development. A Critical Approach. Rawat Publications. New Delhi.
8. Margaret Ledwith, 2005, Community Development, Rawat Publications, Jaipur.
9. Mukundan N. And M. Hilaria Soundari, 2008, Emerging Dimensions In Selp Help Groups, Dominant Publishers And Distributors, New Delhi.
10. N. Lalitha, 2008, Shg's And Micro Finance, Dominant Publishers And Distributors, New Delhi.
11. Pradeep Kumar Johri, 2005, Social Work For Community Development, Anmol Publications Pvt Ltd, New Delhi.
12. Somesh Kumar, 2008, Methods For Community Participation, Vistaar Publications, New Delhi.
13. Surendra K. Vettivel, 1992, Community Participation Empowering the Poorest Roles of Ngo's, Vetri Publications, New Delhi.

HUMAN RESOURCE MANAGEMENT (Main Core-5)

I MSW

SEMESTER-II

CODE:MSW231T

Learning Outcome: *The students will...*

- **Gain knowledge about the management of human resources**
- **Understand the programmes and activities of management of human resources**
- **Acquire the skills of working with organized and unorganized human resources**

UNIT 1: Human Resource Management: Introduction to Human Resource Management: Evolution of HRM, Definition, Concept of Management. Managerial and operative function. Personnel Management Vs Human Resource Management. Recent challenges and Trends in HRM

UNIT 2: Human Resource Planning, Selection and Placement: Concept and process of Human Resource planning – Recruitment and selection. Sources of manpower supply: On-Campus, Off-Campus, Referrals, Consultancies, internal Mobility, and Types of outsourcing process. Concept and process of Human Resource planning - Recruitment and selection. Sources of manpower supply: On-Campus, off-Campus, Referrals, Consultancies. Types of Outsourcing (KPO, RPO, BPO etc.,). Selection process. Interviewing Techniques and skills. Types of Interview . Job Analysis: Job specification and descriptions, Job classification, Job enrichment and Job evaluation Concept of HR Analytics.

UNIT 3: Learning and Development: Induction and Placement; HRD- Concept, Importance of training; Training Needs Analysis, Types of Training. Employee engagement

UNIT 4: Compensation Management: Concept of Wage and Salary – Wage Theories – Types of wages – Wage Board - Wage Components - wage differentials – wage regulators – Incentive Schemes - Fringe Benefits -Employee benefit plans, Rewards and Recognitions.

UNIT 5: Employee Retention, Separation and HR Lab: 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, Exit Interview; Retirement –Pre retirement Counseling and Benefits.

References

1. Arun Monappa, 2011, Managing Human Resources, Rajiv Beri for Macmillan Publishers India. Ltd, Chennai
2. Aswathappa K, 2011, Human Resource Management ,6 Ed, Tata McGraw Hill Education Pvt Ltd
3. Dr.N.Premavathi,2011,HumanResourceManagementandDevelopment,1Ed,Sri.Vishnu Publications, Chennai.
4. DwivediRS,2012,TextBookofHumanResourceManagement,VikasPublishing House Pvt Ltd, New Delhi.
5. GaryDessler,BijuVarkkey,2012,HumanResourceManagement(12thEd.),Dorling Kinderley India Private Ltd
6. Jayant Mukherjee, 2012,Designing Human Resources Management Systems a LeadersGuide, Sage Publications, New Delhi.
7. Lowell H. Lamberton, Leslie Minor, 2012, Human Relations Strategies for Success, 4thEd, Tata McGraw-Hill Edition Pvt.Ltd, New Delhi,
8. MichaelJKavanagh,MohanThite,RichardDJohnson,2012,HumanResource Information System, SAGE Publicatons India Pvt.Ltd, New Delhi
9. Murton,Inmmam&Osullivan,2011,HumanResourceManagement,GreatHodderEducation, London
10. Nickwilton,2012,AnIntroductiontoHumanResource Management,Sage Publications India Pvt Ltd.
11. Seetharaman S, B. Venkateswara Prasad, 2012, Human Resource Management, ScitechPublications Pvt Ltd- Chennai
12. Sharma V K, 2013, Human Resource Management, Evolution &The Challenges Ahead, Vinod Vasishtha for Viva Books Pvt. Ltd, New Delhi
13. TanujaAgarwala,2013,StrategicHumanResourceManagement,OxfordUniversity Press, New Delhi.
14. VKSharma,2013,HumanResourceManagement,EvolutionandchallengesAhead, Viva Books Pvt.Ltd, New Delhi.

MEDICAL AND PSYCHIATRIC SOCIAL WORK (Main Core-6) I

MSW

SEMESTER - II

CODE: MSW232T

Learning Outcome:

The students will...

- Identify the issues related to health, diseases and health care services by the government and private
- Understand the concepts 'mental health' and 'mental illness' and understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems
- Gain skills to cater to services for the mentally ill

Unit 1: Concept of Health: Indicators of Health- Determinants of Health Services – The right to Health services- Major Health problems in India with specific reference to Adolescents, Youth, Women, Aged, Differently Aabled, Industrial Workers. Factors responsible for the prevalence of major diseases - Communicable diseases and Non communicable diseases- Control and prevention of communicable diseases- General measures to control diseases.

Unit 2: Health Services in India: Role of Central and State Government in Caring for the Mentally Ill: Mental Health Act 2017, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Urban health services and Rural health services – Challenges in the health care services. The role of Medical Social Worker in various health settings. Community Mental Health and Social Work, NMHP, Innovations like Satellite Clinics, District Mental Health Programme.

UNIT 3: Concept of Mental Health and Mental Illness: Misconceptions about mental illnesses. International Classification of Mental Disorders. Symptoms, diagnosis and management of the following: Neuroses, Psychoses, Psycho physiologic disorders, Personality disorders, Organic psychotic conditions, Epilepsy and Mental retardation. Psychiatric disturbances in adolescents.

UNIT 4: Introduction to Psychiatric Social Work: Meaning and Scope – Application of social work methods and other related techniques in the field - Occupational therapy, Art Therapy, Play therapy, Electro Convulsive Therapy - Multidisciplinary approach and team work in mental health care - Preparing the family and community for the return of the affected individual and follow-up.

UNIT 5: Application of Social work in Psychiatric Setting: Application of Social work methods and principles in psychiatric setting Role of psychiatric social worker in different settings - Mental hospitals, child guidance clinic, School mental health programme, Family Counseling Centres, De-addiction centres, Geriatric centres, epilepsy clinics and community mental health programs – role of psychiatric social worker in the management of specific disorder – schizophrenia; problems and prospects of psychiatric social work in India.

References:

1. Abir Lal Mukherjee (2015) A Textbook of Abnormal Psychology, Rajat Publications, New Delhi.
2. Allison Werner-Lin and Nancee M. Biank, 2006, "Oncology social work", Handbook of Health Social Work, N.J. Wiley
3. Anubhuti Dubey And Aradhana Shukla, 2015, Mental Health-Psycho Social Perspective, Concept Publishing Company, New Delhi.
4. Aradhana Shukla And Anubhuti Dubey, 2015, Mental Health-Psycho Social Perspective, Concept Publishing Company, New Delhi.
5. Arthur Browne. T (2006) "Social work roles and health-care settings", Handbook of Health Social Work.
6. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing
7. Gelder, M., Mayou, R., & Cowen, P. 2004, Oxford Textbook of Psychiatry 4th Edition. 7. Oxford: Oxford University Press
8. Joan Beder, 2006, "Oncology social work with adults", Hospital social work: the interface of medicine and caring, Routledge Publishers, New York.
9. Joan Beder, 2006, "Social work on the psychiatric unit", Hospital social work: the interface of medicine and caring, N.Y. Routledge
10. Malitta Engstrom, 2006, "Physical and mental health: interactions, assessment, and intervention", Handbook of Health Social Work, N.J. Wiley
11. Mangal S.K. (2012) Abnormal Psychology, Sterling Publishers, New Delhi.
12. Pandey, V.C. 2004, Child Counselling & Education. Vol. I, II, Delhi, Isha Books
13. Patel, V., & Thara, R. 2002 Meeting the Mental Health Needs of Developing Countries: NGO Innovations in India. New Delhi: Sage Publications
14. Sadock, B.J., & Sadock, V.A. (eds.) 2005 Comprehensive Textbook of Psychiatry 8th Edition. Lippincott Williams & Wilkins, Philadelphia

SOCIAL WELFARE ADMINISTRATION(IDC-3)(30HoursOnly)

I MSW SEMESTER-II CODE: MSW233T

Learning Outcome: *The students will...*

- Gain knowledge about social welfare administration of service organizations
- **Understand welfare programmes of the government**
- **Acquire the skill of establishing a human service organization**

UNIT 1: Welfare State: Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).

UNIT 2: Social Welfare Administration- Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.

UNIT 3: Basic Administration Processes: Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings

UNIT 4: Finance Administration: Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

UNIT 5: Registering of an Organization: Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.

References

1. Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House.
2. Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication.
3. Chowdhry, D. Paul. 1992. Social Welfare Administration. Atmaram and Sons.
4. Encyclopaedia of Social Work. Vol I & III Also for Units IV & V
5. Kohli, A. S. & S. R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication.
6. Patel, N. Vinod & Rana, K. Girish. 2007. Personnel Management. Jaipur. Oxford Book Company.
7. Sarita Sharma, Basotia G. R. Popalia A. K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi

LABOUR WELFARE AND LABOUR LEGISLATIONS (IDC-4)(30HoursOnly) I

MSW

SEMESTER –II

CODE: MSW234T

Learning Outcome: *The students will...*

- **Gain knowledge about labour legislations and labour welfare**
- **Understand the legal provisions of labour welfare**
- **Acquire the skills of working with corporate sector**

UNIT 1: Introduction: Industrialization –Concept and Impact of Industrialization in India. Labour: Concept, Characteristics and Problems of Indian Labour. Organized and unorganized Labour. Labour Welfare: Concept, need, objectives, principles and theories. Administration of labour- Central and State level . Labour welfare officer: Qualification, Need, roles and functions. Objectives and Functions of ILO.

UNIT 2: Labour Legislations: Concept and History of labour Legislations in India. Legislations for labour welfare in different types of industries: The Factories Act of 1948, The Mines Act, 1952, The Motor Transport Workmen Act, 1961 Plantation Labour Act, 1951, The Dock Workers (Safety Health and Welfare) Act 1986, Tamil Nadu Shops and Establishment Act 1947- Sexual Harassment of women at workplace (Prevention Prohibitions & Redressal) Act 2013.

UNIT 3: Industrial Relations Legislation: Indian Trade Union Act 1926, Industrial Disputes Act 1947, Employment Legislations: Industrial Employment (Standing Orders) Act 1946, Contract Labour (Regulations and Abolition) Act 1970. Tamil Nadu Industrial Establishment (National Festival and Holidays Act 1958).

UNIT 4: Wage Legislations: Payment of wages Act, 1936, Minimum wages Act, 1948., Payment of Bonus Act, 1965, Equal Remuneration Act 1976.

UNIT 5: Social Security Legislations : Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity benefit Act 1961, Workmen's Compensation Act 1923. TN Labour Welfare Fund Act 1972, (Relevant Case Studies to be discussed in the class). All the Acts will be discussed based on changes made in the Labor Legislation Codes.

Reference

1. BabuSharathandRashmiShetty.2007,SocialJusticeandLabourJurisprudence. SAGE Publication. New Delhi.
2. Bhatia,2008StrategicIndustrialRelationsandLabourLaws,DeepandDeep Publications, New Delhi.
3. JainJ.N. and AjayBhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.
4. Kapoor,N.D.1993.Elements of IndustrialLaw.SultanChand&Sons.New Delhi.
5. Kapoor, N.D. 1995.Hand Book of Industrial Law.Sultan chand & Company.New Delhi
6. M.R.Sreenivasan,2006,IndustrialRelationsandLabourLegislations,MarghamPublications, Chennai
7. Ramaswamy,E.A.&UmaRamaswamy. 1981. IndustryandLabour:An Introduction Oxford University Press.New Delhi.
8. SinghB.D.2010,IndustrialRelationsand LabourLaws,ExcelBooks,NewDelhi.
9. SrivastavaS.C.,2014,IndustrialRelationsAndLabourLaws,VikasPublishing House Pvt. Ltd, New Delhi.
10. Tripathi, P.C.1994. Personnel Management and Industrial Relations. Sultan Chand&Co. New Delhi.
11. Vaidyanathan, S. 1986.Factory Laws Applicable in Tamilnadu. Vols: 1,2,3.Madras Bood Agency.Madras.

COMMUNICATIONSKILLS (SkillPaper-SK-2)(30HoursOnly)

MSW-I

SEMESTER –II

CODE:MSW235S

Learning Objectives: The Students will....

- gain better understanding about the purpose and means of communication
- gain knowledge on the different modes of communication
- acquire the ability to communicate effectively and professionally.

Unit I:

Communication: Meaning, Nature (Body Language), Importance and Purpose of Communication. Communication Network in an Organization.

Practical:

1. (Oral) Participating in a dialogue. Situation will be given on the spot.
2. (Written) On the spot preparation of dialogue. Situation will be given on the spot.

Unit-II:

Presentation Skills, Interviews (Dress code & Etiquette), Preparing and organizing a Speech, Presenting at meeting, presenting reports.

Practical:

1. (oral) Extemporaneous (On the spot speech), They will be given on the spot.
2. (oral) Presentation of an object or answering an interview question.
3. (oral) Reviewing a report and presenting

Unit III

Effective Writing Skills: Elements of Effective Writing, Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release. Correspondence: Personal, Official and Business, Report Writing.

Practical:

1. (Written) Writing a reply mail to an organization (Situation will be given on the spot – Use of CC, BCC)
2. (Written) Preparing a news for press release (Situation will be given on the spot)
3. (Written) Preparation of CV. Marks can be allotted based on the quality of the CV.

Unit-IV:

Communication using ICT: MS Office- Word, Excel and PowerPoint, Visuals, Dropbox, Skype, Facebook, Google Meet, Zoom, LinkedIn

Practical:

1. (Written) Creating a word document with proper aligning (source file will be given)
2. (Written) Preparing a chart after a proper calculation in Excel (Source data will be given on the spot)
3. (Written) Preparing a presentation in PowerPoint from the source in Word File (Source will be given on the spot)

Unit V

Etiquettes in Communication: Phone and Email Etiquettes, meetings, group discussions, office, Social Media, client and employer. Attire and appearance.

Practical:

1. (Theoretical/Objective type) Written test on Etiquettes while responding to Phone call and Email, Office, Social Media and Employer
2. Participation in FGD (The theme will be given on the spot)
3. Marks will be allotted for the attire and appearance from the observation made during the semester.

References:

1. Bert Decker, 2005, *The Art of Communicating*, Crisp Publications, New Delhi.
2. Captain Bob, 2010, *Fire up Your Communication Skills*, Viva Books Pvt Ltd, New Delhi.
3. Charles J Stewart and William B Cash Jr, 2010, *Interviewing* Tata Mcgraw Hill Companies, New Delhi.
4. Gangal J.K., 2012, *Competitive English*, Nirja Publishers, New Delhi.
5. Magasudha Ravinuthala, 2005, *The O.P. Singh, 2012, Art of Effective Communication In Group Discussion And Interview*, S.Chand And Company Ltd, New Delhi.
6. Singh O.P., 2012, *Art of Effective Communication In Group Discussion And Interview*, S.Chand And Company Ltd, New Delhi.
7. Sharma R.K., 2007, *How To Speak And Write Correctly*, Swastik Publishers, New Delhi
8. Sharon Gerson And Steven Gerson, 2014, *Communication Process And Product*, M. Dorling Kindersley, New Delhi
9. Viva Career Skill Library, 2008, *Communication Skills (Second)*, Viva Books Pvt.Ltd, New Delhi.

CIA Components for Communication Skill Paper (100 Marks)

1. Resume Writing: 10 Marks
2. Extemporaneous Speech: 10 Marks
3. Group Discussion: 10 Marks
4. Class Participation and Interaction: 10 Marks
5. Record: 10 Marks

Semester End VIVA Voce (50)

Concurrent Fieldwork II

IMSW SEMESTER – II

CODE:MSW236F

Learning Outcome: *The students will...*

- Practice the primary methods of Social Work in different settings
- Understand the applicability of the methods and techniques of Social Work in the fields of social work
- Enhance their skills of Social Work practice

The first year students during the second semester go for Practice Based Social Work for two days in a week and expected to spend a minimum of 15 hours per week in the field where they are placed.

The first year students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for their Practice Based Social Work.

During the placement they have to practice all the primary methods of social work. One has to help minimum of 3 clients using casework method, and form one group and practice group work method following all the stages of group work practice with at least 10 sessions and must take an issue and do it as a Group Project following the principles of community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team work. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50.

Internal (50 Marks)

Regularity in Submission	:10 Marks
Initiative Taken during the Field Work	:15 Marks
Team Work	:10 Marks
Record Quality	:15 Marks

VivaVoce(50Marks)

CaseWorkPractice :15Marks

GroupWorkPractice :15Marks

CommunityOrganizationPractice :15Marks

Presentation&Communication :5 Marks

BLOCK FIELD WORK(Required)

I MSW

SEMESTER-II

CODE: MSW237F

Learning Outcome: *The students will...*

- **Gain experience in a social work field by being in an open or closed setting**
- **Understand the techniques and approaches adopted by the organization**
- **Apply the knowledge gained, in the field of social work**

During the summer holidays the first year students go for one month (not less than 26 working days) field placement training preferably in their respective field of specialization. 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 during the summer holidays according to their field of specialization.

During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, programs, activities, and achievements. Students can involve in the activities of the organization to whatever extent possible and learn the administrative and execute roles of the Social Worker.

Students should get daily activity sheets signed by the concerned persons in the organizations. They have to write daily records of their learning and submit to the department once they complete their field placement. Successful completion is certified by the department and communicated to the Controller of Examination.

This is **Course Completion Requirement and 4 credits are attached**. Students will be evaluated based on the Agency Supervisor Feedback and by the Department Staff for the report submitted by the students after completion of Field Work.

Evaluation Criteria: (100 Marks)

1. Presentation of the Field Work: 50 marks
2. Report Quality : 50 Marks

TRANSACTIONAL ANALYSIS (Certificate Course-1) (30 Hours Only) I
MSW SEMESTER – II CODE: MSW238X

Learning Outcome: *The students will...*

- Gain knowledge about the concepts related to transaction analysis
- Understand the self and others
- Acquire the skills of communication and problem solving

UNIT I: An overview of T.A: Introduction to Structural analysis – Development of Ego states. The Parent ego state, Incomplete Parent ego state, Re-parenting. The Child ego state, Shifts between Natural & Adapted Child ego states. Activating Child Ego State. The Adult ego state-- Activating and strengthening the Adult ego state.

UNIT II: Introduction to Analyzing Transactions – Complementary transactions, Crossed transactions and ulterior transactions. The human hunger for Strokes -- Stroking hunger, Positive Stroking, Discounting and Negative Stroking. The hunger for Structured Time - Withdrawal, Rituals, Pastimes, Games, Activities and Intimacy.

UNIT III: Stamp collecting – Psychological Trading of Stamps. Redemption of Stamps. Psychological Game Playing – The Yes-but’ game, The Uproar game, the ‘Lets you and Him Fight’ game, the ‘See what you made me’ game. Giving up games.

UNIT IV: The Drama of Life Scripts- Injunctions and Counter Injunctions- Scripts with Curse- Counter scripts. Rewriting scripts through Awareness, Spontaneity and Intimacy.

UNIT V: Application of TA: Effective transaction for personal, family and profession wellbeing. References:

1. Berne, Eric, 1996, Games People Play- The Basic Book of Transactional Analysis. Ballantine Books, New York.
2. Berne, Eric, 1964, Games People Play. Grove Press, New York.
3. Berne, Eric, 1961, Transactional Analysis In Psychotherapy, Grove Press, New York
4. Harris A. Thomas, 1969, I’ am OK- You are OK.; Harper & Row, New York.
5. James, Muriel & Jongeward, 1976, Born to Win, Addison Wisely Publishing Company, London
6. Steiner M. Claude, 1982, Scripts People Live. Bantam Books, Toronto
7. Steiner M. Claude, 1974, Games Alcoholics Play, Ballantine Books, New York.
8. Widdowson, Mark. 2010, Transactional Analysis- 100 Key Points and Techniques, Routledge, New York.

Note: it is an extra credit course (Optional). Course Fee and duration will be fixed by the department in consultation with the resource persons. Students need to pay Rs. 50 to the office of Controller of Examinations. The course will be conducted for minimum of 30 hours outside the regular time table. No CIA or Semester end exams will be conducted. Certificates will be issued by the Department for those who have completed the course.

SEMESTER3

SEMESTER III

SOCIAL WORK RESEARCH & STATISTICS (MainCore-7)

II MSW

SEMESTER – III

CODE: MSW330T

Learning Outcome: *The students will...*

- Gain knowledge about research methodology & statistical applications
- Understand the usages of computer packages in research
- Acquire the skill of adopting the methodology and the application of statistics

UNIT 1: Concept and Process: Social Science Research- Scientific attitude, characteristics. Social Work research- Research Types and Process. Importance of theory, conceptualization and operationalization in Research. Variables–Independent and dependent. Preparing Research Project Proposal. Funding Opportunities for Social Work Researches.

UNIT 2: Research Methodology: Research Design: Exploratory, Descriptive, Diagnostic, Explanatory and Experimental & Quasi Experimental Hypothesis: nature and types, assumptions and Testing of hypothesis. Sampling: meaning, types - probability and non-probability. Data Collection Methods: Nature and types questionnaire, interview schedule and standardized tools. Validity and reliability testing of tools. Ethical responsibilities in Research.

UNIT 3: Measurement of Data: Meaning and Types: Primary and Secondary Data. Levels of measurement: Nominal, Ordinal, Interval and Ratio. Scale: Meaning and types: Likert, and Semantic differential.

UNIT 4: Application of Statistical Tests: Type of Statistics: Descriptive and Inferential (Parametric and Non Parametric): Conditions for Parametric and Non Parametric Tests. Descriptive statistics: Central Tendency: Mean, Median, Mode, Range, Standard deviation, Quartile Deviation. Presentation of Descriptive Statistics: Oneway, twoway and summary tables, Diagrams: Pie, Bar, Histogram, Line and Cluster Bar Chart. Parametric Tests: One sample 't' test, Independent Sample 't' test. ANOVA and MANOVA, Paired Sample 't' test and Pearson Correlation.

UNIT 5: Research Report Writing style and structure (Use of APA and MLA Style). Guidelines to Publish Research Papers. Plagiarism Testing. Intellectual Property Rights.

Reference

1. Aditham Bhajanaga Rao. 2006. Research Methodology. Excelbooks. New Delhi.
2. Allen Rubin and Earl Babbie, 2011, Methodology For Social Work Research, Cengage Learning India Pvt. Ltd, New Delhi.
3. Cargan, Leonard. 2008. Doing Social Research. Jaipur. Rawat Publications.
4. Chadhary CM. 2009. Research methodology. Ashish Paranmi RBSA publishers. Jaipur.
5. Debashis Chakraborty. 2009. Research Methodology. Saurabh Publishing House. New Delhi.
6. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
7. Gaur, Ajai Sand Sanjaya S Saur. 2009. Statistical Methods for Practice and Research. A guide to Data Analysis using SPSS. Sage Publications. New Delhi.
8. Gosh B.N., 2008 Scientific Methods And Social Research, Sterling Publications Pvt. Ltd, New Delhi.
9. Gupta, S.P. 2009. Statistical Methods. New Delhi. Sultan Chand and Sons.
10. Ian Shaw and Nick Gould, 2001, Qualitative Research in Social Work, Sage Publications, London.
11. Kothari, C.R. 2004. Research Methodology – Methods and Techniques. New Delhi. New Age International Private Limited.
12. Kultar Singh. 2007. Quantitative Social Research Methods. Sage Publications India PVT LTD. New Delhi.
13. Michael Bloor, Jane Frankland, Michelle Thomas, Kate Bobson 2001, Focus Groups in Social Research, Sage Publications, New Delhi.
14. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California.
Susanne Friese, 2012 Qualitative Data Analysis with Atlas, Sage Publications, New Delhi

Learning Outcome: *The students will...*

- Gain knowledge about rural urban community
- Understand the programmes & activities of rural and urban development
- Acquire the skills of working with rural and urban community

UNIT 1: Community: meaning, types, characteristics. Community development: Definition & philosophy. Evolution of Community Development. Human Development Index - Dimensions and importance. Sustainable development: meaning, importance. SDGs (Sustainable Development Goals). National priorities of the Govt. of India.

UNIT 2: Rural Community Development – Principles, approaches. Early experiments of rural development. Assessment of needs and problems in the community. Participation – meaning, relevance, & levels. Dimensions of participation. Participation in rural development. Participatory Rural Appraisal – characteristics, principles, tools, techniques – Social Mapping, Venn Diagram, Monogram, Health Matrix, Resource Mapping, Time line, Steps and limitations. Extension – meaning, principles, approaches.

UNIT 3: Urbanization: Concept- Urban, Urbanism - Characteristics- Types of urban centers - Town - Metropolitan city Satellite towns - Megacity - Parallel city and Smart City. Urban development and Urban community development - meaning - origin of urban community development- Welfare extension policy of central social welfare board as pilot project - Delhi project - Baroda project - Jamshedpur project. Urban governance structure and development schemes

UNIT 4: Urban Social problems: Crime – accidents – Prostitution - Pavement Dwellers – Street Children – Solid Waste Management - Pollution Control. Urban traffic problems- Metro rail and MRTS projects - Road safety systems - Infrastructure development - Urban housing problems – Housing schemes- Urban development Programs and Policies - Town planning- Urban Renewal programs in Indian cities – Smart cities & Development Corridors. Characteristics of Slums in Indian cities- Tamil Nadu Slum clearance board- Functions of slum clearance Board- Programs for slum dwellers.

UNIT 5: Role of Government & NGOs in Development: Government programs & schemes – poverty alleviation, women development, SC/ST development and child development. Voluntary action – NGOs in rural urban development. Community based organization, programs & projects. Involvement of NGOs in urban community development - Need for NGOs in urban community development – N.G.Os working at Urban centers.

References:

1. Amitabh Bhatnagar, 2008, Rural Microfinance and Microenterprise, Concept Polishing Company, New Delhi
2. Anastasia Nikolopoulou And Taisha Abraham And Farid Mirbagheri, 2010, Education For Sustainable Development, Sage Publications, New Delhi
3. Katar Singh, 2010, Rural Development (Third), Sage Publications
4. Kumar, Somesh. 2004, Participatory Method in Community Work. New Delhi: Himalya Publisher.
5. Maheswari, S.R. 1994, Rural Development in India. Delhi. Sage publishers.
6. Narayanasamy N. And M.P. Boraian, 2005, Participatory Rural Appraisal, Concept Publishing Company, New Delhi
7. Noble G. Allan, 1997, India Urbanization New Delhi. Tata McGraw Hill Publishing Company.
8. Rajib Luchanpanigrahy. 2006. NGO for Rural Development. Mohit Publications. New Delhi.
9. Rasure KA. 2010. Rural Credit in the Era of Globalization. Madhav Books Publications. Haryana.
10. Shankar Chatterjee, 2011, Implementation Of Rural Development Programmes, Serials Publications, New Delhi
11. Singh Kattar. 2009. Rural development. Sage publications. New Delhi.
12. Venkatarama Ayyar C.P., 2004, Town Planning In Early South India, Mittal Publications, New Delhi
13. William, A. Thomas and A. J. Christopher. 2011. Rural Development – concept and recent approaches. Jaipur. Rawat Publications.

INDUSTRIAL RELATIONS(MainCore-8)

II MSW

SEMESTER –III

CODE: MSW331B

Learning Outcome: *The students will...*

- **Gain knowledge about trade unions**
- **Understand the functions and activities of trade unions**
- **Acquire the skill of working with the workers and unions**

UNIT 1: Industrial Relations: Concept, Characteristics and Approaches -State and Industrial Relations – Code of Conduct and Code of Discipline in Industry

UNIT 2: Collective Bargaining: Concept – Theories – Goals – Principles – Prerequisites – Stages of Collective Bargaining – Bargaining Strategies – The factors influencing Collective bargaining – Skills of an effective bargaining agent. Inter and Intra union rivalry, Concept of Conciliation, Arbitration and Adjudication.

UNIT 3: Workers Participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management

UNIT 4: Trade Unions and Employers Organization: Origin and Growth of trade union movement in India – Theories – Functions – Administration of Unions – Leadership – Membership and Finance – Close shop, Open Shop and Check off system – Employers' organization: Objectives and functions of various employers' organization, membership and finance. Issues and Challenges of Trade unions in India. Emerging Trends in Union – management relations: Impact of Globalization and Liberalization. New Paradigms of Industrial Relations in India. Grievance - Meaning and forms, sources of grievance, approaches to grievance machinery, Grievance procedures, model grievance procedure. Disciplinary procedures, approaches to manage discipline in Industry, Principles of Hot stove rule.

UNIT 5: International Labour Organization: History – Mission and Objectives – Structure: International Labour Office, General Body and International Labour Conference – Functions of ILO .Concept of Tripartism in ILO in India: India-Decent Work Country Program (2013-17) ,

Reference

1. Ajaybhola, J.N. Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.
2. Anuradha Sharma, Aradhana Khandekar, 2009, Strategic Human Resource Management an Indian Perspective, 2 Ed, Sage Publications Ltd, New Delhi.
3. B.D. Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
4. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.
5. Hiriappa B, 2008, Strategic Management, New Age International P. Ltd, Publishers New Delhi
6. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
7. Jeffery A Mello, 2011, Strategic Human Resource Management, Cengage Learning India Pvt. Ltd, New Delhi
8. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
9. Mamoria, C.B. and Mamoria Satish. 1984. Industrial Labour. Social Security and Industrial peace in India. Kitab mahal. Allahabad.
10. Michael Armstrong, 2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi
11. Punekar, S.D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
Tapomoy Deb, 2009, Managing Human Resources in Industrial Relations, 1ed Anurag Jain for Excel Books, New Delhi

YOUTH DEVELOPMENT (Main Core-8)

IIMSW

SEMESTER-III

CODE:MSW331C

Learning Outcome: *The students will...*

- Gain knowledge about concept of youth and theories on adolescents
- Understand youth work and its various approaches and models
- Gain knowledge of the policies and programmes of youth development

UNIT 1: Youth: Concept - Youth as age Category, as transitional stage, as social Construct. Demographic Profile of Indian Youth. Theories on Adolescence: Hall's storm and stress model, Erickson's Psychosocial Theory of Development, Blo's Theory of Process of Disengagement by adolescents, Richard Jessor's Problem Behaviour Theory.

UNIT 2: Youth Development: Concept- Youth Development Index based on Human Development Index dimensions - Education, Income and Health. Youth Indicators drawn from Sustainable Development Goals of the United Nations Organization. Youth Led Development: Concept- Youth Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate

UNIT 3: Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.

UNIT 4: Approaches and Models of Youth Work: Nature & definition of Youth Work. Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach. Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model and Don Bosco's Preventive model. Youth Clubs, Youth Movements and Youth Parliaments. Career Opportunities in Youth Work

UNIT 5: Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). Youth Development Programs of Indian Government; NSS, NSS, NCC, Scouting and Guiding, NYC, NYK, Scouting and Guiding, National Youth Corps, NYK and RGNIYD. Youth Organizations involved in Youth Development: United Nations Population Fund (UNFPA), International Youth Foundation (IYF), DBYA South Asia, Restless Development India and Magic Bus.

References

1. Chowdhry D.P.1988.Youth Participation and Development. New Delhi. Atma Ram andSons Publications.
2. Harper and Malcolm. 1996.Empowerment Through Enterprise. London. Intermediate Technology Publications.
3. Kenyon, et.al. 1996.Youth Policy 2000. Formulating and Implementing National Youth policies. London. Commonwealth Secretariat Module -9, CYP. Chandigarh. Asia Regional Centre.
4. Macwangi M – Zambia.1998. PromotingEnterprise and Economic Development. Module 11. CYP. Chandigarh: Asia Regional Centre.
5. Philip and MCMichael 1996.Development and Social Change. London. A globalPerspective. Sage publications.
6. Rajendran Vasanthi and David Paul. 2006. Youth and Globalization. Rajiv Gandhi National Institute of Youth Development. Sriperumandur.
7. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development.Sage Publications. New Delhi.
8. WynJandR.White.1997.RethinkingYouth.London.SagePublications limited.

RURAL AND URBAN GOVERNANCE

II MSW

Semester–III

Code:MSW332A

Learning Outcome: The students will...

- Gain knowledge about rural and urban governance
- Understand the functions and activities of rural and urban governance
- Acquire the skills of working with and through local self-governments

Unit – I: Governance and Good Governance. Democratic Decentralization. E-Governance, Evolution of Rural Self Governments: Ancient period– Ur, Maha Sabha, Variyams, kudumbu, alunganam. Mughal period - Patwari, Muqaddam, Jagirdars, and Zamindar. British period – Mahalwari system, Ryotwari system, Indian rebellion 1857 and decentralization. Mayo's Resolution, Ripon Resolution, Royal Commission, Montague-Chemsford Reforms, and Government of India Act, 1935. After independence - Balwant Raj Mehta Committee, Ashok Mehta Committee, G V K Rao Committee, L M Singhvi Committee, and Constitutionalisation of Rural Governance.

UNIT 2: 73rd Constitutional Amendment Act, 1992 (Panchayat Raj Institutions) – Gram Sabha, Constitution, Composition and duration of panchayat, Reservation of seats, Disqualification of members, Powers, and responsibilities of Panchayats. Powers to impose taxes and Funds of Panchayats. Constitution of Finance Commission to review financial position. Elections to the Panchayats. Application to union territories.

UNIT 3: Evolution of Urban Self Governments: Ancient period – district administration, Nagaram, and Mahanagaram. Mughal period - Kotawal. British period – first municipal corporation, Town committee, Royal Army Sanitary Commission, Mayo's Resolution, Ripon Resolution, Royal Commission, Morley-Minto Reforms, Government of India Acts 1919, Government of India Act 1935. After independence – Simla conference, Local Finance Enquiry Committee, Rathnasabapathy Mudaliar Committee, Matthai Committee, White Paper on the Reforms of Local Administration, Rural Urban Relationship committee, K. N. Sahay committee, and Constitutionalisation of Urban Governance.

Unit 4: 74th Constitutional amendment act, 1992 (The municipalities) – Metropolitan area, Municipal area, Municipality, Constitution, composition and duration of municipality, Constitution and composition of Wards Committees, Reservation of seats, Powers and responsibilities of Municipalities, Elections to the Municipalities. Committee for district planning. Committee for Metropolitan planning.

UNIT 5: Evolution of Tribal Self Governments. Before independence - Scheduled Districts Act 1874, the government of India act 1919, the government of India act 1935. After Independence – Advisory committee on Fundamental Rights, Minorities and Tribal and Excluded Areas, Sub committees of the advisory committees, Article 244 (Fifth Schedule of the Constitution), Bhuria Committee, The Provisions of the Panchayats (Extension to the Scheduled Areas) Act, 1996 / PESA Act 1996- Village, Grama Sabha and its power

Reference:

1. Agarwal Babitha. 2009. Urbanization of Rural Areas. Rajdhani. New Delhi.
2. Arora K. Ramesh. 2009. Panchayati Raj Participation and Decentralisation. Rawat publications. Jaipur.
3. Bidyut Mohanty. 1993. Urbanization in Developing Countries, Concept Publishing Company. New Delhi.
4. Bondy Padhyay. D. 2003. Empowering Panchayats Handbook for Master Trainers Using Participatory Approach. Concept Publications. New Delhi.
5. Jacob. Z. 2008. Urban Community Development. Rawat publications. Jaipur.
6. Khanna. B. S. 1994. Panchayat Raj in India. Deep & Deep publications. New Delhi.
7. Kshisagar, R. K. 1994. Dalit Movement in India and its Leaders. MD Publications. New Delhi.
8. Mehta G. S. 2008. Participation of Women in the Panchayati Raj System. Kanishka Publishers. New Delhi.
9. Ravinder Singh Sandhu. 2006. Urbanization in India. Sage Publications. New Delhi

HUMAN RESOURCE MANAGEMENT IN SERVICE SECTOR(MainCore-9)

II MSW

SEMESTER-III

CODE: MSW332B

Objectives: *The students will...*

- **Gain knowledge about the human resource Management in service sector**
- **Understand the functions and activities of human resource practices**
- **Acquire the skills of working in service sector**

UNIT I: Service Industries: Concept of Service, Types of Service, Service Management, Evolving Environment of Services, Service as a System, Attitudes towards Service Sector, Growth of the Service Industries. Nature of Service sector; Characteristics of Services. Similarities and Differences in Manufacturing and Service Industries - Customer Relationship Management (CRM).

UNIT II: HR Policies and Certification: National and Global HR Policies: Drawing a recruitment Policy, Training Policy – Certification in Service Sector – ISO – SA 8000 – Business Process Reengineering (BPR) - Challenges of service managers; Service Quality and performance.

UNIT III: Human Resource Management in Service Organizations: Concept, Functions, Organizing HRM Functions in Service Sector. Nature of work for the Frontline workers and backend Support Services. Performance management system: Balanced Scorecard Approach – Core Competency – Fun at Workplace - Compensation and reward structure.

UNIT IV: HRM in Hospitals: Health Services, Statutory fulfillment, Challenges in Hospital Management, Impact of HR practice in Hospitals. HRM in Hospitality Industries: Front Office - Facility Management in Hotels - HRM in Insurance and Banking.

UNIT V: HRM in IT Sector: Software Industry, BPOs, KPOs and ITES - Talent management. HRM in Education Management: Educational Systems, Practice and marketing innovative practices. Understanding HRM in professional Consultancy Firms - Implication of HRM in Flexible Working conditions – Work from Home- Legal Provisions, Unionization, – Strategic Human Resource Management - Challenges of HR Managers in Service Industries

References:

1. Balaji B, 2013, Service Marketing & Management, S.Chand & Company Private Limited, New Delhi.
2. Dasler Gary, 2011, Human Resource Management, Dorling Kindersly (India. Pvt. Ltd.), New Delhi.
3. Goyal R.C., 1994, Hand Book Of Hospital Personnel Management, Prentice Hall Of India Private Limited, New Delhi.
4. Goyal R. L. 1993. Handbook of Hospital Personnel Management. Prentice Hall of India Pvt. Ltd. New Delhi.
5. Hoffman K Douglas and EG John Bateson. 2006. Marketing of Services. Cenage Learning India Pvt. Ltd. New. Delhi.
6. Kandula, Srinivas. 2005. Human Resource Development in Competitive Business Environment. ICFAI University press. Hyderabad.
7. Natarajan L, 2006, Service Marketing, Margham Publications, Chennai.
8. Negi, Jag Mohan. 1997. Professional Hotel Management. S.Chand and Co.Ltd. New Delhi.
9. Rao, Sanakard M. 1992. Hospital Organisation and Administration. Deep and Deep Publications. New Delhi.
10. Sanghi Sma, 2011, Human Resource Management, Macmillan Publishers, India.
11. Valarie Zeithaml A. Mary Jobitner, Dwayne Gremler D. Ajay Pandit, 2012, Service Marketing, Tata Mcgraw Hill Education Private Limited, New Delhi.

STRATEGIES FOR YOUTH DEVELOPMENT (Main Core-9)

II MSW

SEMESTER-III

CODE: MSW332C

Learning Outcome: The Students will...

- Understand the different strategies by which youth development could be achieved
- Gain knowledge of government and private interventions in the development of youth
- Acquire skills in designing capacity building programmes.

Unit 1: Promoting Healthy Life Style: Unhealthy life style among youth: Excessive Sedentary activities (Television, video games, social networks) and nutrient deficit fast foods.

Problems due to poor physical fitness among adolescents and youth. Healthy Life Style- Concept and Importance. Body Mass Index. Benefits of regular physical activities- Walking, trekking, jogging, cycling, swimming, aerobics activities and Indigenous knowledge and practice in healthy living (yoga, pranayama, meditation). Food Pyramid for healthy lifestyle.

Unit 2: Capacity Building: Concept, Significance of capacity building of youth. Methods – Training, Out-bound training, Folk and theatre training, Exposure visits, youth participation in forums and groups - Training Needs Analysis (TNA), Competency Analysis- Writing training objectives- Designing a training programme. Evaluation of training based on Kirkpatrick's model. Documentation and dissemination of outcomes of capacity building.

Unit 3: Livelihood: Concept - Sustainable Livelihoods approach to poverty - UNDP, CARE and DFID approach to Sustainable Livelihood - Strengths and weaknesses - Sustainable livelihood projects in India. Formation of self-help groups of men/women of economically deprived families - Orientation on the basic characteristics of micro-finance and micro-enterprise and its effective management. New Entrepreneurs & Enterprise Development Scheme (NEEDS). Incentives and subsidies for earmarked for SC, ST and women entrepreneurs.

Unit 4: Entrepreneurship: Concept- Entrepreneurial skills and competencies. Feasibility Study: Product/Service Feasibility, Industry/Market Feasibility, Organizational Feasibility and Financial Feasibility. Steps in setting up a micro enterprise: Product Selection, market survey, viable business plan, choice of technology, man power, production process, quality standards and marketing strategies. Institutional support services by Government and corporate sector.

UNIT 5: Community Health: Concept - Community Health Concerns - Youth-led Community health and Sanitation. Programs: National Rural Health Mission, National AIDS Control Programme. First Aid, Immunization programs. Community Health Education on Water, Sanitation and waste management.

References

1. Ashmore, Cathy, 2008, Criteria for Youth Entrepreneurship Education. Consortium for Entrepreneurship Education.
2. Catalano, R.F., Gavin, L.E., Markham, C.M., 2010, Future directions for positive youth development as a strategy to promote adolescent sexual and reproductive health. J Adolesc Health.
3. Eccles, J.S., Gootman, J.A., 2002, Community programs to promote youth development. Committee on Community-Level Programs for Youth, National Research Council (U.S.). Board on Children, Youth, and Families, Institute of Medicine (U.S.). National Academies Press, Washington, DC.
4. Farrington, J (2001). Sustainable livelihoods, rights and the new architecture of aid. Natural Resource Perspectives 69. Overseas Development Institute, London.
5. Jonathan Roberts, 2009, Youth Work Ethics, Learning Matter Ltd,
6. Kate Sapin, 2013, Essential Skills For Youth Work Practice (2nd Edition), Sage Publication, New Delhi
7. Kuriakosenpallikunel, 2005, Empowering Community: Empowering The Young At Risk, National Research And Documentation Center, Bangalore
8. Martin Robb, 2007, Youth In Frameworks, Settings, Encounters, Sage Publications, London
9. Mary Tyler, Liz Hogarth And Bkyan Merton, 2009, Managing Modern Youth Work, Learning Matters Ltd, Padrtow, Co.
10. McNulty, Michael; Nagarajan, Geetha, 2005, Serving Youth with Microfinance: Perspectives of Microfinance Institution and Youth. Chemonics International, USAID
11. Melvin Delgado, 2000, New Arenas For Community Social Work Practice With Urban Youth
12. Peter Ronald Desouza, Sanjay Kumar, Sandeep Shastri, 2009, Indian Youth In A Transforming World, Sage Publications, New Delhi
13. Roger Harrison, Cathy Benjamin, Sheila Curran And Rob Hunter, 2007, Leading Work With Young People, Sage Publications, New Delhi
14. Sarumathy M, Hiranniya Kalech, 2007, Youth Policies And Programmes In South Asia, Rajiv Gandhi National Institute Of Youth Development (RGNIYD), Sriperambudur, India
Sarumathy, M, Hiranniya Kalesh.P, 2007, Youth In Decentralized Governance, Rgniyd, Sriperambudur

QUALITATIVE RESEARCH IN SOCIAL WORK(Main Elective-1)(30HoursOnly)

IIMSW

SEMESTER-III

CODE:MSW333A

Learning Objectives: Students will....

- Understand the concept and scope of qualitative research
- Gain knowledge on the process and approaches of qualitative research
- Acquire skills for data collection and documentation
- Gain skills in data analysis and management

Unit – I: Concept: Qualitative research-Concept, Characteristics, Objectives and scope. Ethical responsibilities in qualitative research- Challenges in qualitative research- Mixed Method in research -Quantitative & Qualitative.

Unit – II: Process of Research: Problem Formulation: Review of literature, site selection and time frame, selection of samples, Collection of data, Data processing and analysis and interpretation and documentation of observations and findings.

Unit – III: Approaches to Qualitative Research: Ethnography, Grounded theory, Interpretative phenomenological analysis, Disclosure analysis, Conversation analysis, Content analysis and Narrative analysis. Qualitative Sampling and Selection: Convenience, Typical Case Sampling, Critical Case Sampling, Maximum Variation Case Sampling, Intensity Sampling and Snowball Sampling.

Unit-IV: Data Collection Methods: Observation, Case studies, In-depth Interview, Focus Group Discussion, Artifacts/field records, Narrative and Open ended questions in questionnaires. Use of audio/video gadgets and photos in data collection.

Unit –V: Data analysis and Management: Convergence and Divergence. Types of analysis: Conversation, discourse and genre. Coding the data using software programmes in qualitative research. Writing the research report.

Reference

1. Allen Rubin and Earl Babbie, (2011), *Methodology For Social Work Research*, Cengage Learning India Pvt. Ltd, New Delhi.
 2. B.N.Gosh,(2008)*Scientific Methods And Social Research*, Sterling Publications Pvt. Ltd, New Delhi.
 3. Christopher, A. J. and Thomas William. 2006. *Research Project Work Made Easy*. Joie Publishers. Chennai.
 4. Glesne, C. and Peshkin. 1992. *Becoming Qualitative Researchers*. Longman. White Plains. New York.
 5. Ian Shaw and Nick Gould, (2001) *Qualitative Research in Social Work*, Sage Publications, London.
 6. Jorgensen, D.L. 1989. *Participant Observations; a Methodology for Human Studies*. Sage Publications. California.
 7. Michael Bloor, Jane Frankland, Michelle Thomas, Kate Bobson (2001), *Focus Groups in Social Research*, Sage Publications, New Delhi.
 8. Miller, M.L. and J. Kirk. 1986. *Reliability and Validity in Qualitative Research*. Sage Publications. California.
 9. Morgan, D.L. 1997. *Focus Groups as Qualitative Research*. Sage Publications. California.
 10. Noblit, W.G. and R.D. Hare. 1988. *Meta-Ethnography: Synthesizing Qualitative Studies*. Sage Publications. California.
 11. Padgett, D.L. 1998. *Qualitative Methods in Social Work Research*. Sage Publications. California.
 12. S. Sarantokas, (2005) *Social Research*, Palgrave MacMillan Publications, New York.
 13. Susanne Friese, (2012) *Qualitative Data Analysis with Atlas*, Sage Publications, New Delhi.
 14. Riessman, C.K. 1994. *Qualitative Studies in Social Work Research*. Sage Publications. California.
- Silverman, D. 1993. *Interpreting Qualitative Data*. Sage Publications Ltd. London.

HOSPITAL ADMINISTRATION (Main Elective-1)(30 Hours Only)

II MSW SEMESTER – III CODE: MSW333B

Learning Outcome: *The students will...*

- **Gain basic knowledge on Hospital Administration**
- **Understand the functions of Hospital**
- **Acquire the skill for administering Hospitals.**

UNIT-I: Overview of Health Care Sector: 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. NABH Guidelines and Principles

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 – Organization 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 (ESvarI) - Hospital Waste Management - Methods of Infection Control-Standard Operating Procedures (SOPs) - Availability of Materials: Critical Items, Stock Level, Procurement Methods.

UNIT V: Challenges in Hospital Administration: Emergency Codes: 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.

References

1. Dave P.K., Shakti Gupta, NK Parmar, Sunil Kant, **Emergency Medical Service and Disaster Management - A Holistic Approach**, Jaypee Brothers Medical Publishers Pvt. Ltd., New Delhi.
2. Goel S.L. & R. Kumar, **Hospital Administration and Management**, Deep & Deep Publications, New Delhi.
3. HemChandra, **Hospital Equipment Management**, Bharat Book Centre, Lucknow
4. Katakam A., GD Kunders, S Gopinath, **Hospitals Planning, Design and Management**, Tata McGraw-Hill Publishing Company Limited, New Delhi.
5. Nalini V. Deve, 1991, **Hospital Management**, Deep & Deep Publications, New Delhi.
6. R.C. Goyal, 1993, **Hand Book of Hospital Personnel Management**, Prentice- Hall of India Pvt. Ltd, New Delhi.
7. Sakharkar B.M., **Principles of Hospital Administration and Planning**. Jaypee Brothers Medical Publisher (P) Ltd., New Delhi.
8. Sankara Rao M., 1992, **Hospital Organization and Administration**, Deep & Deep Publications, New Delhi.
9. Shankti Gupta , 2011, **Hospital and Health Care Administration - Appraisal and Referral Treatise**, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi
10. Spencer J.A., 1967, **Management in Hospitals**, Faber and Faber, New Delhi.
11. Syed Amin, Tabish, **Hospital and Health Services Administration - Principles and Practice**, Oxford University Press, New Delhi.
12. Yashpal Sharma, **Handbook on Hospital Administration**, Durga Printers, Jammu

THERAPEUTIC INTERVENTIONS IN SOCIAL WORK(Main Elective-1)(30Hours

Only)
II MSW SEMESTER-III CODE: MSW333C

Learning Outcome: *The students will...*

- Understand the nature, goals and prerequisites of psychopathology
- Acquire knowledge about the different schools and techniques in psychotherapy.
- Gain knowledge about the application of therapies as an intervention in Social Work

UNIT I: Psychotherapy: Definition, Types and Goals - Professional and ethical issues- Unique features of psychotherapies- Personal characteristics of therapists

Unit II: Psychotherapies: Client Centered Therapy, Rational Emotive Therapy, Family Therapy, Group Therapy, Cognitive Behaviour Therapy- Application of CBT in Clinical Settings.

Unit III: Expressive therapy: Art therapy, Dance therapy, Writing therapy, Music therapy, Psychodrama and Motivational interviewing. Emerging Trends in Holistic treatment.

Unit IV: Techniques: Therapeutic techniques based on classical, operant and modeling theories. Relaxation training- muscular relaxation; Meditation; Flooding; Systematic Desensitization; Paradoxical Intention; Assertive training.

Unit V: Clinical Social Work: Definition, Goals and Standards of Clinical Social Work Practice. Clinical social work settings - Role in a multi-disciplinary team- Need for license to practice.

Reference

1. Allen, H. Frederick, *Psychotherapy with Children*, 1942, W. W. Norton & Company, INC, New York
2. Egan, Gerard, 2006 *The skilled helper: A problem management and opportunity, Development Approach to helping*, Wadsworth publishers, Boston, USA
3. Hamilton, Gordon, 1955, *Theory and Practice of Social Case Work*, Columbia University Press, New York, USA
4. Harper A. Robert, 1975, *The New Psychotherapies*, Prentice Hall INC, New Jersey
5. Helen, 1995, *Social Case Work: A Problem Solving Process*, The University of Chicago Press, Chicago, USA
6. Hersher, Leonard, ED, 1970, *Four PsychoTherapies*, Appleton-Century-Crofts, New York
7. Konopka, 1983 *Social Group Work: A helping Process*, Prentice Hall, New Jersey, USA
8. Lapworth, Phil, 2001 *Integration in Counselling and Psychotherapy: Developing a personal approach*, sage publications, New Delhi.
9. Taylor, S. (2006). *Clinician's guide to PTSD: A cognitive-behavioral approach*. New York, the Guilford Press.
10. Windy, Dryden, 2002 *Handbook of Individual Therapy*, Sage Publications, New Delhi.
11. Briere, J. (2006). *Principles of Trauma Therapy: A guide to symptoms, evaluation, and treatment*. Thousand Oaks, Calif.: Sage Publications.
12. Bryant-Davis, T. (2011). *Surviving sexual violence: a guide to recovery and empowerment*. Lanham, MD: Rowman & Littlefield Publishers.
13. Ellis, A., Mcinerney, J. F., DiGiuseppe, R., & Yeager, R. J. (1988). *Rational-Emotive therapy with alcoholics and substance abusers*. New York: Pergamon Press, 22-37.
14. McHugh, R. K., Hearon, B. A. & Oho, M. W. (2010). *Cognitive behavioral therapy for substance use disorders*. *Psychiatric Clinics of North America*, 33, 511-525.

CORPORATE SOCIAL RESPONSIBILITY (Main Elective-2)(30HoursOnly)

II MSW SEMESTER-III CODE: MSW334A

Learning Outcome: *The students will...*

- Gain knowledge about Corporate Social Responsibility
- Understand the functions and activities of Social Audit
- Acquire the skills of promoting and working in CSR programmes

UNIT 1: Corporate Social Responsibility – Concept, and significance – Evolution of CSR– The Triple Bottom Line Approach - CSR Issues: Environmental, Social, Labor related, Ethical and Governance.

UNIT 2: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.

UNIT 3: Role of ‘Standards and Codes’ in CSR: ISO – 14001 (Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

UNIT 4: NGO and CSR – Indian Companies Act 2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment. Communication: Annual Reports and Sustainability Reports.

UNIT 5: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.

Reference

1. Akhileshwar Pathak, 2014, Legal Aspects of Business (Sixth), McGraw Hill Publications, New Delhi.
 2. Garg K.C. and V.K. Sareen and Mukesh Sharma and R.C. Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai.
 3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cengage Learning Ind Pvt Ltd, New Delhi.
 4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Education Pvt Ltd, New Delhi.
 5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
 6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur.
 7. Neelamegam V., 2008, Business Environment, Vrinda Publications, New Delhi.
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 9. Saravanavel P. and S. Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.
- Sharma R.K. and Puneet Goel and Pooja Bhagwan, 2009, Business Ethics and Corporate Governance, Kalyani Publications, Chennai

HOTEL FRONT OFFICE MANAGEMENT (Main Elective-2)

II MSW

SEMESTER III

CODE:MSW334B

Learning Objectives

- To enhance the employability skill and knowledge of students on hotel management.
- To facilitate students to understand the functions of front office
- To enable student with right skill for front office management..

Unit – I: Introduction to Hotel Industry – Concept of Hotel – Types of Hotels – Types of Rooms and Tariff – Restaurant: Food and Beverage Management -Tourism – Importance of Hospitality in Tourism – Tourism in India- Role of Travel Agents in Tourism Industry.

Unit – II: Front office Operations – Concept – Functions – Importance of Front office Department in Guest satisfaction – Qualities and Attributes of Front office Personnel – FOM Organizational Structure – Guest Cycle (Pre-arrival, arrival, Occupancy and Departure) – Job Description (Front office Manager, Reservation Supervisor, Front Office Cashier, Front Office Assistants, Reservation Assistants and Bell Boys). Lobby – Reservation Management (Online, Telephonic and Agent bookings) – visit to a Hotel / Resort

Unit III: Information(Information Desk, Information Rack, Key Management)–Reception

- Front office procedures for Emergencies (Fire Fighting, Prevention of employee and guest theft and First Aid)- Night Auditing – Equipments in Front Office (PBX, PABX, EPABX)

Unit – IV: Front office Cashier – Functions – Records and Ledgers - Hotel Credit – Foreign Currency Encashment– Safety Locker Management – Establishing Room Rates (Rule of Thumb, Hubbart’s Formula) – Room Revenue Analysis.

Unit –V : Skills for Front Office Management – Personal Hygiene and Grooming – Computing Skills – Telephone Etiquette – Email Etiquette – Problem Solving Skills - Trends in Front Office Management. Case Study on Hotel Front office Administration

Reference:

Alan Fyall & Brian Garrod, 2010, Aspects Of Tourism Marketing, Viva Books Pvt.Limited, New Delhi

Chistopher Lovelock & Jochen Writz & Jayanta Chatterjee, 2011, Services Marketing, Dorling Kindersley Pvt.Limited, South Asia

Ernst Schneider, 2008, Healthy By Nature, Editorial Safeliz, Spain

George D. Pamplone-Roger, 2010, Encyclopaedia Of Foods Healthy Recipes, Editorial Safeliz, Spain

George D. Pamplone-Roger, 2010, Healthy Body, Editorial Safeliz, Spain

Jack D. Niemeyer & Joe Perdue, 2009, Discovering Hospitality And Tourism, Dorling Kindersley Pvt. Limited, South Asia

Jagmohan Negi, 1997, Professional Hotel Management, Chand & Company Limited, New Delhi

Jagmohan Negi, 2008, Professional Hotel Management, Chand & Company Limited, New Delhi

Metti M.C., 2008, Customer Service And Hotel Management, Anmol Publications Pvt.Limited, New Delhi

Pragati Mohanty, 1992, Customer Service and Hotel Management, Ashish Publishing House, New Delhi

Sagar, 1992, Hotel Management, New Light Publishers, New Delhi

Sudhir Andrews, 1998, Hotel Front Office Training Management, Tata Mcgraw-Hill Publising Company Limited, New Delhi

DISASTER MANAGEMENT (Main Elective-2)(30Hours Only)

II MSW SEMESTER– III CODE:MSW334C

Learning Outcome: *The students will...*

- Understand the dynamic factors of disasters and their impact at an individual and societal level.
- Deal with disaster preparedness, crisis management, risk reduction and rehabilitation and understand how they are connected.
- Identify the role of different agencies in Disaster Management.

Unit–I: Understanding Disasters: Meaning, Concept. Type of Disasters – Man Made & Nature Made. Effects of Disasters – Physical, Economic, Social, and Psychological Effects. Disaster Vulnerability of India: Lessons from Bhopal Gas Tragedy, Gujarat Earth Quake, Orissa Super Cyclone, Floods, Epidemic & Pandemic

Unit–II: Disaster Management Cycle: Preventions, Mitigation, Preparedness, Response, and Recovery. Relief, Rehabilitation and Reconstruction. Factors influencing disaster preparedness and response. National Policy on Disaster Management (2009).

Unit III: Disaster Management Act(2005): – Community Based Disaster Management (CBDM)– Panchayat level Disaster Response Team – Disaster Relief and Risk Transfer through Insurance - Income Generation Activities and Housing - Task Force.

Unit – IV: Methods & Techniques - Vulnerability Analysis - Survival skills - Creating Awareness through IEC and Media – Training for Youth (CPR, Fire Fighting and Mock Drill) - Relief Camp Organisation - Recovery after disasters.

Unit – V: Role of Social Workers in Psycho-social Support. Role of Agencies in Disaster Management: Role of Government in Disaster Management – National Disaster Management Authority (NDMA) – Role of International Organisations and Civil Society Organisations

Reference

1. Disaster Prevention and Mitigation (1982), United Nations Disaster Relief Coordination, New York.
2. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
3. Julie Freestone And Rudi Raab, 2004, Disaster Preparedness, Viva Books Pvt Ltd, New Delhi
4. Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.
5. Mamata Swain, JaganathLenka, MinatiMallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
6. Mamata Swain, JaganathLenka, MinatiMallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
7. Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
8. Quarantelli,(1998),WhatisaDisaster,Routledge,London andNew York.
9. SenAmartya(1981),PovertyandFamines,OxfordUniversityPress,NewDelhi.
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SinhaPC,1998,EncyclopaediaofDisasterManagement(Vol01to10),Anmol Publications Pvt.Ltd, New Delhi.

DATAPROCESSING & ANALYSIS SKILL (SPSS & NVivo)

Skill Paper – SK3 (30 Hours Only)

IIMSW

III SEMESTER

CODE: MSW335S

Learning Outcome: *The students will...*

- **Gain knowledge on SPSS and NVivo**
- **Gain Skills and Methods to use the statistical software.**
- **Gain experience in using SPSS & NVivo in data processing and analysis.**

Unit I: Basic steps of Data Analysis: editing, coding, code book preparation. Creating data file, syntax file and output file. Defining data: Variable name, Variable label, Values, value labels.

Unit II: Management of data file - adding cases, adding variables, saving files, retrieving data files, rectifying missing values and system error. Recoding of data, computing of data.

UNIT III: Data Analysis: Single frequency, bivariate analysis, Median vs QD, use of charts and diagrams. Editing of table and charts, exporting tables and charts in word document. Testing of hypothesis: Chi-square test, T-test, ANOVA, Correlation matrix, Generating reports and Interpretation of Data

UNIT IV: NVivo in Qualitative Research: Methodologies supported by NVivo - NVivo key terms – Creating a new project- Bringing material into NVivo: Interviews, articles and other documents, Creating nodes and Internodes, Importing data files, audio and video transcripts, photos and images, web pages, social media content and research article

UNIT V: Coding and making nodes: Memos, annotations and links- Exploring people, places and other cases- Summarizing data in framework matrices- Displaying data in charts, models and graphs, tree maps and cluster analysis diagrams - Creating reports and extracts in qualitative research with Qualitative Lab- Practical .

Reference:

1. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
2. Gaur, Ajai S and Sanjaya S Saur. 2009. Statistical Methods for Practice and Research. A guide to Data Analysis using SPSS. Sage Publications. New Delhi.
3. Gupta, S. P. 2009. Statistical Methods. New Delhi. Sultan Chand and Sons.
4. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. Sage Publications. California.
5. Manual-NVivo 10 for Windows - www.explore.qsrinternational.com/new-york-university

Data Processing & Analysis Skill -(SPSS & NVivo) (100 Marks)

1. Assignment: 10 Marks
 2. Class Participation: 10 Marks
 3. Record note: 20 Marks
 4. Practical (Skill Demonstration): 20 Marks
- End Semester – Viva Voce: 40 Marks

CONCURRENT FIELDWORK–III(Core)

II MSW

SEMESTER–III

CODE: MSW337F

Learning Outcome: *The students will...*

- **Gain experience by applying the theoretical knowledge in the field**
- **Understand the functions and activities of field placement organization**
- **Acquire of the skills of applying the class learning into practice**

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

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

The students are encouraged to undertake mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work is for a period of a month (Total of 24 to 26 days). At the completion of the field work the students are required to submit the record for valuation and guidance. The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50.

Internal Components(50 Marks):

Presentation of Field Work Experience	:10Marks
Record Quality	: 15 Marks
Initiatives Taken and Progress Shown	:15Marks
Subject Areas Covered	: 10 Marks

Viva Voce Components(50 Marks)

Knowledge Gained	: 10 Marks
Skills Acquired	: 15 Marks
Responsibilities and Initiative Taken	: 15 Marks
Presentation and Communication	:10Marks

RESEARCH PROJECT-I(Core)

IIMSW

SEMESTER-III

CODE:MSW336J

Learning Outcome: *The students will...*

- Gain knowledge and skills in developing a research proposal for undertaking a research (quantitative and qualitative).
- Acquire knowledge on problem formulation and review of literature.
- Gain knowledge on designing the methodology and prepare tools for data collection.

Each student is assigned with a research supervisor. The students have to get the guidance and carry out the following steps and complete the research project.

1. Selection of Topic, Defining terms, Finalization of Objectives of Study.
2. Feasibility Study, Pilot Visit to the study field.
3. Detailed Research Proposal
4. Introductory Chapter
5. Review of Literature and Bibliography
6. Finalization of Research tool

The supervisor internally evaluates the work of the student out of 50 marks for the above components, considering the quality, punctuality and regularity of consultation and learning interest.

Internal (50 Marks)

Regularity in Submitting Reports	:10 Marks
Consultation Received from the Supervisor	:15 Marks
Progress Shown	:15 Marks
Quality of Reports (Library and other resources used and Language Clarity)	:10 Marks

The student submits the approved chapters as a spiral volume. Viva Voce is conducted by an external examiner along with the concerned Supervisor. Marks are awarded out of 50.

The VIVA components/marks:

Research Project Proposal	:10 Marks
Chapter I	:10 Marks
Chapter II-Literature Review	:10 Marks
Tools	:10 Marks

PresentationandCommunication

:10Marks

ResearchProcess

S. No	ProcessofResearch(Draft)
1	IdentificationofListofResearchTopics
2	WriteupofthreeinterestedResearchtopics
3	GeneralIntroductionofselectedresearchtopic (Tentative)
4	FieldFeasibilityReport
	ReviewofLiterature
5	IntroductionwhichcoverstheobjectivesofRoL
6	Concepts
7	Definitions
8	Theories
9	Models
10	Nationalandinternationalpolicy,programmes,schemes,etc.,
11	NationalandInternationalsituations
12	Summaryofalreadyexplored areas
13	ResearchGaps
14	ResearchQuestions
15	ResearchProblems
16	Conclusion
17	Objectives(GeneralandSpecific)
18	Hypothesis(Optional)
19	ConceptualFramework
	Methodology
20	Fieldof Study
21	Workingdefinitions
22	Sourceof data
23	ResearchDesign
24	SamplingDesign
25	Dataanalysisplan
	PreparationsofTool
26	<i>Demographicvariables</i>
27	<i>Itemstoassesstheobjectives</i>
28	<i>Scaleofmeasurement</i>
29	<i>Suggestions/Recommendations</i>
	ToolStandardization
30	Concurrentvalidity/constructvalidity/contentvalidity/Facevalidity/Reliability
31	Pre-test
32	Finaltoolfordata collection
33	Timeschedule
34	Budget
35	Proposal
	Titleofthe Study
	GeneralIntroduction

	Statementofthe Problem
	SignificanceoftheStudy/Needofthestudy
	ScopeoftheStudy
	FieldofStudy
	GeneralandSpecificObjectives
	Hypothesis(Optional)
	Toolofdata collection
	Pretestingoftool
	Sourceof data
	Researchdesign
	Samplingdesign
	Dataanalysisplan
	Timeschedule
	Budget
	Expected outcome
	Nameandaddressoftheresearcherwithstationanddate
	Nameandsignatureoftheguide

PSYCHOMETRIC & TESTING TOOLS (Certificate Course-2) (30 Hours Only) II

MSW

SEMESTER – III

CODE:MSW338X

Learning Outcome: *The students will...*

- Gain knowledge about psychological assessment and purposes
- Acquire skills about intelligence, aptitude and interest assessments
- Explore various types of assessment in personality, emotions, health and will learn the administration of such tests
- Gain assessment skills in the areas of family and career

UNIT-I: Psychometric testing - Concept and meaning- Practice of using psychological theories in the construction of psychometric measures- Need and significance of psychometric testing for personal growth and career development- Reliability and validity in psychometric tool.

UNIT-II: Assessment of Intelligence, Aptitude and Attitude: Assessment of intelligence: Bhatia's Battery of Performance Test, Wechsler adult intelligence scale (WAIS). Emotional Intelligence Inventory by S K Mangal, Attitude Scale by Chauhan and Saroj Aurora.

Unit III: Assessment of Aptitude: General Aptitude Test Battery (GATB). Assessment of Interests: Strong Interest Inventory

UNIT-IV Assessment of Personality: Measures of personality: Myers-Briggs Type Indicator (MBTI). Adjective Checklist–Personality assessment in work setting, Five Personality Trait Inventory by K.

S.Misra. (English)

UNIT- V Assessment related to Career: Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA). Career Preference Record by Vivek Bhargava.

Reference

1. Anastasi A. & Susana Urbina (2004) 7th Edition. Psychological Testing, Pearson Education Inc., New Delhi.
2. Aiken, L.R. (1997). Psychological testing and assessment. Allyn & Bacon.
3. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (1996). Psychological testing and assessment: An introduction to tests and measurement. Mayfield Publishing Co.
4. Cronbach, L.J. Essentials of Psychological Testing.
5. Fernandez-Ballestros, R. 1st edition (2003) Encyclopedia of Psychological Assessment. Vol I and II. Sage Publications. New Delhi
6. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education., Applications, and Issues. Australia: Thomson Wadsworth.
7. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
8. Parameswaran & Ravichandra (2003) Experimental Psychology. Neel Kamal Publications.
9. Whiston, S.C. (1999). Principles and applications of assessment in counseling, Wadsworth, Belmont. Brooks-Cole
10. Woodworth, R.S. and Scholtesberg (1972) Experimental psychology. Holt, Rinehart & Winston.

Note: it is an extra credit course (Optional). Course Fee and duration will be fixed by the department in consultation with the resource persons. Students need to pay Rs. 50 to the office of Controller of Examinations. The course will be conducted for minimum of 30 hours outside the regular time table. No CIA or Semester end exams will be conducted. Certificates will be issued by the Department for those who have completed the course.

SEMESTER4

HUMAN RIGHTS AND SOCIAL LEGISLATION

(Main Core-10)

II MSW

SEMESTER – IV

CODE:MSW430T

Learning Outcome: *The students will...*

- **Gain knowledge about human rights and social legislations**
- **Understand the different social legislations**
- **Acquire the skills of applying the human rights and social legislation**

UNIT 1: Human Rights: Concept, Scope - Universal Declaration of Human Rights - International Covenant on Economic, Social and Cultural Rights - International Covenant on Civil and Political Rights. Human Rights in the Constitution of India. Roles and Powers of National Human Rights Commissions. Responsibilities of State Human Rights Commissioner - Social Work profession and Human Rights.

UNIT 2: Contemporary Issues: Rights of Children, Women, Dalits, Refugees, and Victims of HIV/AIDS and Capital Punishment. Tools used for Social Defense: Law, Welfare Schemes, Advocacy, Networking, Campaigning and Social Action. NGOs and Human Rights: Amnesty International (AI), People's Union for Civil Liberties and People's Watch.

UNIT 3: Social Legislation: Meaning and Scope. Indian Penal Code, Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation and Right To Information Act (2005). Right to Education (RTE).

UNIT 4: The Special Marriage Act 1955, Adoption and Maintenance Act 1986, Juvenile Justice act 1986, Child Labor Prohibition and Regulation Act 1986, Bonded Labor Abolition Act 1976. The Maintenance and Welfare of Parents and Senior Citizens Act 2007.

UNIT 5: Protection of Civil Rights Act 1955. Prevention of Immoral Traffic Act 1986 Protection of Consumer Act. 1986. Transplant of human Organ Act 1994, Tamil Nadu Prohibition of Eve Teasing Act 1988, Tamil Nadu Prohibition of Ragging Act 1997.

Reference:

1. AishKumarDas.2004. HumanRightsin India.SarupandSons.New Delhi.
2. ChiranjiviJ.2002.HumanRightsin India. OxfordUniversityPress.NewDelhi.
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6. Sawant.P.B. 2004. Human Rights. SocietyforCommunityOrganisation.Madurai.
7. ShanthaKumar.2004.HumanRights,People’sWatch.Madurai.
8. SusanC.Mapp.2008.HumanRightsandSocialJusticeinaGlobalWorld.OxfordUniversity Press. New Delhi.
9. Tapan Biswal, 2007, Human Rights Gender and Environment, Viva Books Pvt Ltd, New Delhi
10. TapanBiswal.2006.HumanRights–GenderandEnvironment.ViraPublications. New Delhi.
11. TapomoyDeb,2009, ManagingHuman Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi
12. Tony Evans, 2011, Human Rights in The Global Political Economy, Viva Books Pvt. Ltd, New Delhi
13. UGC, 2001, Human Rights and Duties Education, Shri Prem Varma, New Delhi
- UpendraBoxi.2007.HumanRightsinaPostHumanWorld.CambridgeUniversityPress. New Delhi.

DEVELOPMENT STRATEGIES (Main Core-11)

II MSW SEMESTER-IV CODE:MSW431A

Learning Outcome: *The students will...*

- Gain knowledge about development strategies
- Understand the functions and activities of different developmental strategies
- Acquire the skills of using the developmental strategies in different sectors
- Able to develop a strategy for development.

UNIT 1: Strategy Planning – Introduction, developing vision, mission, strategy, action plan, obtaining feedback for improvement, identifying action steps in bringing about community and system change.

UNIT 2: Self Help Groups: meaning- Characteristics- formation- animation. Federation of SHGs at the Panchayats, Cluster, Block and District. Maintenance of records in SHGs. Grading and evaluation of SHGs. Micro finance- meaning and characteristics- Philosophy of micro finance and workings of Micro finance. Application of Self-help Group and Micro- finance.

UNIT 3: Watershed Development – meaning, philosophy and objectives. Common guidelines for watershed development projects (revised edition 2011) – Institutional arrangements at National, State, District, Project implementation agency and Village levels. People's Participation. Selection criteria. Project management – Preparatory, work and withdrawal phases. Financial outlay and fund flow. Monitoring and evaluation, Learning and outcomes. Application of watershed development programme.

UNIT 4: Wasteland Development – definition, meaning and categories. Remote sensing and GIS in wasteland mapping. Methodology of wasteland assessment. Wasteland generation process. Methods of wasteland reclamation – Afforestation, Reforestation, Providing surface cover, Mulching, Strip farming, Terracing, Contour ploughing, Leaching, and Changing agricultural practice. Integrated Wasteland Development Programme (IWDP) of India. Application of wasteland development programme.

UNIT 5: Entrepreneurship Development – meaning, characteristics. Personality and dynamics of entrepreneurs. Entrepreneurship Skill Development Programme (ESDP) of India: Industrial Motivational Campaign, Entrepreneurship Awareness Programme, Entrepreneurship-cum-Skill Development Programme, Management Development Programme. Functions of EDII-Chennai. Application of Entrepreneurship development programme.

Reference

1. Daniel A. V. 2011. Strategies for Agricultural Development. Vorapublications. Bombay.
 2. Danial Lazer. 2008. Micro Training Poverty and Eradication. New Century publications. New Delhi.
 3. Desai Vasant. 2008. Dynamics of Entrepreneurial Development. Sultan Anand & sons. New Delhi.
 4. Giriappa. S. 2011. Water the Efficiency in Agriculture. Oxford Press. Calcutta.
 5. Gupta C. B. 2004. Entrepreneurial Development. Sultan Anand & Sons. New Delhi.
 6. Jayashree. 2005. Entrepreneurial Development. Marghan publications. Chennai.
 7. Selvapathi K., 1995. An Economic Analysis of the Watershed Development. Sacred Heart College. Tirupattur.
 8. Khan M. A. 2002. Water Shed Management for Sustainable Agriculture. Agrobias publications. Judhpur.
 9. Lalitha. N. 2003. Self Help Groups in Rural Development. Dominant publications. New Delhi.
 10. Poomani C. 2000. Functioning of Mahalir Thittam. Sacred Heart college. Tirupattur.
 11. Sharma R. K. 2011. Entrepreneurship Development. Himalaya publications. Bombay.
 12. Upendra Nath Roy. 2005. People Participation in Watershed Management. Kanishka Publisher. New Delhi.
 13. Usharani. K., 2008, Marketing Strategies and Finance Viability of Self Help Groups, Sarop & Sons, New Delhi.
- Vijaya Agarwal, 2005, Micro Finance An Introduction, ICFAI University, Hydrabad

ORGANISATIONAL BEHAVIOUR (MainCore-11)

II MSW

SEMESTER-IV

CODE: MSW431B

Learning Outcome: *The students will...*

- Gain knowledge about organizational behaviour
- Understand the functions and activities of organizational behavior
- Acquire the skills of working with organized sectors and human resources

UNIT 1: Organizational Behaviour: Brief History, Definition, Contributions of the Behavioral Sciences - Human Behavior at Work - Theories of Motivation – Systems Theory, EQ at Work - Stress and anxiety management, Frustration, Conflict. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale, Job Monotony and Role Conflict.

UNIT 2: Team-work and Team building, Change Management, Leadership: Theories, Styles and power structure, Decision-Making - Employee Participation and Organizational Commitment.

UNIT 3: Organizational Development: Concept, Definition, theories and practice: OD and OB, OD Intervention techniques: Sensitivity Training, Quality Circles, Survey Feedback, Management of change - Concept of Organisational Culture and Organisational Climate – Organisational Diagnosis.

UNIT 4: OB Practices: 5S Model, HR Connect, Six Sigma and Lean Six Sigma, Total Productivity Management (TPM), Total Quality Management (TQM), Kaizen Groups, International Standard Organization (ISO), Emotional Intelligence vs Emotional Quotient (EI), Quality of Work life (QWL) - Work-life Balance.

UNIT 5: Relevance of OB in Social Work - Challenges involved in application and practice of OB. Behavioral changes in individuals and teams. – Case study presentations.

References

- Avinash K Chitale And Rajendra Prasad Mohanty And Nishith Rajaram Dubey, 2013, Organizational Behaviour, Phi Learning Pvt Ltd, New Delhi.
- Dipak Kumar Bhattacharyya, 2013, Organizational Behaviour, Oxford University Press, New Delhi.
- Gareth R Jones, 2007, Organizational Theory Design Change, Dorling, Kindersley Ind Pvt Ltd, New Delhi.
- Jai B P Sinha, 2008, Culture and Organizational Behaviour, Sage Publications, New Delhi.
- Khanka S.S, 2013, Organizational Behaviour (Fourth Edition), S.Chand And Company, New Delhi.
- Margie Parikh and Rajen Gupta, 2012, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
- Michael J Kavanagh and Mohan Thite, 2009, Human Resource Information Systems, Sage Publications, New Delhi.
- Prasad L.M., 2014, Organizational Behaviour, Sultan Chand and Sons, New Delhi.
- Richard L Daft, 2012, Understanding The Theory And Design Of Organisations,, Cengage Learning India Pvt India, New Delhi.
- Shuchi Sharma, 2013, Organizational Behaviour, Tata Mcgraw Hill Publications, New Delhi.
- Stephen P Robbins and Timothy A Judge And Neharika Vohra, 2013, Organizational Behaviour (Fifteenth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
- Udai Pareek, 2010, Understanding Organizational Behaviour (Second), Oxford University Press, New Delhi

NGO MANAGEMENT (MainCore-11)

IIMSW

SEMESTER-IV

CODE:MSW431C

Learning Outcome: *The students will...*

- Gain knowledge about establishing and managing a non-governmental organization
- Understand the functions and activities of a non-governmental organization
- Acquire the skill of working with a non-governmental organization

UNIT 1: Understanding about NGO as nonprofit organizations involved in development work. Registering an organization, Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programs and projects. Interfacing with community, community based organizations, corporate and government. Importance and strategies of Networking of NGOs.

UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project Cycle Management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Writing Concept note.

UNIT 3: Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Presentation to donors, developing a funding proposal, Developing and maintaining donor relationship. Documentation- Maintaining records and data banks.

UNIT 4: Monitoring & Evaluation: Concept & Need. Role of Logical Framework Analysis (LFA) in monitoring and evaluation. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - Reporting information for action and accountability. Auditing: Social Auditing, Financial Auditing and Data Quality Auditing.

UNIT 5: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Financial Reporting to donors and other stakeholders.

Reference

1. AsokKumarSarkar,2008,Ngo'sandGlobalization,RawatPublications,NewDelhi.
2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5th Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi.
3. EmmanuelS.Fernando,1999,Fund100,Jupiter,Mumbai.
4. GangradeK.D,SooryaMoorthy.R.2006.NgosinIndia.PremRawatPublication.NewDelhi.
5. Ghosh.K..AandPremKumar.1997.ProjectManagement.AnmolPublishingLtd.New Delhi.
6. JoelS.G.R.Bhose,2003,NgoandRuralDevelopment,ConceptPublishingCompany,NewDelhi.
7. Jose Murickan SJ & R.Mohan Raj &Kurian K. Katticaren, 2000, ParadigmShifts In Development Cooperation, Indian Social Institution and Bangalore.
8. MalleswariB.,2010,Micro-FinanceandWomenEmpowerment,SerialsPublications,Coimbatore
9. Michael Norton &Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.
10. VijayPadaki&ManjulikaVaz,2003,InstitutionalDevelopmentinSocialInterventions,Sage Publications, New Delhi.
11. Winfo,2004,aHandBookforNgo'sOnFundRaising,Winfo, Coimbatore.

LIVELIHOOD AND SOCIAL AUDIT (Main Core-12)

IIMSW

SEMESTER-IV

CODE:MSW432A

Learning Outcome: *The students will...*

- Understand the concept, need, importance and principles of rural livelihood and social audit.
- Gain knowledge on rural livelihood and the various methods involved in social auditing
- Acquire skills to practice social accounts and audit.

Unit- 1: Sustainable Livelihood: Context of Poverty eradication - (Concept - Poor, Multidimensional aspect of Poverty, Tools of Poverty Assessment, historical development of poverty eradication and alleviation programs) Livelihood – Concept, Sustainable livelihood – principles, approaches (UNDP, DFID, CARE, OXFAM) and frameworks. Livelihood mapping: Tools and techniques for livelihood mapping and sub sector analysis

Unit-2: Institutionalized Livelihoods: Livelihood promotions: By different agencies (Government and Non-governmental organizations - Local and International Organizations) – Major livelihood programs in India (National Rural Livelihood Mission (NRLM), Pudhu Vazvu Thittam, Mahalir Thittam) – Challenges in livelihood promotions; Livelihood strategies: Livelihood portfolio for rural poor, Agriculture, Migration, Diversification, Sectoral approach.

Unit-3: 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-4: Community Social Audits: Social Audit: Concept, Scope, Objectives. Principles of social audit: Transparency, Participation, Representative Participation and Accountability. Types of social audit. Stages in social audit: Preparatory stage, Implementation stage and Follow up – Benefits and challenges of social audit – Social Audit vs Financial Audit – Community Audit: Role of gram panchayat and gram sabha in social audit

Unit-5: Skills for Social Worker: Use of existing Livelihood frame works in the community, Practical use of tools and techniques for social Accounting and auditing - Social Impact Assessment (SIA), Social Accounting and Auditing (SAA) Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA) and Community Audit and Reporting, Writing the books of accounts and audit report for Institutions (Corporates-CSR, Educational Institutions-ISR, NGOs). Documentation and Reporting.

References

1. Aggarwal, Nomita. 2003. Social auditing of environmental laws in India. New Century Publications. New Delhi.
2. Auret, Diana and et al. 2009. Participatory social auditing: a practical guide to developing a gender-sensitive approach. Institute of development studies. Brighton.
3. Ball, Amanda and Stephen O. Osborne. 2011. Social accounting and public management: accountability for the common good. Routledge Publisher. New York.
4. Basu, S.K. 2009. Fundamentals of Auditing. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
5. Baumgartner, Ruedi. 2004. In search of sustainable livelihood systems. Sage publications, New Delhi.
6. Costa, Ericka and et al. 2014. Accountability and Social Accounting for social and non-profit organizations. Emerald group publishing limited. Bingley.
7. Dagoon, Jesse D. 2003. Teaching strategies in livelihood and vocational education today. Rex Books store inc. Manila.
8. Lont, Hotze and Otto Hospes. 2004. Livelihood and microfinance. Eburon academic publishers. Delft.
9. Niehof, Anke and Lisa Price. 2001. Rural livelihood systems: a conceptual framework. Upward Publisher. Wageningen.
10. Pagare, Dinakar. 2010. Principles and practice of auditing. Sultan Chand and Sons, New Delhi.
11. Prasuna, DG. 2005. Auditing: the emerging landscape. The ICAI University press. Hyderabad.
12. Premavathy, N. 2012. Practical auditing. Sri Vishnu publications. Chennai.
13. Rakodi, Carole and Tony Lloyd-Jones. 2002. Urban livelihoods: A people-centered approach to reducing poverty. Earthscan publications limited. London.
14. Sankaran, S. 2012. Indian economy: problems, policies and development. Margham publications. Chennai
15. Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

HUMAN RESOURCE DEVELOPMENT (MainCore-12)

II MSW

SEMESTER-IV

CODE: MSW432B

Learning Outcome: *The students will...*

- **Gain knowledge about human resource development**
- **Understand the approaches and activities of human resource development**
- **Acquire the skills of developing human resources in different sectors**

UNIT 1: HRD: Concept, Objectives, Approaches & Principles – Systems & strategies in HRD – HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) - Performance Measurement Systems – Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system.

UNIT 2: Approaches to Measuring Human Resources: Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR Management by Objectives.

UNIT 3: Talent Development: Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On the Job and Off the Job Training- Coaching Apprentices, Job Rotation.

UNIT 4: Training & Development: Methods: role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. Kirk Patricks model- The Cost/Benefit Analysis of training- Using the results to improve training and development function. Benefits and Types of Training in HRD. Improving training utility by following up Training Action Plans.

UNIT 5: Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counselling. Role of Counselors in Organizations. Developing Positive Employee Relationship – Balance Score Card.

References:

1. ArunKumar,2000,InternationalEncyclopaediaofManagementTrainingand Development Anmol Publications Pvt.Ltd, New Delhi
2. BhatiaSK,2008,Emerging HumanResourceDevelopment(HRD),Deep& Deep Publications Pvt.Ltd, New Delhi.
3. Uday Kumar Halder, 2010, Human Resource Development, Oxford University Press, New Delhi.
4. Denisi,Griffin,2008,HumanResourceManagement,HoughtonMifflinCompany, New York.
5. Rishipal,2011,TrainingandDevelopmentMethods,S.ChandCompetition,New Delhi
6. Khanka S. S., 2003, Human Resource Management, S, Chand & Company Ltd, New Delhi.
7. Jon M. Werner, Randy L. Desimone, 2009, Human Resource Development, Cengage Learning, New Delhi.
8. Nair L G, Latha Nair,1999, Personal Management and Industrial Relations, S. Chand & Company Ltd, New Delhi.
9. RaoTV,2009,HumanResourceDevelopment, SAGE Publications,NewDelhi.
10. Raymond A Noe, Amitabh Deo Kodwani, 2012, Employee Training and Development, Tata McGraw-Hill Edition, New Delhi.
11. TapomoyDeb,2006,HumanResourceDevelopment(TheoryandPractice),Ane Books India, New Delhi.
12. Vinod N Patel, Girish K Rana, 2007, Personal Management, Oxford Book Company, Jaipur.

COUNSELING & CAREER GUIDANCE (Main Core-12)

II MSW

SEMESTER-IV

CODE:MSW432C

Learning Outcome: *The students will...*

- **Gain knowledge about counseling and career guidance**
- **Understand the methods and steps of counseling and guidance**
- **Acquire the skills of extending counseling services to the needy**

UNIT 1: Counseling and Guidance: Concept, Need and Scope - Needs and concerns of adolescents related to health, development and career - Counseling in educational settings: Educational planning - Student appraisal – Assessment instruments & techniques. Promoting partnership of Schools, Teachers and Families. Career Choices of Adolescents and Parental concerns- emerging issues.

UNIT 2: Marital and Pre – marital Counseling: De addiction and Substance abuse counseling. HIV & AIDS Counseling. Sexual and reproductive health & Adolescent sexual reproductive rights. Promoting safe sexual behavior and life style among adolescents. Enhancing adolescent maternal health among married adolescents. Counseling adolescents to cope with stress, anxiety, depression, suicide and other high risk behaviours.

UNIT 3: Career Planning: Factors important for career choices and Career Planning-Steps in Career Planning - Basic internal and external information required for planning a career - Career Options available - Options available after X, Options available after XII, Options for Vocational Skill training. Career Development- Steps to implement Career Development Plan - Psychological Assessment in Career Counselling, Corporate Counselling.

Unit 4: Personality and Career Testing: Career Related Assessment: Strong Career Interest inventory - **Personality Test:** 16 Personality factors (16PF), Adjustment Inventory for College Students (AICS), **Intelligence Test:** Wechsler Adult Intelligence Scale (WAIS).

Unit 5: Psychological Testing: Social Readjustment Rating Scale (SRRS), Perceived Stress Scale (PSS)

Reference:

1. Bharti Satsangi, 2015, Educational Counseling And Guidance, Rajat Publications, New Delhi
2. Collin Feltham And Windy Dryden, 2010, Brief Counseling(Second), Tata Mcgraw Hill Publications, New Delhi
3. Edward Neukrug, 2012, Counseling Theory And Practice, Cengage Publications, New Delhi
4. Elizabeth Reynolds Welfel And Lewis E Patterson, 2011, The Counseling Process(Sixth), Cengage Publications, New Delhi
5. Jeffrey A Kottler And David S Shepherd, 2009, Counseling Theories And Practices, Cengage Publications, New Delhi
6. Jim Barrett, 2010, Career Aptitude And Selection Tests(Third), Kogan Page Publishers, New Delhi
7. John Antony D., 2011, Types Of Counseling, Guru Publications, Tamilnadu
8. Richard Nelson Jones , 2008, Basic Counseling Skills(Second), Sage Publications, New Delhi
9. Richard Nelson Jones, 2012, Basic Counseling Skills(Third), Sage Publications, New Delhi
10. Samuel T Gladding, 2011, Counseling A Comprehensive Profession(Sixth), Dorling Kindersley Pvt Ltd, New Delhi.

PROJECT MONITORING AND EVALUATION (Main Elective-3)(30HoursOnly) II

MSW

SEMESTER IV

CODE: MSW433A

Learning Outcome: The students will gain...

- Knowledge about monitoring and evaluation systems and their use in project cycle management
- Learn methods and skills to carry out monitoring using log frame matrix
- Knowledge to plan and carry out evaluation studies and measure the results of the project

Unit 1: Project - Concept, Process in developing projects. Action research – concept, key elements, tools – concept and designing of questionnaire, interviews and need surveys. Data collection. Compiling and data analysis. PRA – concepts, tools and methods.

Unit 2: Planning & Implementation: Planning – concept and process – Objectives, Current situation, Activities/Actions, and Resources. Developing a funding proposal. Implementation – concept, different ways of organizing for different purpose, Task allocation, and Role taking. Coordination, communication, accountability,

Unit 3: Monitoring – meaning, tools in monitoring - performance indicators, implementation schedule. Barriers in monitoring. problem solving. Identifying and choosing solutions. Monitoring team/follow-up team.

Unit 4: Evaluation: Concept, process – examining project proposal and plans, generating evaluation indicators, validating, data collection, analyzing data and conclusions, Writing an effective Evaluation report.

Unit 5: Evaluation and Monitoring Tools: Developing Terms of Reference – Meaning, guiding principles and values. Developing Logical Framework Analysis – concept and features. LFA framework, process in developing LFA.

Reference:

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

SKILL MATRIX AND COMPETENCY MAPPING (Main Elective-3)(30 Hrs Only)

II MSW

SEMESTER IV

CODE: MSW433B

Learning Outcome: The Student will....

- Gain the concept and essential features of job description.
- Gain knowledge on skill matrix and skill gap analysis
- Understand the concept and factors for competency mapping
- Acquire the skills for preparing job description and conduct management games.

Unit-1: Job Description: Concept; Essential Elements of Job Description; Concept of Task-Statement; Uses of Job Description; Roles and Responsibilities; Essential and Non-Essential Functions of a Job.

Unit-2: Skill Matrix: Concept of Skill Matrix; Skill Matrix Grid; Identifying and Addressing Skill Gaps; Machine Utility and Employee Capability. Concept of 'Skill Based Matrix'.

Unit -3: Competency Mapping: Concept; Characteristics; Classification of Competencies; Need for Competency Mapping; Competency Mapping for Management Staff; KSA factors and Competency Mapping; Factors Affecting Competency Mapping.

Unit-4: Process of Competency Mapping: Competency Identification; Tools for Identifying Competencies; Criticality of Competencies; Levels of Competence.

Unit – 5: Practical Assignment – Writing Job Descriptions and Identifying Competencies Required for 4 to 5 different roles. Management Games for Managers and Executives (Play and Learn) Skill Lab – Demonstration of Competencies and skills

References:

1. Adhikary M., 2008, Emerging Human Resource Development, Deep & Deep Publications, New Delhi.
2. Denisi & Griffin, 2008, Human Resource Management, Houghton Mifflin Company, New York.
3. Jon M. Werner & Randy L. Desimone, 2012, Human Resource Development, Cengage Learning India Pvt. Ltd, New Delhi.
4. Rao P.L., 2010, International Human Resource, Excel Books, New Delhi.
5. Rao T.V., 2008, HRD Score Card 2500 Based on Hrd Audit, Sage Publications, New Delhi
6. Rao V.S.P., 2011, Human Resource Management (3rd Edition), Excel Books, New Delhi
7. Wayne F. Cascio & Ranjeet Nambudiri, 2013, Managing Human Resources (8th Edition), McGraw Hill Education Pvt. Ltd, New Delhi

SOCIAL WORK WITH FAMILIES AND CHILDREN

(Main Elective-3)(30 Hours Only)

II MSW

SEMESTER IV

CODE: MSW433C

Learning Outcome: The students will

- Gain knowledge on functions, interaction and issues concerning adults and children in Indian families
- Gain knowledge and skills in family intervention
- Understand the needs of the children and programmes for children

Unit I: Understanding Family: Definition, Family functions, Family norms, Family practices. Family life education: Scope, Focus. Positive parenting and Oppressive parenting. Trends in the changing family systems.

Unit II: Family Issues: Separation and divorce, Lack of adequate child care, infertility - Single parent families, Children in single parent Families. Family Violence: Wife battering, Husband abuse, Child abuse, Elder abuse, Parent abuse.

Unit III: Family Intervention: Finding employment for jobless families, Handling stressors of urban families, Support to adoptive parents and adoptive children. Methods of assessment & Rehabilitation. Application of family therapy models.

Unit IV: Children: Importance of early attachment to parents in childhood - developmental derailments and disruptions of children - Educational Status and needs of children and adolescents - School Social Work with children, parents, teachers and administrators.

Unit V: Intervention with Children: Child Abuse-dimensions and interventions; Child trafficking-dimensions and interventions; Working Children & Children of sex workers - Interventions. State and Central Government programmes for children

Reference

1. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi
2. Asha Rane (1994) Street Children: a challenge to the Social Work Profession, TISS, Bombay
3. Dandekar (1996) The Elderly in India, Sage, New Delhi
4. Desai and Raju (2000) Gerontological Social Work in India: Some issues and perspectives, BR Publishers, New Delhi
5. Devi, Laxmi (ed) 1998, Child and Family Welfare, Anmol Publications, New Delhi
6. Harsh Mander & Vidya Rao (1996) An agenda for Caring: interventions for Marginalized groups, VHAI, New Delhi
7. Khargiwala (1993) Family dynamics: social work perspectives, Anmol, New Delhi
8. Krishnan & Mahadevan (1992) The Elderly Population in the Developed World: Policies, Problems and Perspectives, BR Publishing
9. Tripathy S Ned (1996) Child Labour in India, Discovery Publishing House, New Delhi
10. UNICEF (1994), The Child and the Law, UNICEF, New Delhi.

ENVIRONMENTAL SOCIAL WORK

(Main Elective 4) (30 Hours Only)

IIMSW

SEMESTER-IV

CODE:MSW434A

Objectives

- To help the student to learn basic facts about Ecology, Environment and Energy resources.
- To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.
- To provide an understanding of roles and responsibilities of Social Workers to protect the nature.

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

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

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

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

UNIT - V: Environment and Field Action Visit of a local area for documenting environmental assets- River, forest grassland, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, 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.

References:

1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.
2. Agarwal S.K. 1993. Environmental protection. Himalaya Publishers, New Delhi.
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4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill Publishers. New Delhi:
5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London.
6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi.
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8. Guha Ramchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press
9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi.
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12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.

PERFORMANCE MANAGEMENT (Main Elective-4)(30Hrs Only)

II MSW

Semester IV

Code: MSW434B

Objectives

- To help the student to learn basic facts about performance management and performance plan.
- To increase the knowledge on the importance of feedback in improving performance.
- To provide an understanding of the role of employee's performance appraisals.

Unit-I: Concept of Performance Management and Developing Performance Plan:

Definition and basic concept of performance and performance management; Determinants of Performance – Setting relevant and realistic goals with employees: Development and contents of a performance plan for group/team and individuals; Strategies in developing performance plan. Models and theories of performance management. Balance Score Card. Performance Management and Human Resource Management

Unit-II: Feedback and Performance: Developing system to source feedback (Positive, Negative and Just Right); Classification of Feedback (Qualitative and Quantitative); Evaluating and Using Feedback for improving employees performance.

Unit-III: Employees Performance Appraisals (Performance Reviews) Guidelines for conducting Performance Appraisals and Reviews; Conducting Employee 360 Degree Performance Reviews: Trends in Performance Appraisal

Unit-IV: Reward Management: Methods and techniques in rewarding employees performance; Reward Management; Standard format for performance appraisal; Software Applications for performance appraisal.; Linking performance with Compensation.

UNIT V: Performance Problems: Employees Performance Problems/Issues; Factors leading to employees performance problems; Mentoring, Coaching and Training non- performers; Improving employee commitment. Managing Team Performance: Types of teams and Implications for Performance Management – Purpose and Challenge of Team Performance Management – Rewarding Team Performance Implementing Performance Management System: Factors affecting Implementation – Pitfalls of Implementation – Traditional Practices in the Industry

References:

1. Andrian Murton, Margaret Inman & Nuala Osullivan (2011), Human Resource Management, Great Britain, London.
2. Appannaiah Reddy Anitha (2004), Personal and Human Resource Management, Himalaya Publication House, New Delhi.
3. David A Decenzo, Stephen P Robbins (2010), Human Resource Management (10th edition), John Wiley and Sons Inc, U K
4. JayantMukherjee(2012),DesigningHumanResourceManagementSystemaLeaders Guide, Sage Publications Pvt, Ltd, New Delhi.
5. Jeffrey A. Nello (2001), Strategy Human Resource Management, Cengage Learning India Pvt.Ltd, New Delhi.
6. Jeffrey A. Nello (2011), Strategic Human Resource Management (3rd edition), Cengage Learning India Pvt.Ltd, New Delhi.
7. Lowell H Lambeston, Leslie minor (2012), Human Relations Strategies for Success (4th Edition), Tata McGraw-Hill Education Pvt.Ltd, New Delhi.
8. Michael Armstrong (2011), Strategic Human Resource Management (4th Edition), Kohan Page India Pvt.Ltd, New Delhi
9. Mohan Thite (2008), Managing People in the new Economy, Sage Publications Pvt.Ltd, New Delhi.
10. Nick Wilton (2012), An Introduction to Human Resource Management, Sage Publications, Pvt.Ltd, New Delhi
11. Randoll, S. Schuler (1984), Personal and Human Resource Management (2nd Education), West Publication Company, New York.
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14. Robert LMathis,JohnHJackson,2003,Human ResourceManagement(10th edition), Cengage Learning India Pvt.Ltd, New Delhi
15. Seetharaman S & B. Venkateswara Prasad (2012), Human Resource Management, SciTech Publications Pvt. Ltd, Chennai

SOCIAL ENTREPRENEURSHIP

IIMSW

SEMESTER-IV

CODE:MSW434C

Learning Outcome: *The students will...*

- Gain knowledge about Social Entrepreneurship
- To understand and acquire the skills for entrepreneurship
- Acquire the skills of applying the skills to run a successful enterprise

Unit 1: Social entrepreneurship – concept and definition. Social entrepreneur – concept and definition. Social enterprise – concept, definition and characteristics. Need of social enterprise. The spectrum of social enterprise - Challenges.

Unit 2: Steps in Enterprise: Decision to be self-employed with values, selection of product, process technologies, location of the enterprise, forms of business organizations, preparation of project report,

Unit 3: Statutory Requirements: Registration and Statutory Licenses, Finance, Land and building, Procurement of machinery, recruitment of personnel, Installation of machinery, power connection/water supply, procurement of raw materials, production,

Unit 4: Marketing: costing and pricing policy, repayment of loans, profit generation, avoiding sickness, modernization and up gradation of technology

Unit 5: Institutionalised Supports – PMEGP Scheme, Financial Schemes operated by SIDBI, Credit Guarantee Fund Trust, Industrial Promotional Organization – TIIC, TSIDCL, MSME, DIC, and NSIC. Check list or schematic representation of setting up social enterprise.

Reference

1. Alex Nicholls (2006), *Social Entrepreneurship, New Models of Sustainable Social Change*, New York: Oxford University Press.
2. David Bornstein (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.
3. Fred Setteberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, New York: John Wiley and Sons.
5. Peter Drucker (1990), *Managing the Non Profits Organizations: Practices and Principles*, New York: HarperCollins.
6. MSME (2009). *A Guide Book for New Entrepreneurs*, Chennai: MSME Development Institute.
7. Moore, Richard (2017). *Social Enterprise Toolkit*. Dublin: Irish Social Enterprise Network

EMPLOYABILITY SKILLS(Skill Paper-SK4)(30HoursOnly)

II MSW

SEMESTER IV

CODE: MSW435S

Learning Objectives: The students will gain..

- Knowledge Dimension of Employability Skills and Career Planning Skill
- Resume Writing & Interview Skills
- Planning, Organizing Skill and Team Work Skill

UNIT I: Knowledge Dimension of Employability Skills: Workplace health and safety- types of workplace injury- hazards and safety signs- Appropriate workplace behaviour and conduct - Anti-discrimination- Harassment/Sexual harassment

UNIT II: Career Planning Skill - Good understanding of careers in the industry and job opportunities and roles available within it - Career Analysis Survey- Skills and qualifications required for a range of occupations relating to M.S.W – Career Exploration activities

Skill Practice

1. Completing Career Planning Survey
2. Self-Analysis of skills required for a specific occupation of choice
3. Undergoing a Psychometric Testing on Career aspiration and submitting a report

UNIT III: Resume Writing & Interview Skills: Components of an effective resume- Preparing for an interview

Skill Practice

1. Preparing two different CVs for two different jobs in different settings of MSW
2. Attending a Group Discussion
3. Attending a Mock Interview for any one CV prepared

UNIT IV: Team Work Skill – Participation in group activities- Listening to other's ideas with an open mind- Negotiating timelines, roles and responsibilities on a project- Maintaining productive and harmonious working relationship with colleagues.

Skill Practice

1. Organizing a group activity in the college as a team and writing a report on how time deadlines, roles and responsibilities of different team members were negotiated
2. SWOT Analysis on Sustaining Relationship with classmates
3. Demonstrating workplace telephone conversation

UNIT V: Planning & Organizing Skill: Identifying priorities and reorganizing schedules – Identifying time wasters that are blocks to task completion- identifying tasks to be delegated to subordinates or shared with equals - Adapting to job rotations within or outside the department

Skill Practice

1. Preparing Competency Matrix for two different jobs related to MSW setting
2. Preparing Skill Portfolio
3. Activity on Exploring careers

References:

1. AshaKaul,2005,TheEffectiveArtOfTimeManagement,ICFAIUniversityPress, Hyderabad
2. CharlesJStewartAndWilliamBCashJr,2010,InterviewingTataMcgrawHill Companies, New Delhi.
3. DianaBonetRomero,2011,TheBusinessOfListening(Fourth),VivaBooksPvtLtd, New Delhi
4. Donald Shandler, 2011, Motivating The Millennial Knowledge Worker, Viva Books Pvt Ltd, New Delhi.
5. Gopalaswamy RameshAndMahadevanRamesh,2010,TheAceOf SoftSkills,Dorling Kindersley, New Delhi.
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7. HerbKindler,2011,ConflictManagement(Fourth),VivaBooksPvt LtdmNew Delhi.
8. GangalJ.K.,2012,CompetitiveEnglish,NirjaPublishers,NewDelhi.
9. MagasudhaRavinuthala, 2005, The O.P.Singh, 2012, Art Of Effective Communication In Group Discussion And Interview, S.Chand And Company Ltd, New Delhi.
10. MarkThomas,2008,GurusOn Leadership,Viva BooksPvtLtd,Hariyana.
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12. Patrick L Townsend And Joan Gebhardt, 2004, Recognition,Gratitude And Celebration, Crisp Publications, New Delhi.
13. SharmaR.K,2007,How ToSpeak AndWriteCorrectly,SwastikPublishers,NewDelhi
14. Rakesh K Mittal, 2006, The Power Of Positive Management, Sterling Publications, New Delhi.
15. Robert Maddux And Barb Wingfield, 2011,Team Building(Fifth), Viva Books Pvt Ltd,New Delhi.

CIAComponentsforEmployabilitySkillPaper(100Marks)

1. Self–Analysis presentation(SWOC):10 Marks
2. AptitudeTest:20 Marks
3. GroupDiscussion:10Marks
4. Snaptest: 10 Marks
5. EndSemester(MockInterview):50 Marks

CONCURRENT FIELDWORK-IV(Core)

II MSW

SEMESTER-IV

CODE: MSW437F

Learning Outcome: *The students will...*

- **Gain experience by applying the theoretical knowledge in the field**
- **Understand the functions and activities of field placement organization**
- **Acquire of the skills of applying the class learning into practice**

In the Fourth semester field work, the students are placed in agencies according to their specialization and they undergo the field placement training under the close supervision of the agency personnel.

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

The students are encouraged to make mini research studies, analyze data and present their findings. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization.

The Concurrent Field Work is for a period of a month (Total of 24 to 26 days). At the completion of the field work the students are required to submit the record for valuation and guidance.

The CA marks are awarded by the supervisor out of 50 marks for the quality, regularity, initiatives, leadership, participation and team work.

At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 50

Internal Components(50 Marks):

Presentation of Field Work Experience	:10 Marks
Record Quality	:15 Marks
Initiatives Taken and Progress Shown	:15 Marks
Subject Areas Covered	:10 Marks

VivaVoceComponents(50Marks)

KnowledgeGained	:10 Marks
Skills Acquired	:15 Marks
Responsibilitiesand InitiativeTaken	:15 Marks
PresentationandCommunication	:10 Marks

RESEARCH PROJECT-II(Core)

IIMSW

SEMESTER-IV

CODE:MSW436J

Learning Outcome: *The students will...*

- Gain knowledge in designing and implementing a research methodology.
- Gain skills in applying research software to process and analyze the data.
- Acquire skills to interpret data and derive results and discussions
- Understand the process of preparing a research project.
- Acquire the skills of undertaking a research project

Each student is assigned with a research supervisor. The students have to get the guidance and carry out the following steps and complete the research project.

1. Finalization of Methodology Chapter.
2. Analysis and Interpretation of Data using SPSS
3. Main Findings and Suggestions
4. Summary and Conclusion

The supervisor internally evaluates the work of the student out of 50 marks for above components also considering the quality, punctuality and regularity of consultation and learning interest.

The student submits the bound copy of the Research Project on or before the deadline fixed by the Department. Viva Voce is conducted by an external examiner along with the concerned Research Supervisor. The entire Research work will be taken for the final assessment and the marks are awarded out of 50. Plagiarism Check Report has to be attached at the end of the report. Originality Certificate has to be kept in the report.

The supervisor internally evaluates the work of the student out of 50 marks for the above components, considering the quality, punctuality and regularity of consultation and learning interest.

Internal (50 Marks)

Regularity in Submitting Reports	:10 Marks
Consultation Received from the Supervisor	:15 Marks
Progress Shown	:15 Marks
Quality of Reports (Library and other resources used and Language Clarity)	:10 Marks

The VIVA components (50 Marks)

Methodology :10 Marks

ChapterIV	:10Marks
ChapterV	:10 Marks
ChapterVI	:10Marks
PresentationandCommunication	:10Marks

ResearchProcessII

36	Actualdata collection
37	Codebook preparation
38	Codesheet preparation
39	VariabledeclarationinSPSS
40	DataentryinSPSS
41	Datacleaning
42	AnalysisandtablegenerationinSPSS
43	Writingchapter-IV(AnalysisandInterpretation)
44	Writingchapter –V(Mainfindingsandsuggestions)
45	Updatingchapter –II(Reviewofliterature)
46	Writing/updatingchapter –III(Methodology)
47	Writing/updatingchapter–I(Introduction)
48	Writingchapter –VI(SummaryandConclusion)
49	PlagiarismCheck(Chapter –1,2,3,4,5,6,& Tool)
50	PreparingBibliography
	PreparingPreliminaries
51	CertificateofOriginality
52	Certificate
53	Declaration
54	Acknowledgement
55	Preface
56	Tableofcontent(chapters)
57	Listof Tables
58	Listof Figures
59	PlagiarismReport&ReceiptofPlagiarismCheck
60	Researchreportintheacceptedformatofthedepartmentasaboundcopy
61	ArticleforPublication(minimumonecitationfromallfacultiesofthedepartment)

BLOCK FIELD WORK-II(Optional)

II MSW SEMESTER-IV CODE: MSW438F

Learning Outcome: *The students will...*

- **Gain experience in a social work field by being in an open or closed setting**
- **Understand the techniques and approaches adopted by the organization**
- **Apply the knowledge gained, in the field of social work**

During the summer holidays the second year students go for one month field placement training preferably in their respective field of specialization. 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 during the summer holidays according to their field of specialization.

During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, program, activities, and achievements and also involve with the activities of the organization to whatever extent possible.

Students should get daily activity sheets signed by the concerned persons in the organizations. They have to write daily records of their learning and submit to the department once they complete their field placement. Successful completion is certified by the department and communicated to the Controller of Examination.

This is optional for students to undertake and 4 credits are attached