*Choose any one of the following Groups from four SPECIALIZATION Papers. Students shall not be permitted to take specialization papers in different Groups:

GROUP-I-Social work with Families
      a. Core Paper VIII - Specialization - I - Social Work with Families
      b. Core Paper - IX - Specialization - II – Social work with Children
      c. Core Paper - XII - Specialization - III – Social Work with Youth
      d. Core Paper - XIII - Specialization - IV – Social Work with Elderly

GROUP-II-Community Development and Empowerment
      a. Core Paper - VIII - Specialization – Rural Community Development
      b. Core Paper - IX - Specialization – Urban Community Development
      c. Core Paper - XII - Specialization – Development Planning
      d. Core Paper - XIII - Specialization –

GROUP-III-Human Resource Management
      a. Core Paper - VIII Specialization – Labour Legislations
      b. Core Paper - IX Specialization –Human Resource Management Development
      c. Core Paper – XII Specialization – Industrial Relations and Labor Welfare
      d. Core Paper – XIII Specialization – Organizational Behaviour and Organizational
                              Development

GROUP-IV-Medical and Psychiatric Social Work
      a. Core Paper – VIII Specialization – Medical Social Work
      b. Core Paper – IX Specialization – Psychiatric Social Work
      c. Core Paper – XII Specialization – Community Health
      d. Core Paper – XIII Specialization – Mental Health and Social Work

GROUP-V- Disability Studies and Action
      a. Core paper – VIII Specialization – Persons with Disability and their Rehabilitation
                             Contexts
      b. Core Paper – IX Specialization – Disability and Human Rights
      c. Core Paper – XII Specialization – Family Centred Interventions with Families of
                           Children and Adults with Disabilities
      d. Core Paper – XIII Specialization – Rehabilitation and Counseling for Disability

GROUP-VI-Welfare of the Weaker Sections
      a. Core Paper - VIII Specialization – Empowerment of the Marginalised
      b. Core Paper – IX Specialization –Forced Migration and Social Work Practice
      c. Core Paper – XII Specialization – Gender and Development
      d. Core Paper – XIII Specialization – Conflict Transformation and peace Building for
                           Social Work

Each Paper carries an internal component.
There is a pass minimum for external component
Theory: Internal Assessment: 75: 25
Field Work: 60: 40
Field Work: External 60 marks (40 – Viva: 20 marks for Agency Supervisor)
Project Report - Report presentation: 80
                                 Viva: 20

APPENDIX - (R & S)
UNIVERSITY OF MADRAS
MASTER OF SOCIAL WORK (MSW)

SYLLABUS
SEMESTER – I
CORE PAPER I – Social Work Profession   - History and Philosophy
Total Teaching Hours: 60

Objectives
- To gain an understanding of the history and philosophy of Social Work and its emergence as a Profession
- To develop insights into the origin and development of Voluntary organization
- To appreciate Social Work as a Profession and to recognize the need and importance of Social Work Education and training
- To develop an understanding of the various models of professional practice and its application
- To provide an awareness of the changing trends in Social Work practice and Education

Unit   1
Historical Evolution of Social Work; International Perspectives: UK, USA, Social Work in India: Socio-cultural and religious thought; Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar; Dalit and Backward Class Movements, Gandhian ideology and Sarvodhaya Movement; Christian Missionaries, Gandhian Social Work, India as a Welfare State, Contributions of Voluntary organisations.

Unit   2
Social Work Profession; Meaning & definition; basic concepts; goals and functions; methods and fields; origin and growth in India: scope and status, International/ national bodies and forums, social work education; importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC.

Unit   3
Social Work Ideologies, Theories and Approaches; Ideologies: Philanthropy, humanitarianism, welfarism, socialism, democracy, marxism, equality, human rights and social justice; Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice.

Unit   4
Philosophy of Social Work Profession; Values, Beliefs and Principles of the Profession; Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997).

Unit   5
International Social Work; Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural,

international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice.

BOOKS FOR REFERENCE

 1. Cox David, Manohar Pawar, *International Social Work; Issues, Strategies and Programmes.*New Delhi; Vistaar. 2006.
 2. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession.* Cambridge:Policy. 2004.
 3. Watson David (ed), *Code of Ethics of Social Work- The Second Step.* London: Routledge and Kegan Paul.1971.
 4. Antony A. Vass, *New Directions in Social Work- Social Work Core Knowledge Values and Skills.* New Delhi: Sage, 1996.
 5. Cox David, Pawar Manohar, *International Social Work; Issues, Strategies and Programmes.* New Delhi: Vistaar, 2006.
 6. University Grants Commission, *I and II Review Commission on Social Work Education.* New Delhi: University Grants Commission, 1992.
 7. Dominelli, L.D., *Social Work: Theory and Practice for a Changing Profession.* Cambridge: Policy Press, 2004.
 8. Midgley, J., *Social Work in International Context: Challenges and Opportunities for the 21st Century.* In M. Reisch & E. Gambrill (Eds.), *Social Work in the 21st Century* (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997.
 9. Payne, M., *Modern Social Work Theory: A Critical Introduction,* Hong Kong; Maxmillan Education, 1991.
 10. Reisch Michael, Eileen Gambrill, *Social Work in the 21st Century.* New Delhi: Pine Forge Press, 1997.

CORE PAPER II – Work with Individuals (Case Work)   Total Teaching Hours: 60

Objectives
 * To understand Social Case Work as a method of Social Work and develop skills in Social Work practice
 * To comprehend theory and models and apply them in direct practice with individuals
 * To become aware of the scope of using the methods in various settings

Unit   1
Introduction to Working with Individuals (Social Casework); Historical development of Social Case Work as a Method of Social Work, Concept and Definition**,** Philosophy, Values, Principles, Skills, Components**,** Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference**,** Difference between Casework, Counselling and Psychotherapy

Unit   2
The Helping Process
Phase I- Psychosocial Study, Psychosocial Assessment
Phase II- Intervention Plan and Goal Setting, Intervention
Phase III- Termination, Evaluation and Follow up.

Unit   3
Models and Approaches

Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.

Unit   4
Tools and Techniques in working with Individuals
Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification, Communication.

Unit   5
Case Work in different Settings and Recording
Case work in hospitals, schools, communities, institutional setting and industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording

BOOKS FOR REFERENCE

1. Fischer, Joel. *Effective Case Work Practice An Eclectic Approach.* New York: Mc Graw Hill,1978.
2. Upadhyay, R. K*., Social Case Work*. Jaipur: Rawat, 2003.
3. Vyas, A.A. *New Directions in Social Work- Social Work Competencies - Core Knowledge,*
4. *Values and Skills.* Delhi: Sage, 1996.
5. Bhattacharya, Sanjay. *Social Work, An Integrated Approach*. NewDelhi: Deep & Deep, 2004.
6. Datar Sudha, Ruma, Bawikar et al. *Skill Training for Social Workers- A Manual*. New Delhi: Sage, 2010.
7. Hamilton, Gordon, *Theory & Practice of Social Case Work 2ⁿᵈ Edition*. Jaipur: Rawat, Indian Reprint, 2013.
8. Hepworth, D.H. & J.A. Larsen. *Direct Social Work Practice: Theory and Skills.* Dorsey Press, 1993.
9. Mathew, Grace. *An Introduction to Social Casework.* Mumbai TISS, 1992.
10. Misra, P.D. & Beena Misra.*Social Work Profession in India.* Lucknow: New Royal Book, 2004.
11. Trevithick, Pamela. *Social Work Skills – A Practice Handbook.* 2nd Edition. Jaipur: Rawat, 2009.

CORE PAPER III – Work with Groups (Group Work) Total Teaching Hours: 60

Objectives
- To understand Group Work as a method of Social Work and develop skills in practice
- To understand models and apply them in practice with groups
- To become aware of the scope of using the method in various settings

Unit   1
Introduction to Working with Groups (Social Group Work)
Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.

Unit   2
Types of Groups

Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

Unit 3

Phases of Group Work Process

Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment; Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment; Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process; Ending Phase: preparing for termination; evaluation and feedback

Unit 4

Group Processes and Dynamics

Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry

Unit 5

Group Work Models and Practice in different settings

Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work

BOOKS FOR REFERENCE
1. Bhattacharya, Sanjay. *Social Work an Integrated Approach*. New Delhi: Deep & Deep, 2008.
2. Choudhary, Paul. *Introduction to Social Work*. Delhi : Atma Ram & Sons,1983.
3. Douglass, Tom. *Group Processes in Social Work – A Theoretical Synthesis*. New Delhi: Thomson, 1979.
4. Jha, Jainendra Kumar. *Encyclopaedia of Social Work*. New Delhi: Anmol,2001.
5. Balagopal, P.R .Vassil, T.V. *Group in Social Work an Ecological Perspective*. New York: Macmillan, 1983.
6. Doel, Mark &Sawda, Catherine. *The Essentials of Group Worker*. London: Jessica Kingsley, 2003.
7. Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. *Handbook of Social Work with Groups*. New York: The Guildford, 2006.
8. Johnson and Johnson. *Joining Together: Group Theory and Group Skills*. New Delhi: Premier, 1982.
9. Mark Doel. *Using Group Work*. London: Routledge, 2010.
10. Misra P.D. and Beena Misra. *Social Work Profession in India*. Lucknow: New Royal,1979
11. Trecker. Harleigh, B. *Social Group Work- Principles and Practice*. New York: Association Press, 1970.

CORE PAPER IV - Field Work Practicum I

General Objectives:
1. To get exposed to wider area of social realities at the micro level
2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions
3. To acquire documentation skills to ensure professional competence
4. To develop the right values and attitudes required for a professional social worker

Components:

1. Orientation
2. Practice Skill Laboratory
3. Observation Visits
4. Rural Camp

EXTRA DISCIPLINARY PAPER – I
Social and Psychological Foundations for Social Work

Total Teaching Hours: 60

PART A

Objectives
- To give an understanding of concepts in Psychology and Sociology relevant to Social Work.
- To understand the various stages of Human Growth and Development.
- To enable the student to gain knowledge about the society and its dynamism

Unit 1
Developmental Psychology: Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice; Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-cultural factors influencing development; Influence of heredity and environment.

Unit 2
Theories Related to Personality: Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)

Unit 3
Understanding Behaviour and Mental Health: Sensation, Perception and learning (Classical and Operant learning theories), Memory process: Registration, retention and recall, Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation

Unit 4

    Sociology and Social Work: Meaning, scope, significance and relevance, Basic Sociological Concepts: Society- Meaning, definition, types, structure, Characteristics of Society, community, social groups; association and institution. social structure and functions of social institutions - marriage, family, kinship, caste, religion and education; socialization: process and agents. social control: concept, types and functions. Agents of social control: kinship, religion, law, education, traditions and customs, social change: urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.

Unit 5

    Social Movements in India: Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements; social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities - human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker

BOOKS FOR REFERENCE

1. Bhatia, Hansraj, *Elements of Social Psychology*, Somaiya Publications, Bombay, 1970
2. Christensen, I.P., *Psychology*, BIOS Scientific Publications, New York, 2001
3. Engler, Barbara*, Personality Theories- An Introduction,*3rd edition, Houghton Muffin, Company, Boston, 1991
4. Gardner Murphy, *An Introduction to Psychology*, Oxford and IBH Publishing and Co., Calcutta, 1964.
5. Morgan, Clifford, T, *Introduction to Psychology*, McGraw-Hill Book Company- New York, 1986
6. Robert A. Baron, 2001, *Psychology,* Prentice Hall of India Pvt., Ltd., New Delhi.
7. Verma, R.M. 2003, *Foundation in Psychology*, Common Wealth Publishers, New Delhi
8. Abhijit Dasgupta, 2012, *On The Margins: Tribes, Castes And Other Social Categories* (Fourth), Sage Publications, New Delhi
9. Anthony Giddens, 1998, *Sociology* (Third), Polity Press, London
10. Sachdeve D.R. And Vidhya Bhushan, 2006, *Introduction To Sociology*, Kitab Mahal, Allahabad
11. Frank N Magill, 1995, *International Encyclopedia of Sociology*, British Library, England
12. Indhira R., 2012, *Themes In Sociology of Education*, Sage Publications, New Delhi
13. Jainendra Kumar Jha, 2002, *Basic Principles of Developmental Sociology*, Anmol Publications, New Delhi
14. Khare R.S., 2006, *Caste, Hierarchy, Individualism*, Oxford University Press, New Delhi
15. Mohanty B. B., 2012, *Agrarian Change and Mobalization,* Sage Publications, New Delhi
16. Sahu D.R., 2012, *Sociology Of Social Movement*, Sage Publications, New Delhi
17. Shanger Rao C. N, 2012, *Sociology Principles Of Sociology With An Introduction To Social Thought,* S Chand And Company, New Delhi

CORE PAPER V – Community Organization & Social Action
Total Teaching Hours: 60

Objectives
- To understand a community as a social system
- To learn techniques and skills of CO as a method of Social Work
- To understand methods and approaches in Community Organisation and Social Action

Unit 1
> **Community:** Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities, community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes.

Unit 2
> **Community Organisation;** Evolution of CO as a method in Social Work; Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, community organization models: J.Rothman, social planning, locality development and social action, Murray Ross-general content, specific content and process objective.

Unit 3
> **Process and Skills of Community of Organisation**; Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation, skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.

Unit 4
> **Social Action as a Method of Social Work**: Definition and meaning; aims and objectives, scope, social action as a method in Social Work, paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; skills of a social activist - mediation, advocacy, negotiation, conflict-resolution

Unit 5
> **Models and Approaches to Social Action**: Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky- Radical Movement, Gene Sharp- Nonviolence revolutionary Movement; Introduction to Social Action Movements in India - Environmental movement (Narmada Bachao Andolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques

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

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

CORE PAPER VI – Social Work Research and Statistics

Total Teaching Hours: 60

Objectives

- To understand the nature, principles and methods of Social Work Research
- To develop the skills of independently conceptualising a problem and executing a research study
- To understand and learn the application of appropriate statistical techniques in Social Work Research

Unit 1

Social Research and Social Work Research: Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

Unit 2

Research Designs: Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error

Unit 3

Methods and Tools of Collecting Data: Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability, Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts

Unit 4

Overview of Qualitative Research; Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories.

Unit 5

Application of Statistics in Social Work: Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of

Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.

BOOKS FOR REFERENCE

1. Gupta, S.P. *Statistical Methods.* New Delhi: Sultan Chand and Sons, 2003.
2. Kumar, Ranjit, *Research Methodology. A Step-by-Step Guide for Beginners*. London: Sage, 1996.
3. Lal Das, D.K., *Designs of Social Research.* Jaipur: Rawat, 2005.
4. Ramachandran P., *Survey Research for Social Work,* Bombay: Institute for Community Organisation Research, 1993.
5. Rubin, Allen and Earl, Babbie. *Research Methods for Social Work.* New Delhi: Cengage Learning, 2011.
6. Alston, Margaret and Wendy Bowles. *Research for Social Workers – An Introduction to Methods.* 2ⁿᵈ ed, Jaipur: 2003.
7. Bohrnstedt, George W. and David Knoke, *Statistics for Social Data Analysis.* 2ⁿᵈ ed., Illinois: Peacock, 1988.
8. Garrett, Henry E. *Statistics – in Psychology and Education.* New Delhi: Paragon, Indian Reprint, 2011.
9. Mark, Raymond. *Research Made Simple – A Handbook for Social Workers*. New Delhi: Sage, 1996.
10. Thakur, Devendra. *Research Methodology in Social Sciences.* New Delhi: Deep and Deep. 1993.

CORE PAPER VII - Field Work Practicum- II

Objectives
The broad objectives of II semester Field Work Practicum are to

- Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.
- To train students to practice social work from an ecological, development and integrated perspective
- Develop skills for problem solving in work at the micro level and change at the macro level.
- Provide concurrent opportunity for the integration of class-room learning and Field Practicum
- Develop professional values and commitment and the professional ideal
- Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.
- Develop skills to organize people to meet their needs and solve their problems.
- Use roles appropriate to work e.g. advocacy for child's right, human rights.
- Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.

- Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting.
- Recording skills to show interest, engagement in practice and enhanced growth as a practitioner
- Develop the ability to make innovative contribution to the organization's functioning
- Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice
- Develop the capacity to utilize instruction for enhancing and integrating field Practice
- Utilize field instructions for enhancing and integrating professional growth
- Make creative use of field instructions to evaluate mutual input
- Utilize practice-based research to test effectiveness of specific aspects of Intervention
- Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice

Field Work Practicum Seminars
Viva –Voce to be conducted before the commencement of university Examinations.

ELECTIVE PAPER – I – 1. Disaster Management   **Total Teaching Hours: 45**

Objectives
- To develop an understanding of eco system equilibrium and dis-equilibrium
- To develop skills to analyze the factors contributing to disaster
- To develop and understanding of the process of Disaster Management

Unit 1
  Concept and Definition: Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management

Unit 2
  Disaster Management cycle: Prevention, mitigation, preparedness, response, recovery and rehabilitation. Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation.
Unit 3
  Disaster Mitigation: guiding principles of mitigation, Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes
Unit 4
  Disaster Management: Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers.
Unit 5

Stress management of Emergency workers. Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness

BOOKS FOR REFERENCE

1. Bose, B.C *Disaster Management in India,* New Delhi, Rajat Publication. 2007 Goel S.L *Encyclopedia of Disaster Management*, New Delhi, Deep & deep Publications Pvt. Ltd, 2005
2. Goel S.L *Disaster Management Organisations and Management of Health Management of Human Being and Animals,* New Delhi, Deep & Deep Publications. 2001
3. Prabhas, Chandra, Sinha *Disaster Management Process, Law, Policy & Strategy,* New Delhi, SBS.Publications, 2006
4. Prabhas, Chandra, Sinha *Disaster Mitigation, Preparedness, Recovery & Response,* New Delhi, SBS Publications.2006
5. Sanjay,K. Roy *Refugees and Human Rights,* Jaipur, Rawat Publications, 2001
6. Singh, R.B *Disaster Management*, Jaipur, Rawat Publications. 2000
7. Verma, K, Manish, *Development, Displacement and Resettlement,*Jaipur, Rawat Publications. 2004

ELECTIVE –I - 2. Working with People living with HIV / AIDS
Total Teaching Hours: 45

Objectives
- To help students get a better understanding of HIV / AIDS in India
- To enable students in developing skills to work with people living with HIV
- To encourage students in understanding the ethical and human rights issues

Unit 1

Introduction to Sexually Transmitted Diseases. Epidemiology of HIV / AIDS Global situation; HIV / AIDS in India; Approach to patients with suspected HIV infection. Pre-test and Post-test Counseling. Target groups – sex workers, MSM, Truck drivers, IDU (Intra venous drug abuses) Street children.

Unit 2

Assessment, Intervention; Psychological and social factors: Other diseases - Tuberculosis, Skin diseases, Cancer, Herpes, STD, Liver disorders, steroids; physical examination; emphasis on gender sensitivity; Transgender issues; laboratory investigations, risk factors and contacts.

Unit 3

Social Work approach to a patient living with HIV infection: Systemic approach – trust, confidence and confidentiality. Initial assessment, history taking and Intervention. Behaviour change communication : Life Skills.

Unit 4

Awareness Raising and Preventative Programmes. Demythologising HIV / AIDS. – Sex education – peer influence / pressure – Adolescent behaviour – Sex, Alcohol and Drugs interplay – Use of condoms, prevention and control of STDs, HIV / AIDS – Healthy Sexuality and reproductive behaviour and relationship gender equity. HIV infection and pregnancy. Needle and condom distribution.

Unit 5

Social, ethical and legal issues: National AIDS Control Programmes (NACP), role of NGOs – networking, skills to manage HIV / AIDS and STDs. Social Support systems; Family Counseling – partners and children, strategies, community health programmes, conducting and managing awareness programmes, Role of Social Workers, Support groups.

BOOKS FOR REFERENCE

1. Das, A.K. *Strategies for Prevention and Control of HIV/AIDS in Developing Countires;* Medicine Update, Vol8, 230-5. (1998)
2. Ministry of National Health And Welfare *Straight Facts about Drugs and Drug Abuse;* Canada, (1983)
3. Terrence C. Cox, Michael R. Jacobs *Drugs and Drug Abuse – A Reference Text;* Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation, (1983)
4. Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- *Updated Information- The Only Medicine,* Chennai, Macmillan, India Ltd..
5. Sherly, Joseph, *Social Work Practice & Men who Have Sex with Men,* New Delhi, Sage Publication, 2005
6. Willow, Pequegnet, *Jose Sz Apocznik Working with Families In the Era Of HIV/AIDS,* New Delhi, Sage Publication Pvt Ltd, 2000.

EXTRA DISCIPLINARY –II - Gender and Development
Total Teaching Hours: 60

Objectives
*   To develop an understanding of the perspective of gender and development
*   To develop and ability to identify areas of work with women and men and
*   To understand strategies and interventions that change the situation

Unit   1

Gender Concepts: Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment- types, gender development indicators - sex ratio, GER, GDI, GEM

Unit   2

Feminism: Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India; Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice

Unit   3

Protective Measures for Women in India; Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,

Unit   4

Global Perspectives in Women's Development

Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; Role of UN-WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security

Unit   5

Special Initiatives and Programmes: Status of women in India, problems specific to Indian women; discrimination against the girl child; National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting

BOOKS FOR REFERENCE

1. Bansal, D, K.; *Gender Justice*, New Delhi: Mahaveer and Sons, 2006.
2. Bhatia Anju, *Women's Development and NGOs*, Jaipur: Rawat, 2000.
3. Dominelli, L., *Feminist Social Work Theory and Practice*, New York: Palgrave Macmillan, 2002.
4. Mikkelsen Britha, *Methods for Development Work and Research – A Guide for Practitioners,* New Delhi: Sage, 1995.
5. Moser O.N Caroline, *Gender Planning and Development, Theory, Practice and Training*, London: Routledge, 1993.
6. Visvanathan Nalini, *The Women, Gender and Development Reader*, Canada: Fernwood Pub, 2011.
7. Banerjee Paula, *Women in Peace Politics*, New Delhi: Sage, 2008.
8. Bansal, D, K.; *Gender Justice*, New Delhi: Mahaveer and Sons, 2006.
9. Bhatia Anju, *Women's Development and NGOs*, Jaipur: Rawat, 2000.
10. Datta, R and Kornberg, J., *Women in Developing Countries- Assessing Strategies For Empowerment,* New Delhi: Viva Books, 2005.
11. Dominelli, L., *Feminist Social Work Theory and Practice*, New York: Palgrave Macmillan, 2002.
12. Evans Kathy M, *Introduction to Feminist Therapy*, New Delhi: Sage, London, 2011.
13. Heywood, L., *The Women's Movement Today,* Vol. 1 and 2, Jaipur: Rawat, 2007.
14. Kaila H.L, *Women, Work and Family*, New Delhi: Rawat, 2005.
15. Karl Marilee, *Women and Empowerment- Participation and Decision Making,* New Delhi: Zed Books Ltd, 1995.
16. Kaushik, Susheela; Ed, *Women's Oppression – Patterns and Perspectives*, New Delhi: Shakti Books, 1985.
17. Mikkelsen Britha, *Methods for Development Work and Research – A Guide for Practitioners,* New Delhi: Sage, 1995.
18. Moser O.N Caroline, *Gender Planning and Development, Theory, Practice and Training*, London: Routledge, 1993.
19. Narasimhan Sakuntala, *Empowering Women,* New Delhi: Sage, 1999.
20. Visvanathan Nalini, *The Women, Gender and Development Reader*, Canada: Fernwood Pub, 2011.

CORE PAPER – VIII SPECIALIZATION I – SOCIAL WORK WITH FAMILIES

1. Social Work with Families   Total Teaching Hours: 60

Objectives

- To develop an understanding on marriage and family as social institutions
- To comprehend emerging forms of marriage and families in society
- To gain knowledge and skills in applying theoretical frameworks for working with families
- To recognise the growing need to work with senior citizens in society
- To gain an understanding of policies and programmes for family development

Unit 1

Families in Society: Family as a social institution, concept, characteristics, types, functions, family ecology, family members and households; norms, family dynamics; patriarchy; changing features of the modern family; challenges affecting the family, emerging family patterns - single parent families, female headed households, dual earner families, reconstituted families and parenthood through surrogacy.

Unit 2

Marriage and Family Life: Concept and definition of marriage, forms of marriages, functions, changing situations in marriages and marital relationships, live-in relationships; gay, lesbian and bisexual, transgender and queer relationships, challenges in marriage and family life; marital discord, impact of migration, industrialisation, urbanisation on family life – changing functions, values, and relationships; equity and equality in family functions and relationships, dowry as a social issue, separation and divorce, family life education; positive parenting.

Unit 3

Theoretical Frameworks and Laws: Life Span Approach: Characteristics, Goals, Needs, Tasks and Problems of each Stage in the Family Lifecycle, Rehabilitation, Crisis Intervention; Systems/ Ecological Perspectives; Strengths Based Approach; Assessment of Family Needs: Steps in problem assessment and goal setting for intervention; tools for assessment, Family Courts Act 1984; mediation and conciliation, lok adalats

Unit 4

Social Work and Senior Care: Meaning and definition; demography of aging; longevity of life, ageing differentials; challenges of senior citizens; special needs of senior citizens; intergenerational relationships, life transition needs; disorders, diseases and disabilities; coping with loss of partner and other crises, grief counselling and preparation for death

Unit 5

Role of Government and NGOs: Ministry of Health and Family Welfare: Family Welfare Programmes: Programmes of the Central and State Social Welfare Board, National Policies on Aging: National Policy on Older Persons-1999, Senior Citizen Act, 2007; National Council for Senior Citizens; concessions, facilities and programmes for senior citizens, role and contributions of NGOs, Self Help and support groups, family counselling centres, changing concept of institutionalisation;

assisted living centres and communities for senior care

BOOKS FOR REFERENCE:

1. Carter, B. McGoldricke. M., *The Changing Family Life Cycle-A Framework for Family Therapy* London: Allyn & Bacon, 1989.
2. Duvall, Evelyn M. *Family Development*. ed 3, New York: J.B. Lipincott Company, 1989.
3. Hurlock, E. *Developmental Psychology - A Life Span Approach*. ed 5. New Delhi: Tata McGraw Hill, 1995.
4. Saleebey, Dennis, *The Strengths Perspective in Social Work Practice.* ed 4, New York: Pearson Education, 2006.
5. Tata Institute of Social Sciences. *Family Intervention - Case Studies*. Mumbai: TISS, 1994.
6. Ambrosino, R. Hefferman, J. and Shuttlesworth, G. *Social Work and Social Welfare-An Introduction,* ed. 5, New York: Brooks /Cole Thomson Learning, 2005.
7. Bhatlavande, P. Gangakhedkar, R. *On the Horizon of Adulthood*, India: UNICEF,2001.
8. Bhuimali, Anil, *Ageing Population and Social Security System,* New Delhi: Serials, 2011. Cocker, Christine. *Advanced Social Work with Children and Families,* New Delhi: Learning Matters, 2011.
9. Compton, Beulah R. Galaway, B. Cournoyer, Barry R. *Social Work Processes,* ed 7, New York: Brooks / Cole Thompson Learning, 2005.
10. Desai, M. (ed), *Family & Interventions- Course Compendium*, Mumbai: TISS,1994. Goode, William J. *The Family,* New Delhi: Prentice Hall,1965.
11. Indira T Rani*, Adjustment of Senior Citizens,* New Delhi: Discovery, 2010.
12. Margaret, A., Schvaneveldt. M.J. *Handbook of Family Life Education- The Practice of Family Life Education,* New Delhi: Sage,1993.
13. Mckie Linda*, Understanding Families*, London: Sage, 2012.
14. Pachauri, S., *A Reproductive Health Package for India*, New Delhi: Population Council, 1995.
15. Rath Sangeeta, *Work and Family,* Delhi: Manglam, 2009.
16. Suneetha K*, Social Support for the Elderly*, New Delhi: Sonali, 2010. Timonen Virpi, *Ageing Societies,* New York: Tata Mc Graw Hill, 2008.

SPECIALIZATION I – COMMUNITY DEVELOPMENT AND EMPOWERMENT
2. Rural Community Development   Total Teaching Hours: 60

Objectives
- To Understand the community as a method, its specific approaches and models
- To develop ability to utilize appropriate approaches and skills to work with communities
- To develop sensitivity and commitment towards issues of marginalized and oppressed groups.

Unit 1

Rural Community: Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness, land related issues: Systems of land tenure, Land reforms, Land alienation, landlessness. Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. Agro-based

industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.

Unit 2

Historical Development: Early pioneering period (Sriniketan, Marthandom, Guragon). Probation trial period (Baroda, Etawah, Nilohkeri and Firka). Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi National Rural Employment Guarantee Act, 2005. Indira Awaz Yojana, Pradan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojona, NRHM (National Rural Health Mission)

Unit 3

Rural Community Development: Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

Unit 4

Rural Administration: Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD)

Unit 5

Rural Governance: Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

BOOKS FOR REFERENCE
1. Agrwarl A.N (2001) Indian economy, nature, problems and progress, Vikas Biraj, Prakash, New Delhi.
2. Dayal, Rajeshwar, (1974), C.D Programme in India, Kitab Mahal Pvt, Ltd.,
3. Desai, A.R., (1971), Rural Sociology, popular press, Bombay.
4. Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEW DELHI.
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai .
6. Jain, S.C., (1985), Rural development institute and strategies, Rawat publication.
7. Kartar Singh, (1986), Rural development- principles, policy and management, Sage publication, New Delhi.
8. Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi.
9. Mukerji, B.M (1961), Community development in India, Orient Longman, Chennai.
Ministry Reports, Planning Commission Reports.

SPECIALIZATION I – HUMAN RESOURCE AND MANAGEMENT
   3. Labour Legislations   **Total Teaching Hours: 60**

Objectives
- Gain knowledge about the Concepts, Principles and strategies of HRD
- Understand the strategic role and efficient use of human resources
- Acquire the skills of implementing Strategic HR aiming at higher practices ; Acquiring counseling skills.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

    Training & Development: Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. Cost/Benefit Analysis of training- Using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.

Unit 5

    Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counseling; Counseling skills; Practice of Social Work Methods; Role of Employee Counselor in Organizations. Developing Positive Employee Relationship.

BOOKS FOR REFERENCE

1. Dep Topomoy. 2010. Human Resource Development. Anne Books. New Delhi.
2. Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.
4. Parath Sarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.
5. Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.
6. Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.

7. Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi.
8. Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.
9. Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers & Distributors, Delhi, 2008.
10. Silvera D.M., "Human Resource Development,' The Indian Experience, New
11. India Publications, New Delhi, 1990.
12. Rao. T.V, "The HRD Missionary- Role and Functions of HRD managers & HRD Departments," Oxford IBH Publishing Co., New Delhi, 1990
13. Rao. T.V & Pereria D. F., "Recent Experiments in HRD", Oxford & IBH Publishing Co., Delhi.
14. Rao. T.V., "Future of HRD", Macmillan, Delhi.
15. Rao. T.V., "HRD Audit, Response Books, Delhi, 1999
16. Suresh Vyas, "HRD Priorities", Pointed publishers, Jaipur, 1988

SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK
4. Medical Social Work   Total Teaching Hours: 60

Objectives

To develop an in-depth understanding of the patients and their problems and to enhance social work skills and intervention in health care settings.

- To develop a holistic and integrated approach to Medical Social Work practice.
- To develop an analytical view in relation to the Psychological, Socio – cultural & environmental factors in disease and to develop an inter-interdisciplinary approach in the health care settings.

Unit 1

Introduction to Medical Social Work: Definition and Concept of Medical Social Work: Origin and Development of Medical Social Work in UK, USA, and India. Trends & Scope in Medical Social work practice in India.

Unit 2

Health Care Approaches & Interventions: Psychosomatic approach, holistic approach to prevention and promotion model. Problem assessment: Intake, assessing individual, social and clinical factors, assessing the family milieu, home visits and discharge planning; patient as a person, patient as a whole. Problems due to hospitalization and interventions: Psycho-socio-economic problems; stages of terminal illness; Application of Methods-Group work, Psychotherapy, Support Counselling

Unit 3

Medical Social Work Department: Medical Social Work Department in a hospital: Organization and administration; Functions, Staff development programmes for Medical social workers. Public relations in hospital, Medical Social Work in relation to other disciplines, Multidisciplinary approach and teamwork; Importance of case conference, documentation and record keeping.

UNIT 4

Medico-Legal issues: Medico-Legal issues: Consumer Protection Act (COPRA) and its relevance to Medical Social Work profession and the rights of the patients**,** Health Insurance-Concept, Types and its importance**,** Medical ethics: Euthanasia, Organ Transplant, Stem Cell Research and Human Cloning

Unit 5

Medical Social Work practice in different settings: Role, Functions and skills of Medical Social worker; Outpatients departments, Geriatric Department, Pediatric Department, Emergency/crisis care, Hospice and community health. Use and relevance of various Social Work interventions in Health care settings: HIV/AIDS; Tuberculosis; Maternal Health; Burns; Cancer; Orthopedic; Cardiology; Dialysis unit; Blood Bank; Rehabilitation and CBR.

BOOKS FOR REFERENCE:
1. William C. Cockerham (1967): Medical Sociology, Prentice Hall.INC. New Jersey
2. Anderson R. & Bury M. (1988) Living with Chronic Illness- The experience of patients and their families; Unwin Hyman, London
3. Bajpai. P.K. (1997) Social work perspectives o Health, Rawar Publications, Delhi
4. Bartlet. H.M (1961) Social work Practice in the Health Field, National Association of Social workers, New York.
5. Field M. (1963). Patients are people- A Medico Social Approach to prolonged Illness; Columbia University Press, New York.
6. Goldstein D. (1955) Expanding Horizons in Medical Social work. The University of Chicago Press, Chicago.
7. Narasimman M.G & Mukherjee. A.K. (1987) Disability- A continuing Challenge; Wiley Eastern Ltd. New Delhi.
8. Pathak. S. H. (1961) Medical Social work in India; DSSW, Delhi.
9. Pokarno. K.L. (1995) Social beliefs, Cultural Practices in Health & Disease, Rawat Publications, Delhi
10. Prasad L (1996) Rehabilitation of the Physically Handicapped. Konark Publishers, Delhi
11. Reish M. & Gambrill E. (1997) Social work in the 21ˢᵗ Century; Fine Forge Press, New Delhi
12. Tuckett D. & Kanfert J.M.(1978) Basic Readings in Medical sociology; Tavistok Publishers, London

SPECIALIZATION I– DISABILITY STUDIES AND ACTION
5. **Persons with Disability and their Rehabilitation Contexts**

Total Teaching Hours: 60

Objectives
- To critically examine the social construction of disability from different stakeholder perspectives.
- To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

Unit 1

Disability: Definition, Social construction of Disability, attitudes, stigma, discrimination, magnitude, causes, , magnitude, causes, types, consequences of disability; Disabling and enabling environment,

Unit 2

Types of Disability – I Hearing Impairment- Deaf, blind, Locomotor Disability, Cerebral Palsy- Multiple Sclerosis- Intellectual disability/mental retardation - magnitude, causes, types, assessment, impact on child's development and adults of each disability.

Unit 3

Types of Disability – II Learning disability, Mental illness including psycho social disability- Autism- Burns, HIV/AIDS, Cancer, Leprosy- magnitude, causes, types, assessment, impact on child's development and adults of each disability.

Unit 4

Needs and Approaches to working with PWD: Daily activities, education- special and inclusive, vocation and employment, interpersonal relationships, Health including physical, mental, reproductive and sexuality, Psychology of disability, adjusting to one's own disability, self-esteem. different approaches to disability- medical, system, legal, socio- political, human right, psychological, eco/voc, social model.

Unit 5

Rehabilitation: types, level of rehabilitation- prevention, promotion, tertiary, different areas- medical, education, psychological adjustment, vocation, employment, rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music, Different setting such as School, hospital. Community, clinic, Enabling environment**,** Role of Social Worker in rehabilitation of person with disability and as a vital member of multidisciplinary rehabilitation team

BOOKS FOR REFERENCE
1. Albrecht, G., Seelman, K., Bury,M (ed), Handbook of Disability Studies, New Delhi: Sage Publication, 2001
2. Fulder, A.R. & Best, A.B. & Bax, M.C.O. The Management of Visual Impairment in Childhood. London: Mac Keith Press, 1993
3. Karna,G Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House, 2001
4. Mc Innes J.M. & Treffry J.A Deaf-Blind Infants and Children. England: Open University Press. 1982
5. Michel E.D. & Vennon M. They Grow in Silence – The Deaf Child and the Family. Maryland: National Associate of the Deaf.1981
6. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan
7. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge
8. Oliver,M, Sapey,B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
9. Stein L.K. (1988).Hearing Impairment.In VasHasselt V.B. (Ed.) Handbook of Developmental and Physical Disability (pp.271-294). New York: Perganon Press.
10. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
11. Malin N. (Ed.) (1995). Services for People with Learning Disabilities. London: Routledge.

12. Matson J.L. (1988). Mental Retardation in Adults. In B.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (pg.353-369).
13. Rauch J.B. (1988). Social Work and the Genetics Revolution: Genetic Services. Social Work Journal of the National Association of Social Workers, No.5, 389.
14. Reeve, R.E. (1988). Learning Disabilites. In V.B. VanHasselt (Ed.), Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.
15. Segal S.P., Silverman, C. & Temkin, T. (1993). Empowerment and Self Help Agency practice for People with Mental Disabilities. Social Work, Journal of the National Association of social Workers, 38(6), 705.
16. Swain, J, Finkelstein.V, French,S and Oliver ,M (ed) (2003) Disabling Barriers- Enabling Environments, London: Sage Publication
17. Thuppal, M. & Jayanthi, N. (1992). Impact of Intervention on the Parental Perceptions and Expectations of their Mentally Retarded Children. The Indian Journal of Social Work.
18. Tilak, D. (1994). Destination Unknown: Descriptions of a Mentally Handicapped Daughter, Bombay: TISS.
19. Tyson, M.E. & Favell, J.E. (1988). Mental Retardation in Children. In V.B. VanHasselt (Ed.). Handbook of Developmental and Physical Disabilities (316-335). New York: Pergamon Press.

SPECIALIZATION I– WELFARE OF THE WEAKER SECTIONS

6. Empowerment of the Marginalised   **Total Teaching Hours: 60**

Objectives

- To expose the reality of the dispossessed sections of the society
- To facilitate an understanding of the social and political factors that influence the weaker sections
- To provide an analytical perspective of the issues involved in the weaker sections.

Unit 1

Societal processes Socialization, socialized self, social control and group formation, social inequality, social stratification, race, ethnicity, inequality in the Indian context.

Unit 2

Disadvantaged Sections: Identifying the weaker sections, concept and definition of Welfare, looking through the lenses of the disadvantaged sections, classification of the Weaker Sections, background, context, legal classification and its consequences

Unit 3

Disadvantaged Sections a Sectoral Approach: An analysis of the situation of Dalits, Tribes, Women, Landless Laborers and Minorities.

Unit 4

Laws and welfare measures: Protective discrimination, approaches for the welfare/development/empowerment of the Disadvantaged Sections- Program Planning and related issues - budget, social policy, and the politics of welfare planning.

Unit 5

Social Work Interventions: Case Studies and Models for the upliftment of the Disadvantaged Sections. Reformers: Phule, Ambedkar, Periyar, Pundit Ayothidass and other contemporary reformers.

BOOK REFERENCES
1. Ambedkar, B.R, (1987). "Annihilation of Caste" Dr.B.R. Ambedkar -"Writing and Speeches". Mumbai, The Education Department, Government of Maharashtra.
2. Beteille, Andre. (1996). Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi, Oxford University Press.
3. Ghurye, GS ,(1961). Caste, Class and Occupation. Bombay, Popular Book Depot.
4. Ilaiah. Kancha (1996). Why I Am Not A Hindu. Calcutta, Samya publications, Calcutta.
5. Louis, Prakash, (2003). The Political Sociology of Dalit Assertion. New Delhi, Gyan.
6. Michael, S,M., ed., (1999). Dalits in Modern India. New Delhi, Vision and Values.
7. Thurston. E (assisted by K. Rangachari) (1909). The Tribes and Castes of South India. Madras, Government Press.
8. Yadav , (2004). Encyclopedia of Scheduled Castes and Scheduled Tribes. New Delhi, Anmol Publications.

CORE PAPER – IX-SPECIALIZATION II – SOCIAL WORK WITH FAMILIES
1. Social Work with Children   Total Teaching Hours: 60

Objectives

- To create awareness on the situation of children in India
- To understand the legal provisions and rights of children
- To acquire knowledge of the services and programmes for the rights of children
- To acquire skills and methods to work with children

Unit 1
Understanding Children in India: Demographic profile of children in india, situational analysis of the rights of children in India – survival, health, nutrition, education and with specific reference to the girl child, constitutional safeguards assuring the rights of children in India, UNCRC, Millennium Development Goals, Post 2015 Development Agenda.

Unit 2
Overview of Problems of Children: Children in Special Circumstances, Children in Conflict with Law, Children in Need of Care and Protection: Street Children – Definition Causes, Effects, Services and Prevention, Child Labour, Child Beggary, Child Abuse, Child Trafficking, Child Prostitution – Definition, Nature/Characteristics, Causes, Effects, Services, Prevention, Children in Need of Special Care, Differently Abled (Physically and Mentally Challenged), Emotionally Disturbed, Learning Disabled, Children Living with HIV/AIDS, Children of Prisoners, Problems of Children in Disaster Situations and Conflicts

Unit 3
Legislations and Services for Children: Pre- conception and Pre-natal Diagnostic Techniques Act, 1994, Persons with Disabilities (Equal Protection and Participation) Act, 2000, Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Commissions for Protection of Child Rights Act, 2005, The Child Marriage Restraint Act, 2006, The Right of Children to Free and Compulsory Education, Act, 2009, The Protection of Children from Sexual Offences Act, 2012 (POCSO)

Unit 5

Child Protection Services: Mechanisms, National Commission for Protection of Child Rights/ State Commission for Protection of Child Rights Act, District Child Protection Unit, Child Welfare Committee, Juvenile Justice Board, Structure and Function of Government Programmes, Programmes: Child Survival, ICDS Programme, School Health Programme, Health and Nutrition Programmes, Sarva Shiksha Abhiyan, Integrated Child Protection Schemes, Beti Bachao Beti Padhao, Dr. Muthulakshmi Reddy Maternity Benefit Scheme, National Policy for Children 2013, Optional Protocols, Initiatives by GOs, NGOs and INGOs in Promotion of Child Rights, Ministry of Women and Child Development, National Institute of Public Cooperation for Child Development (NIPCCD), UNICEF, CRY, Action Aid, Christian Children's Fund of Canada Childline 1098, ICCW, WHO, Plan International, BBA (Bachpan Bachao Andolan)

Unit 5

Social Work with Children: Approaches to Working with Children – Institutional Settings, SOS Children's Villages, Non-Institutional Settings: Adoption –In Country and Inter-Country Adoption, Sponsorship and Foster Care, Multi-Disciplinary Approach – Sustainable/Developmental Approach, Participatory Approach, Preventive Model, Rehabilitative Models, Convergence Approach, Rights Based Approach in Working with Children, Networking and Advocacy for Child Rights, Role of Social Work with Children in Special Circumstances, Sexually Exploited and Oppressed Children. Children in Need of Special Care and in Disasters and Conflict Situations, Research, Training and Documentation on Child Issues and Rights, Child Budgeting

BOOKS FOR REFERENCE
1. Bajpai, Asha. *Child Rights in India: Law, Policy, and Practice.* India: Oxford, 2006.
2. Sarada, D., Rajini. N. *Child Rights and Young Lives: Theoretical Issues & Empirical Studies.* India: Discovery, 2009.
3. Tandon, R.K. & Sudarshan, K.N. *Directory & Handbook on Children.* New Delhi: Ashish, 1998.
4. Theis, Joachim. *Promoting Rights – Based Approaches, Experiences and Ideas from Asia and the Pacific.* Sweden: Save The Children, 2004.
5. Wal, S. *International Encyclopaedia of Child Development Priorities for 21Century.* Vol., I – V. New Delhi: Sarup and Sons, 1999.

SPECIALIZATION II – COMMUNITY DEVELOPMENT AND EMPOWERMENT
2. Urban Community Development   Total Teaching Hours: 60
Objectives
- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- To provide knowledge on various developmental efforts.
- To expose students to skills and techniques of working with urban poor.

Unit 1

Basic Concepts: Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.

Unit 2

Slum: Definition, characteristics, types, causes and consequences of growth of slums. Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. Problems of slum dwellers, squatter settlement dwellers, street children. – programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

Unit 3

Urban Community Development in India: Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP
Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.

Unit 4

People's participation in Urban Community Development: concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.

Unit 5

Conscientization – goal settings; identifying and developing leadership, resource mobilization; human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation.

BOOKS FOR REFERENCE

1. Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi.
2. Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi.
3. Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi.
4. Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York.
5. Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay.
6. Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

SPECIALIZATION II – HUMAN RESOURCE AND MANAGEMENT
3. Human Resource Management and Development

Total Teaching Hours: 60

Objectives:
- Gain knowledge about the Concepts, Principles and strategies of HRD
- Understand the strategic role and efficient use of human resources
- Acquire the skills of implementing Strategic HR aiming at higher practices; Acquiring counseling skills.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

Training & Development: Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.

Unit 5

Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counselling; Counseling skills;Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship

BOOKS FOR REFERENCE
1. Dep Topomoy. 2010. Human Resource Development. Anne Books. New Delhi.
2. Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi
3. Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.
4. Parath Sarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.
5. Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.
6. Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.
7. Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books From Sage. New Delhi.
8. Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.
9. Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers & Distributors, Delhi, 2008.
10. Silvera D.M., "Human Resource Development,' The Indian Experience, New
11. India Publications, New Delhi, 1990.

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13. Rao. T.V & Pereia D.F., "Recent Experiments in HRD", Oxford & IBH Publishing Co., Delhi.
14. Rao. T.V., "Future of HRD", Macmillan, Delhi.
15. Rao. T.V., "HRD Audit, Response Books, Delhi, 1999
16. Suresh Vyas, "HRD Priorities", Pointed publishers, Jaipur, 1988

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

4. **Psychiatric Social Work   Total Teaching Hours: 60**

Objectives:
- To acquire knowledge of various treatment approaches and to develop the skill to apply the same to Mental Health needs of the people
- To understand the need for preventive and promotive approaches and to develop the ability to apply Social work methods in the promotion of mental health.
- To develop a holistic and integrated approach to Social work practice in the field of Mental Health.

Unit 1

Psychiatric Social Work Practice in India
Definition, History and Scope of Psychiatric Social work in India, Changing perspectives of psychiatric Social work, Social work practice in various Mental Health services.
Mental Hospital as a Social system - Concept of Milieu therapy and Therapeutic Community, Working with Multi-Disciplinary Team and Psycho Social aspects of Hospitalization

Unit 2

Social Work Treatment in Psychiatric Settings- Theory and models
Psycho analytical, Psycho Social, Transactional analysis, Family therapy, Crisis Intervention, Behaviour therapy, Rational Emotive Therapy, Group Therapy & Strength approach

Unit 3

Psychiatric Social work practice in special settings
a) Child Mental Health (Special reference to CGC)
b) Deaddiction Clinics
c) Crisis Intervention Clinics
d) Geriatric clinics
e) Schools
f) Family counseling centers
g) Industrial setting

Unit 4

Rehabilitation in Psychiatry
Concepts, Principles, Process and programmes, Role of a Psychiatric Social worker
Concept of Community Psychiatry and Community based Rehabilitation, Role of a Psychiatric Social worker.

Unit 5

Programmes and Legislations related to Mental Health.
Mental Health Act 1987, International Conventions relevant to mental health - Convention on Rights of Persons with Disabilities (CRPD) Narcotics & Psychotropic Substances Act 1987, Rights of the mentally ill & Advocacy. National Mental Health

Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.

BOOK REFRENCES

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2. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication
3. Francis, Abraham P. (Ed.) Social *Work in Mental Health – Areas of Practice, Challenges & Way Forward.* New Delhi: Sage, 2014.
4. Francis, Abraham P. (Ed.) *Social Work in Mental Health – Contexts & Theories for Practice*. New Delhi: Sage, 2014.
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12. Sekar,K. Parthasarathy,R. Muralidhar,D. Chandrasekhar Rao.*Handbook of Psychiatric Social Work.* Bangalore: NIMHANS, 2007.
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14. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy, Chennai: TTK Hospital
15. Verma, Ratna. *Psychiatric Social Work in India*. New Delhi: Sage, 1991.
16. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
17. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York: Behavioral Publications, Inc.

SPECIALIZATION II – DISABILITY STUDIES AND ACTION
5. Disability and Human Rights   Total Teaching Hours: 60

Objectives:
- To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability.
- To critically examine legislations, national planning effort and policy formulations for recognizing the human rights of persons with disability in India and action taken their inclusion, development and rehabilitation using the rights-based perspective.
- To study the role of government organizations, NGOs and international organizations in providing services to disabled persons.

Unit 1

Theoretical Perspectives regarding PWDs: Constitutional Provisions, UN Convention Rights of persons with disability & on Human Rights, Biwako Millennium Framework for Action, PWD Act, RCI Act, National Trust Act, Mental Health Act. PWDs in Children, Women, Education (RTE, SSA, inclusive education, special school vs integration), Health, Elderly, R& R policies, Victims of disaster, mass violence – prevention

Unit 2

Law and Disability: Law & Disability – eugenics, right to life, reproductive rights, right to marry & to family, Inheritance, Guardianship, insurance, employment – ESI, government employment, hiring & firing, criminal liability, Right to representation in governance, PRIs, RTI, PIL Barrier free environment access, Certification processes. Role of International and National organizations in Disability, Role of voluntary organizations.

Unit 3

Women and Disability: Gender Analysis framework, Status of women and girls with disability in India, Impact of disability on women's education, employment, marriage; Socio-cultural, politico-economic impact on disability of women and men.

Unit 4

Issues faced by Persons with Disability: Issues faced by male and women with disabilities such as education, vocation, employment, violence, marriage, parenting especially motherhood, reproductive health, sexuality, esteem, political participation, legal issues, family relationship, stigma, attitude Transgender with disability, Present the autobiography of persons with disabilities to understand issues and challenges

Unit 5

Interventions

Intervention strategies for men and women with disabilities in different areas such as education, health including physical, mental, reproductive health, sexuality, employment, livelihood, self-esteem, violence against women with disabilities legal aid, self-help groups, Intervention strategies for men and women with disabilities Mobility Schemes for PWD's, Institutionalization & Rights of PWDs, Movements of PWDs for rights.

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1. Alur Sathi (1999), Women with disability, Action Aid Disability News. Vol.no.1 and 2, 11-14.
2. Bhambhani, Meenu (1999) The brden of woman with Disabilities, Action Aid Disability News. Vol. No.1 and 2, 22-24.
3. Brace, Mike & Joshi, L (1985) Where There's A Will
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6. Young Women. Tucson, New Directions for Young Women.
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14. Mehta, Ved (1982) Vedi. New York: Oxford University Press
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17. Raju Shoba (1996) Gender and Disability. Ability July-Sept. 1996, 21-22.
18. Swain,J; Finkelstein,V; French,S; & Oliver, M.(2001) Disabling Barriers- Enabling Environments. London: Sage Publications in Association with the Open University
19. Thakur,V. Hariprasad (1999) Fact Sheet: Women and Disability. Sankalp Newsletter, Jan. 1999, Vol.9 No.1, 10-12
20. Thomas, Carol (1999) Female Forms: Experiencing and Understanding Disability. Buckingham, Open University Press

SPECIALIZATION II – WELFARE OF THE WEAKER SECTIONS
   6.   Forced Migration and Social Work Practice

Total Teaching Hours: 60
Objectives
- To introduce the students to the concepts of Forced Migration
- To enable the students to understand the magnitude of forced migration on Human Development
- To help students to understand the role of a social worker in situations of forced migration.

Unit 1
Forced Migration: definition, types: Conflict induced, disaster induced, and development induced. Types of Forced Migrants: Refugees, internally displaced, asylum seekers, Human trafficking, Environmental and disaster displaced migrants.

Unit 2
Mapping world displacement: major geo political issues in displacement. Laws and conventions related to displacement: United Nations Convention on Refugees, the protocols, guiding principles of internal displacement, OAU, Cartagena Declaration and other regional instruments.

Unit 3
Forced Migration in India History in India, causes and consequences, relief and rehabilitation of forced migrants. Role of the State in dealing with refugees and IDPs.

Unit 4
Case Studies in Forced migration Narmada Bachao Andolan, Polavaram, Tsunami (2004), Tibetan refugees, Sri Lankan refugees, Chin Refugees, Chakma Refugees and other long term displacement in India.

Unit 5
Social Work Practice and Forced Migration Disaster mitigation and Social Work response: five stages of disaster preparedness. Interventions with long term refugees

and IDPs, participatory planning for displaced communities, durable solutions for displacement and Social Work. Role of Social Workers in national and international organizations working on forced migration.

BOOK REFERENCES

1. Benz, Georg (2009): Political economy of managed migration Non state actors, Europeanization, and the politics of designing migration policies. New Delhi, Oxford & IBH Publishing co.
2. Bauer, Harald (2006): Labour Movement: How Migration Regulates Labor Markets. London, Oxford University Press.
3. Khadri, Binod (2009): India Migration Report 2009. Past present and the future outlook. International Migration and Diaspora Studies Project, Zakir Hussain Centre for Educational Studies, New Delhi, Jawaharlal Nehru University.
4. Nayyar, Deepak (2000): Globalization and Migration: Retrospect and Prospect. Noida, V.V. Girl National Labour Institute.
5. Rajan, S. Irudaya & Marie Percot (2011): Dynamics of Indian Migration. Routledge, New Delhi.
6. Rao, M.S.A (2005): Studies in Migration Internal and International Migration in India. Delhi, Manohar Publication.
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CORE PAPER – X – Management of Organizations   Total Teaching Hours: 60

Objectives
- To understand the overall environment and its impact on the nature, structure and development of the organizations in corporate, public and voluntary, sectors in context of social work profession.
- Understand policies and procedures involved in establishing and maintaining human service organization, need for change.
- Acquire skills to network and participate in the management of resources – human material, environmental and network.

Unit 1

Social Services / Welfare Organizations: A Historical perspective, Role of Voluntary Organisations, National Policy on Voluntary Sector, 2005, National Policy on the Voluntary Sector – 2007, Development and welfare organizations response to societal needs, roles of State, Voluntary and corporate sector; Scope of Scientific Management in Welfare Organisations; Types of Non-Profit Organisations - NGO, INGOs, Quasi Government and Transnational NGOs; Society's Registration Act 1860, Companies Act 2013, Trust Act of 1912, Co-operative Societies Act 1912. FCRA related issues, FEMA (Foreign Exchange Management Act, 1999)

Unit 2

Management of Welfare Organisations: Types of settings, organizational characteristics - origin, nature, size, structure and design, organizational climate and impact socio-political environment impact. Management Process: Vision of planning, Organizing, directing staff, cooperation and evaluation, Establishments, registration, different types of legislation's, legal status, constitution rules and procedure, goals.

Unit 3

Programme Development: Project Planning -Long term and documentation, Project proposals based on needs, nature of resources, eligibility criteria, records, evaluation and research-SWOT Analysis, Project Monitoring, Project Evaluation. Impact analysis – qualitative and quantitative**.**

Unit 4

Project Management; Change and its Management, Understanding and managing change, innovation- in a rapidly changing social environment: for policy programmes and structure; Organizational Conflict understanding conflict, conflict resolution, creating positive climate, Concept of Project and Project Cycle Management, Strategic Plan, Tactic Plan, Goals, Objectives, Reporting, Project Proposal Writing, Overview of Logical Framework Analysis, Types Steps, Format, Fund-Raising (Types, Methods, Skills), Monitoring and Evaluation of Projects

Unit 5

Networking and Collaboration; Need and Importance, Process of Networking, Strength and Values of Networking, Collaborating with GOs, NGOs, Corporates and INGOs and UN Agencies Public relations need and its promotion by all in the organization. Representing the organization, networking, public, corporate and voluntary sector, resource, building, Fund Raising, accountability, transparency, use of media for publicity.

BOOKS FOR REFERENCE

1. Anand Sirohi. 2003 *Encyclopedia of Social Welfare Modern Perspective on Social Welfare.*New Delhi: Domain.
2. Aswathappa K. 2007 O*rganizational Behaviour,* 7th revised edition. Mumbai: Himalaya Publishing.
3. Monappa Arun & Saiyadain Miza, S. 1997 *Personnel Management*. New Delhi: TATA Macgraw.
4. Laxmi Devi. 1998 *The Management*.New Delhi: Institute for Sustainable Development, Lucknow, Anmol.
5. Lalitha N.V. 1982 *Status of voluntary Effort in Social Welfare*. New Delhi: NIPCCD.
6. Luthans Fred. 2005 *Organizational Behaviour,* 8th edition. New Delhi: Tata McGraw Hill.
7. Mital R, Kumar. 2001 *Personnel Management and Industrial Relation.* New Delhi: Anmol.
8. Maheshwari S.N. 1998 *Management accounting and financial concept*. New Delhi: Sultan Chand & Sons.
9. Prasad L.M. 2004 *Organisational Behaviour,* 4th edition. New Delhi: Sultan Chand and Sons.
10. Prasad, Man Mohan. 1998 *Management Concepts*. New Delhi: Himalaya Publishing.
11. Prasad, Lallan and Gulshan S.S. 2002 *Management Principles and Practice.* New Delhi: Chand.
12. Seshadri T.R. 1995 *Management Lighter and Brighter Sides*. New Delhi: Good Will.
13. Sharma, K.P. 2000 *Project Management.* New Delhi: National Book Trust.

CORE PAPER XI– Field Work Practicum III

Objectives of Field Work based on Specializations:

Family Social Work

Objectives:

1. To enable the students to acquire the necessary assessment skills to understand family life and intervention
2. To enable the students to practice the methods of Social Work in Family and Child Welfare setting
3. To equip the students with necessary skills for the therapeutic and service oriented intervention
4. To enable the students to develop a Plan for Assessment and Goal setting for Family and Child Rights intervention

Tasks:

Assessment of families through Ecomap, Genogram and Family Dynamics
Applying interventions with families - Crisis Intervention, Family System Intervention, Family Counselling for Self Help groups
Practicing Family Life Education
Working with Families in difficult circumstances (HIV/ disaster, displacement)
Planning and Organizing Training Programmes

Duration: 16 Days

Community Development

Rural Community Development

Objectives:

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

Tasks

1. Administrative set up of Panchayati Raj Institutions (PRIs)
2. Panchayat Raj members, their socio-economic and caste status
3. Coordination of block level administrative personnel with elected person at different levels
4. Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used
5. Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice

6. Application of the principles of Rural Community Development
7. Application of methods of professional social work in rural setting
8. Identify/ study/ explore the rural problems covering the following aspects:
a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)
c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors
Objectives:

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

I Organizational Profile

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

II Areas of Personnel Functions

• Manpower Planning (Need Analysis)
• Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)
• Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)
• Selection (Interview/ Written Test /Group Discussion / Physical examination
• Induction and Placement, Promotion and Transfer
• Training and Development (Need Analysis/ Types/Outsourcing)
• Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)
• Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)
• Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)
Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)
Social Security Benefits (Social Insurance/ Social Assistance)
Employee Service Register, Communication
Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card,
Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint
Management Councils
Grievance Handling - Grievance Settlement Procedure
Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/
Punishment)
Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes,
Lock- Outs and Retrenchment

IV Labor Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/
Canteen/ Credit and Consumer Co-operatives)
Safety and Accident Prevention, Industrial Health and Hygiene (Occupational
Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn
Out), Employee Counseling
Workers' Education, Recreation, Other Welfare Measures

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Medical Social Work

Objectives:

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

5. To enable the students to understand the national health programmes and its implementation at community level

Tasks:

1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of disease and disability.
2. Develop and implement intervention strategies with family and community as social support systems
3. Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
4. Identify & undertake Group therapeutic sessions
5. Organise a need based/ setting-based Community Health Programme
6. Function as a member of the Multidisciplinary team
7. Network with other organizations and advocate when necessary
8. Document and maintain records

Disability Studies and Action

Objectives:
1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments.
2. To gain knowledge and skill towards need based interventions for and with persons with disability and their accessibility for facilitating inclusion in society.
3. To apprehend, critique and analyze the complexities of the social realities of the field of disability, persons with disabilities and their families, and the range of related issues in the systemic and structural contexts.
4. To learn to be self-aware, to innovate and to evolve an anti-oppressive empowerment based micro and macro partnership practice for working with, through and for people with disabilities and various stakeholders.

Tasks:
1. Application of Social Work methods in various disability settings
2. Analysis of their socio-economic conditions
3. Awareness & facilitation of inclusive culture with Peers.
4. Identify & undertake Group therapeutic sessions
5. Network with other organizations and advocate when necessary
6. Planning and Organizing Training Programmes
7. Document and maintain records

Welfare of Weaker Sections

Objectives:
1. To enable the students to acquire the necessary assessment skills to understand the challenges faced by weaker sections of the society.
2. To foster the spirit of Solidarity, brotherhood and cooperation among the members of the Weaker Sections of the Society.
3. To equip students to raise the status and improve the condition of life of all oppressed classes.

4. To enable the students to work with weaker sections of the society and facilitate inclusion by helping gain access to their needs.
5. To understand the social, economic and political injustice to the weaker sections of the society and help them become empowered.

Tasks:
1. Study the socio-economic conditions of the different weaker sections of the society
2. Analyze their conditions through case work and group activities
3. Conduct community programmes for the weaker sections of the society to help them get empowered
4. Create awareness in the community for inclusion of the weaker sections of the society
5. Network with other organizations and advocate when necessary
6. Document and maintain records.

Study Tour:

The aim of study tour is to provide an exposure for the students to other Schools of Social Work and well-known organizations (common and specialization based) involved in the practice of social work outside the jurisdiction of University of Madras. The Place and the days shall be decided by the department in consultation with the students. The students are expected to observe the differences and nuances in such organizations with respect to their concurrent field work agencies in terms of service delivery. A detailed report of the study tour has to be submitted to the department immediately after the study tour.

Duration: 8 Days

ELECTIVE PAPER – II- 1. Counseling Theory and Practice
Total Teaching Hours: 45

Objectives:
- To develop a basic understanding of theory and skills in counselling
- To learn the different approaches and to develop an eclectic approach to counselling
- To integrate counselling skills in Social work practice

Unit 1
    Concept of Counselling: Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn–out stress management, self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client's behaviour.

Unit 2
    Different Approaches of Counselling; Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling

Unit 3
    Types and Techniques to Counselling; Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER

Unit 4

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

Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper's skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client's skill - non-defensive listening, dynamic self-understanding

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

Unit 5

Counselling in different settings

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

BOOKS FOR REFERENCE:

1. Association of Psychological and Educational Counsellors of Asia (APECA) (1982): *Counselling in Asia, Perspectives and Practices.*
2. Bianca Cody Murphy, Carolyn Dillion (2003): *Interviewing in Action Relationship, Process and Change.*2nd Ed. USA: Thompson Brooks/Cole.
3. Colin Feltham (2010): *Brief Counselling*, New Delhi: Tata McGraw Hill.
4. David R. Evans, Margret T. Hearn, Max R. Ullmann & Allen E. Ivey (2008): *Essential Interviewing: A Programmed Approach To Effective Communication* (7th Ed.), USA: Thompson Brooks/Cole.
5. Dalaganjan Naik. (2004): *Fundamentals of Guidance and Counselling.* Delhi: Adhyayan.
6. Gibson L. Robert & Mitchell. (2008): *Introduction to Counselling and Guidance.* New Delhi: Prentice Hall of India.
7. Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.
8. John, McLeod *An Introduction to Counselling* (3rd Ed.), Jaipur: Rawat Publications.
9. John, McLeod (2007), *Counselling Skills* (1st Ed.), Jaipur: Rawat Publications.
10. Lawrence, Shulman (2006): *The Skills of Helping- Individuals, Families, Groups, and Communities* (5th Ed.), USA: Thompson Brooks/Cole. .
11. Rao, S. Narayana. (1981): *Counselling Psychology.* Tata McGraw Hill.
12. Reeves, Andrew. (2013): *Counselling and Psychotherapy.* New Delhi: SAGE.
13. Sharma Ramnath and Sharma Rachana. (2004): *Guidance and Counselling in India.* New Delhi: Atlantic.

ELECTIVE- II – 2.Marriage and Family life Education Total Teaching Hours: 45

Objectives

- To establish a meaningful understanding of family life, marriage and responsible Parenthood.

- To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship.
- To gain knowledge on the services available for the welfare of the family.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

BOOKS FOR REFERENCE
1. Betty, Carter and Monica, McGoldrick, The Changing Family Life Cycle – A framework for Family Therapy, II Ed.
2. Emile, Joseph, de, Smedt, (1964), Married Love – An Enquiry and Dialogue with People; Geoffrey Chapman, London.
3. Evely, Millis, Duvall, Family Development, II Ed.
4. Kaila, H., L., (2005), Women, Work And Family, New Delhi; Rawat Publications.
5. Kapadia, K., M.,(1968), Marriage and Family in India; Oxford University Press
6. Klemers, Marriage and Family Relationships.
7. Marie, Mascarenhas, (1999), Family Life Education of Value Education.
8. Pimeta, J., Grooming you for Marriage, St. Paul's Publications.
9. William, J., Goode, (1989), The Family; Prentice Hall of India, Pvt.Ltd., New Delhi.

ELECTIVE III – 1. Social Policy and Social Legislation

Total Teaching Hours: 45

Objectives

- To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution
- To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes
- To develop an understanding of the concepts of social policy and social welfare policy

Unit 1

Social Policy and Constitution; Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.

Unit 2

Policy Formulation, approaches to social policy, unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, policies in India – a historical perspective- policies- backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan.

Unit 3

Policy and Planning: Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation

Unit 4

Overview of Major Social Legislation in India, Hindu law : legislation pertaining to marriage divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act, 1956, Hindu Minority and Guardianship Act ,1956, Hindu Succession Act ,1956. Special Marriage Act, 1954, Provision regarding marriage and divorce in Mohammedan law. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

Unit 5

Legislations: Protection of Civil Rights Act (1976)., SC/ST. Prevention of Atrocities Act, 1989. Dowry Prohibition Act (1961) Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Medical Termination of Pregnancy Act 1971. Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Eve teasing Act 1988. Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995.

BOOKS FOR REFERENCE

1. Adams Robert, (2002), *Social Policy for Social Work*, Palgrave.
2. Baldock John, (2000), *Social Policy, Oxford*, Oxford University Press.
3. Dubey S.N. (1979), *Administration of Social Welfare Programmes in India,* Soymaiya Publications, Bombay.
4. Gangrade, K.D., (1991), *Social Legislation in India*, Concept Publishing, New Delhi.
5. Kulbarai P.D., (1999), *Social Policy of Social Development in India*, ASSWI.
6. Kulkarni. P.D., (1965), *The Central Social Welfare Board*, Asia Publishing House, New Delhi.
7. Nair, T. Krishnan (ed.) (1976), *Social Work Education & Development of Weaker Sections,* Madras-Association of Schools of Social Work in India.
8. Shanmugavelayutham .K. (1998) *Social Legislation and Social Change,* Chennai, Vazhga Valamudan Publishers
8. Yeetes Nicole, (2001), *Globalization of Social Policy,* London Sage Publication.

ELECTIVE III – 2. Human Rights and Social Work
Total Teaching Hours: 45
Objectives
- To provide a perspective and foundation for a human rights culture among students.
- To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.
- To equip students with knowledge about the human rights movements and new rights gained.

Unit 1

Introduction to human rights; categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.

Unit 2

Understanding law and the State; The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.

Unit 3

Global Market and Human Rights; Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights

Unit 4

Empowering the most exploited and oppressed; Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, especially unorganized labour rights of the urban poor, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, local governance empowerment and right to information.

Unit 5

Human rights struggle and the Human rights movement in India. Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.

BOOK REFRENCES

1. Baxi, Upandra, (2005) *Future of Human Rights* Oxford University Press, London
2. Chandra, Sathish (1996) *International Documents of Human Rights*, Mittal Publications, New Delhi.
3.Chakrborthy, Somen, (2004) *Human Rights Trainer's Manual*, Indian Social Institute, New Delhi.
4.Donnelly, Jack (1989) *Universal Human Rights in Theory and Practice,* Cornell University, Press, USA.
5. Mathew P.D & Mathew, P.M (2005) *Indian Legal System*: An overview, Indian Social Institute, New Delhi
6.Shanmugavelayutham, K. *Social Legislation and Social Change*, Vazhga Valamudan Publishers, Chennai
7. Srivastava and Narayan (2002) *United Nations on Human Rights,* Indian Publishing Distributors, New Delhi.
7.United Nations, 1994: *Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession,* Centre for Human Rights United Nations, Geneva.

SEMESTER – IV
CORE PAPER XII - SPECIALIZATION III – SOCIAL WORK WITH FAMILIES
1. Social Work with the Youth   **Total Teaching Hours: 60**

Objectives

- To acquire knowledge of the concept of Youth Development, the need and importance of working with youth
- To develop the ability to understand the issues confronting youth in the changing socio- economic, political and cultural scenario
- To gain an understanding of different governmental/nongovernmental programmes working for the development of youth

Unit 1

Introduction Youth Development: Concept, Definition, Aims and Objectives Demographic Profile of the Youth in Rural, Tribal and Urban India Status of Youth – Global Situation. National Youth Policy – 2014

Unit 2

Needs of Youth
Physical, Intellectual, Emotional, Social and Religious Needs of Youth, Socialization of Youth, Influence of Family, Peer, Neighbourhood, Reference Groups, Religion and Media, Impact of Westernisation, Modernisation, Urbanisation and Globalisation Socio-Economic, Political and Cultural Challenges faced by Youth, Youth and Poverty

Unit 3

Specific Problems of Youth: Behavioural Problems- Substance Abuse, Sexually Transmitted Diseases, HIV/AIDS, Sexual Problems, Eating Disorders and Obesity. Emotional Problems- Identity Crisis, Alienation, Low, Self-esteem and, Suicide, Career Conflict, Conflicts in Selecting a Partner

Unit 4

Youth and Social Development: Initiating Youth in Politics, in Conflict situations, Terrorism, Millennium Development Goals Post 2015 Development Agenda, Social Entrepreneurship - Meaning, Definition, Competencies and Characteristics of an Entrepreneur, Youth for Leadership**,** Welfare Programmes for Rural/Urban Youth-

National Programmes - NCC, NSS, Scouts and Guides, Sports, Youth Festivals, Career Counselling., Youth Organisations and Movements in India- Rajiv Gandhi National Institute for Youth Development, Nehru Yuva Kendra Sangathan, Vishwa Yuva Kendra, Students Federation of India, National Students Union of India, Democratic Youth Federation of India, AICUF

Unit 5

Training and Application of Social Work Methods: Training, capacity building, research, networking, volunteering, peer counselling and advocacy, designing and implementing community-based youth development programmes/projects

BOOKS FOR REFERENCE
1. Ahuja, Ram. *Indian Social Problems*. New Delhi: Rawat **,** 1993.
2. Dugan, Laird. *Approaches to Training and Development.* Jaipur.: Rawat , 2007
3. Kehily Jane Mary (Ed.). *Understanding Youth: Perspectives, Identities and Practices*. London: Sage, 2009.
4. Kuriakose P.T Vishwa. *Youth Work in India: Scope and Strategy* New Delhi: Vishwa Yuva Kendra, 1985.
5. Rajendran Vasanthi & David Paul. *Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation.* Mumbai: Rajiv Gandhi National Institute of Youth Development,
6. Ruhela. S.P. *Sociology of the Youth Culture in India***.** Delhi: Indian, 2001.

SPECIALIZATION III – COMMUNITY DEVELOPMENT AND EMPOWERMENT
　　2. Development Planning　　　　　　　　**Total Teaching Hours: 60**

Objectives
- To develop theoretical understanding of development and planning
- To enable students to gain an understanding of the administrative machinery involved in development.
- To provide knowledge on various methods strategies and development efforts.
- To understand the role and contribution of professional social worker in the development.

Unit 1

Development Planning: Planning – Concept – models, approaches – types planning process – need and importance of planning for development. Development – definition – concepts
– indicators – types – models, social development and planning as a major development thrust in India.

Unit 2

Participatory Planning: Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.

Unit 3

Agriculture and Development: Government's plan for Agricultural development – agricultural productivity –causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.

Unit 4

Co-operative Movement in India: History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of

cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.

Unit 5

Development of SC & ST: Concept, constitutional provision, problems and programmes for their development – control and state schemes – Role of Professional Social Workers, NGO's in the development of SC & ST, Refugees and displaced.

BOOK REFRENCES

1. Chakravarthy, Sukhamoy, (1996), Development Planning the Indian
Experience, Oxford University Press.
2. Cottrell, Stella, (2003), Skills for Success, The Personal Development
Planning Handbook, Palgrave.
3. Dahiya, S.B., (1988), Development Planning Models, Inter India.
4. Kabra Kamal Nayan, (1997), Development Planning in India Exploring an
Alternative Approach, Sage Publications, Delhi.
5. Parman Mary, (1993), Development Planning in India, Reliance Publication.

SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT
3. Industrial Relations and Labor Welfare

Total Teaching Hours: 60

Objectives
- To gain knowledge about trade unions
- To understand functions and activities of trade unions and concepts related to Labour welfare
- To acquire the skill of working with the workers and unions.

Unit 1

Industrial Relations; Concept, characteristics, Industrial Relations at Plant and Shop Floor Level, Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation

Unit 2

Conciliation: Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary Administration: Definition wage theories, types, wage determination: structure, differentials.

Unit 3

Collective Bargaining: Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.

Unit 4

Labor Welfare: Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of labour welfare in India. Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.

Unit 5

Employee Empowerment: Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives –

Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management

BOOKS FOR REFERENCE

1. Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi& Co.
2. Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.
3. Mathur, A.S., Labour Policy and Industrial Relations in India, Asia
4. Publishing House, Bombay.
5. Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,
6. Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing
7. House, Bombay.
8. Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective
9. Bargaining, Dehorah Prayer Group.
10. Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.
11. Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regol Publications.
12. BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.
13. Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.
14. Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.
15. Mamkootam Kuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.
16. Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi
17. Punekar, S. D. et. al. 1981. Lobour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.
18. Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

SPECIALIZATION III – MEDICAL AND PSYCHIATRIC SOCIAL WORK
    4. **Community Health**   Total Teaching Hours: 60

Objectives:
- To develop an understanding of the Health Care System in India.
- To develop skills in planning and implementation of Community Health programmes.
- To have an insight into the existing programmes and services at the local, National and International level.
- To sensitize students about the need for proactive, Preventive and developmental approaches in the field of health.

Unit 1
    Concepts related to Health: Definition of Health, Concept of Well-being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health**;** Meaning of disease, sickness/illness, and Sick role; Definition of Public Health, changing concepts in Public Health, Primary health care and Principles of Primary Health Care**;** Health Perspective - Human Development Index; The Sustainable Development Goals related to health.

Unit 2

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

Unit 3

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

Unit 4

Maternal and Child Health: Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranasal and Post-natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.

Unit 5

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

BOOK REFRENCES
1. Park J.E. & Park K. (2005). Textbook of Preventive and Social Medicine; Jabalpur: M/s. Banarsidas Bhanot
2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications
3. Bose. A. & Desai P.B. (1982). Studies in the Social Dynamics of Primary Health Care; Delhi: Hindustan Publishing Co.
4. Charns M.P& Schaeffer M.J (1983) Health Care Organisations – A Model for Management: New Jersey: Prentice Hall, Inc.
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6. Jayaratnam. J. (1993): Occupational Health in Developing Countries; Oxford University Press
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8. Miller D. (1976) Dimensions of Community Health; C. Brown Co. Publications Lowa.
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10. Nanda V.K. (1997) Health Education, Delhi: Anmol Publications,
11. Pandey .R & Kanhere V. (1997) Activists Handbook of Occupational Health and Safety; Delhi: Society for Participatory Research in Asia
12. Phillips D.R. (1994) Primary Health Care- Health and Health Care in the Third World.
13. Pisharoti K.A (1986) Education for Better Health of Mother and Child in Primary Health Care.
14. Thirugnanasambandham C. Primary Health Care,
15. Kapali .V & Parthasarathy T.K. (1983) IUHE- SEARB, Chennai.

SPECIALIZATION III – DISABILITY STUDIES AND ACTION

5. Family Centred Interventions with Families of Children and Adults with Disabilities

Total Teaching Hours: 60

Objectives:
- To understand the effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives.
- To examine the issues and concerns faced by such families at various family life cycle stages and at predictable crisis periods and the interventions needed by these families during those stages or periods.
- To gain skills in undertaking a holistic family assessment.

Unit 1

Overview of contemporary Indian families across the family life cycle, Understanding the effect of the presence of disabled individual on the family unit from an ecological and systems perspective, Factors influencing perception and coping strategies.

Unit 2

Family Coping strategies: Family's coping strategies, need for interventions with the family unit using a partnership approach, Parental attitudes that interfere with counselling efforts.

Unit 3

Interventions

Family centred interventions, Family centred social work, Holistic assessment of the family system, Family crisis intervention, Reactions of parents at time of diagnosis, Needs and concerns of families, Use of family crisis intervention.

Unit 4

Needs and Concerns of Families – I Needs and concerns of families in child's infancy years and interventions, Holistic implications of disability, Feelings about prosthetics, Needs and concerns of families during child's school years and interventions, enabling parental involvement in education including integration in regular school, Counselling parents in areas of direct care, SHGs of parents, siblings, Group assignment, Child's school years – Behavioural Functioning, Dealing with 'Behaviour Problems'.

Unit 5

Needs and concerns of families – II: Needs and concerns of families during child's adolescent and young adult years and interventions, Counselling related to personality development, sexuality, marriage, parenting, career, Needs and concerns of families with a newly disabled individual and interventions, Summing up and Feedback.

BOOKS FOR REFERENCE:

1. Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, Vol. 17 (3 & 4), July – Dec. 2007, pp 75- 81
2. Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
3. Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 – 1075
4. Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
5. Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
6. Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 370 – 381
7. Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.
8. Giffiths, M. and Russle, P. (Eds.) (1985) Working Together with Handicapped Children: Guidelines for Parents and Professionals, London: Souvenir Press.
9. Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd.
10. Hartman, A., and Laird, J. (1983) Family Centred Social Work Practice New York: The Free Press
11. Hewett, S., Newson, J., Newson, E. (1970) The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes, London: Allen and Unwin Ltd.
12. Hinchcliffe, A. (2007) Children with Cerebral Palsy: A Manual for Therapists, Parents and Community Workers, New Delhi: Sage Publications India Pvt Ltd.
13. Hornby, G. (1994) Counselling in Childhood Disability: Skills for working with Parents, London: Chapman and Hall
14. Kashyap, L. (1986) The Family's Adjustment to their Hearing-Impaired Child, The Indian Journal of Social Work 47(1), 28-36.
15. Kashyap, L. (1991) Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Bombay: Tata Institute of Social Sciences.
16. Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat,S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
17. Lutz, B., Bowers, B. (2005) Disability in Everyday Life, Qualitative Health Research, Vol. 15 (8), Oct. 2005
18. Powell, T.H. (1985) Brothers and Sisters: A Special Part of Exceptional Families,London: Paul Brooks
19. Priestley, M. (Ed.) (2001) Disability and the Life Course: Global Perspectives, Cambridge: Cambridge University Press
20. Raghavan, P. (1994) Journey with a Special Traveller, Mumbai: Bharatiya Vidya Bhavan

SPECIALIZATION III – WELFARE OF THE WEAKER SECTIONS
6. GENDER AND DEVELOPMENT   Total Teaching Hours: 60
Objectives:
- To enhance the understanding of concepts and theories of feminism, deliberate and apply discussions on various women issues

- To understand the issues related to women
- To appreciate the effectiveness of legal frameworks applicable to women

Unit 1

Gender Concepts
Social Construction of Gender – Sex and Gender – Gender Discrimination – Gender Stereotyping –Gender as a Social Construct- Gender Roles – Gender Analysis – Gender Audit – Gender Budgeting – Gender Sensitivity – Gender Equity and Equality – Gender Budgeting, Gender Mainstreaming - Gender Gap. Patriarchy – Sexuality, GDI, GEM, Sex ratio, Transgender, LGBTQ.

Unit 2

Feminism: Definition: Objectives – Goals – Types,– Indian Feminism, Dalit Feminism, Movements, Status of Women in Pre-Post Independent India - Contemporary Feminist Thought – Feminism in Post- Colonial India, Theories, Issues Problems, Policies and Programmes by Governmental and Non- Governmental, Organizations.

Unit 3

Issues Related to Female Children and Women
Female Feticide – Female Infanticide, Child Marriage – Child Labour – Dowry - Divorce – Widowhood – Commercial Sex– Domestic Violence – Problem of Elderly Women – Problems of Single Women/Single Parent – Marginalized and Deprived Groups (SC/ST, Mathammas, Devadasis, Women Prisoners Juvenile Girls) – Women at Protection Homes and HIV Positive – Differently Abled Women – Aged Women. Mode of Production – Women in Organized and Unorganized Sector –Determinants of Wage Differentiation

Unit 4

Feminist Approaches to Economic Theories
Theories of Development – Empowerment – Alternative Approaches – WID - WAD – GAD, Concept of Work – Productive and Non-Productive Work – Use Value and Market, Value – Visibility and Invisibility – Problems in Measurement of Women's Work– Opportunity Cost – Time Use – Survey Methods of Measuring Women's Work – Difficulties – Role of Government. Labour Laws Relating to Women – Minimum Wages Act – Equal Wages and Equal Remuneration Act - Maternity Benefit Act,

Unit 5

Constitutional Provisions and Special Initiatives for women
Indian Constitution relating to women – Fundamental Rights – Directive Principles of State Policy – Constitutional Guarantee of Equality - Dowry Prohibition Act – Laws Relating to Inheritance of Property – Family Court Act 1986 – Protection of Women from Sexual Harassment at Work Place – Domestic Violence Act 2005, Violence against women in Public – PNDT Act, Family Courts, Role of Cells and Counseling Centers – Legal Aid cells – Help lines – State and National level Commissions for Employment Schemes.

BOOK REFRENCES
1. Adhikari, Sudeep and Sinha, B.R.K (2012). Human development, Equity and gender justice. New Delhi: New Century Publication.
2. Bharat J, Madhu J, (2004). Indian Approaches to Women's Empowerment, Jaipur: Rawat.
3. Biju, M.R 2012. Globalization, Democracy and gender justice. New Delhi: New Century

Publication.

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5. Clara Zetkin, (1988) Movements for the Emancipation of Women, New Delhi: Kamgar Prakashan.

6. Desai, (1986) Women's Liberation and Politics of Religious Personal Laws in India, Bombay: C.G Memorial Trust.

7. Biju, M.R (2012) Globalization, Democracy and gender justice. New Delhi: New Century Publication.

8. Kumud Sharma, (1998) Power Vs Representation-Feminist Dilemmas, Ambivalent State and the Debate on Reservation for Women in India, Occasional Paper No 28, Centre for Women's Development Studies, New Delhi.

9. Gawli. V.S (2012) "Gender Inequity in the Corporate sector in India" *Prabandhan: Indian Journal of Management, Vol 5 (6), pages 26-31.*

10. Gill, Rosalind (2007) Gender and the Media. Jaipur: Rawat Publication.

11. Goodman, Lizbeth (2003) Routledge Reader in Gender and Performance, London: Routledge.

12. Jamb, Bhumika and Yamini Mishra (2015) "Gender responsive budgeting in India", *Economic and Political Weekly*, 50 (50) pages 54-62.

13. Leela Kasthuri, 1995. Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992. Occasional Paper NO 25. New Delhi: Centre for Women's Development Studies.

14. Lena Dominelli, (2002), Feminist Social Work Theory and Practice, New York: Palgrave.

15. Lotika Sarkar, (1995), Women's Movement and the Legal Process, Occasional Paper No. 24 New Delhi: Centre for Women's Development Studies.

16. Maithreyi Krishna Raj, (1986). Women Studies in India – Some Perspectives. Bombay.: Popular Prakashan.

17. Manmohan Kaur, (1985). Women in India's Freedom Struggle, New York: Sterling.

18. Mala Khullar, (Ed.),(2005). Writing the Women's Movement: A Reader, Zubaan, Kali for Women, New Delhi

19. Neera Desai and Usha Thakkar, (1999). Women in Indian Society. New Delhi: National Book Trust India.

20. Reina Lewis, Sara Mills (Ed.), (2003) Feminist Postcolonial Theory – A Reader. Edinburgh: Edinburgh University Press.

21. Sandhan Arya, (2000) Women Gender Equality and the State. New Delhi: Deep and Deep Publications.

22. Sarkar, Sumita and Manjari Srivastava (2011) Globalisation and Gender. Jaipur: Rawat Publication.

23. SharmilaRege, (Ed.), (2003) Sociology of Gender – The Challenge of Feminist Sociological Knowledge. New Delhi: Sage Publications.

24. Sharma, Paribhasha (2015) "Gender based Crime and Gender Inequality in India. '*Economic and Political Weekly*', 50 (45) pages 48-55.

25. Singh, A.K (2010) Gender Budgeting and Women Empowerment in India. New Delhi: Serials Publication. Shivathmika Publishers, India.

26. Leela Kasthuri, (1995)Development, Patriarchy, and Politics: Indian Women in the Political Process 1947-1992, Occasional Paper NO 25, Centre for Women's Development Studies, New Delhi.

27. Tulsi Patel, (Ed.), (2007) Sex selective Abortion in India – Gender, Society and New Reproductive Technologies, New Delhi: Sage Publications.

28. United Nations Development Organisation, (1995) Human Development Report, UNDP, Delhi.
29. Veena Poonacha, (1995) Gender within the Human Rights Discourse, RCWS, SNDT, Bombay
30. World Bank (2012) World Development Report 2012: Gender Equality and Development. World Bank, Washington.
31. World Health Organisation, (2000) Women of South East Asia- A health profile, WHO, Regional Office for South East Asia, New Delhi.

CORE PAPER XIII - SPECIALISATION IV: SOCIAL WORK WITH FAMILIES
1. Social Work with the Elderly   **Total Teaching Hours: 60**

Objectives
1. To understand the theories, concepts and perspectives in gerontology and gerontological social work
2. To examine the historical norms of roles, power and status of older persons and emerging trends and issues in the context of liberalized political economy and changing demography.
3. To study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.

Unit 1

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

.Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

    Developmental programmes for ageing: Development programmes for preparations for old age, retirement planning, programmes for preparation for understanding death and bereavement planning, and raising family and community awareness about ageing and death. Non-institutional services / Community services: Continuing educations, mutual/self-help groups, second career, training of elderly as volunteers, counseling and legal aid to elderly, multi-services / day care centers, home/family-based services,

telephone help lines, information and referral services, and death with dignity. Minimizing the need for and humanizing the existing institutional services. Training of para professionals and volunteers for care of the elderly.

BOOK REFRENCES

1. Dandekar, K. (1996), The Elderly in India, Sage Publications, New Delhi.
2. Desaum N abd Suva Rahym (2000), Gerontological Social Work in India, Some Issues and Perspectives, B.R. Publishers, Delhi.
3. Irundaya Rajan, S. Mishra, U.S. and Sarma P.S., (!997), Indian Elderly: Asset or Liability, Sage Publications, New Delhi.
4. Khan, M.Z., (1997), Elderly in Metropolis, Inter India Publishers, New Delhi.
5. Krishnan, P and Mahadevan, K. (eds.) (1992), The Elderly Population the Developed World: Policies, Problems and Perspectives, B.R. Publishing, Delhi.

SPECIALISATION IV- COMMUNITY DEVELOPMENT AND EMPOWERMENT
2. Entrepreneurship Development

Total Teaching Hours: 60

Objectives

- To provide an understanding, nature and process of entrepreneurship development
- To motivate the students to go for entrepreneurship development

Unit 1

Evolution of Entrepreneurship: Nature, Elements, Interactive Process.
Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.

Unit 2

Developing the Entrepreneurship Plan: Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning,

Unit 3

Managing Entrepreneurship Growth: Development stages. Financial aspects of Entrepreneurship.

Unit 4

Entrepreneurship Personality characteristics – Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure – preparation of project proposal.

Unit 5

Small Scale Industry – Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.

BOOK REFRENCES

1. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), **Effective Small Business Management,** Business Publications, Dallas, Texas.
2. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), **Successful Small Business Management,** Business Publications, Dallas, Texas.
3. Donald F. Kuratko, Richard M. Hodgetts, (2001), **Entrepreneurship – A Contemporary Approach,** Harcourt College Publisher, London.

4. Gupta M.C., (1987), **Entrepreneurship in Small Scale Industry,** Anmol Publications, New Delhi.
5. Lambden, Johnc and Targett, David, (1990), **Small Business Finance – A Simple Approach,** Pitman Publishing, London.

SPECIALISATION IV: HUMAN RESOURCE MANAGEMENT
3.Organizational Behaviour and Organizational Development

Total Teaching Hours: 60

Objectives
- To help students build a knowledge base appropriate to Personal Management and Organizational Behaviour.
- To enable the students to perceive and develop the attitudes required for the successful application of personnel management and organizational Behaviour
- To assist them to perceive develop the skills appropriate to the field practices.

Unit 1

Organizational Behaviour: History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality.

Unit 2

Dynamics of Organizational Behaviour: Perception, Managerial leadership, process, styles, types and theories, group dynamics, team building.

Unit 3

Human Behaviour at Work: Models and theories of motivation; attitude, job satisfaction, morale, frustration, conflict and stress management.

Unit 4

Organizational Development: The concept, theory, scope and practice of organizational development, organizational culture design, organizational change.

Unit 5

Operational research – Network analysis, PERT – CPM, Process Mapping.

BOOK REFRENCES
1. Dwivedi, R.S. (1982), Management of Human Resources, Oxford Publishing
   Co., Bombay.
2. Frence, Wemdell and Cecil, (1995), Organization Development, Prentice –
   Hall of India Ltd., New Delhi.
3. Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,
   Singapore.
4. Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,
   Bombay.
5. Ouchi, William, (1981), Theory Z, Avon Books, New York.
6. Pareekh, Udai, (1998), Organizational Behaviour & Process, Rawat
   Publications, Jaipur.

7. Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hall of India Ltd, New Delhi.
8. Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour & Performance, Scott Foresman and Co., London.

SPECIALIZATION IV– MEDICAL AND PSYCHIATRIC SOCIAL WORK
4.Mental Health and Social Work   Total Teaching Hours – 60

Objectives:
- To understand the concept of Mental Health and the characteristics of Positive Mental Health
- To acquire knowledge of Psychiatric disorders
- To develop skills in identifying mental disorders in health setting and in community work.
- To sensitize students of the need for a proactive, preventive approach in mental health.

Unit 1

Concept of Mental Health & Mental Illness: Concept of Mental Health, Magnitude of Mental Health problems in India, Indian view of Mental Health, Changing trends in Mental Health Care
Classification of Mental Disorder – ICD 10 & ICF, DSM-IV

Unit 2

Common Mental Disorders (ICD 10 classification) – Clinical signs & symptoms
Organic Mental Disorders, Mental and behavioral disorders due to psychoactive substance use, Schizophrenia, Mood Disorders

Unit 3

Common Mental Disorders (ICD 10 classification) – Clinical signs & symptoms
Neurotic stress related and Somatoform disorders, psycho-physiological disorders, Suicide, Sexual disorders; Disorders of adult personality and behaviour, Mental retardation and Psychiatric disorders in Childhood

Unit 4

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

Unit 5

Mental Health problems among vulnerable groups: Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness / Mental Retardation, Sexual Minorities, Mental Illness and Homelessness

BOOK REFRENCES

1. American Psychiatric Association (1995): Diagnostic & Statistical Manual of Mental Disorders (4th Edition). Washington DC: American Psychiatric Association
2. Ahuja, Niraj (2002): A Short Textbook of Psychaitry 5th Editions, New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd.
3. Davar, Bhargavi V. (2001): Mental Health from a Gender Perspective. New Delhi: Sage Publications India Pvt. Ltd.
4. Gelder, Michael, Paul Harrison & Philip Cowen (2006): Shorter Oxford Textbook of Psychiatry (5th edition), New Delhi: Oxford University Press
5. Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner's Survival Guide. Washington DC: American Psychiatric Press, Inc.
6. Hicks, James Whitney. *50 Signs of Mental Illness – A Guide to Understanding Mental Health.* New Delhi. Word Books, 2008.
7. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.
8. Mane P. & Gandevia K. (Eds.) *Mental Health in India Issues and Concerns.* Mumbai: Tata Institute of Social Sciences, 1993.
9. Srinivasa Murthy & Burns B. (Eds). *Community Mental Health – Proceedings of the Indo-US Symposium.* Bangalore: NIMHANS, 1992.
10. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy,: TTK Hospital, Chennai
11. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.
12. World Health Organization (1992): The ICD-10 Classification of Mental and Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi: Oxford University Press

SPECIALIZATION IV– DISABILITY STUDIES AND ACTION
5.Rehabilitation and Counseling for Disability   Total Teaching Hours: 60

Objectives.
- To understand the role of strategic alliances and movements in improving service delivery and influencing policy and legislative reforms.
- To enhance knowledge of approaches/models that could be used to work with individuals and groups of persons with disability.
- To develop and enhance skills of working with persons with disability using various approaches and application of the models of intervention.

Unit 1

Rehabilitation; Definition, meaning and concept, aim, Historical Perspective, Misconceptions, causes and characteristics, need and importance, Fields of Rehabilitation, access to rehabilitation, Community & Disability - Participation and empowerment, Community mobilisation-process and skills in rehabilitation, -Case Studies, Networking of organizations for persons with disabilities,

Unit 2

Rehabilitation Advocacy and Lobbying - concepts, need for these methods, Advocacy-Issue framing, Force Field- Strategies for Advocacy, Stakeholder Analysis for Advocacy, Stakeholder Analysis, Networking, Advocacy Experiences on Disability, General legal provisons relating to the disabled, specific legislations for the disabled

Unit 3

Counselling in different settings: Mapping and contextualizing issues faced by persons with disability and their families Counselling in different settings, Critical periods in life cycle / Transitions Framework / Quality of Life, Issues related to acceptance of self and disability, coping with lifestyles, IPR, Egan's model of Counselling

Unit 4

Counselling Individuals for personal adjustment: Approaches to counselling – Psychodynamic, Behavioural, existential/humanistic, transpersonal approaches, Individual counselling using behavioural approach - Skills and techniques, Individual counselling using other approaches – skills and techniques, including RET.

Unit 5

Counselling needs - Group Counselling, Self-help groups, Facilitation skills, Community Based Rehabilitation, Community Education, Holistic interventions, Reluctance reaction, Dependence reaction, Crisis and Intervention, Depressed reaction, suicidal reaction.

BOOK REFRENCES
1. S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 6)
2. Ben-Shlomo, Y. & Kuh, D. (2002). A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. International Journal of Epidemiology, 31, 285 – 293.
3. Brown, I and Brown, R.I. (2003). Quality of Life and Disability: An approach for community Practitioners. London: Jessica Kingsley Publishers
4. Egan, E. (1982). The Skilled Helper. 3rd edition. Brooks/Cole.
5. Corey, G. (1997). Theory and Practice of Counselling & Psychotherapy.   California: Wadsworth.
6. Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall. (Chapter 3)
7. Parker, R. (Ed.) (1987). Rehabilitation Counselling: Basics and Beyond. Texas: Pro-ed. Inc. (Chapter 4)
8. Nelson-Jones, R. (2002). Essential Counselling and Therapy Skills: The Skilled Client Model. London. Sage
9. Rao, N.S. (2008). Counselling and Guidance. New Delhi: Tata McGraw Hill.
10. Kurtz, L.F. (1997). Self Help and Support Groups: A Handbook for Practitioners. CA: Sage.
11. White, S.A. (1999). The Art of Facilitating Participation: Releasing the Power of Grassroots Communication. CA: Sage
12. Punani, B. Rawal, N. & Sajit J. (2002).   Manual Community Based Rehabilitation (Visually Impaired) II Edition, Ahmedabad: Blind People's Association.
13. Thomas, M. & Thomas, M.J. (2003).   Manual for CBR Planners. Bangalore: Asia Pacific Disability Rehabilitation Journal.
14. Mc Conkey, R. And Mc Cormack, B (1983): Breaking Barriers: Educating people about disability, London: Souvenir Press (E) and (A) Ltd.
15. Robertson, S. E. & Brown, R.L. (1992). Rehabilitation Counselling: Approaches in the field of disability. London: Chapman & Hall.

SPECIALIZATION IV – WELFARE OF THE WEAKER SECTIONS
6. Conflict Transformation and Peace Building for Social Work

Total Teaching Hours: 60

Objectives:
- To introduce the students to the concepts of justice, peace and conflict transformation
- To enable the students to apply the techniques of conflict transformation in their work
- To facilitate students to use the tools of conflict transformation in the field of development

Unit 1

Understanding conflict

Definition and concepts of Conflict, crises and disputes. Conflict situations, causes and effects, Intractable conflicts and its impact.

Unit 2

Tools for conflict analysis

The conflict map, conflict tree, time line, Power triangle, ABC triangle, force field analysis, the needs, interests and positions, relationship map, and structural analysis.

Unit 3

Approaches to resolving conflicts

Conflict management, resolution, transformation. Decoding the Adam Curl, John Paul Lederarch and Johan Galtung models. Structural Dimensions, Relational and Personal dimension of conflict transformation.

Unit 4

Skills for conflict transformation and peace building

Nonviolent communication, Appreciative enquiry, Building substantial Dialogue, Fact finding, Networking, Negotiation, mediation and Alternative Dispute resolution skills.

Unit 5

Social work settings and conflict transformation

Case studies from clinical settings, small group settings involving two or three people, community settings and situations involving masses.

BOOKS FOR REFERENCE

1. Barash, David P. and Charles P. Webel.(2002). Peace and Conflict Studies. Thousand Oaks, CA: Sage Publications.
2. Burton (1), John W.(1990). Conflict: Resolution and Provention. London: Macmillan Press. Chapters 1-3.
3. Burton (2), John W. (1997). Violence Explained. Manchester, UK: Manchester University Press. Chapter 4.
4. Clements, Kevin and the editors. (2003). Theory Research and Practice. In Conflict Cheldelin, Druckman, and Fast eds . New York: Continuum.
5. Chang, Andrew, et al. (2008). Race, Injustice, and Conflict Resolution. In Re-Centering: Culture and Knowledge in Conflict Resolution Practice. Syracuse, NY: Syracuse University Press.
6. Church, Cheyanne and Mark Rogers. Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs. Washington, DC: Search for Common Ground and U.S. Institute of Peace. Accessed 1/5/08.http://www.sfcg.org/programmes/ilr/ilt_manualpage.html, Chapters 1,2
7. European Centre for Conflict Prevention. (1999). People Building Peace: 35 Inspiring Stories from Around the World. Utrecht, the Netherlands: European Centre for Conflict Prevention.

8. Francis, Diana. (2002) People, Peace, and Power: Conflict Transformation in Action. London: Pluto Press.
9. Gilligan, James. (2001) Preventing Violence. New York: Thames and Hudson.
10. Jeong, Ho-Won. (2000) Peace and Conflict Studies: An Introduction. Aldershot, England: Ashgate.
11. Lederach, John Paul. (1995) Preparing for Peace: Conflict Transformation AcrossCultures. Syracuse, NY: Syracuse University Press.
12. Lederach, John Paul. (1997) Building Peace: Sustainable Reconciliation in Divided Societies. Washington, DC: United States Institute of Peace Press.
13. Parker, John et al. (2003) Social Theory: A Basic Tool Kit. New York: Palgrave Macmillan.
14. Ramsbotham, O., and Woodhouse, T., and Miall, H. (2005) Contemporary Conflict Resolution, 2nd Edition. Malden, MA: Blackwell.
15. Schirch, Lisa. (2004) Little Book of Strategic Peacebuilding. Intercourse, PA: Good Books.
16. Stassen, Glen, ed. (1998) Just Peacemaking: Ten Practices for Abolishing War. Cleveland, OH: The Pilgrim Press.

CORE PAPER XIV– Field Work Practicum IV

Family Social Work

Objectives:

1. To enable the students to understand socio-economic dynamics with special reference to the Family setting
2. To help the students to identify specific issues that require immediate attention and intervention with reference to   ensuring the Child Rights
3. To enable the students to understand Social Work interventions in Family and Child Welfare Setting

Tasks:

Application of Social Work methods in Child Rights setting
Application of Social Work methods with Children in difficult circumstances
Practice Multi-disciplinary approaches in Family and Child Welfare settings
Enhance skills in Rights Based Approach for Child Rights

Duration: 24 Days

Community Development
Urban Community Development

Objectives:

1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems
2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies

3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying

4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation

5. To help the trainee gain insight into the components of Urban Community Development

6. To enhance competencies to assess and analyze urban problems, needs and service delivery.

7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.

Tasks:

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

a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.

b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem

c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

Human Resource Management

Manufacturing/ Service/ IT Sectors

Objectives:

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

13. To utilize field instructions for enhancing and integrating professional growth in Human Resource

Tasks:

I Organizational Profile

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

II Areas of Personnel Functions

• Manpower Planning (Need Analysis)
• Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources)
• Types of Employees (Contract/ Temporary/ Permanent/ Part-Time)
• Selection (Interview/ Written Test /Group Discussion / Physical examination
• Induction and Placement, Promotion and Transfer
• Training and Development (Need Analysis/ Types/Outsourcing)
• Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews)
• Time Office (Daily Attendance/ Swiping Cards/ Attendance Register)
• Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out)

Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.)
Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)
Social Security Benefits (Social Insurance/ Social Assistance)
Employee Service Register, Communication
Employee Appraisal (Ranking/ Free Essay/ 360 degree Appraisal), Balance Score Card, Succession Planning

III Industrial Relations Functions

IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils
Grievance Handling - Grievance Settlement Procedure
Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment)
Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment

IV Labor Welfare Measures

Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives)
Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling
Workers' Education, Recreation, Other Welfare Measures

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Psychiatric Social Work

Objectives:

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

Tasks:

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

Disability Studies and Action

Objectives:

1. To help students to critically examine the social construction of disability from different Stakeholder perspectives.
2. To make students aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
3. To be exposed to the various types of disabilities and their causal factors,
Prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.

4.To examine the impact of each disability on different aspects of an individual's growth and development.
5. To become familiar with the roles of the different professionals in the multi-Disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.

Tasks:

1. Apply Social Case Work (includes identification, assessment, intervention, rehabilitation and follow-up)
2. Identify & undertake Group therapeutic sessions
3. Organise a need based/ setting-based Community Health Programme
4. Function as a member of the Multidisciplinary team
5. Network with other organizations and advocate when necessary
6. Document and maintain records

Welfare of Weaker Sections

Objectives:

1. To understand the challenges faced by the weaker sections of the society.
2. To examine the issues and concerns faced by such communities at various stages and at predictable crisis periods and the interventions needed by these communities during those stages or periods.
3. To help students gain skills in the application of various social work methods for the welfare of weaker sections.

Tasks:

1. Use social work principals, values and Ethics to work with the weaker sections of the society.
2. Identify and undertake case work and group work sessions for those in need
3. Conduct community programmes based on their need
4. Conduct mini research on an issue that is prevalent
5. Network with other organizations and advocate when necessary
6. Function as a member of the Multidisciplinary team
7. Document and maintain records

ELECTIVE IV- 1. Migration issues and human security

Objectives
- Understand migration in the context of development and displacement
- Explore current and emerging trends on internal and International migrations
- Acquire knowledge on determinants of migration and rights of Migrants
- Understand the relationship between migration and development

Unit 1
Migration: Basic Concepts and Definition of Migration, Causes and Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.

Unit 2

Migration in India: Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees

Unit 3

Globalisation and Migration; Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,

Unit 4

International Migration: PoliciesUN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

Unit 5

Migration and Human Security: Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter- State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979

BOOKS FOR REFERENCE
1. Amal Datta, (2003): Human Migration. A Social Phenomenon. India: Mittal.
2. Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge.
3. Devesh Kapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press.
4. David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge.
5. R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul. .

ELECTIVE-IV-2.Social Work in the Unorganized Sector

5

Objectives
- To provide an understanding into the extent and nature of unorganized workers in Urban and rural India.
- To provide an understanding to the problem of unorganized worker, nature of work and services available for these groups
- To develop skills for intervention and working with the workers of the unorganized sector.

Unit 1

Unorganised Sector: Definition, meaning and concept: Worker, Labourer, worker of unorganized sector, economic development, occupational structure, minimum wages. Difference between organised and unorganized sectors.

Unit 2

Nature and Problems
a) Categories of the workers of the unorganized sector
b) Socio – economic profile
c) Problems
d) Economic development and it's impact on workers of the unorganized sector.

Unit 3

Organisation of the Unorganized

a) Worker's movements Peasant, Naxalite, Tebhaga, Sewa.
b) ILO and it's role
c) Problems of organizing the unorganized
d) Role of trade unions, social activists and voluntary organizations
e)Generating – public opinion.

Unit 4

Policies, Programmes and Legislations – Review of present situation and impact
a) National Child Labour Policy.
b) NREG Act, 2005 and NREG schemes
c) Minimum Wages Act, Payment of Wages Act, Bonded System Act, Trade Union Act, Contract Labour Act, Equal Remuneration Act, Inter State Migration Workmen Act.

Unit 5

Social Work in the Unorganized Sector: Skills required practice in the unorganized sector, Methods and principles of organizing the unorganized.

BOOKS FOR REFERENCE
1. Aziz, Abdul (1981): Rural Poor: Problems and Prospects, Ashish Publishing House, New Delhi.
2. Banerjee N (1985): Women Workers in the Unorganized Sector, Sangam Books.
3. Census of India (1991): Provisional population totals: Workers and their Distribution Series I, India paper.
4. Dutt R. (1995): Indian Economy, S. Chand and Co.Ltd., New Delhi.
5. Gangrade, K.D. (1983): Women and Child workers in unorganized sector: Non-Government organization perspectives, New Delhi, Concept.
6. Hasnain, N.(ed) (1998): Weaker se4ctions – The psychosocial perspective, Gyan Publishing House.
7. ILO, (1978): Structure and Functions of rural workers organization, Geneva.
8. ILO, (1998) Showing the way – Trade union against child labour in India, New Delhi.
9. Jose, A.V. (ed) (1998): Limited options – Women workers in rural India, ILO and World Employ unions against child labour in India, New Delhi.
10.Joshi, S.S (1995): Women Workers at the grass - root level – A sociological study, Ashish Publishing House.
14. Sarma, A.M. (1990) Welfare of special categories of Labour, Himalaya.

ELECTIVE V-1. Social Work and Persons with Disability

Total teaching hours**: 45**

Objectives:

- To develop understanding of the needs and problems of persons with disability.
- To understand policies, programmes and services available to persons with disability.
- To provide opportunities for social work intervention to the persons with persons

Unit 1

Types of Disability: Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem,

multiple disability.

Unit 2

Historical development of services & programmes for the various categories of persons with disability. institutional and Non –institutional services for various groups, management of institutions of disabled people.

Unit 3

Causation of Disabilities: Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.

Unit 4

UN Declaration of Human Rights of Disabled Persons: International year for Disabled, Efforts by International organizations for prevention, welfare & rehabilitation of disabled. Legislation with reference to persons having disabilities. Mental Health Act, The Person with Disabilities (Equal
Opportunities, Protection of Rights and Full Participation) Act, 1995.
Welfare Services for disabled.

Unit 5

Work, Occupation and Disability: Factors specific to disabled elderly people; and Children, social work in traditional setting. The changing context of social work practice. Social Work intervention for creating supportive environment.

BOOKS FOR REFERENCE
1. Narashimha, (1986): M.C.Disability: A Continuing Challenge, Willey Eastern& A.K.Mukherjee Ltd., New Delhi.
2. Wilson B. R (1987): Rehabilitation Studies, Cambridge University D.L .McMillan,Press.
3. Oliver, Michale (1993) Social work – Disabled People and Disabling Environment, Jessi Kingsely Publishers, London.
4. Gajendra Gadkar, S.N (1983): Disabled in India; Somaiya Publications Pvt. Ltd., Bombay.
5. Bequer Ali (1997):Disability: Challengers, Response, Concerned Action, New Delhi, 1997.
6. Kitchlu, T.N (1991):A Century of Blind Welfare in India, Penman Publishers, New Delhi.
7. Abidi, Javed (1995): No Pity. Health for the Millions. Vol. 21, No.6 Voluntary Health Association of India (VHAI), New Delhi, 1995.

ELECTIVE PAPER V- 2.UN Systems for Development and Social Change
Total teaching hours: 45

Objectives
- To enable students, familiarize with UN systems and frameworks for development

- To familiarize students with current UN documents, treaties and policies for development
- To critically analyze the functioning and achievements of the UN Systems

Unit 1

The United Nations System Main aim of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

Unit 2

Global Issues on the UN Agenda: Brief Overview Peace and Security, Women, Youth, Children, Refugees, Human Rights, Disaster relief, Disability, Food, Family, Education, Indigenous people, Water, Terrorism, Ageing, AIDS, Agriculture. Millennium Development Goals

Unit 3

Organisations of Economic and Social Council Introduction to ECOSOC, The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA); United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

Unit 4

Programmes of the UN – Aims and Programmes, United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes
United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes
United Nations Children's Fund (UNICEF), World Food Programme (WFP) - aims and programmes

Unit 5

UN Entities and other related Agencies – Aims and Programmes Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)
Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)
World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

BOOKS FOR REFERENCE
1. Basu, Rumki.(1993): UN Structure and Function: An International Organisation. New Delhi: Sterling.
2. Black, K. J. (2007): Development in Theory and Practice- Paradigms and Paradoxe. Jaipur: Rawat.
3. Boulder, Colo. (1997): The United Nations and the Changing World Politics. New York: West View, United Nations.

4. Pant, S. K. (2006): Human Development- Concept and Issues in the Context of Globalisation. Jaipur: Rawat. .
5. Pawar, S. N. Ambekar, J., B., and Shrikant, D. (2004): NGOs and Development - The Indian Scenario. Jaipur: Rawat.
6. Verma, K. Manish. (2004): Development, Displacement and Resettlement. Jaipur: Rawat.
7. Willets, Peter. (1996): The Conscience of the World: The Influence of Non-Governmental Organisations in the UN Systems. Washington DC: Brookings Institutions.

CORE PAPER – XV – RESEARCH PROJECT

Every student is required to complete a research project report under the supervision
and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required a submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.

The total credits for Research Project is Four .
Total Marks 100.
Project Report - Report presentation: 80
Evaluation by External only.
Viva voce carries: 20 (Both Internal and External)

Block Placement / Internship: (After IV Semester Examination)

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

Objectives:

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

Duration: 1 month

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