**THIRUVALLUVAR UNIVERSITY**

**MASTER OF SOCIAL WORK**

**POST GRADUATE DEGREE COURSE**

 **UNDER CBCS**

**(With effect from 2020-2021)**

**The Course of Study and the Scheme of Examination**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Sl.******No.*** | ***Study Components*** | ***ins. hrs / week*** | ***Credit*** | ***Title of the Paper*** | ***Maximum Marks*** |
| ***Course Title*** | ***CIA*** | ***Uni. Exam*** | ***Total*** |
| **SEMESTER I** |
|  | Core | Paper-1 | 4 | 3 | Social Work Profession and Practice | 25 | 75 | 100 |
|  | Core | Paper-2 | 4 | 3 | Social Work practice with Individuals | 25 | 75 | 100 |
|  | Core | Paper-3 | 4 | 3 | Social Work practice with Groups | 25 | 75 | 100 |
|  | Core Practical | Paper-1 | 12 hrs. /week | 5 | Concurrent Field Work-I | 40 | 60 | 100 |
| Internal Elective for same major students (Choose any one) |
|  | CoreElective | Paper-1 | 3 | 3 | A. Sociology for Social Work practiceB. Social Development : Theories and PerspectivesC. Civil Society and Governance | 25 | 75 | 100 |
| External Elective for other major students (Inter/multi disciplinary papers) |
|  | Open Elective | Paper-1 | 3 | 3 | A. Environmental Social WorkB. Social Entrepreneurship C. Project Management  | 25 | 75 | 100 |
|  |  |  | **30** | **20** |  |  |  | **600** |
| **SEMESTER II** | ***CIA*** | ***Uni. Exam*** | ***Total*** |
|  | Core | Paper-4 | 4 | 3 | Social Work practice with Communities  | 25 | 75 | 100 |
|  | Core | Paper-5 | 3 | 3 | Social Work Research and Statistics  | 25 | 75 | 100 |
|  | Core | Paper-6 | 3 | 3 | Social Welfare Administration | 25 | 75 | 100 |
|  | Core practical | Paper-2 | 12hrs. /week | 6 | Concurrent Field Work-II | 40 | 60 | 100 |
| Internal Elective for same major students (Choose any one) |
|  | CoreElective | Paper-2 | 3 | 3 | A. Psychology for Social Work practiceB. Human Growth and Personality DevelopmentC. Perspectives in Psychology | 25 | 75 | 100 |
| External Elective for other major students (Inter/multi disciplinary papers) |
|  | Open Elective | Paper-2 | 3 | 3 | A. Theory and practice in counsellingB. Peace building and conflict mitigationC. Personal and Professional Development  | 25 | 75 | 100 |
|  | \*Field Study |  | - | 2 |  | 100 | - | 100 |
|  | Compulsory Paper | 2 | 2 | **Human Rights**  | 25 | 75 | 100 |
|  |  |  |  |  | Summer Placement (optional) |  |  |  |
|  |  |  | **30** | **25** |  |  |  | **800** |
| **SEMESTER III** |  |  |  |
|  | Core | Paper-7 | 4 | 4 | Human Resource Management(HRM)/Rural Community Development (CD)/Psychiatric Social Work Practice (MPSW) | 25 | 75 | 100 |
|  | Core | Paper-8 | 4 | 4 | Labour Legislations and Labour Welfare (HRM)/Urban Community Development(CD)/Medical Social Work(MPSW) | 25 | 75 | 100 |
|  | Core | Paper-9 | 4 | 3 | Computer Applications in Social Work | 25 | 75 | 100 |
|  | Core Practical  | Paper-3 | 10 hrs. /week | 6 | Concurrent Field Work-III | 40 | 60 | 100 |
| Internal Elective for same major students (Choose any one) |
|  | CoreElective | Paper-3 | 4 | 3 | A. Social Policy & Social LegislationsB. Social Justice & Human RightsC.Social Policy & Planning | 25 | 75 | 100 |
| External Elective for other major students (Inter/multi disciplinary papers) |
|  | Open Elective | Paper-3 | 4 | 3 | A. Understanding MarginalitiesB. Gender developmentC. Child Rights and Action | 25 | 75 | 100 |
|  | **\*\*MOOC Courses** |  | - | - |  | - | - | 100 |
|  |  |  | **30** | **23** |  |  |  | **700** |
| **SEMESTER IV** | ***CIA*** | ***Uni. Exam*** | ***Total*** |
|  | Core | Paper-10 | 4 | 3 | Organizational Behavior(HRM)/Development Strategies(CD)/Clinical Social Work Practice (MPSW) | 25 | 75 | 100 |
|  | Core | Paper-11 | 3 | 3 | Industrial Relations(HRM)/Livelihood and Social Audit (CD)/Therapeutic Interventions in Social Work(MPSW) | 25 | 75 | 100 |
|  | Core Practical | Paper-4 | 10 hrs. /week | 5 | Concurrent Field Work-IV | 40 | 60 | 100 |
|  | Core | Project  | 5 | 5 | Project with *viva voce (*Compulsory) | 100(75 Project +25 viva) | 100 |
| Internal Elective for same major students (Choose any one) |
|  | CoreElective | Paper-4 | 4 | 3 | A. Disaster ManagementB. Corporate Social Responsibility C. Hospital Administration  | 25 | 75 | 100 |
| External Elective for other major students (Inter/multi disciplinary papers) |
|  | Open Elective | Paper-4 | 4 | 3 | A. Contemporary social work perspectives and concernsB. Dynamics of Human BehaviourC. Industrial Psychology  | 25 | 75 | 100 |
|  |  |  |  |  | Block Placement (optional) |  |  |  |
|  |  |  | **30** | **22** |  |  |  | **600** |
|  |  |  | **120** | **90** |  |  |  | **2700** |

**\* Field Study**

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

(i). Head of the respective department

(ii). Mentor

(iii). One faculty from other department

\*\***Mooc Courses**

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

**SEMESTER III**

**PAPER - 7**

**HUMAN RESOURCE MANAGEMENT**

**COURSE OBJECTIVES**

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

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

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

**UNIT III: Employee Retention and Separation**: Attrition and Retention - Concept and Problems. Causes of Job Hopping. Leave Management: Types of Leave. Disciplinary procedures: Concept of Charge Sheet, Domestic enquiry. Grievance Redressal Procedures; Performance Management Systems; Transfers and Promotions. Separation: Discharge, Dismissal, Resignation, Retirement, VRS, CRS; Exit Interview; Retirement Benefits.

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

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

**Text books**

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

**Reference books**

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

**E-Materials**

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

**Course outcome**

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

**RURAL COMMUNITY DEVELOPMENT**

**Course Objectives**

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

community development.

1. To equip students with specific knowledge of various rural community development programmmes

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

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

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

**Unit IV Rural Development agencies**: Agencies and functions: Council for advancement of people's action and rural technology (CAPART), national institute of rural development (NIRD), national bank for agriculture and rural development (NABARD), regional rural banks (RRB), district rural development agency (DRDA).

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

**Text books**

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

**References**

1. Biddle, William W., and Loureide J. Biddle. "The Community Development Process: The Rediscovery of Local Initiative." (1965).
2. Dahama, O. P., and OP Bhatnagar Education. "Communication for development." (1991).
3. Dayal, Rajeshwar. "Community development programme in India." *Community development programme in India* (1960).
4. Ghosh, Arun. *Planning in India: the challenge for the nineties*. Sage Publications, 1992.
5. Hartmann, Paul, Bhivarao Rajdhar Patil, and Anita Dighe. "The mass media and village life: An Indian study." (1989).
6. Jain, Sugan Chand. "Community Development and Panchayati Raj in India." (1967).
7. Joseph, M. K. *Modern media and communication*. Anmol Publications Pvt Limited, 1996.
8. Maheshwari, Shriram. *Rural development in India: a public policy approach*. No. Ed. 2. Sage Publications India Pvt Ltd, 1995.
9. Mascarenhas, Reginald C. *A strategy for rural development: Dairy cooperatives in India*. No. 334.68370954 MAS. CIMMYT.. 1988.
10. Mathur, Basant Lal. *Rural Development and Co-operation*. RBSA, 2000.
11. Mondy, R. Wayne, et al. *Management: Concepts and practices*. allyn and bacon, 1986.
12. Oakley, Peter, and David Marsden. *Approaches to participation in rural development*. No.F/630.715 O2. 1984.
13. Oakley, Peter. *Projects with people: The practice of participation in rural development*.
14. International Labour Organization, 1991.
15. Pokharapurkar, Raja. *Rural Development Through Community Television*. Vol. 1. Concept Publishing Company, 1993.
16. Singh, Hoshiar. *Administration of rural development in India*. Sterling, 1995.
17. Singh, Katar. *Rural development: principles, policies and management*. Sage, 1999.
18. Sundaram, I. Satya. *Rural development: A textbook for university and college students*. Himalaya Publishing House, 2007.
19. Weil, Marie. *Community practice: Conceptual models*. Vol. 3. No. 3-4. Psychology Press, 1996

**E-material**

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

**Course outcome**

1. Students will be able to understand rural realities.
2. Students will understand various facets of rural community development
3. Students will develop sensitivity and commitment for working with rural communities.
4. Students will gain knowledge about the governmental and voluntary efforts towards rural community development.
5. Students will equip with specific knowledge of various rural community development programmmes

**PSYCHIATRIC SOCIAL WORK PRACTICE**

**Course Objectives**

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

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

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

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

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

**Unit V: Scope of Psychiatric Social Work practice**: roles and functions of a psychiatric social worker with regards to the problems of patients and their families in:1) psychiatric OPD'S 2) psychiatric specialty clinics 3) de-addiction centres, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilisation, reintegration of the patient in the family and community; principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work.

**Text books**

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

**References**

1. Coleman, James C., abnormal psychology and modern life, Taporewala& Sons, Bombay
2. Eden D. J., Mental Handicap – An introduction, George Allan and Unwin, London, 1976
3. Edward, Understanding mental retardation, Cambridge University press, London, 1986
4. Gaind R.N.Hudson B.L, current themes in psychiatric, John Wiley and Sons, 1981
5. John, Howells G ; Modern perspective in International Child Psychiatry , Brunner &Mazel publication, New York, 1971
6. Kaplan Harold, et al, Comprehensive text book for students and physicians, Vol 2, Amerind Publications, 1990
7. Mafartia J.C, Psychiatric problems of children, Popular Prakhasan, Bombay, 1971
8. Misra, P.D., Abnormal Behaviour, U.P. Hindi Sansthan, Lucknow
9. Nunnally J.C, Popular conceptions of Mental Health-the development and change, Rine hart &Winston, New York, 1961.
10. [Sadock](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Benjamin+Sadock&search-alias=stripbooks), Benjamin & [Sadock](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Virginia+Alcott+Sadock&search-alias=stripbooks), Virginia Alcott (2007)Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/clinical Psychiatry, Lippincott Williams and Wilkins Publications.
11. Venkatesan S (2004) Children with developmental disabilities –Sage Publications
12. Verma(1992) Psychiatric Social Work in India; Sage Publications

**E-material**

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

Course Outcome

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

**PAPER - 8**

**LABOUR LEGISLATIONS AND LABOUR WELFARE**

**Course Objectives**

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

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

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

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

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

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

**Text book**

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

**References**

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

**Course Outcome**

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

**URBAN COMMUNITY DEVELOPMENT**

**Course Objectives**

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

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

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

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

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

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

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

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

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

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

**Text books**

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

**References**

1. Clinard, Marshall Barron. Slums and community development: experiments in self-help. Vol. 8.

New York: Free Press, 1966.

1. Diddee, Jaymala, and Vimla Rangaswamy. "Urbanisation: trends perspectives and challenges."

(1993).

1. Gill, Rajesh. Slums as urban villages. Rawat Publications, 1994.
2. Mitra, Arup. Urbanisation, slums, informal sector employment, and poverty: An exploratory study. BR Publishing Corporation, 1994.
3. Ramachandran, Ranganathan. "Urbanization and urban systems in India."OUP Catalogue (1992).
4. Thudipara, Jacob Z. Urban Community Development. Rawat, 2007.
5. Vibhooti, Shukla. "Urban Development and Regional policies in India."Himalaya pub., Bombay (1988).

**E-material**

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

**Course outcome**

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

**MEDICAL SOCIAL WORK**

**Course Objectives**

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

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

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

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

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

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

**Text books**

1. Webb John (2002)Medical Social Work: the Reference Book ;Trafford Publishing, Canada
2. Suvarnkhandi Sangameshwar S (2017) [Social Work Practice in Health & Medical Profession](https://www.amazon.in/Social-Practice-Health-Medical-Profession/dp/8181524136/ref%3Dsr_1_3?adgrpid=59229312192&ext_vrnc=hi&gclid=EAIaIQobChMIqtKE8piZ6AIVkYePCh1fZg6-EAMYASAAEgIrQfD_BwE&hvadid=356391677901&hvdev=c&hvlocphy=1007809&hvnetw=g&hvqmt=b&hvrand=2571805865846377744&hvtargid=kwd-19974351&hydadcr=25689_2102172&keywords=medical+social+work&qid=1584163546&sr=8-3), Book Enclave publisher, Jaipur

**References**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**E-material**

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

**Course outcome**

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

**PAPER - 9**

**COMPUTER APPLICATION IN SOCIAL WORK**

**Course objectives**

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

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

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

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

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

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

**Text books**

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

**References**

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

**E-material**

1. [www.jstor.org](http://www.jstor.org)
2. [www.alibris.com](http://www.alibris.com)

**Course Outcome**

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

**CORE PRACTICAL III**

**CONCURRENT FIELD WORK III**

**Course objectives**

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

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

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

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

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

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

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

**CORE ELECTIVE**

**PAPER - 1**

**(to choose one out of 3)**

1. **SOCIAL POLICY AND SOCIAL LEGISLATIONS**

**Course Objectives**

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

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

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

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

**Unit IV:Social Legislation for Women and Children :**Legal provisions related to Women.Law related to Domestic Violence,Law related to Traffickingof women and Children.Sexual Harassment at workplace Act.Indecent Representation of Women act. **L**egal Provisions related to Child Adoption,POSCO,Probation Offenders Act,Juvenile Justice Act,Child Labour, Right to Education etc.

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

 **Textbook**

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

**References**

1. Anand Teltumbde (2017). Dalit: Past, Present & Future, Routledge.
2. Beteille, A (1981) The Backward Classes and the New Social Order. New Delhi: Oxford
3. Brammer .A.(2010) Social Work Law, Harlow Pearson Education.

Delhi.

1. Helen Carr and David Goosey (2017), Law for Social Workers, Oxford University Press.
2. Ishwar Modi (2015). Gender, Identity & Multiple Marginalities, Rawat Publication, Jaipur
3. Karen J Warren (edi) (2014). Ecofeminism: Women, culture & Nature, Rawat Publication, Jaipur
4. Laird.S (2010) Practical Social Work Law, Harlow Pearson Education.
5. P.D. Mathew & P.M. Bakshi (2000) Hindu Marriage and Divorce, Indian Social Institute, New Delhi
6. P.D. Mathew. (1995) Family Court, Indian Social Institute, New Delhi.
7. P.D. Mathew.(1998) Public Interest Litigation. Indian Social Institute, New Delhi.
8. Pauline Kolenda (2015). Caste, Marriage & Inequality: Essays on North & South India, RawatPublication, Jaipur & New Delhi.
9. Stancy L Mallicot (2012). Women & Crime, Sage Publication, New Delhi.
10. Sukhadeo Thorat & Nidhi Sadana Sabharwal (ed.,) (2014). Bridging the Social Gap; Perspectives on Dalit Empowerment, Sage Publication.
11. Sumit Sarkar & Tanika Sarkar (edi) (2014). Caste in Modern India, Permanent Black, Vol-I & II.
12. Suzy Braye and Michael Preston (2010) Practising Social Work Law, Palgrave Macmillan.
13. Wilson, K., Ruch, G., Lymberry, M. and Cooper, A. (2011) ‘What do we mean by relationship based practice?’ extract from *Social Work: An Introduction to Contemporary Practice*, Harlow, Pearson Education.

**Course Outcome**

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

**CORE ELECTIVE**

**PAPER - 1**

1. **SOCIAL JUSTICE & HUMAN RIGHTS**

**Course Objectives**

1. To understand concepts of social justice, empowerment in the context of Human Rightsand rights based perspective in social work practice
2. To identify structural barriers, inequalities and systemic changes existing in the society
3. To critically examine legal mechanisms available for protection of human rights ofdifferent vulnerable groups of the society
4. To understand the various government and non government interventions for protectingand promoting rights of the vulnerable groups and marginalized communities.
5. To develop knowledge of the code ethics of professional social workers.

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

**Unit II:Marginalization and Human Rights Issues:** Marginalization and Human Rights Issues.Manifestations of social injustice in the Indian context: Exclusion, oppression

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

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

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

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

**Text books**

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

**References**

1. Bakshi, P.M. 1999 The Constitution of India. Delhi: Universal law Publishing Co. Pvt. Ltd
2. Baxi, U. 2002 The Future of Human Rights, New Delhi: Oxford University press.
3. CDHR 2004 The Right to Development: A primer, Centre for Development of Human Rights, New Delhi: Sage Publications.
4. Chandra, A. 2000 Human Rights Activism and Role of NGO’s, Delhi: Rajat Publications.
5. Clayton, M., & Williams, A. (eds) 2004 Social Justice. Oxford: Blackwell Publishers
6. Hebsur, R.K. (ed.) 1996. Social Interventions for Social Justice, Bombay: Tata Institute of Social Sciences
7. Hutchison J L. et al. 1993 The Process of Empowerment: Implications for Theory and Practice Canadian Journal of Community Mental Health 12:1, Spring 1993, Pages 5-22.
8. Ife, J. 2001 Human Rights and Social Work: Towards Rights-based Practice. UK: Cambridge University Press
9. Janusz S. 2003 New Dimensions and challenges for human rights(ed), Manual on Human Rights (UNESCO publishing), Rawat Publication.
10. Jodhka, Surinder S. 2015 'Caste in Contemporary India', New Delhi: Routledge.
11. Krishna PS. 2017 Social Exclusion and Justice in India. Taylor & Francis
12. Kummitha R 2015 Social Exclusion: The European Concept for Indian Social Reality, Social Change , 45(1) 1–23 SAGE Pvt.Ltd.
13. Michael J. Sandel 2010 Justice: What's the Right Thing to Do? Farrar, Straus and Giroux; Reprint edition
14. Nirmal, C.J. 1999 Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press
15. Pereira W. 1997 Inhuman Rights: The Western System and Global Human Rights Abuse, Goa: The Other India Press
16. Reichert, E. 2003 Social Work and Human Rights: A Foundation for Policy and Practice, New York: Columbia University press
17. Singh A K 2014 Human Rights and Social Justice. VL Media Solutions, India

**Course Outcome**

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

**CORE ELECTIVE**

**PAPER – 1**

1. **SOCIAL POLICY AND PLANNING**

**Course Objectives**

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

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

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

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

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

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

**Text book**

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

**References**

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", Indian *Journal of Public Administration,* VcJ LL 03, July-Sept 2005
2. Arunachalam M (1982). Administration Politics and development in India, New Delhi
3. BerySuman and Bosworth Barry (Ed) (2007) *India Policy Forum.* Sage Publication, New Delhi
4. Chalam K S (2007) *Caste Based Reservations and Human Development in India.* Sage Publications. New Delhi.
5. Eyden Joan (1969) Social Policy in India, Broadway House, London
6. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
7. Gokhale S D 11979) Integrated Social Policy :- India'. *New Development c Polity end Planning\* Rawat Publications, Delhi.
8. Gol. Five-Year Plan - T'to 10\*, Planning Commission of India, New Delhi
9. Inamdar N. R. (1992), *Development Administration in India,* Rawat Publication, New Delhi.
10. Jecob K. K (1989), *Social Policy in India,* ASSWI. Himanshu Publications. Udaipur.
11. Kabra Kamal Nayan (2004J *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
12. Kulkarni P. D. (1997). What is development oriented welfare? *Social Issues in Development,* Uppal Publishing House. New Delhi
13. Kulkarni P.D *&*NanavattyMeher (1997) *Social Issues in Development,* Uppal Publishing House. New Delhi,
14. Kulkarni P.D. (1979) *Social Policy and Social Development in India.* Lalvani Publishing House. Mumbai
15. NIRD (2001) "Decentralized Planning", *IndiaPanchayat Raj Report*
16. Patil P.B. (1989^, *Panchayat Raj. District Planning and Rural Development,* YashwantraoChavanPartishtan, Mumbai (Marathi)
17. Ramchandran Padma (1994), *Some issues in Development Administration,* Sage Publications, and New Delhi
18. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems,* Sage Publications. New Delhi
19. Sharma P. N. (1993), *Social Planning: Concepts and techniques.* Print house, Lucknow

E-materials

1. [www.ingentaconnect.com](http://www.ingentaconnect.com)
2. academic.oup.com

**Course outcome**

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

**OPEN ELECTIVE**

**PAPER – 3**

**(to choose one out of 3)**

**A. UNDERSTANDING MARGINALITIES**

**Course objectives**

1. To enable students to locate marginality of major communities which is deeply embedded in Indian social structure.
2. To enable students to understand the social structure of India
3. To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
4. To equip the students to understand development intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.
5. To enable students to understand their role in the current context of marginality

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

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

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

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

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

**Text book**

1. Beteille, Andre (1992): The Backward Classes in Contemporary India .Delhi: Oxford University Press
2. Chaudhuri, S.N. (1988): Changing status of depressed castes in contemporary India. Delhi: Daya Publishing House.

**References**

1. Jaffrelot, Christophe (2003) India’s Silent Revolution: The Rise of The Low Castes in North Indian Politics. Delhi: Permanent Black.
2. Beteille, Andre (1981) Backward classes and the new social order .Delhi: Oxford University Press
3. Gore, M.S. (1993): The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar .New Delhi: Sage.
4. Omvedt, Gail (1995): Dalit Visions: The anti-caste movement and the construction of an Indian Identity. New Delhi: Orient Longman
5. Singh, K.S. (1995) The Scheduled Tribes .Delhi: Oxford University Press.
6. Zelliot, Eleanor (1995) From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.

**E-material**

1. [www.jstor.org](http://www.jstor.org)
2. [www.alibris.com](http://www.alibris.com)

**Course outcome**

1. Students will be able to locate marginality of major communities which is deeply embedded in Indian social structure.
2. students will understand the social structure of India
3. Students will familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
4. Students will equip with skill of intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.
5. Students will understand their role in the current context of marginality

**OPEN ELECTIVE**

**PAPER - 3**

**B. GENDER DEVELOPMENT**

**Course Objectives**

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

**Course Outcomes**

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

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

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

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

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

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

**Text book**

1. Aggarwal, Bina. 1994. A field of one’s own: Gender and land rights in South Asia, Delhi:

Cambridge University

1. Omvedt, G. 1990. Violence Against Women: New Movements and New Theories in India. New Delhi: Kali for Women.

**References**

1. Banerjee, N; S. Sen &N. Dhawan. 2011. Mapping the Field: Gender Relations in Contemporary
2. Bose, C.E. &Minjeong Kim. 2009. Global Gender Research: Transnational Perspectives, New Delhi
3. Gandhi, N. & Shah, N. 1993. Issues at Stake: Theory and Practice in the Contemporary

India, Volume 1, Kolkata: Stree

1. Kannabiran, Kalpana& Ritu Menon. 2007. From Mathura to Manorma: Resisting Violence
2. Kearl, Holly. 2010. Stop Street Harassment, UK: Praeger
3. Kire, Easterine. 2007. A Terrible Matriarchy, New Delhi: Zubaan
4. Momsen, Janet. Gender and Development, London &New York: Routledge
5. Moser, C. 1993. Gender Planning and Development Theory and Practice. London: Routledge.
6. Rights and Feminism in India 1800-1990. New Delhi: Kali for Women.
7. Rose, K. 1992. Where Women are Leaders. New Delhi: Sage publications.
8. Routledge&Kegan Paul Ltd.
9. Rowbotham, Shiela. 2001. Women Resist Globalization, New Delhi:Zed Books
10. Seth, M. 2001. Women and Development: The Indian Experience. New Delhi: Sage
11. Singla, Pamela. 2007 Women’s Participation in Panchayati Raj: A Northern India Perspective,
12. Smart, Carol. 1977. Women, rime and Criminology: A Feminist Critique, London:
13. Wendt, S &Nicole Moulding (Eds). 2016. Contemporary Feminisms in Social Work Practice,
14. Wickramasinghe, Maithree. 2014. Feminist Research Methodology, New Delhi: Zubaan

**Course Outcomes**

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

**OPEN ELECTIVE**

**PAPER - 3**

**C. CHILD RIGHTS AND ACTION**

**Course Objectives**

1. To derive a conceptual understanding of child protection and child rights, and to gain an

insight about the profile of children in India and the main needs and issues faced by them.

1. To gain a critical understanding about the policies and legislative framework pertaining

to care and protection of children.

1. To acquire an understanding about the child welfare and development programmes for

children in the Indian context.

1. To gain a familiarity with child right practices for the protection and promotion of child

rights in India.

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

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

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

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

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

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

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

**Text books**

1. Carolyn Spray & Beverley Jowett (2012). Social Work Practice with Children & Families. New Delhi: Sage Publication.
2. Joseph A Gathia & Sanjay V Gathia, (2015). Children’s Rights & Well being in India, Law. Policy & Practice. New Delhi, Concept Publishing Company Pvt Ltd,.

**References**

1. David Smith, (2013). Person-Centered Therapy with children & Young People,.New Delhi SagePublication,.
2. Rama Achyant Pandey (2016). Sexual Abuse of Girl Children: Some Hidden Facts, Jaipur &New Delhi: Rawat Publication,.
3. Singh, Dolly, (2008) Child Rights and Social Wrongs ; An Analysis of Contemporary Realities,Vol-I ,II &III
4. UNICEF (2017). Preventing and Responding to Violence Against Children and Adolescents -Theory of Change.
5. AGHS Legal Aid Cell on Child Rights (2008), Handbook on Child Labour, Lahore: Multimedia.
6. Bachpan Bachao Andolan (2009), Offside: Child Labour in Football Stitching, New Delhi.
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9. Government of India (2009), Initiatives towards Elimination of Child Labour - Action Plan and
10. Present Strategy, http:// child labourinfo.bldspot.com. \*Government oflndia, Census, 1991.
11. Government of India, The Child Labour (Prohibition and Regulation) Act, 1986.

**E-materials**

https://www.unicef.org/protection/57929\_58022.html.

[http://www.ilo.org/ipec/lang\_ en/index.htm](http://www.ilo.org/ipec/lang_%20en/index.htm).

**Course outcome**

1. Understand the concept of child, child protection, as also the needs, situations and

problems faced by children.

1. Gain knowledge about the Constitutional and legal safeguards with regard to child rights
2. Critically understand the polices, programmes and services related to children, as also the

national and international mechanisms to deal with issues of child protection

1. Develop sensitivity and skills for working with children through an exemplification of

child right practices and the role of stakeholders.

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

**SEMESTER IV**

**PAPER - 10**

**ORGANIZATIONAL BEHAVIOUR**

**Course Objectives**

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

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

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

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

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

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

**Text books**

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

 **References**

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

**E-materials**

1. [www.jstor.org](http://www.jstor.org)
2. [www.alibris.com](http://www.alibris.com)

**Course Outcome**

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

**DEVELOPMENT STRATEGIES**

**Course Objectives**

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

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

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

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

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

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

**Text books**

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

**References**

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

**E-materials**

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

**Course outcomes**

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

**CLINICAL SOCIAL WORK PRACTICE**

**Course Objectives**

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

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

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

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

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

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

**Text books**

1. Cooper Marlene & Lesser Joan Granucci(2014) Clinical Social Work Practice: An Integrated Approach, Pearson Publication, Chennai
2. [Munson](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Carlton+Munson&search-alias=stripbooks) Carlton(1993)Clinical Social Work Supervision: Second Edition, Routledge Publication

**References**

1. Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). Direct social work practice: Theory and skills (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
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5. American Psychiatric Association (APA). (2000). Quick reference to the Diagnostic Criteria from DSM-IV-TR. Washington, DC: Author.
6. Eriksen, K. & Kress, V. (2005). Beyond the DSM Story: Ethical Quandaries, Challenges, and Best Practices. Thousand Oaks, CA: Sage.
7. Morrison, J. (1995). DSM-IV Made Easy. New York, N.Y.: Guilford Press.
8. Boyle, S.W., Hull, G.H., Mather, J.H., Smith, L.L., & Farley, O.W. (2006). Direct practice in social work. NY: Pearson Education, Inc.
9. Corcoran, J. (2005). Building strengths and skills: A collaborative approach to working with clients. Oxford: University Press.
10. Thomlison, B., & Corcoran, K. (eds.) (2008). The evidence-based internship: A field manual. NY: Oxford University Press
11. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
12. Hunter, C.L., Goodie, J.L., Oordt, M.S., &Dobmeyer, A.C. (2009). Integrated Behavioral Health in Primary Care: Step by Step Guidance for Assessment and Intervention. Washington, DC: American Psychological Association.
13. Curtis, R., & Christian, E. (Eds.). (2012). Integrated Care: Applying Theory to Practice. New York: Routledge.
14. Pomerantz, A.S., Corson, J.A. &Detzer, M.J. (2009). The challenge of integrated care for mental health: Leaving the 50 minute hour behind and other sacred things. J ClinPsychol Med Settings, 16, 40-46.
15. Thielke, S., Vannoy, S., &Unutzer, J. (2007). Integrating mental health and primary care. Primary Care: Clinics in Office Practice, 34, 571–592.

**E-materials**

1. www.cswe.org
2. [www.socialworkers.org](http://www.socialworkers.org)
3. www.naswdc.org/practice/clinical

**Course Outcome**

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

**PAPER - 11**

**INDUSTRIAL RELATIONS**

**Course Objectives**

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

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

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

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

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

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

**Text books**

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

**References**

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

**E-materials**

1. [www.researchgate.net](http://www.researchgate.net)
2. [onlinelibrary.wiley.com](https://onlinelibrary.wiley.com/journal/1468232X)

**Course outcome**

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

**LIVELIHOOD AND SOCIAL AUDIT**

**Course Objectives**

1. To understand the concept, need, importance and principles of rural livelihood
2. To gain knowledge on livelihood programmes
3. To gain knowledge on rural livelihood and the various methods involved in social auditing
4. To gain knowledge on social audit
5. To acquire skills to practice social accounts and audit.

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

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

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

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

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

**Text books**

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

**References**

1. Aggarwal, Nomita. 2003. Social auditing of environmental laws in Inida. New Century Publications. New Delhi.
2. Auret, Diana and et.al. 2009. Participatory social auditing:a practical guide to developing a gender-sensitive approach. Institute of development studies. Brighton.
3. Ball, Amanda and Stephen O. Osborne. 2011. Social accounting and public management: accountability for the common good. Routledge Publisher. New York.
4. Basu, S. K. 2006. Auditing: Principles and Techniques. Dorling Kindersley (India) Pvt. Ltd. New Delhi.
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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.
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9. Niehof, Anke and Lisa Price. 2001. Rural livelihood systems: a conceptual framework. Upward Publisher. Wageningen.
10. Pagare, Dinakar. 2010. Principals and practice of auditing. Sultan Chand and Sons, New Delhi.
11. Prasuna, D G. 2005. Auditing: the emerging landscape. The ICFAI University press. Hyderabad.
12. Premavathy, N. 2012. Practical auditing. Sri Vishnu publications. Chennai.
13. Rakodi, Carole and Tony Lloyd-Jones. 2002. Urban livelihoods: A people-centered approach to reducing poverty. Earthscan publications limited. London.
14. Sankaran, S. 2012. Indian economy: problems, policies and development. Margham publications. Chennai
15. Yanovsky, M. 2009. Social Accounting Systems. Transaction Publishers. New Jersey.

**E-materials**

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

**Course Outcomes**

1. Students will understand the concept, need, importance and principles of rural livelihood
2. Students will gain knowledge on livelihood programmes
3. Students will gain knowledge on rural livelihood and the various methods involved in social auditing
4. Students will gain knowledge on social audit
5. Students will acquire skills to practice social accounts and audit

**THERAPEUTIC INTERVENTIONS IN SOCIAL WORK**

**Course Objectives**

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

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

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

**Unit III: Humanistic therapies:** Existential therapy, Gestalt therapy, Human Givens psychotherapy, Person-centred therapy (also known as "client-centred" counselling), Psycho synthesis, Solution-focused brief therapy, Transactional analysis and transpersonal psychology. Arts therapies: Art therapy/Art psychotherapy, Drama therapy, Music therapy. Other therapies : Couple Therapy, RET & REBT, Behaviour Modification, Psychodrama, and Crisis intervention, Eye movement desensitization and reprocessing (EMDR), Family/Systemic therapy, Group therapy, Integrative, Interpersonal therapy, Mindfulness, Play therapy and Psychosexual therapy. Role of Social Worker.

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

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

**Text book**

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

**References**

1. Allen, H. Frederick, psychotherapy with Children,1942, W.W.Norton Company. INC, New York
2. Coleman, Comprehensive Textbook of Abnormal Psychology
3. Egan, Gerard, 2006 The skilled helper: A problem management and opportunity, 10. Development Approach to helping, Wadsworth publishers, Boston, USA
4. Hamilton, Gordon, 1955, Theory and Practice of Social Case Work, Columbia University Press, New York, USA
5. Harper A. Robert ,1975,The New Psycho therapies, Prentice Hall, INC, New Jersey
6. Helen, 1995, Social Case Work: A Problem Solving Process, The University of 3. Chicago Press, Chicago, USA
7. Hersher,Leonard,ED., Four Psycho therapies,1970,Appleton-Century-Crofts,New York
8. Konopka, 1983 Social Group Work: A helping Process, Prentice Hall, New Jersy, USA
9. Mangal, S.K. 2006. An Introduction to Psychology, Sterling Publishers Pvt. Ltd.
10. Philip Simon (2020) Therapies in Social Work, Newman Publication, Parbhani
11. Robert, WR and Robert H N,ED, Theories of Social Case Work
12. Windy, Dryden, 2002 Handbook of Individual Therapy, Sage Publications, New Delhi.

**E-materials**

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

**Course outcome**

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

**CORE PRACTICAL IV**

**CONCURRENT FIELD WORK IV**

**Course objectives**

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

**Components**

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

**Course outcome**

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

**PROJECT WITH VIVA VOCE**

**Course Objectives**

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

**Components**

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

**Chapter I Introduction**

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

**Chapter III Methodology**

**Chapter IV Analysis and Interpretation**

**Chapter V Main Findings**

**Chapter VI Suggestions**

**Chapter VII Summary and Conclusion**

**Bibliography**

**Appendix**

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

The Project Report may consist a minimum of 50 pages.

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

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

**Course Outcome**

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

**CORE ELECTIVE**

**PAPER - 4**

**( to choose one out of 3)**

**A. DISASTER MANAGEMENT**

**Course Objectives**

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

management.

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

**Unit II. Phases:** (rescue, relief, rehabilitation, rebuilding). Rescue, relief phase: Need

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

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

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

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

**Text book**

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

**References**

1. Form William H and Sigmund Nosow (1958), Community in Disaster, Harper and brothers Publishers, New York
2. Julie Freestone And Rudi Raab, 2004, Disaster Prepsredness, Viva Books Pvt Ltd, New Delhi
3. Klinenberg Eric (2002), Heat Wave: A Social Autopsy of Disaster in Chicago, University of Chicago Press, Chicago.
4. Mamata Swain, Jaganath Lenka, Minati Mallick, 2007, Gender Perspective in Disaster Management, Serials Publications, New Delhi
5. Parida P.K. (2002), Towards Rebuilding a Post Disaster Society: A Case Study of Super Cyclone Affected Coastal Orissa , The Indian Journal of Social Work, Vol 63, Issue 2.
6. Quarantelli, et. al., (1998), What is a Disaster, Routledge, London and New York.
7. Sen Amartya (1981), Poverty and Famines, Oxford University Press, New Delhi.
8. Sharma Dhirendra (1983), India s Nuclear Estate, Lancers, New Delhi.
9. Sinha P C, 1998, Encyclopaedia of Disaster Management (Vol 01 to 10).

 **Course Outcome**

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

management.

**CORE ELECTIVE**

**PAPER - 4**

**B. CORPORATE SOCIAL RESPONSIBILITY**

**Course Objectives**

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

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

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

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

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

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

**Text book**

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

**References**

1. Akhileshwar Pathak, 2014, Legal Aspects Of Business(Sixth), Mcgraw Hill Publications, New Delhi.
2. Garg K.C. And V.K. Sareen And Mukesh Sharma And R.C.Chawla, 2008, Legal Environment Of Business, Kalyani Publications, Chennai.
3. Jeffrey A Mello, 2011, Strategic Management Of Human Resource(Third), Cingage Learning Ind Pvt Ltd, New Delhi.
4. John D Daniels And Lee H Radebaugh And Daniel P Sullivan, 2005, International Business(Tenth), Pearson Eduction Pvt Ltd,New Delhi.
5. John R Baotright, 2003, Ethics And Conduct Of Business(Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi.
6. Mahajan C.P., 2008, Concepts And Solutions Of Business Ethics, Abd Publishers, Jaipur.
7. Neelamegam V., 2008, Business Environment, Vrinda Publications, New Delhi.
8. Sankaran S., 2013, Business Environment,Margham Publications, Chennai.
9. Saravanavel P. And S.Sumathi, 2009, Legal Aspects Of Business, Himalaya Publishing House, Mumbai.
10. Sharma R.K. And Puneet Goel And Pooja Bhagwan, (2009) Business Ethics And Corporate Governance,Kalyani Publications,Chennai.

**Course Outcome**

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

**CORE ELECTIVE**

**PAPER - 4**

**C. HOSPITAL ADMINISTRATION**

**Course Objectives**

1. To gain basic knowledge on Hospital Administration
2. To understand the functions of Hospital
3. To acquire the skill of administering Hospitals.

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

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

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

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

**UNIT V: Challenges in Hospital Administration**

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

**Text books**

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

**References**

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

**Course outcome**

1. Students will gain basic knowledge on Hospital Administration
2. Students will understand the functions of Hospital
3. Students will acquire the skill of administering Hospitals.

**OPEN ELECTIVE**

**PAPER - 4**

**( to choose one out of 3)**

1. **CONTEMPORARY SOCIAL WORK PERSPECTIVES AND CONCERNS**

 **Course Objectives**

1. To understand the basic concepts of Social work
2. To understand the various methods of social work
3. To gain knowledge about the social work responses
4. To know about various avenues of social work
5. To study the emerging areas of social work practices

**Unit I: Introduction to social work:** History, evolution, concept, meaning, definition, attributes

Scope; Principles of social work; Difference between social work, social service and

Social welfare, Social work as a Profession.

**UNIT-II:Methods of social work: Social case work**- concept, meaning and principles, process,

Techniques, components; **Social group work** – concept, meaning, principles, types of Groups, group dynamics, programme planning; Community organization- concept, Meaning, principles, process, scope of community work. **Social Welfare Administration:** Concept, scope, principle, POSDCORB, importance of social work administration; **Social work research-** concept, meaning, scope, research process, uses of social work research; Social action- concepts, principles, and application

**UNIT-III:Understanding Social Problems and Social Work response:** Poverty, Illiteracy, Unemployment, Malnutrition, Problems of Destitute, Aged, Widows, Orphans; civic response to social problems. Domestic violence and dowry harassment, eve teasing, sexual harassment, gender and health related issues of women, immoral trafficking of women and children, commercial sex work; child labour, Street children, School dropouts, juvenile delinquency, Street children; youth , terrorism, substance abuse and addiction, rape, sexual behaviour (HIV and AIDS, STD); policies and programmes for women, children and youth in India; Social Work response to vulnerable group (sexual minorities, lesbians, gays)

**UNIT-IV: Social work in various settings:** Educational institution, Industries and corporate sector, Government and Non-government organization, Health and Community setting. Social work and human rights, RTI

**UNIT-V: Emerging area of social work practice:** Disaster Management; children- in conflict with-Law, domestic violence, child abuse, geriatric, suicide prevention, Emerging issues related to environment: Water Conversation, Rain Water Harvesting, Watershed Management, Resettlement and Rehabilitation: People living with HIV/AIDS, war victims (refugees), displaced of natural and man-made disasters, working with differently abled.

**Text books**

1. CN Shankar Rao(2005) Sociology of Indian Society, S Chand Publications, New Delhi
2. D Paul Chowdhry, (2006) Social Welfare Administration, Atma Ram & Sons, Delhi

**References**

1. Bandhu Desh, Singh, Harjith and Maitra A.K(1990) Environmental Education and Sustainable Development, Indian Environmental Society, New Delhi.
2. Chand Attar (1985); Environmental Challenges, A Global Survey, UDH Publishers, New Delhi.
3. Chandu Subba Rao (2000) Development of Weaker Sections, Rawat Publications, Jaipur
4. Chaturvedi T.N. (1981) Administration for the Disabled; Policy and organizational Issues, Indian Institute of Public Administration, New Delhi.
5. D.R. Sachdeva, (2008) Social Welfare Administration in India, Kitab Mahal Publishers
6. GR Madan (2003) Indian Social Problems, Sixth Ed. Allied Publishers, New Delhi
7. Kuppuswamy B (1989 Social Change in India, Vikas Publishing House Delhi

**Course Outcome**

1. Students will understand the basic concepts of Social work
2. Students will understand the various methods of social work
3. Students will gain knowledge about the social work responses
4. Students will know about various avenues of social work
5. Students will study the emerging areas of social work practices

**OPEN ELECTIVE**

**PAPER - 4**

1. **DYNAMICS OF HUMAN BEHAVIOUR**

**Course Objectives**

1. To understand the fundamental components of human behavior.
2. To gain insight into factors contributing to development of personality.
3. To understand growth and development of individual at various stages in the life span.
4. To understand the social basis of behavior and adjustment
5. To understand the processes of adjustment and not-adjustment and its impact on human behavior

**UNIT-I Nature and Scope of Human Behavior:** Concept of Human Behavior; Various definitions of Psychology; motivation; Normal, abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology. Methods of Psychology, Application of psychology for social workers.

**UNIT-II Factors Influencing Human Behavior and Theories of Human Development:** Heredity- concept, mechanism and influence of heredity on human behavior; Environment – concept and influence of social, physical and family environment; The self and the self concept; Freud’s Psycho-Sexual theory; Erickson’s psycho-social theory; Adler’s theory.

**UNIT-III Psychological Processes in Behavior:** Basic human needs: Physical, psychological and intellectual needs; Needs and Motives; Emotions; Perception; Intelligence; Learning and motivation; Theories of Motivation and their relevance in Social Work. Personality: Definition, nature, types and assessment of personality.

**UNIT-IV Social Biases of Behavior and Adjustment:** Social perception –attitudes, prejudices, biases, stereotyping; Individuals in groups–group norms, group conformity vs. deviation; Propaganda, rumours and the social affects.

**UNIT-V Adjustment and maladjustment:** Concept and factors of adjustment, Stress: concept, types of stress- frustration, conflict and pressure. Coping mechanism: task oriented and defence oriented mechanisms. Indigenous approaches: Yoga and meditation

**Text books**

1. Elizabeth B.Hurlock,2005,Child Development, Tata Mc Graw-Hill Publishing Company Ltd, New Delhi
2. Saraswathi T.S 1975 Developmental Psychology in India; SAGE Publications Pvt. Ltd

**References**

1. Clifford Morgan Richard, King , John Weisz , John Schopler 2001 Introduction to Psychology, Mcgraw Hill Education
2. Commer Ronald. J Worth2001 Abnormal Psychology , New York , Publications, 41Madison Avenue
3. Elizabeth B Hurlock,2009, Development Psychology(Fifth), Tata Mcgraw-Hill, New Delhi
4. John W Santrock, 2011, Life Span Development(Thirteen), Tata Mcgraw-Hill, New Delhi
5. Lewis R Aiken And Gary Groth-Marnat,2009, Psychological Testing And Assessment, Dorling Kindersley Pvt. Ltd, New Delhi
6. Margarete Parrish, 2012, Social Work Perspectives On Human Behaviour, Rawat Publications, Jaipur
7. Mishra , Braj Kumar 2008 Psychology- The study of human behavior PHI New Delhi
8. Mohan Kumar, 2014,Dictionary Of Psychology, Aitbs Publishers, Delhi
9. Saraswathi T.S 1975 Developmental Psychology in India
10. Seifert, K.Hoffnung , et al, 2000 Life Span Development ( 2nd ed) New York : Houghton Mifflin Co.

**E-materials**

1. www.apa.org
2. www.egyankosh.ac.in

**Course Outcome**

1. Students will understand the fundamental components of human behavior.
2. Students will gain insight into factors contributing to development of personality.
3. Students will understand growth and development of individual at various stages in the life span.
4. Students will understand the social basis of behavior and adjustment
5. Students will understand the processes of adjustment and not-adjustment and its impact on human behavior

**OPEN ELECTIVE**

**PAPER - 4**

1. **INDUSTRIAL PSYCHOLOGY**

**Course Objectives**

1. Understand role of Industrial Psychology as a tool of the social work profession.
2. Acquire Psychological knowledge and skills.
3. Become familiar with some of the basic Psychological technique and their application in field of social work as applicable to the Organizational / Industrial setting

**Unit – I: Introduction to Industrial Psychology:**Meaning and Definition of Organizational Psychology – objectives of industrial psychology. Major problems of industrial psychology – Role of an Industrial Psychologist – scope and importance of Industrial Psychologist’s work

**Unit – II: The historical background of industrial / organizational psychology:** The Early Years(1900 – 1916)- World War I(1917 – 1918)- Between the World Wars (1919 – 1940)- World War II (1941 – 1945) - After World War II (1946 – 1960)- 1960s and Beyond

**Unit – III: Personality:** Define Personality - Understand the major determinants of Personality - Explain five theories of Personality - Intrapsychic Theory - Type Theories - Trait Theories - Self Theory - Social Learning Theory Identify several personality characteristics and their influences on Industrial Psychology - personality measurement - Match personalities and job - Personality dimensions in Industrial and organizational psychology

**Unit – IV: Emotions and Emotional Intelligence:** What are emotions - the characteristics of Emotions - Understand the interlinking of emotions and moods- the role of emotions - type of emotions - the categories of positive and negative emotions- the sources of emotions and moods - the relation between emotions and performance - Emotional Intelligence (EI) - the importance of Emotional intelligence - the domains of EI - the interrelationship between EI and leadership - the interrelationship between EI and conflict management - the interrelationship between EI and career success - the case for and against Emotional Intelligence as a concept.

**Unit – :V Stress and well-being at work:** The concept of stress - the fight-or-flight response to stress - the General Adaptation Syndrome (GAS) - The approaches to stress: The Homeostatic/ Medical Approach - Cognitive Appraisal Approach- the Person-Environment Fit Approach- The Psycho-analytic Approach. The causes and consequences of stress. Individual response to stress - the consequence of stress - the Impact of stress on Performance.- “Burnout” - the factors resulting in Burnout- Impact of Job Burnout - The methods of managing stress - framework for preventive stress management - the various organizational techniques for stress prevention - Understand managerial implications of stress.

**Text books**

1. Blum M.L (2004) Industrial Psychology : Its Theoretical And Social Foundations: CBS, New Delhi
2. Michael G. Aamodt 2013 Industrail psychology , Cengage; 7 edition

**References**

1. Bandura A(1977) “Social Learning Theory” Prentice Hall Englewood Cliff N.J
2. Cattell R. B (1946) Description and Measurement of Personality” World, New York.
3. Eysenck H. J and Eysenck S.B.J (1969) “Personality Structure and Measurement” Rutledge, London.
4. Eysenck M.W (1994) “Individual Differences” Erlbaum Hillsdale NJ.
5. Ekman P and Davidson R. J (Eds) (1994) “The Nature of Emotions: Fundamental Questions” Oxford University Press, Oxford UK
6. Goleman, Daniel (1995) “Emotional Intelligence: Why It Can matte More than IQ” Bantam Books, New York.
7. Goleman, Daniel (1998) “Working With Emotional Intelligence” Bantam Books, New York
8. Maddi S. R (2000) “Personality Theories: A comparative Analysis” Waveland Press, Prospective Heights IL.
9. Negi Ankur(2015) Industrial Psychology; CBS Publishers & Distributors, New Delhi

**Course Outcome**

1. Student will understand role of Industrial Psychology as a tool of the social work profession.
2. Student will acquire Psychological knowledge and skills.
3. Student will become familiar with some of the basic Psychological technique and their application in field of social work as applicable to the Organizational / Industrial setting

**BLOCK FIELD WORK**

**Course objectives**

1. To gain experience in a social work field by being in an open or closed setting
2. To understand the techniques and approaches adopted by the organization
3. To apply the knowledge gained, in the field of social work
4. To get a placement of their choice and to get into their career

After the fourth semester examinations the students can go for one month block field work placement preferably in their respective field of specialization. The students are placed in villages, hospitals, schools, NGOs, government offices, counseling centers, welfare organizations, service organization or industries during the course of block field work placement as per their request. Department may facilitate the prospective student to get block field work placement. Students may get daily activity sheets signed by the concerned persons in the organizations.

This, optional block field work does not involve internal marks or external marks or credits. This is to help them to get a good placement of their choice and start their career.

**Course Outcome**

1. Students will gain experience in a social work field by being in an open or closed setting.
2. Students will understand the techniques and approaches adopted by the organization.
3. Students will apply the knowledge gained in the field of social work .
4. Students will get a placement of their choice and to get into their career.

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