DEPARTMENT OF SOCIAL WORK
MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
TAMBARAM, CHENNAI -600059
(Affiliated to the University of Madras)

The Madras Christian College with the inspiration of the love of God offers to people of all communities education of the whole person which is congruous with God's revelation in Christ of the true nature of the humanity, and is appropriate to the needs of India and of the world.

Restructured Curriculum for the Master of Social Work Degree Programme
Under CBCS
With effect from Academic Year 2015-2016

MADRAS CHRISTIAN COLLEGE
DEPARTMENT OF SOCIAL WORK

The Department of Social Work congruent with the Mission of Madras Christian College offers Human Rights and Value based Professional Social work education as a vocation of service through building of character, experiencing transformational development and acquiring critical consciousness in order to empower people to promote an egalitarian and just society.

REGULATIONS

The Madras Christian College is an autonomous college affiliated to the University of Madras. The college has introduced credit system under autonomy at the Post-Graduate level from the academic year 2003-2004. The Department of Social work offers a Master Degree in Social work (MSW). Social work is a practice profession and therefore the objectives of the MSW course are to prepare candidates for a career in Social work.

Programme Outcomes of the Post-Graduate course in Social Work

The objectives of the MSW course are to prepare candidates for a career in Social work through a professional training programme aimed at developing in them:

- Scientific knowledge about the dynamics of problems and issues in our society.

- Theoretical knowledge about the dynamics of individuals, groups and communities.

- An ability to critique the ideologies that lead to systematic domination, marginalization and rights violation of vulnerable groups.

- Necessary skills for Social work practice.

- An ability to apply skills in social work practice and social work research in different fields for achieving desirable change, development and empowerment of people.

- Attitudes and values necessary for working with people and organizations for achieving the goals of social work profession namely (1) to enhance people's capacity for social functioning (2) to improve the quality of life for everyone (3) to promote social justice (4) to provide opportunities for people to develop their capacities to become participating and contributing citizens.

Eligibility for Admission

- A candidate should attain the age of 20 years on the first of August of the year of admission to the course.

- A candidate should have passed a Bachelor Degree of this University or any other University accepted as equivalent by the syndicate of the University of Madras.

- The course of study for the degree of Master of Social work (MSW) shall be a full-time course extended over four semesters in a period of two years.

Eligibility for the Award of MSW Degree

The Degree of Master of Social work is awarded to a candidate who as per regulation has

- Undergone a Post-Graduate course of study in social work extended over 4 semesters and has earned a minimum of 100 credits.

- Passed the theory examination with an overall passing minimum of 50% and 50% in the end of semester examination.

- Participated in a rural camp and study tour.

- Met the requirements prescribed by the course in relation to field work and research project and passes in them.

- Completed block internship for 30 days.

- Participated and completed the skill-based and co-curricular.

MSW Academic Programme

The course of study for Master of Social work (MSW) shall extend over 4 semesters and shall consist of theory, field work and research project.

The Department offers two specializations during the II year namely Community Development and Medical & Psychiatric Social Work and a student will have to choose one of them at the end of the Ist year.

Theory content

The course content consists of core, supportive, general elective and specialization components. The core domain comprises theory in social work profession related to history, ideologies, methods and intervention, field practicum and research. The supportive domain consists of subjects that enhance understanding of the core courses like, sociology, psychology, etc. Specialization courses are in the areas of Community Development and Medical & Psychiatric Social work. The elective domain consists of 7 elective courses and a candidate should choose a minimum of 2 elective courses. Theory classes are held on 3 days a week. Candidates should earn 66 credits in theory courses and 8 credits in skill based requirements. Candidates should have a minimum of 75% attendance in theory course to be eligible to appear for the end of semester examination.

Concurrent Field Work

Concurrent field work is an integral part of the total training programme in Social work. It consists of practicing social work skills for intervention under the guidance of professional social workers in selected placements. Such placements provide an opportunity to the learner to apply theory to practice and gain first hand experience. Under the concurrent field work there will be no classroom lectures on two-days in a week and on such days the students will report to the placement organizations. Field work will commence with orientation visits to selected social work organizations. The organizations selected for field work practicum should have a well-defined field work programme, willingness to give facilities for training for students and policy of maintaining high standards of welfare programmes. Field work will be organized under competent supervision provided by the field supervisors, who are members of the organization staffing. Dual supervision will be adopted in the field work practicum where the department faculty and the field supervisors assume responsibilities for the supervision of the students through individual weekly conferences and periodical consultations with the field supervisors.

Field work in each semester is an inseparable part of the social work programme. Students are expected to put in 100% of attendance in field work (Rules & Regulations – Appendix I). Two days a week are set aside for concurrent field work of 15 hours per week. Each semester shall have a minimum of 24 days of concurrent field work spread over 12 weeks with 15 hours per week. Six credits are assigned for field work practicum in each semester. A student shall earn a total of 24 credits in 4 semesters of field work.

As part of the field work the student shall attend a rural camp in the second semester for a minimum of 10 days and submit a written report after the camp (Rules & Regulations of Rural Camp – Appendix II).

In the III semester the students will go for a study tour to places of social work interest for a period not exceeding 10 days and submit a report of the same (Rules & Regulations Appendix II).

Block Internship Programme

Block internship is in addition to concurrent field work. It should occur at the end of the 2-year period and it may some times lead to students' employment in the organization. Completion of block internship is a requirement for course completion. The internship should be for 30 days with 8 hours per day totaling to 240 hours with 2 credits.

Research Project

Every candidate is required to complete a research project on a topic related to social work education, practice or some aspect of the field of specialization chosen by him/her. Candidates will select the topic of their research in consultation with the Head of the Department of Social work. The research project will

be carried out under the supervision and guidance of a faculty of the department. The research work will commence from March 1st of the First year of the study and will proceed as per the schedule drawn by the department till March 1st of the second year of study (Appendix III). A candidate is required to submit 2 typed and bound copies of the research project to the department on or before March 1st of the second year of study. The research project will be evaluated by 2 examiners and the students will have to defend their work in a *viva voce* and the research project is given 6 credits.

Assessment:

Theory:

- Each theory course is awarded 100 marks consisting of 50% Internal Continuous Assessment (ICA) and 50% for End of Semester Examination (ESE).
- General Elective (2 Credit Papers) will consist of only Internal Continuous Assessment with a Term Paper at the end of the Semester. ICA will consist of 2 written tests and 1 innovative method of assessment for 50 marks. Term Paper will be at the end of the semester for 50 marks and Electives will be evaluated by the course teacher
- The Internal Continuous Assessment will consist of 3 continuous assessments and the best of two will be taken for the average. The ICA will consist of tests, assignments and seminars.
- A candidate scoring less than 10 marks in the Internal Continuous Assessment will have to repeat the semester subsequently.
- A candidate shall not be permitted to appear for the same theory paper on more than 3 occasions.
- A candidate who has failed in any core theory course has to pass only in that course. However, in an elective course the candidate has the option to choose a new elective course.

Concurrent field work and internship

- Concurrent field work for each semester will consist of 100 marks of which 50% will be internal assessment and 50% external assessment.
- A *viva voce* external examination will be conducted at the end of each semester.
- A candidate who fails in the field work shall not be eligible for the MSW Degree till he/she repeats the field work in consultation with the department and under supervision and secures pass marks.
- A candidate shall not be permitted to take field work examination on more than 2 occasions.

- No mark allocation for block internship but satisfactory completion is required for award of MSW Degree.

Research Work

- The total marks for research project will be 100 marks consisting of both internal and external assessment.
- The research project will be evaluated by the faculty research guide of the department and by an external examiner.
- 50% marks will be awarded for internal assessment and 50% marks for the external examination.
- Continuous internal assessment will be carried out over one year in the 3rd & 4th semester.
- A candidate who fails in the internal assessment in the 3rd semester will not be permitted to proceed with the research work.
- The external examiner will conduct a viva voce at the end of the 4th semester.
- A candidate who fails to submit the final research report on or before 1st March will have to submit it and appear for the external examination in the subsequent semester.
- A candidate shall not be permitted to submit the research project on more than 2 occasions.

A candidate must acquire 100 credits to quality for the award of the MSW degree.

Detailed Structure of Course and Credits for Four Semesters

Course No.	Semester I Title of Paper	Hours/ Week	Credit	CA	ESE	Marks
Paper I	Social Work Profession	4	4	50	50	100
Paper II	Generalist Practice in Social Work	3	3	50	50	100
Paper III	Introduction to Sociology	3	3	50	50	100
Paper IV	Introduction to Psychology	3	3	50	50	100
Paper V	Social Work with Individuals	3	3	50	50	100
Paper VI	Concurrent Field Work	14 (+1)	6	50	50	100
Total		**31**	**22**			**500**

Course No.	Semester II Title of Paper	Hours/ Week	Credit	CA	ESE	Marks
Paper VII	Social Work with Groups	3	3	50	50	100
Paper VIII	Community Organization & Social Action	3	3	50	50	100
Paper IX	Social Work Research & Statistics	3	3	50	50	100
Paper X	Community Health	3	3	50	50	100
Paper XI	Human Rights & Social Work	3	3	50	50	100
Paper XII	Concurrent Field Work	15	6	50	50	100
Total		**30**	**21**			**700**

Course No.	Semester III Title of Paper	Hours/ Week	Credit	CA	ESE	Marks
Paper XIII	Project Management	3	3	50	50	100
Paper XIV	Social Policy & Social Legislation	3	3	50	50	100
Specialization Paper I **Paper XV**	Community Development Practice (Or) Health and Social work	4	4	50	50	100
Specialization Paper II **Paper XVI**	Rural & Urban Community Development (Or) Mental Health for Social work	4	4	50	50	100
Elective (Any one) **Paper XVII**	• Environment Social Work/ • International Social Work/ • Conflict Resolution & Peace Building/ • Social Work with Families & Children	2	2	50	50	100
Paper XVIII	Specialization Field Work	14 (+1)	6	50	50	100
Total		**31**	**22**			**600**
Course No.	Semester IV Title of Paper	Hours/ Week	Credit	CA	ESE	Marks
Paper XIX	Social Work Administration	3	3	50	50	100
Specialization Paper III **Paper XX**	Development Economics (Or) Medical Social work	4	4	50	50	100
Specialization Paper IV **Paper XXI**	Indigenous People and Tribal Development (Or) Psychiatric Social work	4	4	50	50	100
Electives (any one) **Paper XXII**	Counselling Theory and Practice/ Gender and Society/ Disaster Management and Social Work	2	2	50	50	100
Paper XXIII	Research Project	3	6	50	50	100
Paper XXIV	Specialization Field Work	14 (+1)	6	50	50	100
Total		**31**	**25**			**600**
Soft Skills Programme spread over 3 semesters		**8 Credits**				

Department of Social Work, Madras Christian College, Chennai- 600059

Course No.	Semester III Title of Paper	Hours/ Week	Credit	CA	ESE	Marks
Block Internship at the end of the course			**2 Credits**			

The MSW programme consists of:

- Core courses, which are compulsory for all students.

- Supportive courses that is compulsory for all students.

- Elective courses which a student can choose from amongst the courses approved by the department.

- Research Project - Dissertation and *Viva voce.*

- Field Work, which includes Rural Camp and Study Tour; and Block Internship

- Soft Skills

Credit Distribution in Respective Semester

Course Details	Semester I	Semester II	Semester III	Semester IV	Total	
Major:						
Theory	16	15	6	3	40	
Field Work	6	6	6	6	24	
Research Project				6	6	**(70)**
Electives:						
Specialization			8	8	16	
General			2	2	4	**(20)**
Soft Skill Programme			8		8	
Block Internship				2	2	**(10)**
Total credits	**22**	**21**	**22 + (8)**	**25 = (2)**		**100**

SEMESTER - I
SOCIAL EXPERIENCE LABORATORY

Course Outcomes:
1. Enhance self-awareness in relation to the professional role
2. Develop better understanding of one another through group processes
3. Acquire skills like observation, listening, verbal & nonverbal communication
4. Enable students to express feeling and appropriate reactions
5. Understand the importance of leadership and teamwork

DATE/DAY	PROGRAMME	SESSION TIME
Day1	Prayer & Meditation Introduction and Welcome Ice Breaker History of the College and Department Observation-Quiz Department Tour –Assigning Responsibilities Break *Assignment – I*	8.30 am to 3.00pm
Day 2	Silence/ Reflections/Recap Ice Breaker Being-Belonging-Becoming Freedom vs. Rules Joining Together Break Calisthenics Field Visit *Assignment –II*	8.30 am to 3.00 pm
Day 3	Silence/Reflection/ Recap Communication – Internal , External Social Media – Uses vs. Abuses Self Care Break Calisthenics Acts of Kindness *Assignment –III*	8.30 am to 3.30 pm
Day 4	Silence /Reflection/ Recap Team Building Motivation Talk Break Calisthenics Dry Games *Assignment - V*	8.30 am to 4.00 pm

Day 5	Silence /Reflection/ Recap Leadership/Styles/Functions Empowering Leadership, Contracting Break Calisthenics Wet Games *Assignment - IV*	8.30 am to 4.00 pm
Day 6	Silence/Reflection/Recap Field Work /Examination Procedure Value Clarification Library Visit Break SEWA General Body Planning for Shramdan *Assignment - V*	8.30 am to 4.00 pm
Day 7	Silence/ Reflection/Recap Social Analysis Political/Economic/Social/Environmental Break Planning for Shramdan Department Song Practice *Assignment-VII*	8.30 am to 3.30 pm
Day 8	Silence/ Reflection/Recap MDG/HDI Meeting the Alumni Break Faculty Speak *Assignment – VII* Curriculum/Credit System/Exam pattern Planning for Shramdan Day	8.30 am to 5.00 pm
Day 9	"SHRAMDAN" COOKING TOGETHER Conclusion of SEL	8.00 am to 2.00pm

SOCIAL WORK PROFESSION

Course Outcomes:
- To gain understanding about Social Work profession and related concept.
- To recognize importance of Social Work education and practice.
- To understand the current trends of Social Work practice and its application.

Unit –1: Evolution and Introduction to Social Work

Global Perspective: Origin and growth of Social Work in U.K, U.S.A., Asia.

Social Work in India: Origin, Growth, Religion-Philosophical foundation of Social Work in India, Gandhian Social Work.

Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Movements, Social Action, Social Development and Social Capital.

Unit – 2: Foundations of Social Work

Elements of Social Work: Definition, Philosophy, Values and beliefs and Principles

Functions of Social Work: Goals, Methods and Fields of Social Work

Unit- 3: Social Work as a Profession

Characteristics, Scope of professional practice in India, Status of Social Work Profession. Supervision for Professional development, International forums for Social Work Profession-IFSW, ICSW, CSWE, IAPSW; trends at the National level – networks, forum, code of ethics; International Code of ethics -IFSW

Social Work Education: Review of Social Work education in India, Status of Social Work education, Link between education and practice, International forums for Social Work education – IASSW, IASSW guidelines for Social Work Education

Unit –4: Approaches and Models in Social Work

Perspectives or Approaches: Human Rights based, Participatory, Humanist and Existential perspective, Anti discriminatory and Anti oppressive perspectives, Radical and Marxist Perspective

Models and Theory: Welfare, Developmental, Empowerment and Advocacy Models

Unit –5: International Social Work

Introduction to International Social Work: Meaning and Definition, global issues and need for International Practice.

Global Interdependence and Social Work: Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence.

Role of International Agencies: International Relief and Development practice. Role of International Social Welfare Organization and their functions, and roles of UN Agencies, ICRC, INGO's, EU (European Commission)

Methodology: Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work and News Clippings

Text Books:
1. Madan.G.R (2010). Indian Social Problems, Volume I &II, Seventh Edition, Mumbai: Allied Publishers
2. Hepworth, Dean H. and Jo Ann Larsen (1986). Direct Social Work Practice – Theory & Skills (2nd Ed.). Chicago: Illinois, The Dorsey Press
3. Boyle, Scott W.; Grafton H. Hull; Jannah Hurn Mather; Larry Lorenzo Smith; O. William Farley, (2006). Direct Practice in Social Work, New York: Pearson Education, Inc.
4. George K.N and Visvesvaran P.K (2002). Madras School of Social Work, Chennai.
5. Gangrade.K.D (1976). Dimentions of Social Work, New Delhi: Marwah Publications
6. Paul Chowdry (2000). Introduction to Social Work, Atma Ram & Sons, Delhi
7. Sanjay Bhattacharya (2003). Social Work – An Integral Approach, Deep &Deep Publications Pvt. Ltd
8. Zastrow C. (1999), Introduction to Social Work and Social Welfare (6th Ed.), London: Wadsworth Publishing Company
9. Zastrow.H.(1999). The Practice of Social Work, ed-vi, USA: Brooks/Cole Publishing Company.

Websites:
www.ifsw.org
www.iassw.org
www.cswe.org
www.icsw.org

GENERALIST PRACTICE IN SOCIAL WORK

Course Outcomes:
- To develop in students the knowledge and ability to adopt a multi-dimensional holistic approach in social work practice
- To equip the students with knowledge and skills in generalist social work practice
- To develop in students the values, attitudes and principles that enhances human dignity.

Unit-1: Introducing Generalist Practice and its significance in Social Work Practice

Defining generalist practice - eclectic knowledge base, target system and skills, organizational structure and supervision, roles, critical thinking skills, planned change, empowerment, levels of generalist practice – Micro, Mezzo, Macro; Theoretical Framework for generalist practice – Systems Theory, Ecological Theory, Strength Theory

Planned change steps in Generalist Intervention Model (GIM) - Engagement, Assessment, Planning, Implementation, Evaluation, Termination & Follow–up

Unit -2: Micro Practice Skills in the Generalist Intervention Model

Defining micro practice--Interviewing: A key Micro skill - Starting the interview - Conducting the interview - Challenges in interviewing - Terminating the interview

Worker-client relationship: Verbal and non-verbal behaviour; warmth, empathy, genuineness, transference and counter transference; Client self-determination and empowerment. Worker roles in micro practice

Unit-3: Understanding and Working with Families

Importance of working with families; Family assessment; Family conflicts, issues & problems; Variations in family structures

Planned Change Process with Families: Engagement, assessment and planning with families; Implementation of family intervention; Evaluation and termination with families

Unit- 4: Mezzo Practice Skills in Generalist Intervention Model

Defining mezzo practice; Concept of groups, types of groups, characteristics of groups, basic group dynamics

Roles and Skills: Roles of groups in enhancing individual growth; Worker roles in groups; Task and treatment group skills.

Unit -5: Macro Practice Skills in Generalist Intervention Model
Defining macro practice; Theoretical base for organisation and community change – Social Reform, Social Action, Cause Advocacy, Case Advocacy;
Skills and Roles; Macro skills for organisational and community change; Worker roles in organisation and community change

Methodology:

Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, field work and News Clippings.

References:
1. Grafton H. Hull, JR.Karen.K. Kirst-Ashman (2004), The Generalist Model of Human Services Practice.

2. Karen K. Kirst-Ashman, Grafton H. Hull, Jr. (2002), Understanding Generalist Practice, Brooks/Cole.

3. Hepworth, Dean H. and Jo Ann Larsen: Direct Social Work Practice – Theory & Skills (2nd & 4th Ed.), Chicago: Illinois, The Dorsey Press

INTRODUCTION TO SOCIOLOGY

Course Outcomes:
- To understand sociology as a discipline and its relevance to social work
- To develop the capacity for application of these concepts to the Indian situation
- To develop analytical skills to social issue and concern

Unit-1: Sociological perspectives and importance of Sociology for Social Work Practice
Sociology- Definition, nature and importance; Elements of society: community, association, and institution; Relationship of Sociology with Social Work
Contribution of social thinkers: Durkheim K. Mark, Auguste Comte, Max Weber, Talkat Parson, Amartya Sen

Unit -2: Society and Culture
Society as a system of relationships; Concept of culture, traditions, customs, values and norms and ethnocentrism
Socialization - Meaning, theories, process and agents
Social process: Cooperation, competition, conflict, accommodation, assimilation and acculturation

Unit-3: Social Structure and Functioning
Social institutions: marriage, family, religion, kinship, economy, polity, education and legal system
Social control: Concept of social control, conformity and deviance; formal and informal social control and agents of social control
Social Structure: systems of social stratification, caste, class, occupation, culture, tribe, and gender; Issues related to social stratification

Unit -4: Social Mobility, Social Change and Social Movements
Social mobility: Nature and characteristics of social mobility, types of social mobility and factors contributing and restricting social mobility
Social change: Concepts, processes, agents of social change and theories of social change: conflict theory, cultural lag.
Social Movements: Meaning, causes, types; Major social movements in India - Dalit movement, Feminist movement, Self respect movement, Naxalbari movement, religious movements, Feminist, Environment, Sub altern – Dalit, Dalit Feminist, Adivasi

Unit – 5: Social Disorganization and Social Problems
Social Disorganization: Meaning, nature and factors responsible for social disorganisaiton; Classification of social disorganization - individual, family community and societal disorganization

Only for Internal Assessment

Structural analysis of Social problems: Meaning, causes and consequences; General social problems- terrorism, health, environmental degradation, population, unemployment, poverty, illiteracy; Problems faced by women, children and weaker sections, marginalised and elderly; Developmental issues arising out of liberalisation, globalization and privatization; Industrialisation, Corporation, Modernisation, Westernisation, Sankritisation and Secularisation - Analysis of them in the Indian society

Methodology:

Lecture, Discussions, Scrap Book, Group Presentation, Assignments

References:

1. Atal, Yogesh (2012): Sociology-A study of the Social Sphere, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia

2. Bhushan.V., Sachdeva.D.R. (1996). An Introduction to Sociology. Allahabad: Kitab Mahal.

3. Jamrozik, Adam & Luisa Nocella (1998), The Sociology of Social Problems – Theoretical Perspectives and Methods of Intervention, UK: Cambridge University Press

4. Madan.G.R (2010), Indian Social Problems, Volume I &II, Seventh Edition, Mumbai: Allied Publishers

5. Ram Ahuja, (2001), Society in India: Concepts, Theories and Recent Trends, New Delhi: Rawat Publications

6. Shankar Rao. C. N., (2010), Sociology: Principles of Sociology with an Introduction to Social Thought, New Delhi: Chand & Company Limited.

7. Stanley, Selwyn (Ed) (2004), Social Problems in India: Perspectives for Intervention, New Delhi: Allied Publishers Pvt. Ltd.

8. Varghese K. E., (1992), General Sociology, Macmillan Education.

9. Vinita Parihar: Society in Transition, Rupa Book (P) Ltd.

10. Vidya Bhusan and Sachdeva D. R (2008), An Introduction to Sociology, New Delhi: Kitab Mahal

INTRODUCTION TO PSYCHOLOGY

Course Outcomes:
- To give an understanding of the concepts of Psychology relevant to Social Work practice.
- To understand the various stages of Human Growth and Development.
- To have an integrated understanding of Human Behaviour in relation to other fields of Social Work.
- To gain knowledge on the influence of psychosocial environment on Human Behaviour.

Unit-1: Definition and Concepts
Introduction to Psychology- definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice

Social Basis of behaviour: Social Perception, Social influence, Social relationships. Attribution, Stereotypes and Prejudices
Physiological psychology – brain and its functioning, CNS, Hormones, its influence on Behaviour

Unit-2: Theories Related to Structure and Development of 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: Psychological Process for Understanding Behaviour
Sensation, Perception and learning (Classical and Operant learning theories)
Memory process: Registration, retention and recall
Intelligence – factors influencing intelligence
Motivation- Motivation process, human needs, Maslow's theory of need hierarchy
Attitude- Attitude and behaviour, Formation of Attitude and attitude change
Emotion and its functions, Stress- Stressors and stress management techniques, Conflicts and its types

Unit-4: Developmental Psychology
Meaning and the principles of growth and Development; Heredity and Environment and its influence on Growth and Development

Stages of development and its Characteristics: Milestones in Development - Prenatal, Perinatal and Postnatal periods, Infancy, Babyhood, early Child hood, Late Childhood, Adolescent, Adulthood, Middle age, and old age

UNIT -5: Mental Health and Psychological Testing
Concepts: Mental Health; Mental Illness; ICD 10 - Outline of common mental disorders, and Mental Retardation
Basics of Psychological testing: Psychometric Tests - intelligence, Aptitude, Stress, motivation and various other scales to study Human Behaviour

Methodology:
Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work and News Clippings

Reference:

1. Ashford, Jose B. & Craig Winston LeCray (2010), Human Behaviour in the Social Environment – A Multidimensional Perspective (4th Ed.), USA: Brooks/Cole Cengage Learning

2. Morgan, Clifford T., King. A., Richard Weisz., John. R. and Schopler. (1986), Introduction to Psychology, New York: McGraw Hill Publications.

3. Morgan.T, King.A., Weisz.R.,Schopler.J., (1993). Introduction to Psychology. New Delhi: Tata McGraw-Hill Education Pvt.Ltd.

4. Hurlock, Elizabeth. B, (1991): Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw Hill.

5. Coleman, James (1976), Abnormal Psychology and Modern Life. Ed.V, Mumbai: Tarapore Wala & Sons Pvt Ltd.

6. Mangal, S.K (2010), General Psychology, New Delhi: Sterling Publishers

7. Zastrow, Charles & Karen K. Kirst-Ashman (2007), Understanding Human Behaviour in the Social Environment (7th Ed.), USA: Thompson Brooks/Cole

8. Zastrow, Charles & Karen K. Kirst-Ashman (2010), Understanding Human Behaviour in the Social Environment (8th Ed.), USA: Brooks/Cole Cengage Learning

SOCIAL WORK WITH INDIVIDUALS

Course Outcomes:
- To help students understand the values and principles of social case work
- To understand and apply theories & models of case work in different settings
- To understand the needs of individuals from the rights perspective

Unit-1: Introduction to Social Case Work

Social Case Work: Nature, definition, objectives & historical development of social case work; philosophy and principles of social case work, case work ethics. Components of social case work: person, problem, place, and process.

Unit-2: Tools and techniques in working with Individuals

Brief introduction to counselling & psychotherapy as helping processes: objective and goals of each helping process and comparison with case work

Rapport building, observation, interviewing, home visit, collateral visit, resource mobilisation, referrals, worker client relationship, empathy, environment modification, genogram, and ecomap

Unit-3: Phases in Social Case Work Practice

Phases of helping process-Phase I-Psychosocial study(interviewing, assessment, planning and techniques and tools of investigation,)Phase II diagnosis- types, process and steps in diagnosis, implementation and goal attainment, Phase III- termination, evaluation and follow up

Unit – 4: Models and Therapeutic Approaches in Case Work Practice

Models in Casework practice: Psychosocial, functional, family centered systems approach, crisis intervention, and problem-solving approach.

Therapeutic approaches to working with individuals: (In brief) Specific techniques relevant to social case work practice from psychoanalytical approach, client –centered therapy, behavioural approach, rational emotive therapy, transactional analysis, family and marital therapy.

Unit- 5: Recording and Practice of Social Case Work

Recording: Uses, principles, structure and content, types –narrative, process and summary records, person oriented record; Case presentation as a tool of professional development

Social Case Work practice in different settings /agencies: Family welfare, child welfare, correctional, industrial, health, and school settings.

Methodology:

Lectures, Discussion, Use of Case Studies, Assignments

References:

1. Misra P. D. (1994), Social Work – Philosophy and Methods, New Delhi: Inter- India Publications.
2. Summer, Nancy (2009), Fundamentals of Case Management Practice – Skills for the Human Service (3rd Edition), USA: Brooks/Cole, Cengage Learning
3. Woods E., Hollis.F. (2000). Case Work edition 5: A Psychosocial Therapy, USA: McGraw-Hill Higher Education.
4. Upadhyay R.K. (2003). Social Case Work: A Therapeutic Approach, New Delhi: Rawat Publications
5. Massat C.R. et al (2009), School Social Work: Practice, Policy and Research, Chicago: Lyceum books Inc.

<u>**SEMESTER - II**</u>

SOCIAL WORK WITH GROUPS

Course Outcomes:
- To understand the dynamics of groups in group work practice.
- To develop skills to integrate other methods of Social work in Social Group Work.
- To gain knowledge and understanding the Scope of Group Work in various Settings.
-

Unit – 1: Concept of Social Group Work & Group Theories

Social Group Work: Concept of Social Group Work, Objectives, Aims, Purpose and Philosophy, Principles of Social Group Work: H.B.Trecker (1948), Konopka (1963), Sharry (2001)

Group Theories**:** Group Leadership, Learning Theory, Field Theory, Conflict theory, Social Exchange theory

Unit – 2: Group Process &Social Group Work Process

Group Process: Tuckman and Jensen (1977),

Group Work Process: Group Formation &Planning – Establishing Groups Purpose, Recruiting Members, Composing the Group, Orienting members, Contracting, Preparing the Environment, Preparing a Written Group Proposal.

The Beginning Phase – Introducing new members, Purpose of Group Confidentiality, Guiding the Development of the group, Goal Setting in Group Work, Contracting, Anticipating Obstacles Assessment Process, Assessing the Functioning of Group Members, Group as a whole, Groups' Environment

Unit – 3: The Middle Phase; Evaluation & Termination

Middle Phase - Preparing for Group Meetings, Structuring the group work, Involving and Empowering Group Members, Helping Members achieve their Goals, Working with challenging Behaviour, Monitoring and Evaluating the Group's progress.

Intervention for Treatment Group and Task Group – Foundation Methods and Specialized Methods

Programmes: Meaning, Purposes & Importance, Nature of programmes in Social group work, Construction of Programme Laboratory – Games, Storytelling, Singing, Dance, Puppetry, Drama, Art, and other techniques.

Evaluation- Methods, Evaluating for Planning, Monitoring, Developing the group, Determining the Effectiveness and Efficiency; Evaluation Measures

Termination Phase - Planned Termination, Ending Group Meetings, Ending the Group as a whole.

Unit–4: Therapeutic Group Work & Models

Therapeutic Group Work: Concept and Principles, Group as an agent of Cure, Therapeutic factors in groups, Group therapy process.

Models: Social Goal Model, Remedial Model, Reciprocal Model

Unit – 5: Group Work Recording and Practice

Recording in Group Work: Meaning, Scope, Types of Recording, Principles of recording, Uses of records. Use of Audio-visual aids: Use of Dictaphone, Video Recordings for Group simulations.

Practice of Social Group Work in Indian context; Integration of social group work and other methods of Social Work.

Group Work practice in different settings: Schools, Hospitals, Community-SHG, Youth, Family and Psychiatry.

Methodology

Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work and Group Activities and conducting Workshops

Text Books

1) Anderson, Joseph (1997), Social Work with Groups: A Process Model, New York: Longman

2) David W. Johnson & Frank P. Johnson (1982), Joining Together Group Theory and Group Skills, New Jersey: Prentice-Hall

3) Ronald W. Toseland & Robert F. Rivas (2001), An Introduction to Group Work Practice. MA: Allyn& Bacon

4) Edcil Wickham (Eds) (2003), Group Treatment in Social Work, Toronto: Thompson

5) Dorothy Stock Whitaker (1987), Using Groups to Help People, New York: Rout ledge and Kegan Paul

6) Aubrey Fisher. B & Donald G. Ellis (Eds) (1990), Small Group Decision Making, Singapore: McGraw-Hill

7) Siddique H.Y. (2008) Group Work-Theories and Practice, Rawat Publications

COMMUNITY ORGANISATION AND SOCIAL ACTION

Course Outcomes:
- To understand the concept of community, its functioning and problems
- To gain knowledge of the various techniques and skills of community organization as a method of social work
- To gain knowledge of the various techniques and skills of social action as a method of social work
-

Unit – 1: Understanding Community

Community – Definition, sociological concept of community – community as a social system; subsystem in the community; types of communities – rural, urban and tribal and their characteristics

Power analysis – Global, National, Local

Community power structure – types of community power – political, social and economic analysis of community power; Community dynamic – Integrative and disintegrative process, factions and subgroups, minority groups; decision making and problem solving process

Unit – 2: Introduction to Community Organisation

History of Community Organisation – UK, USA, Latin America and India; Evolution of CO as a method in Social Work

Community Organisation – Definition, philosophy, principles, goals and scope of CO in India

Models of Community Organisation – Jack Rothman, Social Planning, Locality Development and Social Action, Consensual Approach, Murray G. Ross – General content, specific content and Process Objectives

Unit 3: Skills and Process of Community Organisation

Skills – Communication, Training, Consultation, Organisation, Public Relations, Enabling, Facilitating, Mobilizing, Liaisoning, Participatory skills

Process - Study, Analysis, Assessment, Discussion, Organisation, Action Evaluation, Modification, and Continuation

Unit 4: Social Action as a Method of Social Work

Social Action – Concept, Definition, Aims and Objectives, Scope of social action as a method in social work

Paradigm of five elements in social action – Cause, Change Agent, Change Target, Change Channel, Change Strategy

Strategies and Tactics for Social Action – Power, Persuasive and Educative strategies, Reform and Political Change Strategies, Public Interest Litigation, Social Advocacy and Lobbying, Alliance Building Process, fact finding, social audit, gender audit

Unit 5: Approaches to Social Action

Models of Social Action – Paulo Friere – Pedagogy of the Oppressed; Gandian Approaches; Ambedker Approach , Martin Luther King, Saul Alinsky, Jane Sharp; Contemporary Social Activist and their contribution to Social Reform; Antinio Gramci, Bourdieu – French social Capital

Social Action Movements in India (Select Case Studies) – Tribal Movements, Dalit Movements, Civil Activism, Environmental Movements, Feminist Movements, sub alter movements

Role of a Social Worker in Social Action – Mediation, Advocacy, Negotiation, Conflict Resolution

References:

1. Christopher A.J & Thomas William (2006), Community Organisation and Social Action. Mumbai: Himalaya Publication

2. Chowdry, D.P (1976), Introduction to Social Work. New Delhi: Atmaram

3. Gangrade, K.D. (1971) Community Organization in India. Bombay: Popular Prakasam

4. Ross M.G (1955), Community Organisation - Theories, Principles, and Practices. New York: Harper and Row

5. Siddiqui, H.Y (Eds) (1984), Social Work and Social Action. New Delhi: Harnam

6. Wharf, Brian & Michael Clague(Eds.) (1997): Community Organizing: Canadian Experience, Toronto: Oxford University Press

SOCIAL WORK RESEARCH AND STATISTICS

Course Outcomes:
- To understand the nature and importance of scientific research in Social Work
- To develop the capacity to independently conceptualize a problem and execute research
- To develop the technical competence to assess and analyse social problems, needs and service.
- To understand and learn the application of appropriate statistical techniques to Social Work Research.
-

Unit-1
1.1 Social Work Research – Introduction and concepts
Research: Definition and objectives, Social work research, meaning, objectives, functions and limitations; Principles of research; Ethics in Social Work Research; Nature of Quantitative and Qualitative research - Deductive and Inductive reasoning.

Basic elements of scientific methods: Assumptions, Concepts, Variables, Hypothesis: Cause – effect relationship, Theory, Law.

1.2 Planning a Research Project
Identification and formulation of research problem, Framing objectives, defining concepts, Conceptual and Operational definitions; Use of theorization in review of literature; Importance and methods of review of literature in research

Unit-2
2.1 Research design
Definition, importance and types – Exploratory, Descriptive, Diagnostic, Experimental, Quasi-experimental strategies, Ex post facto, Single subject and Group designs in Social Work research

Mixed methods design: Concept of triangulation and iteration; Types - Sequential explanatory, Sequential exploratory, Sequential transformative, Concurrent triangulation, Concurrent nested and Concurrent transformative.

2.2 Methods of Social research
Historical, Action research, Participatory research – RRA, PRA, PLA & AI, Field research, Evaluatory research, Census study, Survey Research, Monitoring and research

Qualitative Research methods: Case study, Ethnography, Grounded theory, Content Analysis, Narrative, SWOC analysis

Unit-3: Data Collection
3.1 Sources and types of data: Primary and Secondary, Objective and Subjective, Quantitative and Qualitative data
3.2 Sampling: Definition, Purpose and types – Probability and non-probability sampling techniques; Universe, Sampling frame; Sampling and non sampling errors

3.3 Tools of data collection: Quantitative Tools: Questionnaire, interview schedule, Online survey, Structured Observation

Qualitative Tools: Key informant, FGDs, Case study, Participatory and Rapid appraisal techniques and process, Interview Guide, Documents & Audio-visual materials

Qualitative Data Analysis: Organizing data, obtaining general sense of information, coding, themes/categories, description of data, interpretation of data

Unit-4

4.1 Introduction to Statistics

Nature and scope of Statistics, limitations of statistics; Processing, Analyzing and interpretation of data; Use of graphs in presentation of data

Normal distribution – meaning, importance and properties of Normal curve; Skewness; Kurtosis

Measures of Central Tendency: Mean, Median and Mode

Measures of Dispersion: Range, Mean Deviation, Quartile deviation, coefficient of mean deviation and standard deviations; Coefficient of variation; Pearson's coefficient of correlation, Spearman's Rank correlation, Regression

4.2 Levels of measurement: Nominal, Ordinal, Interval and Ratio

4.3 Scaling techniques: Concepts and methods (Likert and Thurstone methods); Internal consistency of the items, Reliability and Validity

Unit – 5

5.1 Hypothesis testing:

Steps involved in hypothesis testing; Type I and Type II error, Tests of significance, Levels of confidence, degrees of freedom

Chi-square test: level of significance, Degree of freedom; Student 't' and 'F' Tests; Factor Analysis

Basic concepts of analysis of variance: one – way, two – way and multivariate analysis and their application

5.2 Data Analysis and Research report

Coding, Data entry, Editing, Classification and tabulation of data; Data analysis, interpretation and drawing inferences, preparation of research report – Structure and contents-requisites of good report-referencing, bibliography.

(Training in the use of SPSS in Data Analysis as part of soft skills programme in the III semester)

Methodology

Lectures, Reading Material, Assignments, Workshops, and Individual Activities

References:

1. Alan Bryman, (2004) *Social Research Methods*, New Delhi, Oxford University Press.

2. Allen Rubin, Earl Babbie (2007), *Essential Research Methods for Social Work,* Belmont: Thomson Books/Cole

3. Creswell, W. John. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches,* Edition-2, New Delhi: Sage Publications.

4. Darin Weinberg (2002), *Qualitative Research Methods*, London: Blackwell Publishing House.

5. Earl Babbie (1998), *Adventures in Social Research using SPSS*, New Delhi: Pine Forge Press.

6. Gupta S.P (2005), *Statistical Methods*, New Delhi: Sultan Chand Publishers

7. Kothari C.R(2004)., *Research Methodology – Methods and Techniques*, New Delhi: Wilsey Eastern Ltd.

8. Janet M.Ruane (2005), *Essentials of Research Methods*, UK: Blackwell Publishing

9. Lawrence Neuman (1997), Social Research Methods, Qualitative and Quantitative Approaches, Needham Heights, MA: Allyn and Bacon

10. Lakshmi Devi (1997), *Encyclopedia of Social Research*, Vol. I. II, & III, New Delhi: Anmol Publications

11. Lal Das D.K (2000), *Practice of Social Research*, Jaipur: Rawat Publications.

12. Sarantakos(2005) *Social Research,* New York: Palgrave Macmillan.

13. Vijay Rohatgi (2001), *An Introduction to Probability and Statistics*, New York: Wiley – Interscience Publications, John Wiley & Sons

COMMUNITY HEALTH

Course Outcomes:
- To sensitise Students about the health needs and problems of various vulnerable groups in India.
- To understand the status of Health in India.
- To enable students to integrate and apply the knowledge about health issues in their field work practice.
- To help students develop interventions in the area 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 Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community 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: Maternal and Child Health

Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranatal 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 – 4: Food, Nutrition, Immunization & Health

Food, Nutrition & Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.

Unit – 5: Health Care in India

Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH

Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine

Methodology
Lectures, Discussions, Visit to hospital
(2days training programme Training in First Aid - only practical, not for External exam)

References:
1. Park J.E. & Park K. (2005), Textbook of Preventive and Social Medicine; M/s. Banarsidas Bhanot, Jabalpur.
2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,.
3. Miller D.(1976). Dimensions of Community Health; Lowa : C. Brown Co. Publications.
4. Mohan Rao (1997) Disinvesting in Health – The World Bank's Prescriptions for Health.
5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications.
6. Pandey .R. & Kanhere V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi.
7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.
8. Pisharoti K.A, Thugnanasambandham C. Kapali V. & Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai.
9.   Health for all now- The Peoples' Health Source Book (2004) AID India; Chennai.
10. Sanjivi K.S. (1971)Planning India's Health; Orient Longman, Chennai.
11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.

HUMAN RIGHTS AND SOCIAL WORK

Course Outcomes:
- To understand and develop knowledge on Human Rights.
- To study the Indian constitution, Indian legal system, rule of law and Human rights.
- To prepare students to play a role in promotion and protection of Human rights.
-

Unit -1: Human Rights and Constitutional Provision
History - Meaning, Evolution and Concept of Human Rights, Three Generation of Human Rights
Constitution of India - Preamble, Fundamental rights, Directive Principles of State Policy, Fundamental Duties
UN Charter and Universal Declaration of Human Rights

Unit –2: International Conventions and UN Commissions
Convention on Refugees-1951, Convention on all forms of discrimination against women-1979, Violence against women -1994, Convention on Rights of the Children-1989, Convention against Torture-1984, Convention on Migrants -1990,Beijing & Durban Conference 2001, Convention on Elimination of Racial Discrimination, International Conference on Dalit RRights – Washington 2015, United Nations Human Rights Commission, Human Rights Watch, Amnesty International, International Committee on Red cross, United Nation High Commissioner for Refugees, UN convention of Right of people with Disability

Unit – 3: Violation of Rights & Inhuman acts
Genocide, Apartheid, Fascism, Torture, Forced and Compulsory Labour, Caste and Racial Discrimination, Death Penalty, Trafficking in persons and Prostitution, Police arrest, detention

Unit –4: Agencies and Laws on Human Rights
National and State Human Rights Commission of India, National Women Commission, National Commission for SC/ST, National Commission for Safai Karamcharis.
Protection of Civil Rights Act 1976, SC/ST prevention of atrocities Act 1989, Manual scavenging and their Rehabilitation Act 2013, Human Right Act – 1993, Bonded Labour Act 1976.

Unit – 5: Social Work and Human Rights
Social Work and Social Justice: Recognizing, Responding and Referencing Human right issues, Social Work Methods and Human Rights, Roles and Skills needed for promoting Human rights, Maintaining Human Rights profile in Social Work through, Field Work and Research.

Methodology: Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work and News Clippings, Documentary Films

Text Books:

1. Upendra Baxi (2003). Future of Human Rights, London: Oxford University Press,

2. Elisabeth Reichert (2003) Social Work and Human rights: A Foundation for Policy and Practice, New Delhi: Rawat Publication.

3. Srivatsava and Narayan (2002). United Nations on Human Rights, New Delhi: Indian Publishing Distributors.

4. C.J. Nirmal(2000). Human Rights in India, Historical, Social Political Perspectives, New Delhi.

5. ShanthaKumar.S (2005). Human Rights, Peoples Watch, Madurai: Tamil Nadu Publishers

6. Basu, Durga Das (1999), Introduction to Constitution of India (18th Edition), Nagpur: Wadhwa & Company Publishers

7. Kapoor, S. K, (2000), International Law & Human Rights, 11th Edition, Central Law Agency, Allahabad

8. Majumdar. P. K &Kataria. R. P: (2002), The Constitution of India, 8 Edition, New Delhi: Orient Publications

Websites:
www.ahrchk.net
www.hrw.org
www.humanrightsinfo.com
www.ohchr.org
www.unhchr.ch
www.unp.un.org
www.humanrights.gov.au

SEMESTER – III

PROJECT MANAGEMENT

Course Outcomes:

- To provide an understanding nature and process of entrepreneurship development.
- To develop skills to formulate and prepare Project Proposals for Social and Economic development.
- To understand project management as a tool for Social work.
- To enable students to develop entrepreneurship skills and to run projects/organisations of their own.

Unit-1: Social Entrepreneurship
Historic development, Concepts, definition, types, characteristics and scope
Role of small business in economic development, SIDCO, TADCO, NABARD,SSIC,SISIS,SIPCOT, KVIC, NSDC, MSME, Cottage industries, small scale industries, incentives and subsidies.
Problems of entrepreneurship, Rural entrepreneurs

Unit-2: Women Social Entrepreneurs
Definition, empowerment, factors related to success and failure, self-help groups, legal issues, initiatives for promotion of women social entrepreneurship, family support, dual role, role conflict, resource availability, problems of women entrepreneurs.

Unit-3: Project Identification and Formulation
Project identification and classification, Project objectives; Project life cycle and phases, Project planning and organisation
Project formulation, Project feasibility analysis, (Financial, Technical etc), Market Survey, Demand analyses, Forecasting and projection
.
Unit-4: Project Design
Time management, Sequencing and Scheduling, Network analysis, CPM and PERT, Logical Framework approach (LFA), Problem analysis and Problem Tree, Objective Tree, Log Frame Matrix
Social Cost- Benefit Analysis, Social Impact assessment, Environmental Impact Assessment, Legal aspect and clearance.

Unit-5: Project appraisal and Implementation
Project Appraisal Methods &Techniques, Project Financing, Project Resource mobilisation, Negotiation, Decision Making
Project Implementation: Project Control and Monitoring Techniques and Project Evaluation

Methodology:

Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work, Writing a Project Proposal

References:

1. Entrepreneurship development programmes and practice-Jasmer Singh Saini , Deep and Deep Publications Pvt Ltd, New Delhi, Yr-2005

2. Sami uddin: Entrepreneurship development in India.

3. Z.Khairoowala: Entrepreneurial development – It's concept and growth.

4. M.G. Balasubramaniam: Primer for Small Industries.

5. Mathew T.K.: Project Planning, Formulation and Evaluation.

6. Franklin Jack: Introduction to Programme Evaluation.

7. Saxsena A.P.: Common Problems in Project Formulation.

8. Choudry S. : Project scheduling and monitoring in Practice.

9. Taylor: Methods and Procedures in aid Evaluation.

10. Franklin Jack: Introduction to programme evaluation.

11. Samuel J. Mantel, Jr., Jack R. Meredith, Scott M. Shafer, Margaret M. Sutton with M. R. Gopalan.

SOCIAL POLICY AND SOCIAL LEGISLATION

Course Outcomes:
- To help the students understand social legislation and social policy as a tool in social work.
- To develop knowledge of legal measures available to deal with social problems.
- To be sensitive to various issues and judicial measures available for justice.

Unit -1: Introduction to Social Policy and their Implementation

Definition and scope, judicial system in India, role of police as custodians of law; The Indian constitution and its relation to social legislation and social policy. Role of social worker in promotion of social justice, human rights through social legislation, advocacy and social policy, process of social policy formulation.

Unity -2: National policies

Education-health -women and children-welfare of the backward class /SC-social security-housing-youth-population and family welfare.

Unit -3 Laws related to Marriage

Hindu Marriage Act 1955 TN, Tamil Nadu Registration of Marriage Act 2009, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956, Christian Marriage Act1872, The Christian divorce Act 2001, Indian Succession Act 1926, Muslim laws pertaining to Marriage divorce and inheritance, The Muslim Women Protection on Divorce Act1986, Special Marriage Act 1954, Family Court Act 1984.

Unit -4 Laws related to Women and Children

Dowry Prohibition Act 1961, Immoral Traffic Prevention Act (1956/86), Sexual harassment at work place guide lines. Protection of Women from Domestic Violence Act 2005, TN Prohibition of Harassment of Woman Act 1998, Sexual Harassment in work place Act 2013

Laws on Children - Children Labour Prohibition and Regulation Act 1986, Prohibition of Child Marriage Act 2006, The Right of Children to Free and Compulsory Education Act 2009, Juvenile Justice Act 2000, (Care and Protection of Children). POCSA- Prevention of Children from Sexual Offense Act-2012

Unit -5: Laws related to Health and Diseases

Transplantation of Human Organ Act 1994, Persons with Disability Act 1995 .The National Trust for the Welfare of Persons with Autism MR and Multiple Disabilities Act 1999.The Food Safety and Standards Act 2006.Maternity Benefit Act 1961, Medical Termination of Pregnancy Act 1971,Pre Conception and Prenatal Diagnostic Techniques, (Prohibition of Sex Selection) 1994.

TN Prohibition Ragging Act 1997, Consumer Protection Act 1986, the Maintenance and Welfare of Parents and Senior Citizens Act, 2007; Interstate Migration Act.

Legal Services Authority Act 1987; Public Interest Litigation; Right to Information Act; cyber crime

References:

1. Kulkarni P.D. Social Policy in India. Bombay: Tata Institute of Social Sciences.

2. Government of India Publications: Social Legislations.

3. Gangrade.K.D. (1978). Social Legislation in India, Delhi: Concept Publising Company

4. Chatterjee, B.B. Impact of Social Legislation on Social Change. Calcutta, Minerva Association.

5. Dennison, D. and Valeris Chapman. Social Policy and Administation, London, George Allen and Unwin.

6. Devadasan.E.D. (1998). Hand Book on Christian Law, Madras: The Development Services India Pvt.Ltd.

7. Constitution of India & Relevant Bare Acts.

8. Chandru, Geetha. *Child and Law in India*, Indian Council for Child Welfare, Chennai, 1998

9. Chowdry, Paul. *Social Welfare Administration*, Atma Ram and Sons, Delhi, 1992

10. Handbook for the Management of Voluntary Organisations, Alpha Publications, Chennai.

11. Mathew.P.D. (1987). Legal Education Series No.1- 50, New Delhin,Indian Social Institute.

12. Shanmugavelayutham, K, Social Legislation and Social Change, VazhaValamudan Publishers, Chennai, 1998. Shanmugavelayutham.K.. (2003). Social Legislations, Chennai: Vanathy Publications

13. Yashod Vardhan.R. (1983). Preventive Detention Laws and You, Madras: Legal Education and Aid Society.

Journals:

Combat law Economic and Political Weekly Women's collective Social Scientist

Websites:

www.nic.in www.supremecourtofindia.nic.in www.judis.nic.in www.indiancourts.nic.in www.pucl.org www.lawyerscollective.org

SPECIALIZATION I: COMMUNITY DEVELOPMENT
COMMUNITY DEVELOPMENT PRACTICE

Course Outcomes:
- To enable students to understand the theoretical foundation of Community Development.
- To help students learn the various models of Community Development
- To provide an overview of Community Development practice and enable students develop roles and skills for practice

Unit-1: Introduction to Community Development

Community Development: Definition, Concept, Objectives, Scope, Philosophy and Principles of Community Development

Foundations of Community Development: Approaches to disadvantage groups, Empowerment, Needs and Rights of People.

Unit-2: Models and Types of Community Development

Neighborhood development model, System change model, Structural change model, Inter - community model, Multi Community development model, Participatory Model, Community Empowerment Model, Social Justice Model, Ecological Model

Types: Cultural Development, Environmental Development and Personal and Spiritual Development, Integrated Community development, Balanced Development.

Unit-3: Process of Community Development

Visioning: Building Support, Person Involved, Creating a Valued Local Process, Developing Buy-In

Planning: Benefits of a Community Plan, Seven Steps in a Community Planning Process, Factors that Contribute to Successful Planning

Implementing and Adjusting the Plan: Possible Roles

Community Organizing: Campaigning, Maintaining Momentum, Consciousness Raising Leadership, Partnerships, Building Community Capacity, Funding Community Development, Reviewing and Adapting the Community Development Plan, Motivation and Commitment, Communication, Using Technical Support and Expertise.

Unit-4: Values, Roles and Skills of Community Development Worker

Valuing Local Knowledge, Culture, Resources, Skills, Processes and Solidarity

Facilitative Roles and Skills: Social Animation, Mediation and Negotiation, Support, Building Consensus-increases solidarity and Commitment, Group Facilitation, Utilization of Skills and resources, Organizing, Personal Communication.

Educational Roles and Skills: Consciousness -raising, Demographic information, Confronting, Training.

Representational Roles and Skills: Obtaining Resources, Advocacy-Media, Bureaucracy and Judiciary, Using the Media, Public Relations Networking, Sharing Knowledge, Experience.
Technical Roles and Skills: Research, Alternative Research approaches, Using computers, Verbal and written presentations, Management, Financial Control
Needs Assessment and Evaluation skill, developing skill, Demystifying skill and Skill-sharing

Unit – 5: Tools and Challenges for Community Development
Tools: Participatory Methods- PRA, PLA, Appreciative Inquiry, Community Need Assessment, Sustainable Livelihood Framework, Focus Group Discussion, Social Audit, Participatory Monitoring and Evaluation.
Challenges: Getting From Planning to Action, Evaluating Results, Lack of Financial Resources, Role Confusion and Power Struggles, Unresolved Conflict, Applying Tools and Techniques Effectively

Methodology: Lectures, Reading Material, Discussions, Assignments, Workshops and Training, Field Work and News Clippings
References:

1. Jim Ife & Frank Tesoriero (2006). Community Development: Community-based alternatives in an age of globalisation (3rd Edition), Australia: Pearson Education.

2. Jim Ife, (2013). Community Development in an Uncertain World, Cambridge University Press.

3. Jain S.C (1985). Community Development & Panchayat Raj in India, Chennai: Allied Publishers Ltd.

4. Douglas Ensminger (1965). A Guide to Community Development, Ministry of Community Development.

Website:

http://www.sagepub.com/upm-data/15523_Chapter_3.pdf

http://www.adam-europe.eu/prj/8549/prj/Appreciative%20Inquiry%20Handbook.pdf

http://pubs.iied.org/pdfs/6021IIED.pdf

RURAL & URBAN COMMUNITY DEVELOPMENT

Course Outcomes:

- To enable the students to gain an understanding of concepts related to rural and urban development.
- To help students understand the government programs and policy
- To provide an overview of community development strategies in the rural and urban contexts

Unit-1: Understanding Urban and Rural Communities

Concepts**:** Village, Hamlet, Suburb, Metropolis, Megapolis, Slum; Distinct characteristics of Urban and Rural Communities; Changing patterns of Social Institutions: Family, Marriage, religion, Caste; Economic Patterns in Urban and Rural communities; Factors leading to change and their impact on Urban and Rural Communities.

Unit-2: Governance and Community Development: Rural

Democratic Decentralization, Concept and Evolution of Panchayat Raj: Balwantrai Mehta, Ashok Mehta, Singhvi Committees.

The constitutional 73rd Amendment, Functions of Panchayat raj institutions: Grama Sabha, Mahila Grama Sabha, role and importance of community participation in governance.

Unit-3: Programmes for Rural Community Development

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), SampoornaGrameenRozgarYojana, Swarnajayanti Gram SwarozgarYojana, Pradhan Mantri Gram SadakYojana, National Gramin Awas Mission (GRAM), Central Rural Sanitation Programme, Self Help Groups for rural Women(TNWDC); National Health Mission (NHM); National Rural Livelihood Mission (NRLM)

Unit-4: Governance and Community Development: Urban

History of Urban Local Self Governance, Types of Urban Self Governance: Municipal Corporation, Municipal Council, Structure , Power and Function, System of election and Urban Local self-governance, Ward Committees and Citizenship participation.

74th Constitutional amendment, Role of Local self-governance bodies in urban development, Contemporary issues: Women & Marginalized groups Participation, Political parties; Challenges in developing partnership between elected bodies, bureaucracy and civil society.

Urbanization; Migration, Informalisation of Labour, Feminization of labour; Evictions, Alienation, Acquisition; UN Basic Principles and Guidelines on Development-based Evictions and Displacement; National Rehabilitation and Resettlement Policy-2007, Night Shelters for Homeless

Unit-5: Programmes for Urban Community Development

Housing and Urban Development Corporation Limited (HUDCO), AMRUT (Atal Mission for Rejuvenation and Urban Transformation); Smart Cities Mission; National Urban Transport Policy; National Sanitation Policy, National Social Assistance Programme; National Mission on Sustainable Habitat; Capacity Building for Urban Local Bodies.

Tamil Nadu Slum Clearance Board (TNSCB), Chennai Metropolitan Development Authority (CMDA), Tamil Nadu Urban Development Project (TNUDP), Tamil Nadu Adi Dravidar Housing and Development Corporation (THADCO)

Methodology: Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Visits and News Clippings

References:

1. Anderson &Ishwaran (1965). Urban Sociology, Asia Publishing House

2. Arora. K., Hooja R (1996). Administration of Rural Development: Jaipur: Efficient Offset Printers.

3. Bhatia B.S, (2003). Rural Development Management, New Delhi: Deep & Deep Publication

4. Chandra S., Punalekar S.P., (1975). Urban community development program in India, New Delhi: National Institute of Public Cooperation and Child Development

5. Desai, A.R and S.D. Pillai (ed), (1970). Slums and Urbanization, Bombay: Popular, Prakashan

6. Jain S.C. (1998). Rural Development Institute and Strategies, New Delhi: Rawat Publications

7. Kumar Ashok.(1991). Planning and Development in Rural India, New Delhi: Anmol Publications

8. Marshal B. Clinard (1966). Slum and Community Development; Experiments in Self Help, The Free Press

9. Riley John.M (1995). Stakeholders in Rural Development, New Delhi: Sage Publications

10. Singh.B.D. (1992). Planning for Rural Development and Poverty Alleviation, New Delhi: Mittal Publications

SPECIALIZATION II: MEDICAL & PSYCHIATRIC SOCIAL WORK
HEALTH AND SOCIAL WORK

Course Outcomes:
- 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: Organisation and Health Planning in India

Organisation and Administration of Public Health care at the centre, State, District, Municipality and Village level.

Health planning in India: Planning cycle, Health committees, Five-year plans and Health & Family Welfare.

UNIT – 2: Health Progammes & 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

UNIT – 3: Alternative Systems of Medicine

Alternative systems of Medicine relevant to Community Health: AYUSH – Ayurvedic, Yoga Unani, Siddha, Homeopathy & other alternative therapy's

UNIT – 4: Epidemiology

Epidemiology in Community Health: Definition, meaning and scope, Vital Statistics, Incidence and Prevalence.

 Dynamics of Disease Transmission, Infectious disease, Epidemiology and epidemiological methods

UNIT – 5: Community Health Issues

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.

Role of Social Worker – Proactive, Preventive, Developmental and Remedial measures in Health

References:

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.
5. Hanlon J.H (1975) Principles of Public Health Administration
6. Jayaratnam. J. (1993): Occupational Health in Developing Countries; Oxford University Press
7. Miller R.S. (1982) Primary Health Care - More than Medicine, London: Prentice Hall Inc.
8. Miller D. (1976) Dimensions of Community Health; C. Brown Co. Publications Lowa.
9. Mohan Rao (1997) Disinvesting in Health – The World Bank's Prescriptions for Health.
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.

MENTAL HEALTH FOR SOCIAL WORK

Course Outcomes:
- 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
Common Psychotropic drugs – affordability and its side effects

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

Methodology:
Lectures and discussions, required and optional reading, Review of articles and research, Case study and Presentation, Assignments and Seminar Presentation.

References:

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. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.

7. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy, Chennai: TTK Hospital

8. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.

9. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York: Behavioral Publications, Inc.

10. World Health Organization (1992): The ICD-10 Classification of Mental and Behavioral Disorders – Clinical Descriptions and Diagnostic Guidelines. New Delhi: Oxford University Press

GENERAL ELECTIVES

INTERNATIONAL SOCIAL WORK

Course Outcomes:
1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global.
2. To make cross – cultural comparisons in examining responses to global issues
3. To enhance cross-cultural competency among students

Unit -1: International Social Work
Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.

Unit -2: Social Work and International Social Development
Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence
International Relief and Development practice; Role of International Social Welfare Organization and their functions

Unit –3: Cross Cultural Competencies
Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice
 Standards for Cultural Competence in Social Work Practice (NASW 2001)

Unit –4: Global Challenges

Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

References:

1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies & Programmes; New Delhi: Vistaar Publications
2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press
3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer
4. Drolet, Julie, Natalie Clark & Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc.
5. Healy, Lynne M. & Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press.

6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press.
7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press.
8. ILO (2012), The Strategy of the International Labour Organization Social Security for All-Building social protection floors and comprehensive social security systems, Geneva: ILO
9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate
10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.
11. Mapp, S. (2008), Human Rights and Social Justice in a global perspective: An introduction to international social work. New York: Oxford University Press

12. Website links for reading material:

Aboriginal Links International http://www.bloorstreet.com/300block/aborntl.htni	**CIDA** http://cida-acdi.ca/
Access to Justice Network http://www.acjnet.org	**Derechos Human Rights** http://www.derechos.org/
Amnesty International http://www.amnesty.org	**Derechos Minority Rights Links** http://www.derechos.net/lmks/issues/minority.html
Can. institute for the advancement of women http://www.criaw-icref.ca	**Development in Peace** http://www.developmentinpractice.org/index.htm
Canada Haiti Action Network http://www.canadahaitiaction.ca/	**Doctors Without Borders** http://www.doctorswithoutborders.org/
Canadian Centre for Policy Alternatives http://www.policyalternatives.ca	**Food First** http://www.foodfirst.org/
Canadian Centre for Victims of Torture http://www.ccvt.org/	**Forced Migration Review** http://www.fmreview.org/ http://
Canadian Council for Refugees http://www.web.net/~ccr/fronteng.htm	**Human Rights International** http://www.hri.ca/hrdevelopment/chapter5/index.html http://www.hri.ca/hrdevelopment/chapter2/index.html
Canadian HIV/AIDS Legal Network http://www.aidslaw.ca/	**Human Rights Internet** http://www.hri.ca/welcome.asp
Canadian Human Rights Reporter http://www.cdn-hr-reporter.ca/	**Human Rights Watch** http://www.hrw.org

Human Rights Web http://www.hrweb.org/ **Human Trafficking** Polaris http://www.humantrafficking.com/ **Indigenous Peoples' Centre for Documentation, Research and Information** http://www.docip.org/ **Indigenous Peoples' Links** http://www. derechos.net/links/issues/indig.html **International Federations of Social work** http://www.ifsw.org/Publications/4.10,pub.html **Minority Rights Group** http://www.minorityrights.org **New Internationalist** http://www.newint.org/issue365/adjust.htm http://www.newint.org/issue376/keynote.htm http://www.newint.org/issue381/keynote.htm	**North-South Institute** http://nsi-ins.ca/ **Office of the High Commissioner of Human Rights Supreme Court of Canada** http://www.scc-csc.gc.ca **Oxfam International** http://www.oxfam.org/ **United Nations High Commission for Refugees** http://www.unhcr.ch/ **United Nations Human Rights Home Page** http://www.un.org/rights/ **United Nations** http://www.un.org/Overview/rights.html **Universal Declaration of Human Rights** http://www.un.org/Overview/rights.html **Women's Human Rights Resources** http://www.law-lib.utoronto.ca/diana/

ENVIRONMENT AND SOCIAL WORK

Course Outcomes:
- To sensitise students about Environmental issues and its impact on the livelihood of people and development.
- To provide students with an understanding of global and local action to protect environment.
- To motivate students to be Proactive and develop Human Rights perspective in Environmental Issues.

UNIT – 1: Introduction and Concepts

Definition of Ecology and Environment; Food Chain and food web, Bio diversity

Different kinds of eco system - Terrestrial ecosystems, The Forest Ecosystems, The Desert Ecosystem, The Grassland Ecosystem, The Mountain Ecosystem, Aquatic Ecosystems, The Marine Ecosystem, The Freshwater Ecosystem.

Conservation and Preservation: Concept of Conservation and Preservation; Renewable and non-renewable resources; Carbon tax; Carbon foot print, Importance of Environmental Impact Assessment (EIA).Drip irrigation, Rain Water harvesting, Water shed management, waste land reclamation, Bio-farming, Social forestry, Reserve forests and afforestation; Traditional Ecological Knowledge; Inorganic agricultural practices, animal husbandry projects

UNIT - 2: Developmental impact on Environment

Environmental Degradation: Socio-religious and cultural factors influencing environmental degradation, causes for deforestation; International Conventions on Environment; The Global environmental crisis - Urbanization, commercialization and its impact on environment; Impact of war on ecology; animal dependent tribes – migration of animals affecting the tribal lifestyle, man animal conflict

UNIT – 3: Environmental Problems

Human population and the Environment, Population Growth, Displacement due to developmental activities, Urban ecological problems-housing, sanitation, sewage and solid waste management, Waste Utilization

Environment and Human Health: Pollution and its effects, Disaster Management, global warming, Climate change- causes and consequences.

UNIT – 4: Environmental Legislations and Peoples Movements

  a. The Water (prevention and control of pollution) Act, 1974
  b. The Air (prevention and control of pollution) Act, 1981
  c. The Environment (prevention) Act, 1986
  d. The Forest Conservation Act
  e. Movements: Narmada Bachao Andolan, CHIPKO & APIKO Movements

References

1. Dominelli, Lena (2012), Green Social Work, UK: Polity Press

2. Rajagopalan R. (2005), Environmental Studies- From Crisis to Cure, Oxford University Press.

3. Sankaran S. (2001), Environmental Economics

4. Dr. S.J.P.Thompson (2012) "Climate Change Untold Truths and the Ultimate Solution"USA, SBRA Houston USA.

5. MC Dash (1993) "Fundamentals of Ecology" New Delhi, Tata McGraw-hill publishing company Limited.

6. Sankaran , (2007)" Environment Economics" Margham Publications, Chennai.

7. R.Rajagopaln (2005)"Environmental studies : from crisis to cure, New Delhi, Oxford University press.

8. Silence of the Spring

SOCIAL WORK WITH FAMILIES AND CHILDREN

Course Outcomes:
- To sensitize the students on the problems of families and children in the society
- To gain knowledge and skills in applying social work principles in family intervention and child rights.
- To recognize the growing need to work with elderly in the society

Unit 1: Family as Social Institution

Concept of family – types and functions – Family dynamics, interaction patterns, love, power, decision making, family life cycle, conflicts – analysis of structural and functional changes and challenges affecting the family (development, globalization, migration, displacement, war, conflict)

Emerging family patterns – single parent families, female headed household and earner families, reconstituted (Blended) families and parenthood through surrogacy; Sexuality and family patterns

Unit 2: Marriage and Family Life

Definition and concept of marriage, forms of marriage, functions – changing structure in marriage and marriage relationships, live in relationship, gay, lesbian, and bisexual relationship, marital discord, dowry as a social issue

Separation and divorce, stress, lack of adequate child care, inflexible work environment, infertility, Domestic violence, child abuse, marital problems, addiction and its impact on families

Family Life Education – Positive Parenting, Sex and Sexuality Education, Reproductive Health and Family Planning, Family Life Enrichment, Family Life Education

Unit 3: Social Work with Children

Destitute and abandoned children, children in difficult circumstances, services for such children; Institution and non institutional services – Foster care and Adoption; Juvenile Justice System, child trafficking, child abuse, street and working children, children living with HIV/AIDS, children of sex workers

Programmes for Children: State and National level; Department of Social Welfare; Social Defense.

Unit 4: Social Work with the Elderly

Meaning and definition, demography of age, longitivity of life, challenges of the elderly in family and society, issues of neglect, abandonment, violence and abuse, financial exploitation, Special needs of the elderly – intergenerational relationships, life transition needs, social relation, retirement, financial, social security, recreation and leisure time. Health: Disorder, diseases, disability associated with the elderly, coping with loss of spouse/parent and other crisis events, grief counseling, preparation, death.

International and national policies of aging, role and contribution of NGOs – welfare programme, changing concept of institutionalization – assisted living centres and communities for senior citizens.

References
1. Harris, C. C. (1969), The Family an Introduction, London: George Allen and Unwin Ltd.
2. Burgess, Ernest W., Locke Harvey J., Thomes Mary Margare (4th edition), The Family from Traditional to companionship New York: Van Nostrand Reinhold Co.
3. Gore, M S (1968) Urbanization and Family Change, Mumbai: Popular Prakashan
4. Green Arnold W. (1964) Sociology (Analysis of life in Modern Society), Mac Graw Hill
5. Kilpatric, Alice C. & Thomas P. Hollard (1999), Working with Families: An Integrated Model by Level of Need (2nd Ed.), USA: Allyn and Bacon
6. Lal, A. K. (1989) The Urban Family: A Study of Hindu Social System, New Delhi: Concept Publishing Company
7. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York: The Free Press
8. Mapp, Susan C. (2011), Global Child Welfare and Well-Being, New York: Oxford University Press
9. Nichols,Michall P. & Richard, C (1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob
10. Philips Belanard S. (1969) Sociology, Social Structure & Change, London: Macmillan Co.
11. Williamson, Robert C. (1967) Marriage and Family Relations, New York, London, Sydney: John Wiley and Sons, Inc.
12. Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi: Deep & Deep Publication Baroocha, Pramila Pandit (1999) Hand book on Child, New Delhi : Concept Publishing Com.
13. Chandra Kulshreshtha Jinesh (1978) Child Labour in India, New Delhi: Ashish Publishing House
14. Zigler, Edward F. & Matia Finn Stevenson, Children in a Changing World: Development and Social Issues (2nd Ed.), California: Brooks/Cole Publishing Company

CONFLICT RESOLUTION AND PEACE BUILDING

Course Outcomes:
- To sensitize the students about Conflicts and Conflict Management
- To impart basics of Peace Building
- To equip students with tools for solving conflicts

Unit 1: Understanding Conflict

Conflict-Meaning, nature, dimensions Types-Intra-Personal, Inter-personal, Intra-Group, Inter-group; Causes of Conflicts. Constructive and Destructive impact of Conflicts.

Conflict Resolution: Conflict Analysis, Skills required for Conflict Resolution for Individual, Group, Community; Conflict Resolution Styles- Competing, Avoiding, Accommodating, Compromising and Collaborating; Role of a Social Worker in Managing Conflict within Self, in the Groups and in the Community; Conflict mediation and its techniques – Early warning and conflict prevention. Conflict Prevention – Theory of conflict prevention.

Unit 2: Concepts of Peace

Meaning of Peace; Difference between Positive and Negative Peace

Concepts of peace - peace keeping, peace making, peace building and peace enforcement; Goals of Peace Building; Reconciliation

Unit 3: Theory, Dynamics and strategies of Peace Building

Theories – Typologies- Inter-state and Internal conflicts –theories and perspectives- eg: Liberal, Marxist, Gandhian, Nehruvian, and Feminist
Dynamics of Peace; Strategies of Peace Making: Actors- Institutions, Individuals, and State; Approaches – Facilitation, Mediation, Arbitration; Processes – Negotiations; Durability of Peace - Conditions of Peace, Post –Conflict Peace Building, Creating Institutions and Norms

Unit 4: Models of Peace Building

Role of the United Nations and its agencies in Peace building; Role played by the Truth and Justice Commission of South Africa and the role played by world leaders like Mahatma Gandhi, Martin Luther King, Nelson Mandela in Peace Building.

Teaching Methodology: Lecture method, Guest Lectures, Group discussions, Role play, Relevant Movies, Review of newspaper articles, Debates.

Reference:

1. Arslan, Mehdi and Rajan, Janaki (Ed.), (1994).Communalism in India: Challenge and Response. New Delhi: Manohar Publications.

2. Asghar Ali, Engineer,(2003).Communal Challenge and Secular Response, Delhi: Shipra Publications.

3. Jayant ,Gadkari,(1996).Hindu Muslim Communalism: A Panchnama, Mumbai: Damodar Dharmanand Kosambi Educational Trust.

4. A., Gandhi, (1994).World Without Violence; Can Gandhi's Vision Become Reality, New Delhi: Willy Eastern Ltd.

5. Krishna, Kumar,(1996). Learning from conflict, Mumbai:Orient Longman.

6. Sandole, D.J.D. & van der Merwe, H.,(1993). Conflict Resolution Theory and Practice. New York: Manchester University Press.

7. Schelling, T.C.,(1960).The Strategy of Conflict, London: Harvard University Press.

8. Miall, H., Ramsbothan, O., and Woodhouse, T. (1996). Contemporary Conflict Resolution. Cambridge: Polity Press.

9. Woodhouse, T,(1996). Political Writings of Mahatma Gandhi, Delhi: Oxford press.

10. Wallensteen, Peter (ed.), (998). Preventing Violent Conflicts: Past Record and Future Challenges, Uppsala University: Sweden: Department of Peace and Conflict Resolution

11. Zartman, I. William and Rasmussen, J. Lewis. (eds.), (1997). Peacemaking in International Conflict Methods & Techniques, Washington, DC: US Institute of Peace Press.

SEMESTER IV

SOCIAL WORK ADMINISTRATION

Course Outcomes:

- To understand the Administrative structure and functions in Government and Non-government agencies.
- To learn about the various administrative process of welfare agencies.
- To enable students to learn about the skills and functions of office management.

Unit -1: Introduction to Social Work Administration

Definition, Characteristics, Historical development, Social Work administration as method of Social Work

Administrative Process, Purpose, Principles, Functions, and Areas, Scope of Social Work Administration.

Registration, Constitution and Bye-Laws: Society Registration Act 1860, Indian Trusts Act 1882, Charitable and Religious Trusts Acts, 1920, The Co- Operative Societies Act, 1912, , Foreign Contribution Regulation Act 2010 (FCRA); NGO tax exemption, Tax benefit to donors: 12A.80g, 35ac (i&ii), (i& iii)

Unit -2: Organizational Governance

Governance: Board. Committee, Trustees

Administrative Process: Planning, Policy making, Decision making, Organising, Coordination, Supervision & Control, Evaluation, Annual Report.

Leadership in Organization - Change Management Process

Management by Objective – Approaches to Management, Management Information System.

Unit -3: Functions of Administration

Personnel Administration: Recruitment & Staffing, Orientation, Training of Personnel and in service training, Placement, service, conditions, promotion, welfare programs for staff.

Office Administration: Office management, maintenance of records, Correspondence, Public Relations, Communication.

Unit – 4: Financial Administration

Financial Administration: Principles, Procedures for accounting, Budgeting, Record of receipts, Expenditures, Book Keeping, Financial Reports, Auditing

Fund Raising: Types – Grants, Donation, Crowd Funding, Membership/Alumni, Special events, Sales, Community- Business partnership (Sponsorship)

Unit -5 – Functions of Social Welfare Organisation

Governmental Organisation: Central Social Welfare Board, State social Welfare Board, Ministry of Social Welfare, Department of Social Defence, Public Health Department.
Non-Governmental Organization: Registration, Licensing, Functioning of Residential Homes for Children, Women and Elderly, Day Care Centre, Half way Home, Short stay home, Night Shelter, and other welfare organization.

Methodology:
 Lectures, Reading Material, Discussions, Assignments, Field Work and Visiting NGOs

References:
1. Jasmer Singh Saini (2005), Entrepreneurship development programmes and practice, New Delhi: Deep and Deep Publications Pvt Ltd.
2. Bhattacharya, Sanjay (2006), *Social Work Administration and Development*, Jaipur: Rawat,.
3. Chowdhry, Paul. D. (1970), *Social Welfare Administration*, New Delhi: Atma Ram
4. Danis, Kathi, (1977), *Human Behavior at Work,* New Delhi: Mcgraw Hill
5. Dharmarajan, Shivan (1998), *NGO Development Initiative and Public Policy*, New Delhi: Kanishka
6. Kirs.Ashman. Karen. K. (2003), *Introduction to Social Work and Social Welfare*, *Critical Thinking Perspectives*, U.S.A: Thomson
7. Lalitha, N.V, (1982), *Status of Voluntary Effort in Social Welfare,* New Delhi: NIPCCD
8. Parmar, P. M. (2002), *Social Work and Social Welfare in India*, New Delhi: Sublime
9. Pawar, S. N. Ambedkar, J. B. and Shrikant, D. (2004), *NGOs and Development: The Indian Scenario*. New Delhi: Rawat
10. Skidmore, Rex, A. (1990), *Social Work Administration Dynamic Management and Human Relationships*, New Jersey: Prentice Hall
11. Wormer, Van, Katherine,(2006), *Introduction to Social Welfare and Social Work*, London: Thomson

SPECIALISATION I: COMMUNITY DEVELOPMENT

DEVELOPMENT ECONOMICS

Course Outcomes:
- To understand the Indian Economy in Order to realise the Socio- economic problems of India.
- To develop interventions and find solutions to overcome their problems.
- To equip the students to rationalise the effort of global economy on the Indian economic situation.

Unit -1: Introduction to Development Economics

Definition of Development Economics, Economic development –Core values of development, Features of economic development, Indicators of Economic development, Importance and dangers of Economic development.

Characteristics of Developed Country, Developing Country and Least Developed Country; Determinants and Challenges of Development: Non-economic forces and Economic forces

Unit -2: Measures of Development

Social and Economic Indicators, Human Development Index, Sustainable Development Goals, Human Poverty Index, Gender Development Index, National Institution for Transforming India (NITI-Aayog)

Population and Economic Development: Size of Population, Quality of Population, Composition and Distribution of Population, Rural-Urban Migration, Empowerment of Women

Unit -3: Agricultural Economics

Indian rural economy – Agricultural programmes -methods of cultivation, Genetically Modified Crops, system of land tenure, Land reform measures, Agriculture and its allied occupations.

Problems of agriculture labour: Low wages, Poor standard of living, Child labour, Rural indebtedness, Bonded labour

Agencies for the development of small and marginal farmers and landless agricultural labourers, Land Acquisition, Farmers Suicide; Unorganised Sector (NCEUIS)-Minimum wages Act; NABARD; Rural economic measures and their evaluation –CAPART-Cottage and village Industries.

Unit -4: Poverty and World Economy

Poverty and Development: Definitions, Types, Causative factors, Indicators of Poverty, Poverty groups –Measures for Poverty alleviation and inequality- National Food Security Act -2013, Public Distribution System

World Economy: W.T.O, G.A.T.T, Liberalization, Privatization and Globalization (LPG), Free Trade, Free Market, IMF, World Bank, ADB.

Unit -5: Cooperatives

Cooperation – Philosophy of cooperative, meaning and scope, Principles and its distinctive features: Socialism and Democracy.

Cooperative Institutions: Organisational Set up and Cooperative legislation; Classification of Cooperative Movement, Critical analysis of the Cooperative Movement in India.

Methodology:

Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Field Work and News Clippings.

Reference:

1. S. L. Sharma, Development Socio Cultural Dimensions, Jaipur: Rawat Publication

2. Agarwal, (2001) Indian Economy: Nature, Problems & Progress, New Delhi: Vikas Publishing House

3. Bansil P.C (1981) Agricultural Problems of India, New Delhi: Vikas Publication House

4. Mathur. B (1998) Cooperative in India: A critical analysis of the Cooperative movement in India's planned economy, Agra: Sahityat Bhavan

5. Dutt&Sundaram, (2006), Indian Economy, New Delhi: Sultan & Chand

Websites:

http://www.un.org/millenniumgoals/
http://hdr.undp.org
https://www.nabard.org
capart.nic.in
www.gatt.org
www.imf.org

INDIGENOUS AND TRIBAL PEOPLE DEVELOPMENT

Course Outcomes:
- To develop sensitivity and commitment for working with Indigenous and Tribal People in India
- To enable students to understand the unique features of Tribal Culture.
- To equip students with practical skills and techniques to work with Tribal's.

Unit -1: Introduction

Definition &Concept of Indigenous people, Tribal's – Nomadic, Semi-nomadic; Tribes - Types & Characteristics

History of Pre & Post Independence status of Tribal Development, Origin of Races and Tribal demography, Ethnography of Tribal Communities and population distribution in India. Importance of social work practice among Tribal People

Unit -2: Tribal Society and Culture

Family system -Marriage, Kinship patterns, Settlement, Power structure.

Culture –Folklore- Drama, Dance, Tribal festivals, Rituals & rites, Symbols, Nature and Tribal culture

Occupational Patterns- Collection of Minor Forest Produce (MFP), Agriculture, Hunting, Fishing, Lumbering,

Religion- Pantheism, Animism; Influence of other religions on Tribal culture

Unit -3: Problems of Tribes

Social Problems: Early Marriage, Access to education, School drop outs, Migration, Social exploitation, Challenges in relation to non-tribal, Forced Labour, Change in lifestyle.

Health Problems: Health seeking Behaviour, access to health services, Malnutrition, anemia, Water & sanitation problems. Loss of Traditional Ecological Knowledge

Economic Problems: Challenges in use of technology in agriculture, Land alienation/Acquisition, Tribal dislocation and Resettlement, Access to Minor Forest Product (MFP), Development Projects in Tribal Land and displacement- Game Parks, Reserve forest, Eco Tourism, Impact of Media on tribal culture and economy.

Political Problems: Status of Political systems/ problems, Challenges of Unity and Factions among tribal communities.

Infrastructural Problems: Isolation, Communication, Road and Transport, Recreation, warehousing

Unit -4: Policy and Agencies for Tribal Development

Nehru's Panchsheel for Tribal Development, Five Year plans and Tribal Development, National Tribal Policy- Tribal Sub plan; National rehabilitation and Resettlement Policy 2007; UN declaration on the rights of the Indigenous People

Functions of Tribal Welfare Ministry, National Commission for Scheduled Tribes, Integrated Tribal Development Agencies/Projects, Modified Area Development Approach (MADA) – Clusters, Primitive Tribal Groups'; Role and contribution of NGOs in Tribal Development

Unit -5: Constitutional Provision for Tribes

Constitutional Provisions: Fundamental rights, The Forest Conservation Act, 1980; SC/ST (Prevention of Atrocities) Act, 1989; SC/ST (Prevention of Atrocities) Rules, 1995; Panchayat Extension to Scheduled Areas Act 1996; Forest Rights Act 2006; Schedule tribes and other traditional Forest Dwellers Act 2006. Self-government in Tribal Areas (73rd Amendment), The Constitution (89th Amendment) Act 2003, Constitutional provisions in parliament /state legislature

Methodology: Lectures, Reading Material, Discussions, Assignments, Analysis and Learning, Films, Field Trip to Tribal area.

Text Books:

1. Narayan, Sachindra (2002) The dynamics of Tribal Development Issues and Challenges, New Delhi, Gyan Publications.

2. Thakur Ashutosh, (2001) Tribal development and its paradoxes, Authors Press, Calcutta.

3. Sharma A.N (2003) Tribal development in Andaman Islands, Sarup& Sons, New Delhi.

4. Soni, Jasprit Kur (2004), Introspection of tribal development, Sonali Publications, New Delhi.

5. Prakash Chandra Mehta, (2004) Ethnographic Atlas of Indian Tribes, Discovery Publishing House

6. Hrisikesh Mandal, Sumit Mukherjee and ArchanaDatta, (2002),India : An Illustrated Atlas of Tribal WorldAnthropological Survey of India.

Websites:
www.tribal.nic.in
http://india.gov.in/official-website-ministry-tribal-affairs
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
www.ncst.nic.in
www.sanskritdocuments.org

SPECIALIZATION II: MEDICAL & PSYCHIATRIC SOCIAL WORK
MEDICAL SOCIAL WORK

Course Outcomes:
- 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.
Concepts in Health care: Concept of- Acute illness, Chronic illness, Terminal illness, Disability, Impairment and Handicaps
Rehabilitation: Definition, Types and principles, Community based rehabilitation. Concept of Ambulatory, Palliative, Hospice and Convalescent care and Role of Medical social worker

UNIT-2: Health Care Approaches & Interventions
Health Care Approaches: The Psychosomatic approach in Medical Social Work, the holistic approach to prevention and promotion model. Problem assessment: Intake, Assessing the individual, the Social and Clinical factors, assessing the Family Milieu, home visits and discharge planning; The concept of Patient as a person, the patient as a Whole
Problems due to hospitalization and Social work interventions: The psycho-Socio-Economic Problems faced by the individual and his/her family during treatment, surgery, long-term stay in hospital, and stages of terminal illness; Application of Social Work methods and interventions such as group work, Psychotherapy, Support counselling and grief counselling.

UNIT-3: Medical Social Work Department
Medical Social Work Department in a hospital: Organisation and administration of Medical Social Work Department in a hospital; Functions of Medical Social Work department in hospitals, 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

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 following Health care settings:

-HIV/AIDS; Tuberculosis; Maternal Health; Burns Ward; Cancer ward; Orthopaedic; Cardiology; Dialysis unit; Blood Bank; Rehabilitation and CBR.

References:

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

PSYCHIATRIC SOCIAL WORK

Course Outcomes:
- 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 counselling centres
   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 Aalact 1987, Rights of the mentally ill & Advocacy. National Mental Health Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.

Methodology: Lectures & Class room Discussions, Case Study, Reading Material, Assignments & Seminar presentations.

References:

1. Colin Pritchard (2006): Mental Health Social Work, London: Routledge Publication

2. Goodman, Michael, Janet Brown, Pamela Deitz (1992): Managing Managed Care – A Mental Health Practitioner's Survival Guide. Washington DC: American Psychiatric Press, Inc.
3. Mane P. & Gandevia K. (Eds.) (1993): Mental Health in India: Issues and Concerns; Mumbai: Tata Institute of Social; Sciences.

4. Malhotra, Savita (2002): Child Psychiatry in India – An Approach to Assessment and Management of Childhood Psychiatric Disorders. New Delhi: Macmillan India Ltd.

5. Sekar, K., Parthasarathy R. et al (2007): Handbook of Psychiatry Social Work, Bangalore: NIMHANS
6. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy, Chennai: TTK Hospital

7. Vijayakumar, Lakshmi (2003): Suicide Prevention – Meeting the challenges together, Chennai: Orient Longman Pvt. Ltd.

8. Weisman, Avery D. (1972): On Dying and Denying – a psychiatric study of terminality. New York: Behavioral Publications, Inc.

GENERAL ELECTIVES

GENDER AND SOCIETY

Course Outcomes:
- To develop in students convictions and a balanced perspective to gender issues in Indian society.
- To help students develop various intervention models and strategies to promote gender equity.
- To enable students to be proactive and develop human rights perspectives in intervention.

Unit-1: Introduction to Gender

Elements of gender systems: Understanding gender as a social construct, differences between sex and gender, gender roles, gender stereotyping, values and practices, Religion and cultural practices and traditions influencing gender.

Patriarchal structure in India: inheritance and family lineage, child preference and discrimination against the girl child, sex ratio in India

Emergence of feminist though and women's movements in India-Origin, history; Approaches to feminism in India – Liberal, Radical, Socialist and Post Modern.

Unit -2: Gender and Society in India

Women, work & economy - Marginalization of women, sexual division of labour-rural and urban, feminization of poverty, trends in women's employment-factors affecting women's employment and women's multiple roles; Women in relation to land and property Development policies, Liberalization and globalization and its impact on women,

Violence against women - In family, work place society and media; Socio-cultural factors contributing to violence against women; Women in politics, reservation for women, women in local self government and administration

Unit-3: Policies and Programmes: National & International

National Initiatives for Women: Constitutional safeguard and provisions; National and State Commissions for Women; Ministry for Women and Child Development; The National Plan of Action for Girl Child (1991-2000); National Policy for the Empowerment of Women-2001

International agenda for women: International conferences, CEDAW, role of UN-WOMEN

Unit-4: Empowerment of women and frameworks for practice

Gender Analysis: Concept, meaning and goals; need and appropriate usage; Framework for analysis – Harvard framework, Moser Framework, Gender Analysis Matrix, Equality & Empowerment Framework, Capabilities/Vulnerability Framework, Social Relations Framework, Resource Analysis

Feminist Social Work Practice: meaning, concept and definition, feminist perspectives in social work practice, principles in women centered practice.

Women Empowerment: Concept, meaning and definition, types/dimensions of empowerment, Gender Empowerment Measure (GEM), Gender Development Index (GDI); Capacity Building, SHG and other support groups for women's empowerment

Methodology:
Lectures and class room discussions, case study, reading material, assignments and seminar presentations.

References:
1. Bhasin, Kamala and Agarwal (Ed)(1984): Women and the Media-Analysis, Alternatives and Actions; Kali and Women, New Delhi.

2. Devandar, Kiran (1985) Status and Positions of Women in India: Delhi: Shakthi Books.

3. Kanhere U.S.(1980).Women and Socialisation; Delhi: Mittal Publications.

4. Kaushik, Susheela (Ed) (1985). Women's Oppression – Patterns and perspectives; Delhi: Shakthi books.

5. Neera Desai & Mathreyi Krishnaraj (1987). Women and Society in India; New Delhi: Ajantha Publications.

6. Usha Rao N.J. 1983: Women in Developing Society; New Delhi: Ashish Publishing House.

COUNSELLING THEORY AND PRACTICE

Course Outcomes:
- 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; General factors that influence the counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn–out stress management, and self-renewal. Client as a person: voluntary and non – voluntary client, expectations, client's behaviour.

Unit – 2: Different Approaches and techniques 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

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 – 3: 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- all the 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 the client see alternatives; Helping the client choose and formulate action plan; Helping the client implement and evaluate.

Unit – 4: Counselling in different settings

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

References:

1. Allen E. Ivey (1994), Intentional Interviewing and Counselling Facilitating Client Development in a Multicultural Society, (3rd Ed.), California: Brooks & Cole Publishing Company Pacific Grove

2. Allen E. Ivey, Mary Bradford Ivey & Lynn Simek-Morgan (1993), Counselling and Psychotherapy. A Multicultural Perspective (3rd Ed.), USA: Allyn and Bacon

3. Association of Psychological and Educational Counsellors of Asia (APECA): Counselling in Asia, Perspectives and Practices, 1982.

4. Bessell R.: Interviewing & Counselling, B. T. Botsford, London.

5. Bianca Cody Murphy, Carolyn Dillion (2003), Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole.

6. Carkhuff R, Pierce R. & Cannon: The art of helping, (better yourself books, Bombay, Carkhuff Institute of Human Technology.

7. David R. Evans, Margret T. Hearn, Max R. Uhlemann & Allen E. Ivey(2008), Essential interviewing : A programmed approach to effective communication (7th Ed.), USA: Thompson Brooks/Cole.

8. Currie, Fr. J: Barefoot counselling – A primer in building relationship; As I am trading corporation, Bangalore.

9. Jacobs.E., Masson.L., Harvill. L., (1998). Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company.

10. John, McLeod (2003), An Introduction to counselling (3rd Ed.), Jaipur: Rawat Publications.

11. John, McLeod (2007), Counselling skills (1st Ed.), Jaipur: Rawat Publications.

12. Lawerence, Shulman (2006), The skills of helping- Individuals, Families, Groups, and Communties (5th Ed.), USA: Thompson Brooks/Cole.

DISASTER MANAGEMENT IN SOCIAL WORK

Course Outcomes:
- To understand disasters and its link to social work practice
- To develop an understanding of the process of Disaster Management
- To understand the role of a social worker in Disaster Management

Unit 1: Disasters- An Introduction

Disasters – Concept, Definition, Types – Natural, Instantaneous, Creeping, Man-made, Technological

Disasters and their impact on people/communities - Psychosocial aspects of disaster, Economic and Livelihood impact, Environmental impact; Impact on vulnerable groups – Children, Women, Elderly, Individuals with special needs; Dalits & Tribals; Issues of refugees, migration and displacement due to disasters

Unit 2: Disaster Management Cycle

Stages in Disaster – Pre, during and post disaster
Disaster Management Cycle – Prevention, Preparedness, Response, Recovery and Rehabilitation

Unit 3: Disaster Mitigation

Guiding Principles of Disaster Mitigation; Mitigation measures - Risk Management, Vulnerability analysis, Cost effective analysis, Risk reducing measures; Formulation and Implementation of Mitigation Programmes

Unit – 4: Interventions in Disasters

Disaster Management Policy/Legislation, Relief, Recovery (Rehabilitation); National & International Agencies for Disaster Relief

Role of a Social Worker in Disaster Management – Mobilizing and utilization of resources, training for disaster relief and public awareness

Teaching Methodology: Lectures, Workshop, Case studies of disasters and disaster work; Visit to GOs/NGO's working in Disaster Management

References:

1. Bose, B., C. (2007). Disaster Management in India; New Delhi :Rajat.
2. Bose, B., C. (2007). Disaster Management in 21st Century**;** New Delhi: Rajat.
3. Goel, S., L. (2007) Encyclopedia of Disaster Management; New Delhi: Deep & Deep.
4. Goel, S., L. (2001).Disaster Management Organisations and Management, Health Management of Human Being and Animals**;** New Delhi: Deep & Deep.
5. Newburn, Tim. , (1993) Disaster & After**;** London: Jessica Kingsley.
6. Prabhas, Chandra, Sinha. (2006). Disaster Management Process, Law, Policy & Strategy; New Delhi: SBS.
7. Prabhas, Chandra, Sinha.(2006). Disaster Relief, Rehabilitation & Emergency Humanitarian Assistance**;** New Delhi: SBS.
8. Prabhas, Chandra, Sinha. (2006). Disaster Vulnerabilities& Risks; New Delhi: SBS.
9. Prabhas, Chandra, Sinha. (2006). Disaster Mitigation, Preparedness, Recovery & Response; New Delhi: SBS.
10. Sanjay, K., Roy. (2001). Refugees and Human Rights; Jaipur:Rawat.
11. Smita.Locked., (2007). Homes Empty Schools; New Delhi: Zubaan.
12. Singh, R., B. (2000). Disaster Management**;** Jaipur: Rawat.
13. Verma, K. Manish. (2004). Development, Displacement and Resettlement; Jaipur: Rawat.

WEB RESOURCES

www.disasterready.org/

http://preventionweb.net/go/9640

https://iwhw.boku.ac.at/.../references/.../E__risk-management-applications_

Appendix- I

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

FIELD WORK RULES AND REGULATIONS

Supervised field work is an integral part of the training programme for Postgraduate's social work studies. A minimum of fifteen hours of work per week shall be put in by each student throughout the duration of the course. Classroom instructions and field work shall be arranged on a concurrent basis all through the two year period except for a month in the fourth semester when student will be attached to an agency for block placement on a full time basis to gain skills in the field of his/her specialisation.

Following are the rules governing the Field Work Programme, which the students are expected to strictly adhere to:

1. The daily work in the Field Work Agency should comprise of 7 ½ hours, normally from 9:30 a.m. to 5:00 p.m. or the period specified by the Agency. This may include home visit. Community contacts or other liaison work related agencies.

2. Students are required to put in 100% attendance in Field Work to qualify for the end of semester examination.

    In case the student wishes to absent himself/herself from the field work on any day under unavoidable circumstances sickness, death in the family, bad weather etc., he/she will have to inform the faculty supervisor/Dept. of his absence at the earliest and he/she will have to compensate it on a Saturday or any other holiday with in the following fortnight. This has to be arranged by the student in consultation with the agency and the faculty supervisors.

    On an average, the field work consists of 30 days per Semester. As per the university regulation cent percent attendance is requires from each student. In the event of a student who had completed 75% of the field work days and then falling sick and requiring hospitalisation package of 10 continuous working days of field work programmes will be required to be completed before the student is eligible to pass. This field work requirement should be done in consultation with both the faculty supervisor and the agency supervisor after a written request is made by the student to the Head of the department. All such cases will be decided by a committee consisting of the Head of the Department. All such cases will be decided by a committee is consisting of the Head of the Department, field work coordinator and the concerned faculty supervisor. This Field work marks will be included only in the subsequent year with the corresponding semester.

3. The Reports of the day's field work should be submitted on the following Monday by 8.30 a.m. the member of the faculty coordinating Field Work programme. If Monday should be holiday, the reports should be handed in on the working day after.

4. Field work attendance is dependent on the submission of reports on time. Only those students who submit their reports on time will be given attendance on the particular field work day in the college day order.

5. The field work requirement is complete only when the student has attended the supervisory field work conference held once a week as per the time table. Therefore regular attendance of field work conference in the department with the faculty supervisor is an essential requirement.

6. The students should report to agency for field work on the designated days, even if the college is on holiday but the agency is working. If the agency is on holiday, the student need not attend field work at the agency site, but can manage himself/herself in other task like home visits, liaison with collaborating agencies, library work etc, after informing the faculty supervisor and agency supervisor.

7. The reports should be neatly written in papers of A4 size, with all information systematically presented including relevant annexure. Students should submit log sheets accounting for their work, working hours etc duly signed by the agency supervisor along with their field report.

8. All students are required to be dressed formally on Field Work days. Women students should wear saris.

9. Field work placements, once finalized, shall not be changed on any account. Requests for such change will go against the students' academic standing in the final evaluation.

10. Evaluation of Field Work performance will be made by both the agency supervisor and the faculty supervisor. Therefore, the students are expected to keep these resource persons regularly informed about their activities in the field.

FIELD WORK COORDINATOR   **HEAD OF THE DEPARTMENT**

Appendix- II

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

RULES AND REGULATIONS FOR STUDY TOUR/ RURAL CAMP

The study tour/rural camp is a 10-day study programme treated as part of the field work III of the post-graduate social work studies. It is undertaken after careful planning with full participation of the students and the faculty supervisor in order that the exposure to situations and the people outside the city/state boundaries for the 10-day period may provide fresh insight into the societal situations and the modes of interventions in problems encountered by the people of diverse backgrounds. The student's learning's from the contribution's to the study programme shall be closely observed and assessed for credits to their academics performance.

Regulations:

1. Planning and programming of the study tour shall be the collective responsibilities of the students in consultation with the faculty supervisors.
2. The programme shall be so structured as to give the students a full 10-day experience of study and assimilation of knowledge. It will provide for opportunities to come into grips with the social realities even as the students are themselves exposed to such situations, problems and struggles, which the ordinary people encounter in life. The objective of the study tour is not recreation or entertainment.
3. The focus is on encounter with service agencies, professionals and people of other regions and observations of how they function to meet social development needs. In the study tour the students are expected to be fully involved inn the affairs of the community in which they will live for a 10-day period.
4. Experiences and learning's should be systematically documented for evaluation purposes. Each student is required to maintain a field diary in which day-to-day activities are recorded.
5. Observation, thoughts and reflections, speeches and conversations, readings, questions and responses, and problem-solving exercise will be given due credit in the evaluation of the report.
6. The period of travel is also considered part of the study programme, and therefore the time spent in the travel by train or bus should be productively utilized, and not in vain conversations.
7. Interaction with co-passengers, the general public and the community should be decent. Courteous and purposeful, and should not give room for adverse comments from them. Conscious efforts should be made to create in the mind of others a positive image of the student community.
8. While healthy group living is encourages, "groupism" is totally condemned. Formation of sub-groups and cliques with narrow personal interests will be a liability to the programme. Persons indulging in such activities will be subject to censure.

9. Relationship with the persons of the opposite sex shall be above board and based on mutual respect. Movements between men and women students will be closely monitored and any individual or group of individuals defaulting will be severely dealt with.

10. Noise is regarded as a polluting element in the atmosphere, disturbing peace and straining social relationships. Therefore it should be discarded. In any case, silence should be maintained between 10 pm and 6 am.

11. Personal habits of smoking and drinking alcoholic beverages are strictly forbidden in any part of the programme. Persons found to disobey this rule shall be expelled from the programme and marked absent. There will be no coadunation for it. Students are expected to be dressed in simple and modest clothes and not to wear costly ornament. Students will be responsible for all their personal belongings.

12. The consolidated reports of the programme along with the diary notes should be submitted to the department by 8.30 am on Monday following the date of return from the tour.

Purpose of the Visit:

The student participation in the study tour will be evaluated for a maximum of 50 marks on a 10-point scale. Assessment will be made on the following items:

- Goal understanding and acceptance,
  Programme planning, execution and participation

- Observation, attentiveness and learning,
  Pursuit of the goal,
  Sharing, reflections and contribution to learning.

- Analytic thinking,
  Comprehension and clarity of expression,
   Recording and reporting.

- Interpersonal relationship,
  Cooperation and group living,
  Sense of oneness and solidarity.

- Adjustment with situation,
  Working within the framework,
  Coping with stress,
  Adaptive capacities and measures.

HEAD OF THE DEPARTMENT

Appendix- III

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

SPECIFIC INSTRUCTIONS FOR II MSW FIELD WORK - BLOCK PLACEMENT

1. The students are advised to report to the Heads of Institutions/Departments concerned on the appointed day of the commencement of work.
2. They should identify themselves fully with the placement agencies and strictly observe all the rules and regulations that are in force.
3. They should conduct themselves with a sense of responsibility and dignity, and give no room for any kind of adverse comments or complainants by the agency authorities.
4. Any act of indiscipline, misconduct or negligence of duty will be severely dealt with, leading to cancellation of the placement and detention.
5. The students are required to put in service on all the days of the placement period. No leave shall be granted for any day or part thereof.
6. They should show a record of work on all the days, including weekends. If the agency observes a holiday, the students should engage themselves in collateral contacts, home visits, library references and recordings. These should be incorporated in the certificate of attendance issued by the agency authorities.
7. Fortnightly reports should be submitted to the respective faculty supervisors, who will be visiting the agency during the period of the placement.
8. If the students should leave the location on any duty on any particular day (s), the faculty supervisor should be promptly informed stating the purpose and plan of action. Copies of communications addressed to the department should be duly filed and appended to the final report.
9. Evaluation of the student performance will be done by the agency authorities according to specific criteria intimated separately to the supervisors concerned. It will cover the following aspects of the field work:
    *   Application of skills
    *   Reporting
    *   Ability to accept and work under supervision
    *   Adjustment to the Agency
    *   Development of the required professional competence

HEAD OF THE DEPARTMENT

Appendix- IV

MADRAS CHRISTIAN COLLEGE (AUTONOMOUS)
DEPARTMENT OF SOCIAL WORK

RESEARCH PROJECT SCHEDULE – II MSW

1. The Research proposal should be approved by the Department by the month of March of the II semester.

2. The Review of Literature and the Data collection should be finalized by April/May.

3. Data collection should be completed by May/ June (Unless the field of study is such that data collection can be done only after June)

4. The I & II chapters and the completed data should be presented in the month of August of the III semester. This will be requirement for 1st internal assessment.

5. The data analysis and interpretation, main findings and suggestions should be presented in December of the IV semester. This will be the requirement for the 2nd internal assessment.

   Students failing to meet the above mentioned requirements for continuous assessment in research work by December will not be permitted to proceed with their work.

6. The presentation of the research work will be held between January and February of the IV semester.

7. The completed and bound copies of the research project should be submitted on or before March 1st of the IV semester.

HEAD OF THE DEPARTMENT