

P.G & RESEARCH DEPARTMENT OF SOCIAL WORK

Sacred Heart College (Autonomous),
Tirupattur, Vellore Dist – 635601
www.shcpt.edu / www.dswshc.org

Affiliated to Thiruvalluvar University
Accredited by NAAC (3rd Cycle) with 'A' Grade (3.43)

India Today – MDRA Survey - 2018
3rd Rank in India for the Best Value for Money
5th Rank in Tamil Nadu
15th Rank in India



MSW – ACADEMIC CATALOGUE



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SACRED HEART COLLEGE (AUTONOMOUS)

Sacred Heart College (Autonomous) is an affiliated first grade college of Tiruvalluvar University, Vellore Dt. The college was founded in 1951 by Very Rev. Fr. Joseph Carreno, SDB. It is a Catholic Christian Minority Institution of Higher Education established and administered by the Religious Congregation of Salesians of Don Bosco. The College became autonomous in 1987. The College had been accredited by NAAC (3rd Cycle) with CGPA of 3.43/4 at 'A' Grade in 2013. The College has 18 UG Programmes, 14 PG Programmes, 19 Research Programmes and 2 PG Diploma Programmes and has around 4300 students. The motto of the College is "Ad Omne Opus Bonum Instructi". This Latin inscription means "Ready for every good work".

P.G. & RESEARCH OF DEPARTMENT OF SOCIAL WORK

Post Graduate & Research Department of Social Work, Sacred Heart College was established in the year 1979 as the first Post Graduate Department of Sacred Heart College, Tirupattur, Vellore Dt. It was affiliated to University of Madras. It was the dream initiative of the Founder Director Rev. Fr. Joe Arimpoor SDB. The mission was to give priority to training rural students in Professional Social Work who would cater to the needs of their communities.

The department started offering Masters Degree in Social Work with Community Development as its specialization from 1979 onwards. Subsequently Human Resource Management was introduced as a specialization in the year 1980. In the year 1987 Autonomous Status was granted by the Madras University to the Department of Social Work. In the year 1988, the department introduced Youth Development as a unique specialization. It was also the first of its kind in India as an academic programme at the Post Graduate level. Doctoral programme in Social Work was introduced in the year 2000. The P.G. & Research Department of Social Work celebrated its Silver Jubilee in the year 2004. M.Phil programme in Social Work has been offered since 2010.

The Department has focused on the integration of Theory, Practice and Research right from its inception. The staff members and students of the department have undertaken 40 major and minor research studies, implemented nearly 14 Developmental Projects and have organized 12 International, National level conferences/workshops/seminars, have conducted 27 Capacity building programmes for Government, NGOs, Educational Institutions and Companies in the past 37 glorious years. The complete list of all these activities is available in the Department website www.dswshc.org.

The Department strives for excellence by continuously receiving feedback from stakeholders and updating the curriculum. Academic Audit was carried out in 2007 and 2015 and subsequent reports are available in the website. Above all, the Unique Selling Point of the Department is the faculty-student relationship which has helped the Department in the crucial process of formation of students with commitment and capacity.

MISSION AND OBJECTIVES OF THE DEPARTMENT

Mission: Capacity building of change agents through theory, practice and research in collaboration with Community, Civil Society Organizations and Government.

Motto: To Reach the Unreachable Star

Objectives:

1. To facilitate students to imbibe the spirit of addressing issues and challenges of people based on the code of ethics of professional Social Work.
2. To design and offer an updated Social Work curriculum in line with recent trends of the profession.
3. To train students to specialize in Community Development, Human Resource Management and Youth Development and equip them to address concerns relating to women, children, weaker sections, youth and employees.
4. To imbibe the spirit of scientific inquiry into people's issues and educate students in the methods of research and project management.

FACULTY MEMBERS OF THE DEPARTMENT

1. **Dr. S. Paul Raj**, M.A.(S.W), M.Phil. Ph.D.
Associate Professor and Head/Email: spaulraj@shctpt.edu
Field of Expertise: Human Resources Management – Coordinating an Online Course on ‘Cooperative Learning and Educational Technology’ for College Teachers – Certified ‘Online-Tutoring-International’. Resource person for capacity building and managerial skills programmes.
2. **Fr. Andrews Raja**, SDB., M.S.W.
Assistant Professor /Email: andrewsraja@shctpt.edu
Field of Expertise: Community Development-Directing development organization & community college, managing projects, initiating entrepreneurial start – ups and mobilizing government resources.
3. **Dr. C.R. Christi Anandan**, MSW, MBA., Ph.D
Assistant Professor /Email: christyanand@shctpt.edu
Field of Expertise: Human Resources Management - Writing project proposals and evaluating projects in the development sector.
4. **Dr. K. Arockia Raj**, M.S.W, M.Phil., M.B.A., Ph.D
Assistant Professor/Email: arokiaraj@shctpt.edu
Field of Expertise: Youth Development – Undertaking research projects and consultancy assignments in the field of youth development, employability skill training, designing and conducting capacity building programmes and guiding PhD research scholars.
5. **Ms. Lisa Elango** M.S.W. M.Phil
Assistant Professor /lisa@shctpt.edu
Field of Expertise: Human Resources Management
6. **Dr. T. Selvam** MSW, M. Phil., Ph.D
Assistant Professor /Email: selvam@shctpt.edu
Field of Expertise: Community Development- Liaison with UGC on College project proposals
7. **Fr. Daniel Ambrose** MSW, M. Phil, (Pursuing PhD)
Assistant Professor /Email: danielambrose@shctpt.edu
Field of Expertise: Youth Development-Directing research projects, student skill development programmes, career guidance programmes, and extension education
8. **Dr. Clayton Michael Fonceca** MSW, M.Phil.,PGDJPR, Ph.D
Asst.Professor/ Email:clayton@shctpt.edu
Field Expertise: Human Resources Management, Qualitative Research and HR Policy

COURSES OFFERED IN THE DEPARTMENT

1. Master of Social Work (MSW)

The Department offers Post Graduate Degree in Social Work. The Programme is based on Choice Based Credit System (CBCS) under semester pattern. The objective of this course is to prepare students for a career in Social Work through a two year Post Graduate programme. The course consists of four semesters. During the first year, the students undergo a generic programme on the primary and secondary methods of Social Work and with limited inputs from allied subjects such as Sociology and Psychology. In the second year the students branch out to specializations. The two year programme has theoretical input (Core and Elective) in the class room and practice based social work in the field.

2. M. Phil. Degree in Social Work (Full Time):

The Department has introduced Master of Philosophy in Social Work as a fulltime course to cater to the needs of the candidates who are interested in doing their research degree. Any MSW graduate is eligible for M. Phil Course. Admission is done as per guidelines of Tiruvalluvar University.

3. Ph.D. Programme (Full Time & Part Time):

The Department offers Doctor of Philosophy in Social Work as a Fulltime and Part Time Programme. At present the Department has 2 Research Supervisors approved by Tiruvalluvar University. Research scholars are admitted for the Ph. D. Programme as per the norms of Tiruvalluvar University.

SPECIALIZATIONS IN MSW COURSE

Community Development (CD) focuses its attention on urban and rural communities and their development. It qualifies the student to take up responsible positions as Community Development officers, Programme Coordinators and Monitoring & Evaluation officers in Government, NGOs and Civil Societies. It also provides scope in the Field of Research, Training and Corporate Social Responsibility.

Human Resource Management (HRM) concentrates on the areas of Human Resource Management, Labour Welfare and Industrial Relations and is more specially associated with social work in the industrial setting. Students are absorbed as Personnel Officers, Human Resource Managers, Labour Welfare Officers and Industrial Social Workers in various industries.

Youth Development (YD) specialization concentrates on the areas of Youth Policy, Youth Development and Youth Work. It is also associated with youth work in the community setting. Students are absorbed in NGOs working primarily with youth and children, in Hospitals, Counseling Centres, Career Guidance Centres and Youth Skill Training Centres.

ADMISSION CRITERIA

The candidate should have a Bachelor's Degree from Thiruvalluvar University or from any other University accepted as equivalent by Thiruvalluvar University. Students should have obtained their Under Graduation degree through 10+2+3 system. Admission is based on an Entrance Test, Group Discussion and Panel Interviews. The candidate's past academic performance, proficiency in the English language, general knowledge, experience, interest and aptitude for the profession would be taken into consideration. A community quota allotment (50%) is followed as per TN Government Rules. Total number of seats sanctioned for MSW is 40 per batch and 4 more students (10%) can be admitted with the permission of University.

The entire admission process for M.S.W programme is made online and is available in the College website www.shctpt.edu from the first week of April every year. There are two ways by which aspirants can get the application form. They can either download it from the College Website or by paying the prescribed fee to the College office directly. The online/offline application forms must be completed as per the instructions given in the form (as indicated in the application form) and to be submitted on or before 31st May every year. A copy of the College Prospectus is available online on the college website.

M.S.W. candidates who have passed their qualifying examinations from any University other than Thiruvalluvar University have to obtain a 'Provisional Eligibility Certificate' after admission.

Multi-Cultural Setting:

The Department has a rich tradition of admitting students from other States of India and also from other countries. There have been students from India and international students from Zimbabwe and Malawi from Africa. The Department strongly believes in the formation of students from a multi-cultural perspective.

Medium of Instruction:

English is the medium of instruction for all courses. Hence, minimum language skill in English is essential. Working knowledge of Tamil is yet another requirement for Social Work Practice

MSW-COURSE (Restructured) - 2017-18 Batch Onwards

SEMESTER I							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW120T	Introduction to Social Work Profession	45	3	3	40	60	100
MSW121T	Social Work Practice With Individuals	45	3	3	40	60	100
MSW122T	Social Work Practice With Groups	45	3	3	40	60	100
MSW123T	Sociology for Social Work Practice	30	2	3	40	60	100
MSW124T	Psychology for Social Work Practice	30	2	3	40	60	100
MSW125S	Theatre Skills	30	2	R/SD	40	60	100
MSW126F	Concurrent Field Work-I	-	5	R/V	40	60	100
SEMESTER TOTAL			20				700
SEMESTER II							
MSW220T	Social Work Practice With Communities	45	3	3	40	60	100
MSW221T	Human Resource Management	45	3	3	40	60	100
MSW222T	Medical & Psychiatric Social Work	45	3	3	40	60	100
MSW223T	Social Welfare Administration	30	2	3	40	60	100
MSW224T	Labour Legislation and Labour Welfare	30	2	3	40	60	100
MSW225S	Communication Skills	30	2	R/SD	40	60	100
MSW226F	Concurrent Field Work-II	-	5	R/V	40	60	100
MSW227F	Block Field Work (4 Weeks Duration)	-	4	Required			
MSW228X	<i>Transactional Analysis (Certificate Course)</i>	-	2*	Optional-Successful Completion			
SEMESTER TOTAL			24+2*				700

SEMESTER III							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW320T	Social Work Research & Statistics	45	3	3	40	60	100
MSW321A	Rural & Urban Community Development/	45	3	3	40	60	100
MSW321B	Industrial Relations/						
MSW321C	Youth Development						
MSW322A	Rural and Urban Governance/	45	3	3	40	60	100
MSW322B	Human Resource Management in Service Sector/						
MSW322C	Strategies for youth Development						
MSW325S	Data Processing & Analysis Skill - (SPSS & NVivo)	30	2	R/SD	40	60	100
MSW327J	Research Project I	-	3	R/V	40	60	100
MSW323A	Qualitative Research /	30	2	3	40	60	100
MSW323B	Hospital Administration/						
MSW323C	Therapeutic Interventions in Social Work						
MSW324A	Corporate Social Responsibility/	30	2	3	40	60	100
MSW324B	Hotel Front Office Management/						
MSW324C	Disaster Management						
MSW326F	Concurrent Field Work – III	-	5	R/V	40	60	100
MSW328X	Psychometric & Testing Tools (Certificate Course)	-	2*	Optional-Successful Completion			
	SEMESTER TOTAL		23 +2*				800

SEMESTER IV							
Code	Title of the subject	Contact Hrs	Credit	E-hrs	CA	SE	Total
MSW420T	Human Rights and Social Legislation	45	3	3	40	60	100
MSW421A MSW421B MSW421C	Development Strategies / Organizational Behaviour/ NGO Management	45	3	3	40	60	100
MSW422A MSW422B MSW422C	Livelihood & Social Audit / Human Resource Development/ Counseling and Career Guidance	45	3	3	40	60	100
MSW423A MSW423B MSW423C	Project Monitoring and Evaluation/ Skill Matrix & Competency Mapping/ Social Work with Family & Children	30	2	3	40	60	100
MSW424A MSW424B MSW424C	Environmental Social Work/ Performance Management / Social Entrepreneurship	30	2	3	40	60	100
MSW425S	Employability Skills	30	2	R/SD	40	60	100
MSW427J	Research Project II	-	3	R/V	40	60	100
MSW426F	Concurrent Field Work IV	-	5	R/V	40	60	100
	Block Field Work (4 Weeks Duration)	-	4*	Optional-Successful Completion			
	SEMESTER TOTAL		23+4*				800
	COURSE TOTAL		90+8*				3000

MC-Main Core, **IDC**-Inter-Disciplinary Core; **ME**-Main Elective,
RP-Research Project; **SK**-Skill Paper; **FWP**-Field Work Practicum;
CC- Certificate Course **SFWP**- Summer Field Work Practicum;
R/V- Report Submission & Viva Voce **R/SD** - Report Submission / Skill Demonstration

Components of Programme	No of courses	No. of courses (x) credits	Total Credits
Main Core (MC)	12	12 x 03	36
Inter Disciplinary Core (IDC)	04	04 X 02	08
Main Electives (ME)	04	04 x 02	08
Skill Paper (SK)	04	04 x 02	08
Field Work Practicum (FWP)	04	04 x 05	20
Summer Field Work Practicum (SFWP) (4 Weeks at the end of I Year)	01	01x04	04
Summer Field Work Practicum (SFWP) (4 weeks at the end of II Year)	01* (Optional)	01X 04	04*
Research Project	02	02 x 03	06
Certificate Courses (CC)	04* (Optional)	04 X 02	08*
TOTAL	23	-	90+12*

CHOICE BASED CREDIT SYSTEM (CBCS) & ADDITIONAL CREDITS

- 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.

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 are 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.

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 Practicums do 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.

Field Work Supervision

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.

Field Work Conference

The students submit field work report every Monday morning. The I MSW 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.

Laboratory Sessions

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 Counselling 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.

Rural Camp and Study Tour:

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 with 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.

Code of Conduct during Field Work Placement

1. Students should be in prescribed dress-code and with ID card during their Field Work.
2. Students should be punctual and regular on all Field Work days.
3. A decent behaviour is expected while the students are working and traveling with the students of the other gender for field work/rural camp/study tour.
4. Copying in pen drive or taking files and documents from the agency without their proper permission is strictly prohibited.
5. Behaviour should be appropriate in the respective place of field work.
6. Leave during field work will be granted only for valid reasons with the prior permission of Agency Supervisor and HoD.
7. Compensation of field work days are compulsory in case of leave taken on medical ground or for any other valid reasons with the prior approval of HoD.
8. All working days of the agency are working days for students. Holidays of the college are not applicable when a student is placed in an agency / Factory/ Govt. Departments.
9. Politeness, learning interest, initiative taking, appropriate inter-personal relationship, creativity and good attire are expected and insisted.
10. Students must get the joining and relieving orders properly signed by the agency supervisor and submit to the department.

Development Sector

- | | |
|---|--|
| 1. Action Aid India, Chennai | 28. ICCW, Chennai |
| 2. Arunodhaya, Chennai | 29. Indian Community Welfare Organisation (ICWO), Chennai |
| 3. Banyan, Chennai | 30. IVDP, Krishnagiri |
| 4. Bhumi, Chennai | 31. Labournet India Pvt. Ltd, Bangalore |
| 5. Born to Win, Chennai & Bangalore | 32. Magic Bus, Bangalore |
| 6. Bosco Mane, Bangalore | 33. Mariyalaya, Chennai |
| 7. CABA (OVC) TNnp+, Krishnagiri | 34. Mariyalaya, Tiruppur, |
| 8. CARE India, Kolkata | 35. Navajeevan Educational Welfare Society (NEWS), Virudunagar |
| 9. CARITAS India | 36. NHRC, Delhi |
| 10. Child Fund India, Bangalore & Chennai | 37. NIMHANS, Bangalore |
| 11. Child Line, Chennai | 38. People's Watch, Madurai |
| 12. CMC Projects, Vellore | 39. Restless Development India, Chennai |
| 13. CRY India, Chennai | 40. RGNIYD, Chennai |
| 14. CSR Projects - VIT University | 41. Sahodari Foundation, Coimbatore |
| 15. DBYES, Guwahati, Assam | 42. Save the Children, Chennai |
| 16. Deepalaya, Chennai | 43. Smile Foundation, Chennai |
| 17. Dept. of Psychiatry, CMC, Vellore | 44. SOS Villages, Chennai |
| 18. Don Bosco Anbu Illam, Chennai, Salem & Coimbatore | 45. Srinivasan Services Trust, Chennai |
| 19. Don Bosco Beatitudes Social Welfare Centre, Chennai | 46. State and Central Social Welfare Boards |
| 20. Dream India, Bangalore | 47. State Youth Centre, Bangalore |
| 21. Give India, Chennai | 48. T.T. K. Ranganathan Clinical Research Foundation, Chennai |
| 22. Hand in Hand India, Chennai & Kanchipuram | 49. World Vision India, Chennai |
| 23. Helikx, Salem | 50. World Wild Fund, Coimbatore |
| 24. Help Age India, Chennai | 51. Yuva Global Foundation, Bangalore |
| 25. Helping Hands India, Bangalore & Chennai | |
| 26. HOPE Foundation, Chennai | |
| 27. HOPE Foundation, Nagapattinam | |

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

Industrial Sector

1. Aditya Birla Group, Hosur
2. ALSTOM, Hosur
3. Asahi India Glass, Chennai
4. Ashok Leyland, Hosur
5. AVTEC, Hosur
6. Chestlind Textiles, Hosur
7. CK Airtech India, Hosur
8. Corborandum Universal Ltd, Hosur
9. Dynaspede, Hosur
10. ELGI, Coimbatore
11. Exide Batteries India, Hosur
12. First Step Baby Wear, Hosur
13. Fleet Guard Filters Pvt. Ltd, Hosur
14. Ford India Ltd, Chennai
15. Hindustan Motors Ltd, Hosur
16. Hyundai Mobis, Chennai
17. Hyundai Motor India Ltd, Chennai
18. ITC Ltd, Hosur
19. JK Tyres, Chennai
20. Lucas TVS, Puducherry
21. KH Shoes, Ranipet
22. LuK India, Hosur
23. MBDL, Chennai
24. Micheline Tyres Tamil Nadu, Chennai
25. JBM Neel Auto Pvt. Ltd, Hosur & Chennai
26. Kansai Nerolac Paints, Hosur
27. Orchid Chemicals, Chennai
28. Ram Leathers, Ranipet
29. Sanvick Asia, Hosur
30. Schwing Stetter (India) Pvt. Ltd, Sriperumbudur
31. Shahi Exports, Bangalore
32. Sharda Motors Industries, Chennai
33. Tenneco, Hosur
34. TITAN, Hosur
35. TVS Motor, Chennai
36. Cognizant, Coimbatore
37. Rane, Chennai
38. Bonfiglioli, Chennai

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

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 circulations 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	8.00 a.m to 8.00 p.m
Saturday	8.30 a.m to 5.30 p.m
Sunday	9.00 a.m to 12.30 p.m
During Vacation	8.00 a.m to 4.30 p.m

Library Services

1. Orientation to 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, Video tapes, 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://shctpt.edu/index.php/facilities/index/76>)

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 field work,
- c) Satisfactory conduct in the College campus and during field work practicum.

Passing Standard

Students are evaluated for 40 Marks through Continuous Internal Assessment (CIA) and for 60 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 60 = 30) 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 (40 Marks)

1. Written Exam (One CA) - (2hrs) for 2 units (20 marks)
2. Snap Test (No prior Intimation) (5 marks)
3. Assignment (5 marks)
4. Student's Participation (5 marks)
5. Library usage (5 Marks) - (Attendance-2.5; Submission of evidences of any type for the usage of Library in a particular subject – 2.5)

Options for Student's Participation (5 marks)

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

Question Paper Pattern

For Semester Examination

Time: 3Hrs

Max. Marks: 60

SECTION – A (Knowledge based)

(8X2 =16 Marks)

10 Questions will be given and 8 questions have to be answered. Answers limited to 50 Words Each. Each question carries 2 marks.

SECTION – B (Understanding based)

(5X4 =20 Marks)

Five questions will be given with Choice A or Choice B. All 5 questions have to be answered. Answers limited to 300 Words Each. Each question carries 5 marks.

11. a.----- (or) b. -----
12. a.----- (or) b. -----
13. a.----- (or) b. -----
14. a.----- (or) b. -----
15. a.----- (or) b. -----

SECTION – C (Application Oriented)

(3X8 =24 Marks)

Five questions will be given. Three questions have to be answered. Answers limited to 800 Words Each. Each question carries 8 marks.

Questions from 16 to 20

For Continuous Internal Assessment Test

Time : 2 Hrs

Max. Marks: 50 (Weightage - 20)

SECTION – A (Knowledge based)

(5X3 =15 Marks)

5 Questions will be given and all 5 questions have to be answered. No choice. Answers limited to 50 Words each. Each question carries 3 marks.

Questions 1 to 5

SECTION – B (Understanding based)

(3X5 =15 Marks)

Three questions will be given with each question having Choice A or Choice B. All the questions have to be answered with either choice A or Choice B. Answers limited to 300 Words each. Each question carries 5 marks.

6. a.----- (or) b. -----
7. a.----- (or) b. -----
8. a.----- (or) b. -----

SECTION – C (Application Oriented)

(2X10 =20 Marks)

Three questions will be given. Two questions have to be answered. Answers limited to 800 Words Each. Each question carries 10 marks. Questions 9 to 11.

OPPORTUNITIES FOR HOLISTIC FORMATION OF STUDENTS

Association of Social Work

The Association of Social Work is an academic body constituted to provide students with an opportunity to involve in academic and professional activities that promote social work values and creates space for developing social work skills through programs planned and executed by the students. The membership is compulsory for course of two years. Meetings for the SWSA are held at least once a month, which will be organized by the office bearers. Participation of all members is compulsory.

Executive Committee of SWSA

President: Faculty member nominated by the Head of the Department for the period of three years.

Vice president: A 2nd MSW student elected by the association.

Secretary: A 2nd MSW student elected by the association.

Joint Secretary: A 1st MSW student elected by the association

Treasurer: A 2nd MSW student elected by the association.

Joint treasurer: A 1st MSW student elected by the association.

Members: All students and staff members of the department

Specialization Based Forums

The department has Forums for the respective specializations - Community Development, Human Resources Management and Youth Development. The main objective of the Forum is to plan, execute and document activities that would enhance the attitude, knowledge and skills relevant to the respective specializations. Each forum has an Executive Committee. Forum meetings are conducted at least once in two weeks.

Class Quality Circle (CQC)

The Department has initiated Class Quality Circles. It aims to enhance the quality of learning environment by planning and implementing activities within the circle and within their class room. Mostly the CQCs focus on enhancing academic achievement, library use, knowledge board maintenance, improvement of communication skills and ensuring regularity of class attendance, supporting slow learners, Website & Face book Maintenance. Class teacher is the CQC facilitator. Each circle has a student leader.

Forum of Advanced Learners

It consists of a smaller group of advanced learners in first and second MSW. It enables advanced learners to initiate intellectual discussions, undertake micro level research on local and relevant needs, attend conferences/workshops/seminars, present papers/posters, publish papers and become members in forums for social workers. The members of this forum share their experiences and learning with the department.

Faculty Advisor

The field work supervisor plays the role of Faculty Advisor. Besides being responsible for the students' field work performance, the Faculty Advisor is also responsible for the students' overall academic work and professional development. Any difficulties experienced by the student may be discussed with the Advisor whose function is to assist and guide the student. The students receive individualized attention in the form of guidance and supervision from the teaching faculty.

Alumni Mentoring

The department has initiated this process and it has to take shape. Those students who want to be mentored will give their names to the Department. The Department will get in touch with the Alumni who will be interested to mentor the students. A mentor will have only one student.

Membership Opportunities for Social Work Students

Students are encouraged to become member in the following associations:

1. NAPSWI
www.napswi.org
2. National Association of Social Workers
www.socialworkers.org
3. International Federation of Social Workers
www.ifsw.org
4. SHRM India - Society for Human Resource Management
<https://www.shrm.org/india>
5. National Institute of Personnel Management
www.nipm.in/
6. Indian Society for Training & Development
www.istd.co.in
7. Rajiv Gandhi National Institute of Youth Development
www.rgniyd.gov.in
8. National Human Rights Committee of India
www.nhrcasia.com
9. National HRD Network (NHRDN) (The Student Chapter of NHRD, Hosur is already functioning in the Department of Social Work)
www.nationalhrd.org

PROFESSIONAL EXCELLENCE - RESEARCH, EXTENSION & CAPACITY BUILDING

The Department has reached monumental heights in terms of Research, Consultancy, Evaluation Studies, Extension Projects, Capacity Building and Organizing Conferences/Workshops/ Seminars. Few prominent contributions are presented here. The rest can be viewed in the Department website: www.dswshc.org

Research Projects / Consultancy/ Evaluation Studies Undertaken (Total 40)

Title of the Project	Name of the Funding Agency	Year
Enhancing Employability Skills among Student Youth - (Intervention Program with Under Graduate Students)	Rajiv Gandhi National Institute of Youth Development (RGNIYD, Sriperumbudur, India.	(ongoing) 9.92 lakhs
Needs Assessment of Skill Development Training: A Cross Sectional Study of Indian Youth (A Pan India Study involving 53,263 samples in 22 States Of India)	DB TECH, New Delhi	2013-14 (34 Lakhs)
Capacity Assessment of Partner NGOs of Child Fund India- Evaluated 24 NGOs in three Southern States of India	Child Fund India, New Delhi	2014 (17 lakhs)
Creating Agency for Youth-Evaluative Study of Youth Development Programmes	Restless Development India	2012
UNFPA Project on "Opinion of School Teachers on Life Skills Education"	RGNIYD, Sriperumbudur.	2011-2012
Need Assessment Study in Four Villages of Tuticorin	Coastal Energen Private Limited	2009
Technical Education - Present Realities and Future Prospects	Bosco Seva Kendra, Hyderabad	2003
Enhancing The Extent of Volunteering Among N.S.S. Volunteers	UGC Minor Research Project	2003
Towards Deming Prize	Rane Engine Valves, Chennai	2001
Social Audit Report – Community Development Activities of Sterlite	Sterlite Ltd. Tuticorin	1999
Status of ex-commercial sex workers	Directorate of Social Defense, Govt of Tamil Nadu	1994-1995
A study on street and working children of Tamil Nadu – a policy research	NCERT – Delhi	1994-1995
Situational Analysis of Street Children in Madras City	Ministry of Social Welfare & UNICEF	1988-1989
'Indian Youth in Perspective '(Major study on Indian Youth)	Study done and published by Dept.of Social Work, SHC, Tirupattur	1982-1983

International/National Conferences/ Workshops/Seminars Organized (Total 11)

Title	Funded by /Collaborated with	Year
International Conference on Youth-Led Sustainable Development - Opportunities & Challenges	In Collaboration with North East Institute of Social Sciences & Research (NEISS), Nagaland and Restless Development India	2016
Regional Workshop on Social Inclusion of Disadvantaged Youth	Funded by Rajiv Gandhi National Institute of Youth Development, Govt. of India	2013
National Conference on Role of Youth in Community Based Disaster Management	Funder by UGC, in collaboration with NIMHANS, Bengaluru	2012
National Conference on Role of Youth in Community Based Disaster Management	Funded by RGNIYD, Govt. of India	2011
International Seminar on Research Methods for Trade Union Leaders	For National Union of Bank Employees (NUBE), Malaysia	1994
International Seminar on Research Methods for Trade Union Leaders	For Malaysian Labour Organization (MLO)	1993
International Seminar on Research Methods for Trade Union Leaders	In Collaboration with Indian Labor Organization (ILO), India	1992
International Seminar on Research Methods for Trade Union Leaders	In Collaboration with Indian Labor Organization (ILO), India	1991
International Seminar on Research Methods for Trade Union Leaders	In Collaboration with Indian Labor Organization (ILO), India	1990

Capacity Building Programmes at International, National & State Levels (Total 26)

Title of the Programme	Sponsored by/ In Collaboration with	Year
Electrician Skill Development Programme for Dalit & Tribal Youth	Funded by Rajiv Gandhi National Institute of Youth Development, Govt. of India	2013
Employee Motivation Training Programme	Ram Leathers, Ranipet.	2012
Employee Motivation Training Programme for Non-Teaching Staff	VIT University, Vellore	2012
Training for Trainers Programme (TOT) on Communication for Youth Development	Directorate of Youth Services & Sports, Govt. of Karnataka	2001
Training for Trainers (TOT) Programme - Entrepreneurial Motivation for Youth	Directorate of Youth Services & Sports, Govt. of Karnataka	1996

Work Scholarship: The College has introduced 'Work Scholarship Scheme' to financially support deserving students who show greater interest in academics and are willing to work and earn their scholarship. HoD in consultation with the class teacher will identify and suggest students for this scheme to the Secretary of the College.

Subsidized Noon Meal: The College has introduced this scheme wherein deserving students pay only 50% of the lunch they take in the canteen on a working day. The balance is paid by the College Management. It is provided to most deserving students who show greater interest in academics. HoD in consultation with the class teachers will identify and suggest students for this scheme.

Hostel Facilities: College has hostel facilities for boys and girls separately. Students need to formally inform the wardens regarding their absence from the hostel during field work.

Counseling Centre: The College offers counseling services to students through a Counseling Centre served by a trained Counselor.

Job Placement Cell: The College has a Placement Cell which organizes On Campus interviews Under Graduate and Post Graduate students every year. MSW students mostly have Off Campus Placements which are coordinated through the faculty members in charge of the respective specializations.

Smart Class Rooms and Video Conferencing: This facility is available in the college for the use of students and staff members. Advance booking of this facility is essential.

Computer Lab: The Department has a separate Computer Laboratory with 5 Desktops and two Printers for the use of students besides having a Desktop, Two Laptops, Printer and Scanner for the use of staff. Students use the lab to learn Quantitative statistical software, prepare their project reports and for Association and Forum activities. Computer lab is also extensively used for the minor and major research studies carried out by the Department.

Infrastructure & Audio Visual Systems: The Department is well equipped with 5 separate class rooms for I & II MSW students and three specializations of which three are fitted with LCD projectors. All the 8 staff members have separate rooms (since 1988) for their official work and to meet students for field work conference, research guidance and mentoring. The I & II MSW class rooms are spacious enough to accommodate 90 students and so are used for Association programmes. The Department has its own Audio Visual systems. It has a Mini-Conference Hall that can accommodate around 200 participants for conferences, workshops and seminars.

Punctuality & Leave Taking Procedures for Students

Students are expected to attend every class on time. Classes start with “Good Morning Talk every working day at 8.30. Students are expected to be in assembly by 8.25 onwards. Punctuality is given lot of importance in the Department. Attendance is taken during every class and uploaded online the same day. The student is marked absent if she / he is late for the lecture.

Students have the right to take leave but with proper permission and official intimation (applying for leave online). Students taking leave without proper permission have to pay fine towards midday meal scheme or come with the parent or guardian and meet the Head of the Department. In case of long leave, the student along with the parent or guardian, need to meet Principal and get the approval for attending the classes. The students will not be permitted to take leave during field work and Internal Assessment exam days unless it is for an emergency nature.

In case of leave for three days and more due to illness, a medical certificate should be submitted. As 100% attendance is compulsory in case of appearing for Field work Viva-Voce, no absenteeism is encouraged during the course of Field Work Practicum.

Disciplinary Rules

The students of both I MSW and II MSW ought to go through the following guidelines and rules related to their conduct in and out of the campus throughout their stay in this Institution. They are also advised to understand the misconducts and the various behaviors that may lead to serious consequences in their academic life. Clarifications may be sought from the Senior Professors at any point of time.

1. Wearing of ID Card around the neck is mandatory inside the campus, outside for any work related to department or college.
2. Morning Prayer begins at 08.30 am. Hence the students are expected to be present in the campus by 08.25 am.
3. Campus Language is English. The students are expected and encouraged to converse only in English with their co-students and the staff during the working hours of the College.
4. Everyday attendance is compulsory. Leave letter or Leave intimation through SMS should be given to HoD in advance in case the student wants to apply for leave. The leave letters are valid only with the signature of the Parent/ Hostel Warden.

5. Partial attendance is forbidden. Being present for few classes and being absent for other classes would lead to a serious misconduct.
6. The students should keep their mobile phones in a 'Switch Off' mode till the end of the class (1.35pm). They are not permitted to use it even during the break time. Sending and receiving messages during the class hours is considered to be a serious misconduct.
7. Students should not keep their laptops 'On' during class hours without prior permission from the teacher handling that class.
8. The students are expected to be back to class rooms for the IV hour, by 11.45am after the break. Break time is between 11.25 am to 11.40 am.
9. Dress Code should be followed as prescribed in the college calendar. Decent, neat and washed clothing is encouraged.
10. Freedom to relate with students of other gender should be well understood and in no way the students can misuse it. The academic ambience should be kept in mind. Chasing, touching and pulling the dress of a person of other gender is considered to be misconduct.
11. Any student who is found to be drunk or with the smell of alcohol during the working hours will face serious consequences like dismissal from the college after a centralized enquiry. Smoking just before coming to the college and during the break time is prohibited.
12. The students should be very attentive in the classes. Disturbing the class teacher by making noise, talking to other students, using mobile phones are totally prohibited.
13. The students should submit their assignments, Field work records and research chapters on or before the deadlines given. The faculty members have the freedom to reject late submissions.
14. Attendance to any common program of the department and the college even after 1.35 pm is compulsory.
15. Any type of business dealings like money lending, buying and selling of any type of products between and among students is prohibited.
16. Involvement of student in any common responsibilities of the dept. is mandatory. Valid explanation is needed for exception.
17. Attendance to CA exam is compulsory. As there is only one CA, no retest will be conducted unless for medical reasons.
18. Stealing, Lying and Speaking ill of others will lead to serious action.
19. Consumption of Alcohol in hostels would certainly lead to severe action here in the department as it leads to damage to the image of the department itself.
20. Students who stay outside (neither with parents nor in the college hostel) are expected to behave in such a way that they don't bring disrepute to the department or college by their misconduct even though it is outside the college campus.

Community Development:

- **Dr. P. Sigamani,**
Professor & Head,
Dept. of Social Work, Tiruvarur Central University, Tiruvarur.
- **Dr. S. Satheesh Kumar,**
Assistant Professor,
Dept. of Social Work, Pondicherry University, Puducherry.

Human Resources Management:

- **Mr. Jawahar Michael**
Vice President -HR
Sun TV Network, Chennai
- **Mr. Meganathan**
Manager- HR
Bharat Petroleum Corporation Ltd.(BPCL), Chennai

Youth Development:

- **Dr. Kumaravel,**
Assistant Professor,
Dept. of Social Work (Youth & Community Development),
RGNIYD, Sriperumbudur
- **Rev. Dr. C.P. Anto**
Principal,
North East Institute of Social Science and Research (NEISSR),
Dimapur, Nagaland, India.

As a Social Worker, I believe that.....

1. Every human being is a person. He/she has his/her own inherent dignity and worth.
2. Every person's freedom, human rights and individuality must be respected.
3. Every person must be treated with dignity, love and compassion without any discrimination.
4. Social work is a helping profession. "Social Work" is "helping people to help themselves". Social work aims at fulfillment of felt needs, crisis intervention and problem eradication at all levels of the society.
5. Social Work profession uses specialized methods like: Case work including all therapeutic interventions for individuals, Group work including all group therapies for groups Community organization & social action for communities and masses & Policy formulation, scientific administration, advocacy & research in all the areas of social work.
6. Social Work promotes individual responsibility for social needs and problems, and social responsibility for individual's needs and problems.
7. Social work gives priority care to the vulnerable individuals, groups and communities of the society.
8. Social work must ensure equal opportunity for life and well being of all, limited only by individual capacities.
9. Social Work Education and Training prepares social work educators, leaders, actionists, counselors, therapists, guides, enablers, facilitators and liaison officers. In every role the social workers should maintain propriety, integrity, competence, commitment, confidentiality, and dedication to service, scholarship and research.
10. Social Work is people centered. Social Workers go to the people, live among the people, learn from the people, plan with the people and work with the people. Start from what people know, build on what people have, teach by showing, learn by doing, not a showcase, but a pattern, not odds and ends but a system. Not piece meal, but integrated approach, not to conform, but to transform, not relief, but release.

SEMESTER I

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 Defense, 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 Behavior Model, Crisis Intervention Model, Integrated social work model, developmental model, empowerment and justice model and radical model.

UNIT - 3: Social Work as Profession: Nature, Philosophy, Values and Principles. Code of ethics for Indian Social Workers 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

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

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
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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.
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SOCIAL WORK PRACTICE WITH INDIVIDUALS (Main Core-2)

I MSW

SEMESTER – I

CODE: MSW121T

Learning Outcome: *The students will...*

- Gain knowledge about the primary method 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: Phase 1: Exploration of person in environment, Multidimensional assessment and Planning, Multidimensional intervention. Phase 2: Implementing and Goal attainment. Phase 3: Termination and Evaluation; Follow up. Interview – Home visits, Collateral contacts, Referrals.

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

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

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

Reference

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- Philip Burnard (2009) Counselling Skills Training Book Of Activities, Viva Books- New Delhi.
- Upadhyay, 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- open and closed groups, social treatment groups, task oriented groups (forum, committees and work team), developmental groups (Self Help Groups and support groups) and Recreational Groups; Group Work Process: Tuckman (1965), and Rogers (1967) model: Forming, Storming, Norming, Performing and Mourning (Deforming). Role of social worker in different stages of group development.

UNIT 4: Use of Programme in Social Group Work & Skills of Group Worker: 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: Recording in Group Work & Evaluation of Group Work : Importance of recording in group work, Principles of recording, Types of recording- , Techniques of recording – observation, sociogram, interaction diagrams- Bale's categories of interaction process analysis- Importance of continuous evaluation in group work, Types of evaluation- Methods of evaluation

References:

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3. Harlkich Trecker B, 1955, Social Group Work Methods And Principles
4. Ken Heap,1985,The Practice Of Social Work With Group George Allen And Union Publication Ltd, London
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6. Ronald W, Toscland,2005,An Introduction To Group Work Practice, Pearson Publication, London, New York
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9. Steven Rose .R ,1998, Group Work With Children And Adolescents, Sage Publications, New Delhi
10. Tom Douglas, 1993, A Theory Of Group Work Practice, Palgrave Macmillan Printing, London.
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SOCIOLOGY FOR SOCIAL WORK PRACTICE (IDC-1) (30 Hours Only)
I MSW SEMESTER – I CODE: MSW123T

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 and functions of Social Institutions - marriage, family, kinship, caste, religion and education. Linkages between Sociology & Social Work

Unit 2: Socialization: Process and agents. Social control: Concept, types and functions. Major Agents of Social control: Kinship, Religion, Law, Education, Traditions and Customs.

Unit 3: Process of Social Change: Urbanization, Industrialization, Westernization, Sanskritisation, Secularization. Resistance to social change-cultural lag and Ethnocentrism.

Unit 4: Social Movements in India: Concept and Characteristics, 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.

Reference

1. Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories(Fourth), Sage Publications, New Delhi
2. Anthony Giddens, 1998, Sociology(Third), Polity Press, London
3. Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad
4. Frank N Magill, 1995, International Encyclopedia Of Sociology, British Library, England
5. Indhira R., 2012, Themes In Sociology Of Education, Sage Publications, New Delhi
6. Jainendra Kumar Jha, 2002, Basic Principles Of Developmental Sociology, Anmol Publications, New Delhi
7. Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi
8. Mohanty B. B., 2012, Agrarian Change And Mobalization, Sage Publications, New Delhi
9. Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi
10. Shanger Rao C. N, 2012, Sociology Principles Of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi
11. Surinder S Jodhka, 2012, Changing Caste, Ideology, Identity And Mobility, Sage Publications, New Delhi
12. Thara Bhai L., 2012, Indian Sociology Issues and Challenges, Sage Publications, New Delhi.

PSYCHOLOGY FOR SOCIAL WORK PRACTICE (IDC-2) (30 Hours Only)
I MSW SEMESTER – I CODE: MSW124T

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: Concept: Science of mind, Science of behavior- Conscious & Subconscious processes and motivation. Developmental stages & Developmental tasks. Areas of Human Development - Social, emotional, cognitive and physical- Relevance of Psychology to Social Work.

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

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

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

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

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. Delhinaiima 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 Mc Graw-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

Learning Objectives: The Students will

- Gain better understanding theatre fundamentals
- Have Personality development through theatre
- Have the ability to Create Alternative thoughts and Alternative Aesthetics.

Unit 1: Introduction of Acting: Yoga - Performance skills (Basic) - Physical preparation (Body Language, Body Movement, sign, Expression through body). Body Flexibility through theatre games. - Folk dance 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. Badal Sircar, "The Third Theatre"
2. Lizbeth Goodman (Et.) "The Routledge Reader in Politics and Performance" Routledge, 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: MSW126F

Learning Outcome:

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

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 field work supervisor on Mondays. The supervisor conducts individual and group conference regularly.

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

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

Internal – Field Work (40 Marks)

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

Viva Voce (60 Marks)

Observation Visits	: 15 Marks
Rural Camp	: 15 Marks
Lab Sessions	: 10 Marks
Group Seminar Presentation	: 10 Marks
Presentation & Communication	: 10 Marks

SEMESTER – II

SOCIAL WORK PRACTICE WITH COMMUNITIES (Main Core-4)
I MSW SEMESTER – II CODE: MSW220T

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: 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, Approaches-specific content, general content and process content. 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 and tribal settings.

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. Fred et. 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, Socila 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.

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: Concept and importance as part of general management – Personnel Management Vs Human Resource Management - objectives and Functions of HRM - Evolution of 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, Employee outsourcing. Selection Process: Application Blank, Written Test, Group Discussion, Indicators of a good Curriculum Vitae, Interviewing techniques and skills, Types of Interviews, Offer Letters, Reference Checks, Medical Check-ups; 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 and Separation: Attrition and Retention - Concept and Problems. Causes of Job Hopping. Leave Management: Types of Leave. Disciplinary procedures: Concept of Charge Sheet, Domestic enquiry. Grievance Redressal Procedures; Performance Management Systems; Transfers and Promotions. Separation: Discharge, Dismissal, Resignation, Retirement, VRS, Exit Interview; Retirement –Pre retirement Counseling and Benefits. **Current Trends in HRM:** HRIS – e-HR: e-Recruitment-Challenging role of human resource manager.

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, Human Resource Management and Development,1 Ed, Sri.Vishnu Publications, Chennai.
4. Dwivedi R S, 2012, Text Book of Human Resource Management, Vikas Publishing House Pvt Ltd, New Delhi.
5. Gary Dessler, Biju Varkkey, 2012, Human Resource Management (12thEd.), Dorling Kinderley India Private Ltd
6. Jayant Mukherjee, 2012, Designing Human Resources Management Systems a Leaders Guide, Sage Publications, New Delhi.
7. Lowell H. Lamberton, Leslie Minor, 2012, Human Relations Strategies for Success, 4th Ed, Tata McGraw-Hill Edition Pvt.Ltd, New Delhi,
8. Michael J Kavanagh, Mohan Thite, Richard D Johnson, 2012, Human Resource Information System, SAGE Publications India Pvt.Ltd, New Delhi
9. Murton, Inmmam & Osullivan, 2011, Human Resource Management, Great Hodder Education, London
10. Nickwilton,2012, An Introduction to Human Resource Management, Sage Publications India Pvt Ltd.
11. Seetharaman S, B. Venkateswara Prasad, 2012, Human Resource Management, Scitech Publications 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. Tanuja Agarwala, 2013, Strategic Human Resource Management, Oxford University Press, New Delhi.
14. V K Sharma, 2013, Human Resource Management, Evolution and challenges Ahead, Viva Books Pvt.Ltd, New Delhi.

MEDICAL AND PSYCHIATRIC SOCIAL WORK (Main Core-6)

I MSW

SEMESTER - II

CODE: MSW222T

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 and youth - 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: International Health Agencies: Health services in India - Government health services and Private health services – Urban health services and Rural health services - Effectiveness of health care services. The role of Medical Social Worker in various health settings. Working with the aged and differently abled groups.

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, 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, follow-up.

UNIT 5: Care of mentally ill: Institutional care - half-way-homes and sheltered workshop – Mental Health Act 2017, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Role of Governmental agencies, Civil Societies, Social Workers and paraprofessionals in the welfare of mentally ill. Community Mental Health and Social Work, NMHP, Innovations like Satellite Clinics, District Mental Health Programme.

References:

1. AbirLal 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) (30 Hours Only)

I MSW

SEMESTER – II

CODE:MSW223T

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 organisation

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.

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. Exemption from Income tax.

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. Major programmes of Central Social Welfare Board and State Social Welfare Board.

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) (30 Hours Only)

I MSW

SEMESTER – II

CODE: MSW224T

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, Tamilnadu 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, Workmens Compensation Act 1923. TN Labour Welfare Fund Act 1972, (Relevant Case Studies to be discussed in the class).

Reference

- Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
- Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi.
- Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi.
- Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
- Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan chand & Company. New Delhi
- M.R.Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai
- Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi.
- Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi.
- Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi.
- Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi.
- Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Bood Agency. Madras.

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, 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, Preparing and organizing a Speech, Presenting at meeting, presenting reports.

Practical:

1. (oral) Extemporaneous (On the spot speech), Theme 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)
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.

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 (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, Fireup 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: 20 Marks
6. Semester End VIVA Voce (40)

CONCURRENT FIELD WORK – II (Core)
I MSW SEMESTER – II CODE: MSW226F

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 a 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 40 marks for the quality, regularity, initiatives, leadership, participation and team worker. At the end of the semester Viva Voce is conducted by an external examiner and marks are awarded out of 60.

Internal (40 Marks)

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

Viva Voce (60 Marks)

Case Work Practice	: 15 Marks
Group Work Practice	: 15 Marks
Community Organization Practice	: 15 Marks
Presentation & Communication	: 15 Marks

BLOCK FIELD WORK (Required)

I MSW SEMESTER – II CODE: MSW227F

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

TRANSACTIONAL ANALYSIS (Certificate Course-1) (30 Hours Only)
I MSW SEMESTER – II CODE: MSW228X

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, Reparenting. 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.

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

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.

SEMESTER - III

SOCIAL WORK RESEARCH & STATISTICS (Main Core-7)

II MSW SEMESTER – III CODE: MSW320T

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 Process- Importance of theory, conceptualization and operationalization in Research. Variables –Independent and dependent. Preparing Research Project Proposal.

UNIT 2: Methods: Design: Exploratory, Descriptive, Diagnostic and Experimental. Hypothesis: nature and types, assumptions and Testing of hypothesis. Type-I & Type-II errors in Hypothesis. Sampling: meaning, types - probability and non-probability. Tools: Meaning and types questionnaire, interview schedule and standardized tools. Testing of Reliability and validity.

UNIT 3: Measurement and Analysis of Data: Meaning and types of data-primary and secondary. Variables – meaning and types-dependent and independent.

UNIT 4: Descriptive Statistics: Levels of measurement: Nominal, Ordinal, Interval and Ratio. Central Tendency: Mean, Median, Mode, Range, Standard deviation and Coefficient of variation.

Scale: Meaning and types: Likert, and Semantic differential.

UNIT 5: Inferential Statistics: One sample test of difference/One sample hypothesis test, Confidence Interval, Contingency Tables and Chi Square Test, T-test, ANOVA, Pearson Correlation, Correlation Matrix, Simple linear Regression and Multiple Linear Regression.

Reference

1. Aditham Bhajanaga Rao. 2006. Research Methodology. Excel books. 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 S and 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. Kulkarni 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.
15. 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.

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. 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 K A. 2010. Rural Credit in the Era of Globalization. Madhav Books Publications. Hariyana.
10. Shankar Chatterjee, 2011, Implentation 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.

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.

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. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regol Publications.
2. Anuradha Sharma, Aradhana Khandekar,2009, Strategic Human Resource Management an Indian Pespective, 2 Ed, Sage Publications Ltd, New Delhi.
3. BD 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. Hiriyappa 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. Lobour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
12. Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

YOUTH DEVELOPMENT (Main Core -8)
II MSW SEMESTER – III CODE: MSW321C

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. 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.

UNIT 5: Youth Policy & Programmes: Policy- Policy development framework- Essential features of National Youth Policy of India (2014). National Programme for Youth & Adolescent Development (NPYAD) of Government of India. Organizations involved in Youth Development: United Nations Population Fund (UNFPA), International Youth Foundation, Restless Development and Rajiv Gandhi National Institute of Youth Development (RGNIYD).

References

1. Chowdhry D.P.1988. Youth Participation and Development. New Delhi.Atma Ram and Sons 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. Promoting Enterprise and Economic Development. Module 11. CYP. Chandigarh: Asia Regional Centre.
5. Philip and MCMichael 1996. Development and Social Change. London. A global Perspective. Sage publications.
6. Rajendran Vasanthi and David Paul. 2006. Youth and Globalisation. 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. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited.

Learning Outcome: *The students will...*

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

UNIT 1: Governance - Meaning and Structures. Democratic Decentralization - Meaning, objectives and importance – Concept & Evolution of Panchayati Raj - Historical development of the concept, National level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees).

UNIT 2: Evolution of Panchayat Raj Institution till 73rd Constitutional amendment - Evolution of Urban Local Government till 74th Constitutional amendment. - The Constitutional 73rd & 74th Amendment -Background of and obstacles to its passage - Community participation in governance - Changing features of Local Government

UNIT 3: The Functions of Panchayati Raj Institutions – District Panchayat, Block Panchayat, Village Panchayat. Structure, Functions and Finances. Relationship between officials and non-officials. Committees in village level Panchayati Raj bodies, Gram Sabha, Mahila Gram Sabha, its role and importance - PESA (Panchayat Extension in Scheduled Areas) - Context of its emergence and its significance - issues and challenges in its implementation for tribal self-rule.

UNIT 4: Urban Governance - History of Urban Local Self Government in India - Types of Urban Local Self Government in India - Municipal Corporation, Municipal Council/Nagar Palika - Sources of Revenue - Structure, powers and functions at each level - Committees and their functions - System of elections to Urban Local Self Government - Ward Committees and citizen participation - Relation of Urban Local Self Government with bodies of Governance at the state level issues

UNIT 5: Contemporary issue and problems in Local Self Government – Women's participation; participation of marginalized groups (SC & ST & minorities) - Domination of Upper Caste; political parties; autonomy and control; factionalism in governance - Challenges in developing partnerships between elected bodies, bureaucracy and civil society - Role of PRIs in rural, urban & tribal development - E Governance.

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. Bondyyo Padhyay. D. 2003. Empowering Panchayats Handbook for Master Trainers Using Participatory Approach. Concept Publications. New Delhi.
5. Hariprasad Chhetri, 2008, panchayati raj system and development planning, Rawat publications , NEW DELHI
6. Jacob. Z. 2008. Urban Community Development. Rawat publications. Jaipur.
7. Khanna. B.S. 1994. Panchayat Raj in India. Deep & Deep publications. New Delhi.
8. Kshisagar,R.K.. 1994. Dalit Movement in India and its Leaders. MD Publications. New Delhi.
9. Mehta G.S. 2008. Participation of Women in the Panchayati Raj System. Kanishka Publishers. New Delhi.
10. Ramesh K.Arora, 2009, Panchayati raj, participation and decentralization, Rawat publications , NEW DELHI
11. Ravinder Singh Sandhu. 2006. Urbanization in India. Sage Publications. New Delhi.

HUMAN RESOURCE MANAGEMENT IN SERVICE SECTOR (Main Core-9)

II MSW

SEMESTER – III

CODE: MSW322B

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 Management.

UNIT IV: HRM in Hospitals: Health Services, Statuary 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. HRM in Reward Management, Working Conditions, Legal Provisions, Unionization, Distribution of Male and Female Workers, Gender Bias – 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 E G 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: MSW322C

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 life style.

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
15. Sarumathy, M, Hiranniya Kalesh.P, 2007, Youth In Decentralized Governance, Rgnyid, Sriperambudur

DATA PROCESSING & ANALYSIS SKILL (SPSS & NVivo)

Skill Paper–SK 3 (30 Hours Only)

II MSW

III SEMESTER

CODE: MSW325S

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: Editing 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, 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, Regression and Factor Analysis.

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, Survey results and other datasets, Audio and video. Creating transcripts, getting materials transcribed - Photos and other images, Web pages, social media and mobile devices.

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.

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- N Vivo 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
5. End Semester – Viva Voce: 40 Marks

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

II MSW

SEMESTER – III CODE: MSW323A

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 Mac Millan 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.
15. Silverman, D. 1993. *Interpreting Qualitative Data*. Sage Publications Ltd. London.

HOSPITAL ADMINISTRATION (Main Elective-1) (30 Hours Only)
II MSW SEMESTER – III CODE: MSW323B

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.

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

UNIT V: Challenges in Hospital Administration: Disaster Management: Fire Fighting. Dealing with Crisis Situation, Mob violence, Bomb threat, Terrorist strike, Mass casualties, Political agitation, Prisoners - Hospital Security: Staff, Patients, New born babies, Female staff/Patients, Stores. - Application of Hospital Information System (HIS) & Management Information System (MIS) - Accreditation – Tele health - Health Tourism - Health Insurance and Managed Care.

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. Hem Chandra , 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) (30 Hours Only)
II MSW SEMESTER – III CODE: MSW323C

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 Psycho therapies, 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 Psycho Therapies, 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) (30 Hours Only)
II MSW SEMESTER – III CODE: MSW324A

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.
8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.
9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.
10. Sharma R.K. And Puneet Goel and Pooja Bhagwan, 2009, Business Ethics And Corporate Governance, Kalyani Publications, Chennai.

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)

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.

Reference:

Alan Fyall & Brian Garrod, 2010, Aspects Of Tourism Marketing, Viva Books Pvt.Limited, New Delhi
Christopher 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) (30 Hours Only)
II MSW SEMESTER – III CODE:MSW324C

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 – Effects/ Impacts of Disasters – Disaster Vulnerability of India: Lessons from Bhopal Gas Tragedy, Gujarat Earth Quake, Orissa Super Cyclone, Tsunami and Chennai-Cuddalore Floods.

Unit-II: Disaster Management Cycle – Preparedness, Rescue/Recovery, Relief, Rehabilitation and Reconstruction. Factors influencing disaster preparedness and response. Disaster Management – Policy and Strategies Disaster Management Policy (2005).

Unit III: Disaster Management Act (2005) – Community Based Disaster Management (CBDM)– Restoration of Livelihood – Disaster Insurance – Insurance as an agency for disaster mitigation - Income Generation Activities and Housing - Task Force Groups – Advocacy.

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 Prepsredness, 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, Jaganath Lenka, Minati Mallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
6. Mamata Swain, Jaganath Lenka, Minati Mallick, 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), What is a Disaster, Routledge, London and New York.
9. Sen Amartya (1981), Poverty and Famines, Oxford University Press, New Delhi.
10. Sharma Dharendra (1983), India s Nuclear Estate, Lancers, New Delhi.
11. Sinha P C, 1998, Encyclopaedia of Disaster Management (Vol 01 to 10), Anmol Publications Pvt.Ltd, New Delhi.

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

II MSW

SEMESTER – III

CODE:

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 and Aptitude: Assessment of intelligence: Bhatia's Battery of Performance Test, Wechsler adult intelligence scale (WAIS).

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 Check Lists - Personality assessment in Work Setting: NEO-PI-3

UNIT- V Assessment related to Career: Comprehensive Interest Schedule, Assessment of Emotions: BDI-II, Assessment of aspiration: Level of aspiration measure (LOA)

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 Scholesberg (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.

RESEARCH PROJECT –I (Core)

II MSW

SEMESTER – III

CODE: MSW327J

Learning Outcome: *The students will...*

- Gains 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 carryout 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 40 marks for the above components, considering the quality, punctuality and regularity of consultation and learning interest.

Internal (40 Marks)

Regularity in Submitting Reports	: 10 Marks
Consultation Received from the Supervisor	: 10 Marks
Progress Shown	: 10 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 60.

The VIVA components/marks:

Research Project Proposal	: 10 Marks
Chapter I	: 10 Marks
Chapter II - Literature Review	: 20 Marks
Tools	: 10 Marks
Presentation and Communication	: 10 Marks

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 consists of Two Blocks (Total of 26 to 28 days). At the completion of each block the students are required to submit the record for valuation and guidance. The CA marks are awarded by the supervisor out of 40 marks for the quality, regularity, initiatives, leadership, participation and team work.

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

Internal Components (40 Marks):

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

Viva Voce Components (60 Marks)

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

SEMESTER - IV

HUMAN RIGHTS AND SOCIAL LEGISLATION (Main Core-10)
II MSW SEMESTER – IV CODE:MSW420T

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. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
3. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organisation. Madurai.
4. Muzaffer Assadi, 2010, Human Rights Perspectives and Social Justice, Serials Publications, New Delhi.
5. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organisation. Madurai.
6. Sawant. P.B. 2004. Human Rights. Society for Community Organisation. Madurai.
7. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
8. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
9. Tapan Biswal, 2007, Human Rights Gender and Environment, Viva Books Pvt Ltd, New Delhi
10. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
11. Tapomoy Deb, 2009, Managing Human 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
14. Upendra Boxi. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.

DEVELOPMENT STRATEGIES (Main Core-11)

II MSW

SEMESTER – IV

CODE:MSW421A

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

UNIT 1: Self Help Groups meaning- Characteristics- formation- animation. Federation of SHGs at the Panchayats, Cluster, Block and District. Role of state in SHGs. Role of banks in SHGs. Maintenance of records in SHGs. Grading and evaluation of SHGs. Role of SHGs in local issue tackling. Leadership in SHGs. Problems faced by SHGs. SHGs and Economic development. Role of NGOs in SHGs. Role of social workers in SHGs. Micro finance- meaning and characteristics- working of Micro finance- Philosophy of micro finance- Role of Social worker in Micro finance.

UNIT 2: Water shed Management – meaning, philosophy, objectives, and implementation. Economic benefits, social benefits. People's participation in water shed management, by products of water shed management. Role of NGOs in water shed management. Role of government in water shed management. Changes in life style due to water shed management. Limitations of water shed management. Role of social workers in water shed management.

UNIT 3: Waste Land Development – meaning and characteristics. Identification of waste land, assessment of waste land, process of waste land development. Role of NGOs in waste land development. Role of government in waste land development. People's participation in waste land development. National economic development and waste land development. Limitations of waste land development. Role of social worker in waste land development projects.

UNIT 4: Entrepreneurship – meaning, characteristics. Problems of entrepreneurship. Women entrepreneurs, rural entrepreneur. Personality and dynamics of entrepreneurs. Training and development of entrepreneurs. Role of SIDCO, TADCO, NABARD, SSIS. SIPCOT, and KVIC in entrepreneur development. Role of social workers in entrepreneur development.

UNIT 5: Environment, Ecology, Ecosystem – meaning. Environmental components – physical or natural, human, social, biotic. Environmental problems – Greenhouse effect, global warming, ozone destruction, acid rain, radiation, soil erosion. Causes of environmental problems – industrial revolution, population growth, technological development. Constitutional provisions – Article 48A, 51.

Reference

1. Daniel A.V. 2011. Strategies for Agricultural Development. Vora publications. Bombay.
2. Danial Lazer. 2008. Micro Training Poverty and Eradication. New Century publications. New Delhi.
3. Desai Vasant. 2008. Dynamics of Entrepreneurial Development. Sultan Anand & sons. New Delhi.
4. Giriappa. S. 2011. Water the Efficiency in Agriculture. Oxford Press. Calcutta.
5. Gupta C.B. 2004. Entrepreneurial Development. Sultan Anand & Sons. New Delhi.
6. Jayashree. 2005. Entrepreneurial Development. Marghan publications. Chennai.
7. Selvapathi K., 1995. An Economic Analysis of the Watershed Development. Sacred Heart College. Tirupattur.
8. Khan M. A. 2002. Water Shed Management for Sustainable Agriculture. Agrobias publications. Judhpur.
9. 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.
14. Vijaya Agarwal, 2005, Micro Finance An Introduction, ICFAI University, Hyderabad.

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 – Motivating Humans – Systems Theory, EQ at Work - Stress and anxiety management, Frustration, Conflict. Job Satisfaction, Job Rotation, Job Clarification, Employee Morale, Job Monotony and Role Conflict.

UNIT 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 Organsitional Culture and Organisational Climate.

UNIT 4: Current Trends in OB Practices: Just-in-time (JIT), 5S Model, HR Connect, Six Sigma and Lean Six Sigma, Total Productivity Management (TPM), Total Quality Management (TQM), Small Group Activities (SGA), Kaizen Groups, International Standard Organization (ISO), Survey of Emotional Intelligence (SEI), Suggestion Scheme and 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 Chage, 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 (Main Core-11)
II MSW SEMESTER – IV CODE: MSW421C

Learning Outcome: *The students will...*

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

UNIT 1: NGO as nonprofit organizations involved in development work. Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programmes and projects. Interfacing with community, community based organizations, corporate and government. 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.

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

UNIT 4: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cash flow analysis, fund flow analysis for understanding trends - Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Phasing of Project and financial resources. Financial Reporting to donors and other stakeholders.

UNIT 5: 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.

Reference

1. Asok Kumar Sarkar, 2008, *Ngo's And Globalisation*, Rawat Publications, New Delhi.
2. Chandra Prasanna. 2003. *Projects: Planning, Analysis, Selection, Financing, Implementation and Review*. 5th Edition. Tata McGraw Hill Pub.Co. Ltd. New Delhi.
3. Emmanuel S. Fernando, 1999, *Fund 100*, Jupiter, Mumbai.
4. Gangrade K.D, Soorya Moorthy.R. 2006. *Ngos In India*. Prem Rawat Publication. New Delhi.
5. Ghosh.K..A and Prem Kumar. 1997. *Project Management*. Anmol Publishing Ltd. New Delhi.
6. Joel S.G.R.Bhose, 2003, *Ngo and Rural Development*, Concept Publishing Company, New Delhi.
7. Jose Murickan SJ & R.Mohan Raj & Kurian K. Katticaren, 2000, *Paradigm Shifts In Development Cooperation*, Indian Social Institution and Bangalore.
8. Malleswari B., 2010, *Micro- Finance And Women Empowerment*, Serials Publications, Coimbatore
9. Michael Norton & Murray Culshaw, 2008, *Getting Started In Fundraising*, Sage Publications, New Delhi.
10. Vijay Padaki & Manjulika Vaz, 2003, *Institutional Development In Social Interventions*, Sage Publications, New Delhi.
11. Winfo, 2004, *a Hand Book for Ngo's On Fund Raising*, Winfo, Coimbatore.

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- Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA).

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) and Community Auditing and Reporting, Writing the books of accounts and auditing. Documentation and Reporting.

References

1. Aggarwal, Nomita. 2003. Social auditing of environmental laws in India. New Century Publications. New Delhi.
2. Aret, 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, D G. 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.

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 - programmed instruction, 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. 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. Arun Kumar, 2000, International Encyclopaedia of Management Training and Development Anmol Publications Pvt.Ltd, New Delhi
2. Bhatia S K, 2008, Emerging Human Resource Development (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, Human Resource Management, Houghton Mifflin Company, New York.
5. Rishipal, 2011, Training and Development Methods, S. Chand Competition, 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. Rao T V, 2009, Human Resource Development, SAGE Publications, New Delhi.
10. Raymond A Noe, Amitabh Deo Kodwani, 2012, Employee Training and Development, Tata McGraw-Hill Edition, New Delhi.
11. Tapomoy Deb, 2006, Human Resource Development (Theory and Practice), Ane Books India, New Delhi.
12. Vinod N Patel, Girish K Rana, 2007, Personal Management, Oxford Book Company, Jaipur.

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.

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 logframe matrix
- Knowledge to plan and carry out evaluation studies and measure the results of the project

Unit 1 – Monitoring & Evaluation: Definitions & Concept – Difference between monitoring and evaluation -Importance of monitoring & evaluation in Project Cycle Management – The Logframe Analysis - Formulating Objectives - Defining Activities.

Unit 2 - Monitoring and Evaluation Framework: with baseline and target- Indicators- Designing measurable indicators for goal, outcomes and outputs.

Unit 3 -Types of monitoring: Monitoring Activities and Outputs -Monitoring Outcomes and Assumptions-Preparation of monitoring forms-Data collection/processing/analysis and reporting- Implementation of recommendations.

Unit 4 – Evaluation - Formative and Summative Evaluation - Internal & External Evaluation - Internal evaluation process- Methodology - Preparation of terms of reference/forms- Data collection/processing/analyzing.

Unit 5 - External evaluation- Evaluation of Government schemes and programmes - Writing an effective Evaluation report- Communication of findings for action and accountability.

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.
9. Roche, Chris (2004). Impact Assessment for Development Agencies. Oxfam, London

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)

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: MSW423C

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 attachments 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, Common wealth 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, VHA, 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)

II MSW

SEMESTER – IV

CODE:MSW424A

Objectives

- To help the students 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 roles and responsibilities of Social Workers to protect the nature.

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

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

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

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

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

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.
3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London
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.
7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers.
8. GuhaRamchandra, 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.
10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi.
11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi
12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.

Objectives

- To help the students 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; Setting relevant and realistic goals with employees: Development and contents of a performance plan for group/team and individuals; Strategies in developing performance plan. Models and theories of performance management; Balance Score Card.

Unit-II: 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.

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. JayantMukheryee (2012), Designing Human Resource Management System a Leaders 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 Edition), West Publication Company, New York.
12. Raymond Noe, Hollenback, Garhar and Wright (2012), Fundamentals of Human Resource Management (3rd edition), Tata McGraw Hills Education Pvt.Ltd, New Delhi.
13. Richard I, Henderson (1984), Performance Appraisal (2nd edition), Prentice-Hall, Inc, New Jersey
14. Robert L Mathis, John H Jackson, 2003, Human Resource Management (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 (Main Elective-4) (30 Hours Only)

II MSW SEMESTER – IV CODE: MSW424C

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 entrepreneurship

UNIT 1: Need and importance of Third Sector in development. Typologies of third sector – Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India –Performance and environment of third sector. Third sector relationship to state and civil society.

UNIT 2: Concept, Definition, Importance of social entrepreneurship –Social entrepreneurship Vs business entrepreneurship –social entrepreneurs and social change – qualities and traits of social entrepreneurs. Indian social entrepreneurs –M.S. Swaminathan, Vargheese Kurien and Jockin Arputham.

UNIT 3: Concept, Definition, Importance of social enterprises– similarities and differences between social enterprises and nonprofits – types of social enterprises. Selected case studies of Indian Social Enterprises.

UNIT 4: Global & National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises –Corporate, Community and government support for social enterprises.

UNIT 5: Application of marketing principles in welfare and development field – Social marketing. Social Entrepreneurship - in the field of Health, Education, Environment protection, Energy consumption and Human rights.

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 Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits –A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
5. Peter Drucker (1990), Managing the Non Profits Organizations: Practices and Principles, New York: HarperCollins.

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 time lines, 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. Asha Kaul, 2005, The Effective Art Of Time Management, ICFAI University Press, Hyderabad
2. Charles J Stewart And William B Cash Jr, 2010, Interviewing Tata Mcgraw Hill Companies, New Delhi.
3. Diana Bonet Romero, 2011, The Business Of Listening(Fourth), Viva Books Pvt Ltd, New Delhi
4. Donald Shandler, 2011, Motivating The Millennial Knowledge Worker, Viva Books Pvt Ltd, New Delhi.
5. Gopalaswamy Ramesh AndMahadevanRamesh, 2010, The Ace Of Soft Skills, Dorling Kindersley, New Delhi.
6. Hari Mohan Prasad AndRajnish Mohan, 2012, How To Prepare For Group Discussion And Interview, Tata Mcgraw Hill Companies, New Delhi.
7. Herb Kindler,2011, Conflict Management(Fourth), Viva Books Pvt LtdmNew Delhi.
8. Gangal J.K., 2012, Competitive English, Nirja Publishers, New Delhi.
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. Mark Thomas, 2008, Gurus On Leadership, Viva Books Pvt Ltd, Hariyana.
11. Singh O.P., 2012, Art Of Effective Communication In Group Discussion And Interview, S.Chand And Company Ltd, New Delhi.
12. Patrick L Townsend And Joan Gebhardt, 2004, Recognition,Gratitude And Celebration, Crisp Publications, New Delhi.
13. Sharma R.K, 2007, How To Speak And Write Correctly, Swastik Publishers, New Delhi
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.

CIA Components for Employability Skill Paper (100 Marks)

1. Self – Analysis presentation (SWOC): 10 Marks
2. Aptitude Test: 20 Marks
3. Group Discussion: 10 Marks
4. Snap test: 10 Marks
5. End Semester (Mock Interview): 50 Marks

RESEARCH PROJECT –II (Core)

II MSW

SEMESTER – IV

CODE:MSW427J

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 carryout 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 40 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 60. Plagiarism Check Report has to be attached at the end of the report. Originality Certificate has to be kept in the report.

The VIVA components/marks are;

Methodology	: 10 Marks
Chapter IV	: 20 Marks
Chapter V	: 10 Marks
Chapter VI	: 10 Marks
Presentation and Communication	: 10 Marks

CONCURRENT FIELD WORK – IV (Core)

II MSW

SEMESTER – IV

CODE: MSW426F

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, analyse 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 consists of Two Blocks (Total of 26 to 28 days). At the completion of each block the students are required to submit the record for valuation and guidance.

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

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

Internal Components (40 Marks):

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

Viva Voce Components (60 Marks)

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

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.