MADRAS SCHOOL OF SOCIAL WORK
(AUTONOMOUS)

(Affiliated to the University of Madras)

Post-Graduate Department of Social Work

MASTER OF SOCIAL WORK (MSW)

I Year

COURSE REGULATIONS AND SYLLABUS

(Effective from the Batch 2018-2020 onwards)

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ABOUT THE PROGRAMME

1. INTRODUCTION:

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

2. OBJECTIVES OF THE COURSE:

The objectives of the MSW course is focused on preparing the candidates for a career in Social work through a professional training programme aimed at developing in them:
- Scientific knowledge about the dynamics of problems and issues in our society.
- An ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
- Necessary skills of awareness, skills aiming at empowerment of people and skills in culture-sensitive methods of social change.
- Ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.
- Attitudes and values necessary for working with people and organizations for achieving the goals of the social work profession namely:
  - o To enhance people's capacity for social functioning;
  - o To improve the quality of life for everyone;
  - o To promote social justice;
  - o To provide opportunities for people to develop their capacities to become participating and contributing citizens.

3. PATTERN OF THE COURSE:

Adopting the CBCS pattern, the course of study for the MSW degree programme is offered with three specializations viz., 1) Human Resource Management, 2) Community Development and 3) Medical & Psychiatric Social Work, spreads over IV semesters. The course shall consist of:
1. Theory courses / papers [Core papers, Interdisciplinary papers and Elective papers] connected with the specialization studied.
2. Field Practicum (As core paper)
3. Research Project (As core paper)
4. Co-curricular components viz., Summer Placement (As course completion requirements)
5. Madras University specified compulsory Soft-Skills courses (as supportive courses).
6. Certificate courses offered by the Department/College (as course completion requirements)

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

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

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

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

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

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

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

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

Teaching Methodology

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

4 - ELIGIBILITY FOR THE AWARD OF MSW DEGREE:

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

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

5. CONDITIONS FOR PROMOTION & AWARD OF DEGREE:

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

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

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

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

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

B: SYLLABUS MATRIX

SEMESTER I

COURSE NO.	COURSE CODE#	TITLE OFTHE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX MARKS
1.	Core	Social Work Profession	3	45	3	50	50	100
2.	Core	Social Work with Individuals	3	45	3	50	50	100
3.	Core	Social work with Groups	3	45	3	50	50	100
4.	Inter-disciplinary	Sociology	2	30	3	50	50	100
5.	Inter-disciplinary	Psychology	2	30	3	50	50	100
6.	Core	Field Work I	6	--	--	50	50	100
7.	Soft Skills	Soft skills I – Personal and Interpersonal Connect	2	30	No marks. Only a requirement for Course completion.			
		TOTAL CREDITS	**21**	----				

Course Code will be allotted by the Office of the Controller of Examinations

SEMESTER II

COURSE	COURSE CODE	TITLE OFTHE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
8	Core	Social Work with Communities	3	45	3	50	50	100
9	Core	Social Research and Statistics	3	45	3	50	50	100
10.	Core	Social Policy & Planning (CD & MPSW) Human Resource Management (HRM)	3	45	3	50	50	100
11.	Inter-disciplinary	Basics of Counselling	2	30	3	50	50	100
12.	Inter-disciplinary	Management of Organizations	2	30	3	50	50	100
13.	Elective	Social Legislation (CD & MPSW) Labour Legislation – I (HRM)	2	30	3	50	50	100
14.	Core	Field Work II - Concurrent	6	--	6	50	50	100
15.	Soft Skills	Soft skills II – Leadership and Team Building (OBT)	2	30	No marks. Only a requirement for Course completion.			
16.	Record Course	Summer Placement (After the Second Semester theory examination during the summer vacation).	2	--	No theory examination.			
		TOTAL CREDITS	**25**	-------				

SEMESTER III

COURSE NO.	COURSE CODE	TITLEOF THECOURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
17.	Core	**Specialization Paper–1** Rural Development & Governance (CD) Mental Health & Psychiatric Social Work (MPSW) Labour Legislation – II (HRM)	3	45	3	50	50	100
18.	Core	**Specialization Paper–2** Dalit & Tribal Empowerment(CD) Medical Social Work(MPSW) Strategic Human Resource Management (HRM)	3	45	3	50	50	100
19.	Core	**Specialization Paper–3** Community Development – Approaches and Tools (Common Paper For CD/MPSW) Organizational Behaviour(HRM)	3	45	3	50	50	100
20.	Core	**Specialization Paper–4** Women And Development (CD) Social Work With Families And Senior Citizens (MPSW) Employee Relations &Welfare (HRM)	3	45	3	50	50	100
21.	Inter-disciplinary	Disaster Management & Environmental Social Work (CD/MPSW) Performance Management(HRM)	2	30	3	50	50	100
22	Core	Research Project-I*	4	--	--	50	50	100
23	Core	Field Work III	6	--	--	50	50	100
24	Soft Skills	Soft skills III – Career and Workplace Competencies	2	30	No marks. Only a requirement for Course			
25	Record Course	Participation in Professional Forum Activities- I** (Course Completion only)	--	3 per semester	--	--	--	
		TOTAL CREDITS	**26**	-----				

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

**Registration for the Record Course 'Participation in Professional Forum Activities – I & II' will have to be done separately for each semester but a one-time fee for both Semester III & IV will have to be paid during the III semester registration.

SEMESTER IV

COURSE NO.	COURSE CODE	TITLEOF THECOURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
26.	Core	**Specialization Paper–5** Urban Development And Governance (CD) Clinical Social Work (MPSW) Organizational Change & Development(HRM)	3	45	3	50	50	100
27.	Core	**Specialization Paper–6** Social Work With Children& Youth (CD) Therapeutic Interventions in Social Work (MPSW) Learning &Development(HRM)	3	45	3	50	50	100
28.	Core	**Specialization Paper–7** Community Health(Common Paper for both CD&MPSW) International HRM (HRM)	3	45	3	50	50	100
29.	Inter-disciplinary	Social Entrepreneurship (CD) Disability and Social Work (MPSW) Compensation Management (HRM)	2	30	3	50	50	100
30.	Core	Research Project II	4	--	--	50	50	100
31.	Core	Field Work IV	6	--	--	50	50	100
32.	Soft Skills	Soft Skills IV – Specialization Competencies	2	30	No marks. Only a requirement for Course Completion.			
33.	Record Course	Participation in Professional Forum Activities–II (Course Completion only)	--	3 per semester				
		TOTAL CREDITS	**23**	----				

Note:

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

C: FIELD PRACTICUM – CREDIT MATRIX

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

*No Marks. Course completion requirement only.
**Summer & Block internships not included

SEMESTER -I

Course 1: **SOCIAL WORK PROFESSION**

Semester: 1   **Course: Core**
Credits: 3   **Lecture hours: 45**

Objectives
- To gain an understanding about social work and related concepts.
- To provide information about evolution of social work in the West and in India and its emergence as a profession.
- To recognize the need and importance of social work education and training.
- To understand various models of professional practices and its applications.
- To gain an insight into personality requirements and code of ethics.

UNIT- I: **Introduction**   **(9 hours)**

Social work: Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religio– philosophical foundations of social work in India. History of Social Work in the West and in India.

UNIT – II   Social Work Practice.   **(10 hours)**

Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice

Fields of Social Work: Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Community development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerentological Social Work and Human Rights.

Social Work as a profession: Ideologies, Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

Unit –III: Theories and models of Social Work   **(10 hours)**

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

Models and Approaches: Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

UNIT-IV: Social reform and Social movements in India **(9 hours)**

Indian social reformers and their contributions: Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, Vinoba Bhave, Narayana Guru, Jyothiba Phoole. Arya Samaj & Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

UNIT-V: Social Welfare Programmes. **(7 hours)**

Development of Social Work Education in India. Fieldwork and Profession –Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India

Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India).Social work and sustainable development.

Suggested reading

1. Terry Mizrahi, Larry E. Davis (ed), Encyclopedia of social work, 20[th]ed, Vol: 1-4, NASW press, Oxford University Press, New York.
2. Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York
3. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai
4. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi
5. Gangrade K D: Dimensions of Social Work in India, Marwah Publications, New Delhi
6. Gore M S : Social Work and Social Work Education, Asia Publishing House
7. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi
8. Khinduka S K: Social Work in India, SarvodayaSahityaSamaj, Rajasthan
9. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
10. Wadia A R, History and Philosophy of Social Work in India, Allied Publishing, New Delhi
11. Cox David &ManoharPawar : International Social Work, Vistaar, New Delhi
12. Malcom Payne, 2005, 3[rd]ed, Modern Social Work Theory, Palgrave, Macmillan, New York.
13. Chaya Patel, 1995, Social Work Practice – Religio- Philosophical foundations, Rawat Publications, New Delhi.
14. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2[nd]ed, Free Press, New York.
15. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.
16. Cournoyer Barry, The Social Work Skills Workbook California: Wordsworth Publishing

Company.

17. Lakshmi Devi (Ed.), Encyclopedia of Social Change, Vol-1, New Delhi: Anmol Publications Pvt Ltd.
18. Wolfer,T.A. (2005) An Introduction to Decision cases and case method learning. In T.A. Wolfer& T.L. Scales (Eds.), Decision cases for advanced social work practice: Thinking like a social worker (pp.3-16) Pacific Grove CA: Brooks/Cole Thomson Learning.
19. Gambrill, E. (1997). A problem-focused model based on critical inquiry. In Social work practice: A critical thinker's guide (pp.96-124) New York: Oxford University Press.
20. Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. Advances in Social Work, 1, 1-22.

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Course 2 : SOCIAL WORK WITH INDIVIDUALS

Semester: 1   **Course: Core**
Credits: 3   **Teaching Hours: 45**

Objectives:

- To understand case work as a method of social work and to understand values and principles of working with individuals.
- To develop the ability to critically analyze problems of individuals and factors affecting them.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals in problem solving and in developmental work.
- To develop appropriate skills and attitudes to work with individuals.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

Unit I Introduction   (6 hours)

Case Work: Concepts, objectives/purpose/its importance; nature and scope, historical development; components; values and principles of Case Work practice; socio-cultural factors affecting the Case Work practice in India; relationship with other methods of social work.

Unit II   Case worker Client Relationship   (8 hours)

Case Worker-Client Relationship: Meaning, purpose and elements/components. Characteristics of professional relationship: empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure; Principles of client-worker relationship; obstacles in client worker relationship. Importance of Interpersonal Relationship/Communication (IPR)

Unit III Case Work Process   (7 hours)

Case work process: Intake: Study: Interviewing (types, purpose, skills, techniques and principles of interviewing), Home visits, Collateral contacts Assessment/Social Diagnosis: Use of genograms and ecomaps. Treatment/ Intervention, Evaluation, Termination

Unit IV Case Work Approaches   (13 hours)

Approaches to Practice: Psychosocial, Problem Solving, Crisis Intervention; Behavior Modification, Functional and development of an Eclectic model for practice. Recording in Case Work: meaning, sources and types-process record- person oriented and problem oriented records and its components; summative record, etc; principles of recording.

Unit-V Case Work in Various Settings   **(11 hours)**

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

Suggested reading

1. Hollis, Florence (1964) Case Work - A Psychosocial Therapy, Random House, New York
2. Jordan, William1 (970) Client Worker Transactions, Rutledge & Kegan Paul, London
3. Kadushin, Alfred (1972) The Social Work Interview, ColumbiaUniversity Press, New York
4. Mathew, Grace (1992) An Introduction to Social Case Work Bombay; Tata Institute of Social Sciences, Mumbai
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Robert & Robert Nee (1970), Theories of social case work, (ed) University of Chicago Press, Chicago.
7. Russell, M. N (1990), Clinical Social Work: Research and Practice, Sage, NewburyPark
8. Samalley, Ruth Elizabeth (1971), Theory of Social Work Practice; ColumbiaUniv.press, NY.
9. Sundel and Sundel (1999) Behavior Modification in the Human Services, Sage, NewburyPark.
10. Tilbury; D.E.F (1977), Casework in context - A Basic For Practice, Pergamon press, Oxford
11. Timms, Noel (1972), Recording in social work Rutledge & Kegan Paul., London
12. Timms, Noel (1964), Social Case Work : Principles and practices, Rutledge and Kegan Paul., London.
13. Trevithick (2005) Social Work Skills, A Practice Hand Book, Open University Press, London.

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Course 3: SOCIAL WORK WITH GROUPS

Semester: 1   **Course: Core**
Credits: 3   **Teaching Hours: 45**

Objectives:

- To understand group work as a method of social work and to understand values and principles of working with groups.
- To develop the ability to critically analyse problems of groups and factors affecting them.
- To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work.
- To develop appropriate skills and attitudes to work with groups.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

Unit I Groups and Group Work   (8 hours)

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

Unit II Group Dynamics   (10 hours)

Group Dynamics - definition, functions and basic assumptions of group dynamics. Group Process: bond, acceptance, isolation, rejection, sub-group formation, clique, and newcomers in the group. Leadership in group: definition, functions, qualities of leader, types and theories of leadership. Communication within groups. Sociometry and Sociogram.

Unit III Group Work process   (15 hours)

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

Unit IV Group Work Models and Types   **(7 hours)**

Models: Social goal, remedial and reciprocal models. Treatment groups: Support, Educational, Growth, Therapy and Socialization groups. Task Groups: Teams, Committees, Social Action and Coalition groups. Group work recording: purpose, types and principles of group work recording

Unit V Group Work in various settings   **(5 hours)**

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

Suggested reading

1. Siddiqy, H Y (2008), Group Work: Theories and Practices, Rawat Publications.
2. Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
3. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
4. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
5. Garvin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.
6. Toseland, Ronald & Rivas, Robert (2001), Introduction to Group Work Practice, Allyn and Bacon, London
7. Zastrow, Charles (1985), Social Work with Groups, Nelson Hall, Chicago
8. Shulman, Lawrence (1979), Skills of helping Individuals and Groups, Peacock Publishers, Chicago.
9. Whitaker, Dorothy Stock (1985), Using groups to Help People, Routledge and Kegan Paul, London
10. Corey, Gerald and Corey, Schneider (1992), Groups: Process and Practice, Brooks and Cole, New York
11. Johnson and Johnson (1982), Joining Together: Group theory and Group Skills, Premier Publishing, New Delhi.

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Course 4: **SOCIOLOGY**

Semester: 1   **Course: Inter-disciplinary**
Credits: 2   **Teaching hours: 30**

Objectives:

- To provide the students of social work a sociological perspective on Indian Society, its structure and dynamics.
- To sensitize the students of social work to the pressing social issues present in the Indian Society.
- To enhance an analytical understanding among the students about the Indian society to aid in better professional practice.

Unit- I: Introduction   **(5 hours)**

Sociology: Definition, Nature and Importance. Fundamental concepts: Society, Community, Association, Institution, Organization, Social Structure and Social System. Relationship of sociology with social work. Social Processes (Co-operation, competition, conflict, accommodation, assimilation and acculturation)

Unit- II: Institution, Culture and Society   **(6 hours)**
Concept, Functions and Elements of culture – norms, folkways, mores, institutions and laws.

Institutions: Concept, Functions and Types of Institutions (Religious, Economic, Educational, Social [caste, family, kinship, marriage], Political institutions. Changing trends in these institutions and their impact on Indian Society.

Unit- III: Social Control   **(4 hours)**
Concept, need, means of social control – formal and informal. Agencies of social control – values, norms, folkways, custom, mores, law and fashion.

Unit- IV: Social Change and Social Movements   **(5 hours)**
Social Change – meaning, theories, factors, processes. Social change in India.

Social movements – meaning, causes, types. Major Social movements in India – Narmadha Bacho Andolan, Dalit movement, Consumer movement, Women movement, women, Dalit movement, Self-respect movement, Naxalbari movement, Terrorism, Religious movements.

Unit- V: Social Problems and developmental issues   **(10 hours)**

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

Suggested reading

1. An Introduction to Sociology by Vidya Bhusan & D.R.Sachdeva. Kitab Mahal Publications. Allahabad. 2005.
2. Indian Social Problems by G.R.Madhan, Allied Pacific Pvt. Ltd, 1973
3. Sociology by Richard T.Schaefer & Robert. P.Lamm. Mc.Graw Hill Inc. New York.1995
4. Sociology by Antony Gidden. Polity Press. Cambridge. 2001.
5. Sociology – Focus on Society by Lucile Duberman and Clayton. A.Hartjen.
6. Social Change in Modern India by M.N.Srinivas, University of Calcutta, 1963.

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Course 5: **PSYCHOLOGY**

Semester: 1   **Course: Inter-disciplinary**
Credits: 2   **Teaching hours: 30**

Objectives:

- To develop an in-depth understanding on the concepts of psychology
- To understand the life span of individuals
- To gain insight on various factors contributing for the personality of an individual
- To facilitate the integration of above knowledge with social work practice

Unit I-Psychology   **(5 hours)**

Psychology: Definition, goals, and its importance and role in social work practice, history and fields of psychology. Brief introduction on Schools of thought: Structuralism and Functionalism, Gestalt Psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology.

Behaviour-Definition, Psychology as a study of individual differences and observable behaviour, Normalcy and Abnormalcy.

Attitude- formation, maintenance, attitude and behaviour

Unit II- Life span of an Individual: conception – old age   **(6 hours)**

Conception, Infancy, Babyhood, Childhood, Adolescence, Adulthood, Middle Age, Old age. Definition of the period, development tasks, Physical, emotional and social development - Personality development, Challenges of each Life Stage.

Unit III- Learning & Memory   **(6 hours)**

Learning: Nature of Learning Process. Factors Influencing Learning. Basic Principles and Types: Classical and Operant Conditioning, Thorndike's Trial and Error Theory and Bandura's Observational Learning Theory.

Memory: The Stages of Memory: Encoding, Storage and Retrieval Processes. The Information Processing Approach: The Sensory, Short Term and Long Term Memory.

Unit-IV – Emotion & Motivation   **(6 hours)**

Emotion: Nature and Dimensions. Development, Expression and Control of Emotions. Physiological Correlations of Emotion. Culture and Emotion.

Motivation: Nature, need, instinct, Biogenic motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow's Hierarchy of Needs Theory.

Unit V- Thinking & Perception   (7 hours)

Thinking: Nature and Types of Thinking. Tools of Thinking: Concepts, Imagery, Prototypes, Script, Schema, Language and Thought.

Perception: Concept, Definition. Attention process: Nature and Determinants of Selective and Sustained attention, Determinants of Perception: Cognitive and Motivational.

Personality: Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality.

Suggested Readings:

1. Understanding Human Behaviour- 4th Edition, Glencoe, McGraw Hill
2. Psychology –The Science of Mind and Behaviour. Gross, Richard D, 2nd Edition,Hodder and Strongton
3. Introduction to Psychology- Morgan and King,6th edition, 1979, McGraw Hill
4. Introduction to Psychology, Exploration and Application, Dennis Coon, Watts & Company, 1977
5. Developmental Psychology: Life-Span Approach, Hurlock, Elizabeth B,1980, McGraw-Hill
6. Adjustment and Personal Growth: Seven Pathways, Bruno, Frank, J., John & Wiley Sons, Inc. 1983
7. Personality Theories, Hjelle, Larry A.; Ziegler, Daniell J., McGraw-Hill, 1981
8. Crowder, R.G. (1976). Principles of Learning and Memory, Lawrence-ErlbaumAssociates, Hills-date N.J. (U.S.A.).
9. Hall, C. & Lindzey ; G. (1978). Theories of Personality, 3rd Ed. Wiley.
10. Mc. Guigan (1996). Experimental Psychology. Ox I. B.M.
11. Feldman Martha S. (1996) Strategies for interpreting Qualitative data; Martha S.Foldman, Publication Sage.
12. Mohsin, S.M. (1989) Research Methods in Behavioral Sciences, Orient Longman,1989 New Delhi.

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Course 6: **FIELD WORK- I**

Semester: 1   **Course: Core**

Credits: 6   **Minimum No. of days: 24 (Two days a week)**

Overall objectives:

The field work during this semester is an overall design for providing an exposure to:

- The field of professional social work.
- Different fields of social work practice.
- Understand the basic skills required for the practice of social work, and
- To encourage the learner to become a professional social worker.

Components of Semester I Concurrent field work.

The above mentioned objectives will be achieved by providing the following three different types of learning opportunities vis-à-vis components of first semester concurrent field work:

COMPONENT NO.1

OBSERVATION VISITS TO DIFFERENT SOCIAL WELFARE AGENCIES.

No. of visits: 6   **Duration: 6 Days (1 week)**

Component objectives:

- To get exposure to different social issues and social welfare agencies.
- To get acquainted with the structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry.
- To participate in group discussions.
- To make use of the supervision & guidance in understanding social issues.
- To document the outcome of visits.

Process:

The students accompanied by a faculty member shall visit pre-identified agencies in different areas like disability, health, old age, children, women, rural & urban and industrial communities. The students are expected to observe & enquire about

- Background and field of work of the agency.
- Place and role of the agency in the society.
- Aims, objectives and programmes implemented.
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries,

during their observation visits and document the same. The learning and outcome of each visit is to be evaluated through a group conference under the supervision of a faculty member.

Skills to be developed:

- Observation / learning skills; Communication / presentation skills; Interpersonal skills; documentation skills.

COMPONENT No.2
RURAL CAMP.

Duration: Pre-camp Preparation- 8 field work days +On camp : 7 days.

The actual rural camp is preceded by two weeks of camp preparation to actual camp. This will include pilot visits to the village (s) for identification of the camp site, projects to be implemented, and to liaise with local community, various NGO's and Government departments to conduct the rural camp in a particular place.

Objectives:

The objective of the rural camp is:

1. To make the social work trainees to experience group living and to initiate and participate in development work in a village identified by the department and the students together.
2. To expose the students to rural life and living.
3. To enable the students to learn by carrying out development projects after identifying local need.
4. To help them develop capacities and attitudes suitable for group living.
5. To inculcate the spirit of working in a team.

Process:

The entire class shall be divided into various groups called committees namely Project, Transport, Food, Medical, House keeping and Health, Finance and the like. Student coordinators and members will be nominated to these committees. For overall coordination two student camp leaders will also be elected.

Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the working of the committees. Thus the whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.

The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning with reference to the objectives specified.

Skills to be developed:

- Skills pertaining to: Group living, Planning, co-ordination, participation, cooperation, capacity to organize, resource mobilization, sense of responsibility, self-evaluation.

COMPONENT No.3

PROJECT FIELD WORK.

Duration: 8 Field Work days over one month.

Objective:

Project field work is a unique component of the field work programme adopting the model of *"Instruction- Training- Skill development- Presentation"* by involving the internal faculty and experts / professional trainers from outside for specific skill development (Community interaction & communication skills) among the field work trainees. This component involves students in small groups working intensively on a relevant social issue with study and action components to highlight the issue and to take appropriate action possible given the time and resources within their command.

Process:
In this component the students will be given an opportunity to learn community interaction and presentation skills through:
1) Street play & Puppet show training workshop cum training sessions for a period of 2 weeks.
2) The students thereafter (during the next 2 weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor the project team should design a suitable programme to spread a social message of their choice in the community setting.
3) Presentation and Documentation of the project undertaken.

Skills to be developed:

- Basic skills necessary for social work practice such as, community interaction skills, Communication skills, Presentation skills, analytical skills, Team work, Project planning and implementation; Leadership, initiative and motivation; Coordination and cooperation; Identification and mobilization of resources; Implementation and evaluation; Communication, Public relations and Liaison; Documentation and presentation.

Suggested readings:

Field Work Manual , Madras School of Social Work, 2008-2009

Note:
Street Play / Puppet Show training could also be imparted as a Certificate Course for the benefit of the students.

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Course 7: **SOFT SKILLS -I**

Semester: 1   **Course: Soft Skills**
FOCUS AREA: PERSONAL & INTER-PERSONAL CONNECT

Credits: 2   **Teaching hours: 30**

Objectives:

- To enable the students to analyse their self and create positive self.

- To sensitize students to the nuances of the four basic communication skills- Listening, Speaking, Reading and Writing.

- To enable students to understand others.

Unit I: Understanding self through a SWOT

➢ What /why/ how of Self Esteem /self-awareness/
➢ How to create Positive self concept
➢ SWOT analysis of self

Unit II: Communication

What /Why/How of Communication

One to one communication

➢ Work place communication
➢ Assertive communication
➢ Importance of listening in communication

Unit III: Presentation skills

➢ Public speaking
➢ Speaking in the meeting
➢ Speaking during the interview

Unit IV: Interpersonal Skills I

Group decision making (strengths and weaknesses). Developing characteristics of charismatic and transformational leadership. Emotional intelligence and leadership effectiveness- Self awareness, Self management, Self motivation, empathy and social skills.

Unit V: Interpersonal Skills II

Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation.

Suggested readings:

1. Swaminathan V.D and Kaliappan K.V., "Psychology for Effective Living," The Madras Psychological Society, Chennai, 2001.
2. Robbins S.B., "Organizational Behavior," Prentice Hall of India, New Delhi, 2005.

Examination

Based on Theory and / or practicals.

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SEMESTER – II

Course 8: SOCIAL WORK WITH COMMUNITIES

Semester: 2   **Course: Core**
Credits: 3   **Lecture hours: 45**

Objectives:

- To develop an understanding of the concepts related to working with communities and the processes involved in it.
- To make students understand the use and practice of community organization in various fields of social work.
- To provide the knowledge about the role of social worker in social change and social development.
- To familiarize the emerging trends and experiments in community organization.
- To introduce various aspects of social action as an effective method of social work.

Unit I Introduction   **(9 hours)**

Community: Meaning, Definition, Types, Structure and Dynamics. Community as a Social System. **Community Leadership**: Concept and types of leadership in community.

Community organization: Definition, Objectives, Principles, Historical Background of Community organization. Community Organization as a method of Social Work. Similarities and dissimilarities between Community organization and Community development.

Unit II Phases and Models of Community Organisation   **(9 hours)**

Community organization as a Para-political Process: Concept of power, sources of power, Community Power Structure: Definition, type- Pyramidal, Coalitional, amorphous and Factional, Approaches- Positional, Reputational, Decision making and Social Participation. Powerlessness and empowerment, Cycle of empowerment, community participation and challenges in participation.

Phases in community organization: Study, Analysis, Assessment, Discussion, Organization, Action, Evaluation, Modification and Continuation.

Skills in Community Organization: Organizing, Communication, Training, Consultation, Public Relations, Resource Mobilizations, Liasoning, Conflict Resolution.

Unit III Approaches, Methods and Models of Community Organization (9 hours)

Approaches: General content, specific content and process objective.
Models: Locality Development, Social Planning and Social Action.

Methods: Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions.

Application of community organization in different settings, emerging trends and experiments.

Unit IV Social Action (9 hours)

Social Action: Meaning, Definition, Objectives, Principles Processes, Methods and Scope. Social Action as a method of social work. Approaches to social action – Paulo Freire, Saul Alinsky, Mahatma Gandhi, Ambedkar, E.V.R. Periyar.

Unit V Strategies and Tactics of Social Action. (9 hours)

Strategies and Tactics: Individual contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal suation, Public relations, Political organization, Conflict resolution, Violence, Peace initiative. Contextual usage of strategies. Social action for social change and development.

Suggested reading

- Ross, Murray G, Community Organization: Theory and Principles, Harper and Row, New York, 1985.
- Gore M S, Family and the rights of the individual, NIPCCD, New Delhi, 1994.
- Dunham, Arthur E. Community organization in India, Popular Prakashan, Bombay.
- Clinard Marshall B, 1957, Slums and community development, Free Press, New York.
- Siddiqui 1997, Working with Communities- An introduction to Community Work, Hira Publications, New Delhi.
- Kuppusamy, Social Change in India, Vikas Publishing house, New Delhi
- Christopher, A.J and William, Thomas, 2006, Community Organization and Social Action, Himalaya Publication House, New Delhi.
- Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20[th]ed, Vol: 1-4, NASW press, Oxford University Press, New York.
- Encyclopedia of social work, Government of India, New Delhi.
- Homan, M.S. (2011). Theoretical frameworks for community change, pp. 34-69
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2007). Designing and managing programs: An effectiveness-based approach. Chapter 3: Understanding social problems
- McKnight, J. (2003). Regenerating community: The recovery of a space for citizens. Retrieved from http://www.ipr.northwestern.edu/events/lectures/docs/dpplmcknight.pdf
- Skim: Bowie, P. (2010). Getting to scale: The elusive goal (Magnolia Place Community Initiative).
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 9: Asset assessments and youth
- Delgado, M., &Humm-Delgado, D. (2013). Assets assessments and community social work practice Chapter 10: Asset assessments and Latino communities. New York: Oxford University Press.

- Gladwell, M. (2006). Million-dollar Murray: Why problems like homelessness may be easier to solve than to manage.
- Gamble, D. & Weil, M. (2010). Table 2.1 Eight models of community practice with twenty-first century contexts & Table 2.2 Primary and related roles for social workers/community practice workers in the eight models.
- Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
- Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
- Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.

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Course 9: SOCIAL RESEARCH AND STATISTICS

Semester: 2   **Course: Core**
Credits : 3   **Teaching hours : 45**

Objectives:
- To highlight the relevance of research for social work
- To study the various facets of the research process with special emphasis on Quantitative Research
- To hone the skills in undertaking research and in writing about the same.

Unit I: Introduction   **(4 hours)**
Meaning: Research, Social Research and Social work Research; Scope & Objectives of Social Work Research; Social Work Research Ethics; Approaches to Research: Quantitative & Qualitative Research.

UNIT II: Problem Conceptualization & Research Design   **(9 hours)**
Research process. Problem Identification – Problem Definition – Review of Literature – Formulation of objectives – Identification of concepts and variables: Conceptualization and operationalisation – Formulation of hypothesis. Research Design: Meaning, Types.

UNIT III: Data Collection: **(9 hours)**
- Data: Meaning, Sources: Primary & Secondary.
- Tools of data collection: Observation, Questionnaire, Interview Schedule, Interview Guide (Case Study, Key Informant Interview and Focus Group Discussion).
- Pre-testing of the tool.
- Levels of measurement: nominal, ordinal, interval and ratio.
- Scaling Techniques: Concept and Types (Likert, Thurston).
- Reliability and validity of the tool.
- Sampling: Meaning of Sample, Universe, Sampling methods (Probability Vs Non Probability) and techniques.
- Usage of internet in data collection.

UNIT IV: Data Processing and Analysis   **(14 hours)**
- Data Processing: Content checking – Data coding – Data Entry – Data cleaning – Data Analysis.
- Statistical Packages available for Quantitative Data Analysis.
- Levels / Types of data analysis - Univariate, Bivariate, Multivariate Analysis.
- Types of Statistics: Concept of Descriptive Statistics and Inferential Statistics.
- Concept and manual calculation of Measures of Central Tendency [Arithmetic Mean, Median, Mode], Measures of Dispersion [Range, Standard Deviation], Measures of Association: Correlation. Hypothesis Testing: Chi-Square Test. Type 1 and Type 2 errors.
  - *Details pertaining to Manual calculation of Statistics (Problem-solving):*

- ➢ Arithmetic Mean: Direct method for Raw Data, Discrete Frequency Data and Class interval Data; Assumed Mean method for Discrete Frequency Data; Assumed Mean and Step Deviation Method for Class interval Data.
- ➢ Median: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- ➢ Mode: Direct method for Raw Data, Discrete Frequency Data and Class interval Data when the mode is clearly defined. **Note**: Instances of formula-based calculations in case of ill-defined mode are excluded.
- ➢ Range: Direct method for Raw Data, Discrete Frequency Data and Class interval Data.
- ➢ Standard Deviation: Direct method for Raw Data and Assumed Mean method for Discrete Frequency Data and Step Deviation method for Class interval Data.
- ➢ Correlation: Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation for a set of two ranks (when ranks are not repeated).
- ➢ Chi-Square Test: Chi-square test as a test of independence.

UNIT V: Data Presentation & Interpretation and Research Writing   (9 hours)
Data Tabulation and Presentation; Diagrammatic representation of data. Data Interpretation. Research Writing: Purpose; Format of research reports, research proposals, research abstracts - referencing styles.

Suggested readings:

- Goode, W J and Hatt, P K. (1952). *Methods in Social Research*. Mc.Graw Hill, New York.
- Gupta S.C. (2012). *Fundamentals of Statistics*, 7e. Himalaya Publication Co., New Delhi.
- Kothari C.R (1997). *Research Methodology - Methods and Techniques*. Vishwa Prakashan, New Delhi,1997
- Monette Duane R. & Sullivan Thomas J. (1998). *Applied Social Research: Tool for Human Services*, Harcourt Brace College Pub., New York.
- Ramachandran P. (1993). *Survey Research for Social Work*, Institute for Community Organization Research, Bombay.
- Ranjit Kumar. (2014). *Research Methodology*. Sage Publications, New Delhi.
- Ranjit Kumar. (2014). *Research Methodology*: A step by step guide for beginners. Sage Publications, New Delhi.
- Rubin, Allen and Babbie, Earl. (2004). *Research Methods for Social Work with infotrac*, Thompson and Wadsworth Publishing, California.
- Wilkinson T.S and Bhandarkar P.L. (2005). *Methodology and Techniques for Social Research, 16e* (Reprint). Himalaya Publication Co., New Delhi.

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Note:

In the end semester examination, one question in Part-A and one question in Part-B will be on statistics (problem-solving).

Course 10 A: **SOCIAL POLICY AND PLANNING**
(For CD & MPSW Specialization)

Semester: 2   **Course: Core**
Credits : 3   **Teaching Hours: 45**

Objectives:

- To understand the issues in social development.
- To gain knowledge of polices in India and planning process in India.
- 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.
- To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

Unit I: **Concepts and Definitions**   9 **hours**

Concepts: Policy, Public Policy, Public Welfare, Social Policy, Economic Policy. Social Welfare Policy. Affirmative Actions. Protective Discrimination; Distributive and Redistributive Justice, Reservation, Financing for Public Welfare; Unified and sectoral policies

Unit II: Social Policy in India   **9 hours**

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   **9 hours**

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   **9 hours**

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   9 hours

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.

Suggested readings:

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. Chaturvedi T. N. (1984), Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.
6. Eyden Joan (1969) Social Policy in India, Broadway House, London
7. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
8. Gol. Five-Year Plan - T'to 10*, Planning Commission of India, New Delhi
9. Gokhale S D 11979) ntegratedSocia Policy :- hdia'. *New Development c Polity end Planning* Rawat Publications, Delhi.
10. Inamdar N. R. (1992), *Development Administration in India,* Rawat Publication, New Delhi.
11. Jecob K. K (1989), *Social Policy in India,* ASSWI. Himanshu Publications. Udaipur.
12. Kabra Kamal Nayan (2004J *Development Planning In India: Exploring an Alternative Approach* Indian Institute of Public Administration, New Delhi
13. Kulkarni P. D. (1997). What is development oriented welfare? *Social Issues in Development,* Uppal Publishing House. New Delhi
14. Kulkarni P.D &NanavattyMeher (1997)   *Social Issues in Development,* Uppal Publishing House. New Delhi,
15. Kulkarni P.D. (1979) *Social Policy and Social Development in India.* Lalvani Publishing House. Mumbai
16. NIRD (2001) "Decentralized Planning", *IndiaPanchayat Raj Report*
17. Patil P.B. (1989^, *Panchayat Raj. District Planning and Rural Development,* YashwantraoChavanPartishtan, Mumbai (Marathi)
18. Ramchandran Padma (1994), *Some issues in Development Administration,* Sage Publications, and New Delhi
19. Rastogi P. N. (1992) *Policy Analysis and Problem-solving for Social Systems,* Sage Publications. New Delhi
20. Sharma P. N. (1993), *Social Planning: Concepts and techniques.* Print house, Lucknow
21. Sovani N.V (1979) Whither Social Planners and Social Planning', *New Development of Policy and Planning,* Rawat Publications, Delhi

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Course 10 B: **HUMAN RESOURCE MANAGEMENT**
(For HRM Specialization)

Semester: 2   **Course: Core**
Credits: 3   **Teaching Hours: 45**

Objectives:
- To introduce the students to the basics of human resource management (HRM).
- To provide an overview of the functional areas of HRM.
- To lay the foundation for a deeper understanding of and practice in the field of human resource management.

UNIT – I: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)
Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR auditand HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

UNIT – II: ACQUISTION OF HUMAN RESOURCES   (9 hours)
Human resource planning: concept, objectives, process.
Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation.
Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

UNIT – III: DEVELOPMENT OF HUMAN RESOURCES   (9 hours)
Training and development: concept and difference between employee training and management development. The 4-step 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). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.
Career development: concept of career and career development. Career stages. Strategies for effective career development.
Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

UNIT – IV: MOTIVATION OF HUMAN RESOURCES   (9 hours)

Employee motivation: concept and strategies. Broad categories of motivation theories (content, process and contemporary theories).

Leadership: Concept. Broad categories of leadership theories (Trait, Behavioural and contingency theories).

Employee engagement - concept and strategies.

UNIT – V: MAINTENANCE OF HUMAN RESOURCES   (9 hours)

Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

Concepts of Statutory compliance and Employee relations management. Employee Discipline – concept, common acts of employee indiscipline.

Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit interview, right sizing, severance pay, survivor syndrome. Employee Retention Strategies.

Suggested readings:
1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
3. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.
4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
5. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

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Course 11: BASICS OF COUNSELLING

Semester: 2 **Course: Inter-disciplinary**
Credits: 2 **Teaching Hours: 30**

Objectives

- To introduce the students to the concept, definition, need for counselling
- To impart knowledge to the students on the various models of counselling
- To equip the students on the skills, techniques and process of counselling

Unit 1 Counselling foundations (5 hours)

Definition of Counselling and objectives. Types of counseling (concepts only): Crisis Intervention, Preventive, Problem-solving, Family Counselling, Group Therapy. Concepts of Guidance, Psychotherapy and Psychiatry. Values, Principles and Ethics of Counselling

Unit 2 Counselling Process (10 hours)

Counselling Process: **A**. Relationship Building – Empathy, Unconditional positive regard, Genuineness, Respect. **B**. Assessment – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation- checklists and rating scales, Self-reporting – Questionnaires, personal essays, journals. **C.** Goal setting: S.M.A.R.T. Goals, Process and Outcome Goals. **D.** Interventions : Affective, Cognitive, Behavioural and Interpersonal. **E.** Termination and Follow-up

Unit 3 Counselling Skills & Techniques (5 hours)

Skills & Techniques: Active Listening, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying. Interviewing skills - Questioning, Probing. Verbal & Non-verbal communication, .Self-disclosure.

Unit 4 Counselling Approaches and Models (5 hours)

Counselling models: Psychodynamic Approaches, Cognitive-behavioural approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan's Model, Eclectic Model.

Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision.

Unit 5 Counselling in different settings (5 hours)

Family: Marital, Family counselling, Life style Counselling.

Health setting: Trauma care, rape victim, AIDS, Hospital setting, Alcoholism and drug abuse, suicide.

Educational setting: School counselling, drop out counselling, delinquent counselling, career counselling, Counselling for social media addiction.

Work place counselling: Employee and Employer counselling

Community setting: Migrants, refugees, socially and economically disadvantaged and disaster.

Teaching Methodology

Lectures, interactive discussions, group assignments/discussions, providing reading material for reflection and discussions, Article/news item reviews, Field based case studies/discussions and analysis, field visits/guest lectures: Role play and mock exercises.

Suggested Reading

1. Dave Mearns,1997, Person centered Counseling Training. Sage Publications. New Delhi

2. Jones-Nelson;2008, Basic counseling Skills, A helper's Manual, Sage Publication India Pvt.ltd.

3. Michael Carroll;1996,Workplace counseling; A systematic approach to employee care, Sage publications, New Delhi

4. Moursand Janet; 1993 ,The Process of Counseling and Therapy, Prentice Hall, New Jersy

5. Narayan Rao,S.,1991.Counseling& Guidance,2e,Tata McGraw Hill Publishing Co.,Ltd., New Delhi.

6. Phil Joyce & Charlotte skills; skills in gestalt counseling & psychotherapy,2002,sage publications, New Delhi

7. Ray Wolfe & Windy Dryden;1996,Handbook of Counseling psychology, Sage Publications, New Delhi

8. Welfel Elizabeth & Patterson E;2005,The counseling Process, A multi theoretical Integrative Approach,6th edition, Brooks / Cole,a part of Cengage Learning

9. Zastrow H.Charles;2003,The Practice of Social Work: Applications of Generalist and Advanced Content, Brooks/ Cole, Thomson

Course 12: **MANAGEMENT OF ORGANIZATIONS**

Semester: 2   **Course: Inter-disciplinary**
Credits: 2   **Lecture hours: 30**

Objectives

- To provide an overview of the structure and administration of an organization.
- To impart necessary skill for the management of organizations.
- To provide an understanding of the policies and procedures involved in establishing and maintaining non-profit organizations.

UNIT I: Fundamentals of Management **(6 Hours)**
Management: Definition, Nature, Functions (Planning, Organizing, Staffing, Directing, Leading, Controlling and Coordination), Levels of Management – Top, Middle and low level. 5Ms of management (Man, Material, Machines, Money and Market). Managerial skills: Conceptual, Technical and Human Relation Skills.

UNIT-II: Evolution of Management Thought **(8 hours)**
Concepts and Key Contributions – Classical Theory : Scientific Management (F.W.Taylor), Administrative Management (Henri Fayol), Bureaucratic Theory (Max Weber); Neo- Classical Theory: Human Relations Approach (Elton Mayo), Behavioural Approach (Chris Argris, Douglas McGregor, M P Follet, Abraham Maslow) New Management theory: System Approach (open/closed/synergy/entropy), Management Science Approach, Contingency Approach, New Management Thought - Theory Z (William Ouchi).

UNIT III: Basics of Organization **(6 hours)**
Organization: Concept, Elements of Organization, Organizational Objectives, Vision and Mission. Organization Structure: Concept and Advantages and Disadvantages of Organization Structure by function, by product, by geographical market; network organizations and virtual organizations.
Business Organizations: Concept and Operational Areas (Production Management, Human resource Management, Marketing Management and Advertising Management, Materials Management).

UNIT IV - Introduction to Non-Profit Organization **(5 hours)**
Non-profit organization: Meaning, Objectives, Principle. History of Non-profits in India. Registration of organization as Societies, Trusts, and Non-Profit Companies. Strategic planning: Vision, Mission, Goal, Objective and activities.

UNIT V – Management of Non-profit Organizations   (5 hours)
Project proposal writing. Fund raising principles and practices, accountability of funds and donor management. Tax exemptions and foreign grants. Financial Management and budgeting, Maintenance of Accounts and assets. Basics of office administration, Documentation of activities and projects.

Suggested reading:

1. Samvel.C. Certo And S. Trevis Certo. Modern Management. Prentice Hall of India Pvt Ltd. 2007.
2. P. Subba Rao, Mangament and organsiation behavior (text and cases) Himalaya publishing House, 2017
3. Principles of Management, S. P. Rajagopalan, Srivari Publication
4. John R. Schermerhorn.Jr. Willy India Pvt Ltd, New Delhi 2005.
5. Sherlekar.S.A,Heredia R.A. et al., "Industrial Organization and Management", Himalaya Publishing House, Bombay,1979.
6. Gupta C.B., "Organisation and Management" Sultan Chand &Sons, New Delhi, 1998.
7. Joseph L. Massie, "Essentials of Management", Prentice Hall of India Ltd, New Delhi, 1973.
8. Harold Koontz, Heinz Welhrich and Ramachandra Aryasir, "Principles of Management", Tata McGraw Hill Publishing Co Ltd, New Delhi-2004
9. Robin Lall 2004 The Dynamics of NGO's New Delhi, Dominant Publishers.
10. Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
11. Sooryamoorthy R and Gangrade K.D 2006 NGOs in India-A cross Sectional study New Delhi: Rawat.
12. Vetrivel Surendra 1999 Participation Concept, Kumar Approach and Techniques, New Delhi, Vetri
13. Prasanna chandra projects: Planning Analysis, Financing, Implementation and Review, Tata MC Graw Hill Publishing Company Ltd, New Delhi, 2002.
14. Vasant Desai Project Management, Himalaya Publishing House Mumbai - 400 004, 1997.

Course 13 A: SOCIAL LEGISLATION
(For CD & MPSW Specialisation)

Semester: 2   **Course: Elective**
Credits: 2   **Teaching hours: 30**

Objectives
- To enable students to understand the judicial system and the legal mechanisms for seeking justice.
- To impact knowledge about the various legislations available to deal with social problems.
- To make the students understand the mechanism of utilizing Social Legislation for social transformation.
- To expose them to law enforcement institutions and bridge the gap between the Criminal Justice System and victims.

Unit I Introduction   **(6 hours)**

The Constitution of India: Preamble and Fundamental Rights.Judicial system in India: Supreme Court, High Court, District Court and Session Court, Special Courts/Tribunals. Legal Provisions: Free Legal Aid, Public interest litigation, Lok-Adalat.Complaint Procedures, Statutory Commissions. Role of Social Workers in promotion of social Justice, Human Rights through Social Legislation.

Unit II Personal Laws   **(6 hours)**

Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956,Christian Marriage Act 1955, Laws pertaining to Marriage, Divorce, Adoption under Mohammedan Laws, Special Marriage Act 1954, Family Court Act 1984.

Unit III Women and Law   **(6 hours)**

Dowry Prohibition Act 1961(1986), Prevention of Immoral Traffic Act 1956 TN Prohibition of Eve Teasing Act 1988, TN Prohibition of Ragging Act 1997, Indecent representation of women Act 1986, Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, Maternity Benefit Act 1961(2017).

Unit IV   Children and Law   **(6 hours)**

Child Marriage Restraint Act 1929, Juvenile Justice Act 2000, Child Labour Abolition and Regulation Act1986, Central Adoption Resource Agency Guidelines 1991, Protection of Children from Sexual Offences Act (POCSO) 2012, Guardians and Wards Act, 1890.

Unit V   Social Problems and Law   (6 hours)

Transplant of Human Organs Act- 1994, Right to Information Act 2005, Cyber Crime and Information Technology Act, 2000, Maintenance and Welfare of Parents and Senior Citizens Act- 2007, Bonded Labour (System) Abolition Act. 1976. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act- 1989,Protection of Civil Rights (PCR) Act 1955, The Tamil Nadu Prevention of Begging Act 1945, Tamil Nadu Interests of Depositors Act 1997.

Suggested Reading:

1. Shanmukavalayutham K, 1998, Social Legislation and Social Change, Vazhga Valamudan Publishers, Chennai
2. Gangrade K D, 1978, Social Legislation in India, Concept Publishing Company, New Delhi.
3. Acharya, BasuDurga Das Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt. Ltd., (7th Edition)
4. Ahuja. Ram: Criminology, Jaipur: Rawat Publications
5. Biju, M. R (2005) Human Rights in a Developing Society, New Delhi: Mittal Prakashan.
6. Diwan. Paras&Diwan, Peeyush (1994} Child and Legal Protection, New Delhi: Deep & Deep Publications.
7. Flavia (1997) Give us this Day, Our Daily Bread. Procedures and Case Law on Maintenance.
8. Gaikwad, P. E. (2004) Law Basic Concepts. Pune : YASHADA.
9. Galanter, Marc (1992) Law and Society in Modern India, Delhi : Oxford University Press.
10. Gangrade, K.D. Social Legislation in India (Vol-1 & Vol.2), Delhi: Concept Publishing Co.
11. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd.
12. Kant, Anjani (1997) Women and the Law, New Delhi: APH Publication Corporation.
13. Mathew, P. D. (1993) Constitution of India Simplified, New Delhi : Indian Social Institute.
14.   Pradhan. V. P. The Indian Constitution, New Delhi: Ombudsman Publishing House, (T'Edition).
15. Prakash, Ravi Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
16. Purohit. B. R. & Joshi, Sandeep (Ed) (2003) Social Justice in India, Jaipur : Rawat Publication.
17. Oureshi. M. A. (1992) Muslim Laws of Marriage, Divorce and Maintenance, New Delhi: Deep & Deep Publications.
18. Sastry, T. S. N. (2005) India and Human Rights, Delhi: Concept Publishing Company.
19. Saxena, D. R (1996) Law Justice and Social Change, New Delhi : Deep & Deep Publications.
20. Shah, Ghanshyam (1998) Social Justice- A Dialogue. Jaipur: Rawat Publication.
21. Sharma. S. S. (1993) Legal Aid to the Poor, New Delhi: Deep & Deep Publications
22. Siddiqi, Fatima E. & Ranganathan Sarala: Handbook on Women and Human Rights - A Guide for Social Activists (Part 1 & Part 2), New Delhi: Kanishka Publcation.

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*Course 13 B:*LABOUR LEGISLATION - I
For HRM Specialisation Students

Semester: 2   **Course: Elective**
Credits : 2   **Teaching Hours : 30 Hrs**

Objectives:

- To help the students to learn the fundamentals of Labour legislations
- To give input to the students on the constitution and its relevance to Labour Legislations.
- To assist the students in understanding the legislations concerning Labour

UNIT I - Fundamentals of Labour Legislation (4 hours)

Concept of Labour Legislation – Objectives and Need for Labour Legislation

Classification of Labour Legislation: Regulative Labour Legislation, Protective Labour Legislation, Wage-related Labour Legislation – Social Security Legislations- Welfare related Labour Legislations & other important Acts.

UNIT II – Indian Constitution and Labour Legislation (4 hours)

Indian Constitution vis-à-vis Labour Legislation –Fundamental Rights – Art 16,19,23,24 & Directive Principles of State Policy- Art(39,41,42,43,43A.

Jurisprudence – meaning; Industrial Jurisprudence- meaning and scope.

UNIT III - Protective Labour Legislation (8 hours)

The Factories Act, 1948
The TamilNadu Shops and Establishment Act, 1947.

Unit IV - Regulative Labour Legislation (6 hours)

Industrial Employment (Standing Orders) Act, 1946
The Contract Labour (Regulation and Abolition) Act, 1970

Unit V – Legislation related to Social Security   **(8 hours)**

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952

Additional Reading (Does not form part of assessment):

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

The Unorganised Workers Social Security Act 2008

The Labour laws (Exemption from furnishing Returns and Maintaining registers by certain Establishments) Act, 1988- The Amendment Act 2014

Suggested Readings:

1. Relevant Bare Acts
2. Kapoor, N.D. (2001). *Handbook of Industrial Law*. New Delhi: Sultan Chand & Sons – 2001
3. Kumar, H.L. (2017). *Digest of Important Labour Cases*(11th Edition). New Delhi: Universal Law Publisher.
4. Kumar, H.L. (2016). *Practices and Procedures of Labour Laws with Model Forms*. New Delhi: Universal Law Publisher.
5. Misra, S.N. (2016). *Labour and Industrial Laws*. New Delhi: Universal Law Publisher.
6. Taxmann's (2001). *Labour Laws*. New Delhi: Taxman Allied Services.

Suggested Webpages:

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

Journals & Case Laws:

1. Indian Factories & Labour Reports
2. Labour Law Reporter
3. Law teller
4. Legal News & Views

Course 14: **FIELD WORK - II**

Semester: 2   **Course: Core**

Credits: 6   **No. of days: 30 (Two days a week)**

Concurrent Pattern

Objectives:

The broad aim of concurrent field work at this stage (First year – II semester) is to provide opportunities to the students for applying the knowledge and the information gained in the class room to reality situations. It also provides an opportunity to:

- Work with communities, groups, individuals / families and managing organization tasks.
- Learn skills through the practices of primary methods of social work (case work, group work and community organization).
- Inculcate professional growth and development.

Areas of learning:

Concurrent practice learning tasks are listed below:

1. Understanding both the agency and the clients as systems.
2. Developing knowledge of administrative procedures, programme management and utilizing these skills in practice.
3. Developing skills of problem solving process and practice based research.
4. Using instruction to learning practice.
5. Developing as a professional person.

Process:

➢ Weekly two days' agency visits.

➢ Recording.

➢ Faculty-student individual conference / supervisory conferences.

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Course 15: **SOFT SKILLS -II**

Semester: 2   **Course: Soft Skills**

FOCUS AREA: LEADERSHIP & TEAM BUILDING

Credits: 2   **Teaching Hours: 30**

Objective:

To enable students learn team building and conflict management skills using OBT (Out Bound Training) methodology.

UNIT – I

INTERPERSONAL SKILLS – pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.

UNIT – II

CONFLICT MANAGEMENT – attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.

UNIT – III

TEAM BUILDING -1: – principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.

UNIT – IV

TEAM BUILDING -2: - Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

UNIT – V

LEADERSHIP – Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.

REFERENCES

Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.

Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster.

Lambert and Selma Myers. (1999). 50 Activities forConflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.

Leil Lowndes. (2003). How to talk to anyone. New Delhi:Tata McGraw-Hill Company Limited.

Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi:Tata McGraw-Hill Company Limited.

Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.

Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.

Stephen R. Covey. (2011) The leader in me. Free Press.

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Course 16: **SUMMER PLACEMENT**

Semester: 2   **Course: Record Course**
Credit: 1   **No. of days: One month (continuously)**

At the end of I year during summer vacation, the students should do internship (non-supervised) for a period of 30 days in an agency / industry related to his / her specialization so as to utilize the summer vacation fruitfully to develop the professional self in oneself.

Objectives:

1. Knowing about the basics of the working of an industrial organization / social welfare organization.
2. Experiencing direct practice with the client systems and the management operations of the work of the setting.
3. Integrating theoretical learning with the practice.
4. Exploring the possibilities and areas for carrying out Research project to be carried out at the later stage of the course, and
5. Experience self in the role of the professional worker.

Process:

1. The learner must volunteer to locate a setting (own choice) about two or three months in advance and explore the possibilities of a 4 week practice learning practice placement.

2. The practice learning setting should preferably have a professionally trained social worker on the team of a staff.

3. The learner is to record the learning and submit a comprehensive report (in the format provided by the department) at the beginning of the II academic year both to the department (compulsory) and to the setting (on requirement).

4. Also, each student is expected to make a presentation on the placement experiences before the class and faculty (in the format provided by the department).

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REGULATIONS

I) ASSESSMENT PATTERN (ALL SEMESTERS)

i. **Theory:** The passing minimum for Post-Graduate programmes is 50% in Internal Continuous Assessment (ICA) and End Semester Examinations (ESE) separately and totally. The Internal Continuous Assessment Component-wise marks distribution for Theory papers is given below.

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

ii. **Field Work**:

I Semester total marks 100 (ICA 50 & ESE 50)
> ***I semester (ICA Break up):***
>> a) Observation visit　　　　　　: 10 marks;
>> b) Rural camp　　　　　　　　: 25 marks
>>> Pre-camp & Post-Camp (by Faculty supervisor) –　10 marks
>>> On-camp (by Camp Directors) -　　　　　　　　15 marks
>> c)　Project Field work　　　　: 15 marks

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

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

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

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

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

> ESE 50 marks (components)
>> Agency supervisor　　　10 marks
>> Report　　　　　　　　10 marks
>> Viva　　　　　　　　　30 marks

iii. II Year - Research Project I & II:

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

II) FIELD WORK NORMS:

General:

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

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

I MSW (I &II Semester) Field Work

a) Observation visit:

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

b) Rural camp:

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

c) Project work:

Topic selection:

Every year students will work on a common theme of focus on different social issues as suggested by the department.

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

Assessment panel:

   A panel of two members drawn from NGOs broadly working on issues taken by the project teams.

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

e) Summer placement:

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

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

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

Summer placement carries no assessment component.

II MSW (III & IV Semester) Field Work
- **III Semester – Concurrent Pattern (inclusive of Study Visits)**
- **IV Semester - Block Pattern**

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

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

Community Development & Medical and Psychiatric Social Work specializations.
       III Semester (Community based organizations)
       IV Semester (Specialized institutions)
       End of Course Block placement (Specialized institutions / Student Choice)

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

III) RESEARCH PROJECT:

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

III SEMESTER- RESEARCH PROJECT -I

Internal Valuation for Research Project

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

External Valuation for Research Project

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

External Panel

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

Report Format

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

Presentation

The Research presentation should be done by the students as a Power point presentation (maximum of 5 slides) of their research work as per the following format.

- Title of the Study
- Need and significance of the study
- Objectives of the study
- Proposed methodology – field of study, sampling design, research design, tool for data collection, list of variables
- Tool for data collection – Interview Schedule, Questionnaire etc
- Broad area/domain/dimension of the tool.

Viva-Voce Criteria

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

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

IV SEMESTER – RESEARCH PROJECT -II

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

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

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

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

Presentation
The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format.
- Title of the Study
- Need and significance of the study
- Objectives of the study
- Methodology – field of study, sampling design, research design, tool for data collection
- Data Analysis
- Major Findings
- Summary & Conclusion
- Suggestions and recommendations

Viva-Voce Criteria

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

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

IV) PARTICIPATION IN PROFESSIONAL FORUM ACTIVITIES:

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

V) SOFT SKILLS / SKILL LABS

The skill lab is treated as a 2 credit paper. It does not carry any marks. It is a requirement for course completion.

GENERAL

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

Passing minimum marks:

For P.G programmes securing 50% is the minimum requirement for pass in the respective papers in the internal (ICA)and External Examination (ESE) separately. An aggregate of 50% (for PG) both ICA and ESE put together is essential for passing each of the papers.

Arrear papers:

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

Attendance requirements for ICA & ESE:

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

PATTERN OF QUESTION PAPERS.

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

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

o Pattern I: 25 questions carrying 1 mark each, without choice.
o Pattern II: Part – A: 15 questions carrying 1 mark each, without choice and Part –B: Two out of three questions carrying 5 marks each to be written in 150 words.
o Pattern III: Five questions carrying 2 marks each, without choice and Part –B: Three out of four questions carrying 5 marks each to be written in 150 words.

P.G. PATTERN OF END SEMESTER EXAMINATION (ESE)
(FOR 2 &3 CREDIT PAPERS)
Time: 3 Hours   Max: 100 Marks
PART-A (5 x 8 = 40 Marks)

FIVE questions to be answered out of EIGHT questions. Each answer carries 8 Marks and will have the word limit of 600words. One question minimum will be asked from every unit in the syllabus.
Questions in this part will focus on students' knowledge and understanding of the subject.

PART-B (3 x 20 = 60 Marks)

THREE questions to be answered out of FIVE questions. Each answer carries 20 Marks and will have the word limit of 1200 words. Questions will be spread over all the FIVE units of syllabus.
Questions in this part will focus on students' understanding of the subject, analytical knowledge and its application.

IN-CLASS TEST

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

INNOVATIVE TAKE-HOME ASSIGNMENTS

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

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

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