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**SECOND SEMESTER**

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* Internship will be carried out during the summer vacation of the first year and marks should be sent to the University by the College and the same will be included in the Third Semester Marks Statement.

# FOURTH SEMESTER

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

**GROUP-I-Social work with Families**
- Core Paper VIII - Specialization - I - Social Work with Families
- Core Paper- IX - Specialization - II – Social work with Children
- Core Paper - XII - Specialization - III – Social Work with Youth
- Core Paper - XIII - Specialization - IV – Social Work with Elderly

**GROUP-II-Community Development and Empowerment**
- Core Paper - VIII - Specialization – Rural Community Development
- Core Paper - IX - Specialization – Urban Community Development
- Core Paper - XII - Specialization – Development Planning
- Core Paper - XIII - Specialization – Entrepreneurship Development

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

**GROUP-IV-Medical and Psychiatric Social Work**
- Core Paper – VIII Specialization – Medical Social Work
- Core Paper – IX Specialization – Psychiatric Social Work
- Core Paper – XII Specialization – Community Health
- Core Paper – XIII Specialization – Mental Health and Social Work

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

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

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

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

SYLLABUS
SEMESTER – I

CORE PAPER 1 – Social Work Profession - History and Philosophy
Total Teaching Hours: 60

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

Unit 1

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

Unit 3

Unit 4

Unit 5
International Social Work; Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors; approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice.
BOOKS FOR REFERENCE


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

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

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

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

Unit 3
**Models and Approaches**
Unit  4  
**Tools and Techniques in working with Individuals**

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

BOOKS FOR REFERENCE


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

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

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

Unit  2
**Types of Groups**
Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.
Unit  3
Phases of Group Work Process
Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment; Beginning Phase: introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment; Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process; Ending Phase: preparing for termination; evaluation and feedback

Unit  4
Group Processes and Dynamics
Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry

Unit  5
Group Work Models and Practice in different settings
Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work

BOOKS FOR REFERENCE
CORE PAPER IV - Field Work Practicum I

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

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

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

Total Teaching Hours: 60

PART A

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

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

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

Unit 3
Understanding Behaviour and Mental Health: Sensation, Perception and learning (Classical and Operant learning theories), Memory process: Registration, retention and recall, Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation
Unit 4

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

Unit 5

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

**BOOKS FOR REFERENCE**

SEMESTER – II

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

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

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

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

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

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

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

BOOKS FOR REFERENCE

**CORE PAPER VI – Social Work Research and Statistics**

**Total Teaching Hours: 60**

**Objectives**

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

**Unit 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

*Application of Statistics in Social Work:* Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.
BOOKS FOR REFERENCE


CORE PAPER VII - Field Work Practicum- II

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

- Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields.
- To train students to practice social work from an ecological, development and integrated perspective
- Develop skills for problem solving in work at the micro level and change at the macro level.
- Provide concurrent opportunity for the integration of class-room learning and Field Practicum
- Develop professional values and commitment and the professional ideal
- Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system.
- Develop skills to organize people to meet their needs and solve their problems.
- Use roles appropriate to work e.g. advocacy for child’s right, human rights.
- Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour.
- Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting.
• Recording skills to show interest, engagement in practice and enhanced growth as a practitioner
• Develop the ability to make innovative contribution to the organization’s functioning
• Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice
• Develop the capacity to utilize instruction for enhancing and integrating field Practice
• Utilize field instructions for enhancing and integrating professional growth
• Make creative use of field instructions to evaluate mutual input
• Utilize practice-based research to test effectiveness of specific aspects of Intervention
• Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice

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

**ELECTIVE PAPER – I  1. Disaster Management**

**Total Teaching Hours: 45**

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

**Unit 1**

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

**Unit 2**

*Disaster Management cycle:* Prevention, mitigation, preparedness, response, recovery and rehabilitation. Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation.

**Unit 3**

*Disaster Mitigation:* guiding principles of mitigation, Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes

**Unit 4**

*Disaster Management:* Disaster Management Authority Act, 2005 – Importance and special features; Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers.

**Unit 5**

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

1. Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007
   Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & Deep Publications Pvt. Ltd, 2005

ELECTIVE –I- 2. Working with People living with HIV / AIDS

Total Teaching Hours: 45

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

Unit 1

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

Unit 2

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

Unit 3


Unit 4


Unit 5

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

BOOKS FOR REFERENCE

3. Terrence C. Cox, Michael R. Jacobs Drugs and Drug Abuse – A Reference Text; Eugene Leblanc & Joan A Marshman Toronto; Addiction Research Foundation, (1983)
4. Paranjape, Dr. Romah & Dr. Sanjay Mehendale, (2003), AIDS- Updated Information-The Only Medicine, Chennai, Macmillan, India Ltd.
5. Sherly, Joseph, Social Work Practice & Men who Have Sex with Men, New Delhi, Sage Publication, 2005

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

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

Unit 1
Gender Concepts: Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment- types, gender development indicators - sex ratio, GER, GDI, GEM

Unit 2
Feminism: Concept, meaning and definition; types of feminism women’s movements: pre and post-independence perspectives in India, landmarks in women’s movement in India; Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice

Unit 3
Protective Measures for Women in India; Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,
Unit 4
Global Perspectives in Women’s Development
Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; Role of UN-WOMEN; UN Timeline in Women’s Progress; INGOs and NGOs in Women’s Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security

Unit 5
Special Initiatives and Programmes: Status of women in India, problems specific to Indian women; discrimination against the girl child; National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting

BOOKS FOR REFERENCE
SEMESTER - III

CORE PAPER – VIII SPECIALIZATION I – SOCIAL WORK WITH FAMILIES

1. Social Work with Families

Total Teaching Hours: 60

Objectives

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

Unit 1
Families in Society: Family as a social institution, concept, characteristics, types, functions, family ecology, family members and households; norms, family dynamics; patriarchy; changing features of the modern family; challenges affecting the family, emerging family patterns - single parent families, female headed households, dual earner families, reconstituted families and parenthood through surrogacy.

Unit 2
Marriage and Family Life: Concept and definition of marriage, forms of marriages, functions, changing situations in marriages and marital relationships, live-in relationships; gay, lesbian and bisexual, transgender and queer relationships, challenges in marriage and family life; marital discord, impact of migration, industrialisation, urbanisation on family life – changing functions, values, and relationships; equity and equality in family functions and relationships, dowry as a social issue, separation and divorce, family life education; positive parenting.

Unit 3
Theoretical Frameworks and Laws: Life Span Approach: Characteristics, Goals, Needs, Tasks and Problems of each Stage in the Family Lifecycle, Rehabilitation, Crisis Intervention; Systems/Ecological Perspectives; Strengths Based Approach; Assessment of Family Needs: Steps in problem assessment and goal setting for intervention; tools for assessment, Family Courts Act 1984; mediation and conciliation, lok adalats

Unit 4
Social Work and Senior Care: Meaning and definition; demography of aging; longevity of life, ageing differentials; challenges of senior citizens; special needs of senior citizens; intergenerational relationships, life transition needs; disorders, diseases and disabilities; coping with loss of partner and other crises, grief counselling and preparation for death

Unit 5
BOOKS FOR REFERENCE:


SPECIALIZATION I – COMMUNITY DEVELOPMENT AND EMPOWERMENT

2. Rural Community Development Total Teaching Hours: 60

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

Unit 1

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

Unit 2

Unit 3
Rural Community Development: Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation.

Unit 4
**Rural Administration:** Rural Development Administration: Organization and administration of rural development from block to National level. Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD)

Unit 5
**Rural Governance:** Panchayat systems and local self-government in ancient India, Balwantra Mehta and Ashok Mehta Committee reports. Three-tier system, administrative set up and functions, finance and problems of Panchayati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

BOOKS FOR REFERENCE
5. Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai.
SPECIALIZATION I – HUMAN RESOURCE AND MANAGEMENT

3. Labour Legislations

Total Teaching Hours: 60

Objectives

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

Unit 1


Unit 2

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

Unit 3

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

Unit 4


Unit 5

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

BOOKS FOR REFERENCE


SPECIALIZATION I – MEDICAL AND PSYCHIATRIC SOCIAL WORK

4. Medical Social Work  Total Teaching Hours: 60

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

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

Unit 1

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

Unit 2

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

Unit 3

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

UNIT 4

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

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Unit 5

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

**BOOKS FOR REFERENCE:**

**SPECIALIZATION I – DISABILITY STUDIES AND ACTION**

5. **Persons with Disability and their Rehabilitation Contexts**
   Total Teaching Hours: 60

**Objectives**
- To critically examine the social construction of disability from different stakeholder perspectives.
- To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.
Unit 1
Disability: Definition, Social construction of Disability, attitudes, stigma, discrimination, magnitude, causes, magnitude, causes, types, consequences of disability: Disabling and enabling environment,

Unit 2
Types of Disability – I Hearing Impairment- Deaf, blind, Locomotor Disability, Cerebral Palsy- Multiple Sclerosis- Intellectual disability/mental retardation -magnitude, causes, types, assessment, impact on child’s development and adults of each disability.

Unit 3
Types of Disability – II Learning disability, Mental illness including psycho social disability- Autism- Burns, HIV/AIDS, Cancer, Leprosy- magnitude, causes, types, assessment, impact on child’s development and adults of each disability.

Unit 4
Needs and Approaches to working with PWD: Daily activities, education- special and inclusive, vocation and employment, interpersonal relationships, Health including physical, mental, reproductive and sexuality, Psychology of disability, adjusting to one’s own disability, self-esteem.different approaches to disability- medical, system, legal, socio- political, human right, psychological, eco/voc, social model.

Unit 5
Rehabilitation: types, level of rehabilitation- prevention, promotion, tertiary, different areas- medical, education, psychological adjustment, vocation, employment, rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music, Different setting such as School, hospital. Community, clinic, Enabling environment, Role of Social Worker in rehabilitation of person with disability and as a vital member of multidisciplinary rehabilitation team

BOOKS FOR REFERENCE

SPECIALIZATION I– WELFARE OF THE WEAKER SECTIONS

6. Empowerment of the Marginalised Total Teaching Hours: 60

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

Unit 1
- **Societal processes** Socialization, socialized self, social control and group formation, social inequality, social stratification, race, ethnicity, inequality in the Indian context.

Unit 2
- **Disadvantaged Sections**: Identifying the weaker sections, concept and definition of Welfare, looking through the lenses of the disadvantaged sections, classification of the Weaker Sections, background, context, legal classification and its consequences

Unit 3
- **Disadvantaged Sections a Sectoral Approach**: An analysis of the situation of Dalits, Tribes, Women, Landless Laborers and Minorities.

Unit 4
- **Laws and welfare measures**: Protective discrimination, approaches for the welfare/development/empowerment of the Disadvantaged Sections- Program Planning and related issues - budget, social policy, and the politics of welfare planning.

Unit 5
BOOK REFERENCES

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

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

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

Unit 2

Unit 3
Unit 5


Unit 5


BOOKS FOR REFERENCE

SPECIALIZATION II – COMMUNITY DEVELOPMENT AND EMPOWERMENT
2. Urban Community Development Total Teaching Hours: 60
Objectives
- To enable students to gain an understanding about the urban poor.
- To develop sensitivity and commitment for working with the urban poor.
- To provide knowledge on various developmental efforts.
- To expose students to skills and techniques of working with urban poor.
Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

**BOOKS FOR REFERENCE**


**SPECIALIZATION II – HUMAN RESOURCE AND MANAGEMENT**

3. Human Resource Management and Development

**Total Teaching Hours: 60**

**Objectives:**
- Gain knowledge about the Concepts, Principles and strategies of HRD
- Understand the strategic role and efficient use of human resources
- Acquire the skills of implementing Strategic HR aiming at higher practices; Acquiring counseling skills.
Unit 1
HRD: Concept, Objectives, Approaches & Principles – Systems & strategies in HRD – HRD Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI) - Performance Measurement Systems – Feedback sessions - Coaching, Mentoring, Career planning, Career development, Reward system.

Unit 2
Approaches to Measuring Human Resources: Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR Management by Objectives.

Unit 3
Talent Development: Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On the Job and Off the Job Training- Coaching Apprentices, Job Rotation.

Unit 4

Unit 5
Employee Empowerment: Concept, Definition & Objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – Employee Counselling; Counseling skills;Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship

BOOKS FOR REFERENCE

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

4. Psychiatric Social Work  Total Teaching Hours: 60

Objectives:

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

Unit 1
Psychiatric Social Work Practice in India
Definition, History and Scope of Psychiatric Social work in India, Changing perspectives of psychiatric Social work, Social work practice in various Mental Health services. Mental Hospital as a Social system - Concept of Milieu therapy and Therapeutic Community, Working with Multi-Disciplinary Team and Psycho Social aspects of Hospitalization

Unit 2
Social Work Treatment in Psychiatric Settings- Theory and models
Psycho analytical, Psycho Social, Transactional analysis, Family therapy, Crisis Intervention, Behaviour therapy, Rational Emotive Therapy, Group Therapy & Strength approach

Unit 3
Psychiatric Social work practice in special settings
a) Child Mental Health (Special reference to CGC)
b) Deaddiction Clinics
c) Crisis Intervention Clinics
d) Geriatric clinics
e) Schools
f) Family counseling centers
g) Industrial setting

Unit 4
Rehabilitation in Psychiatry

Unit 5
Programmes and Legislations related to Mental Health.
Program (NMHP) 1982, Revised Version 2002, District Mental Health Programs (DMHP) and their implementation.

BOOK REFERENCES

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

Objectives:
- To understand the changing perspectives and ideological approaches to the rehabilitation of persons with disability.
- To critically examine legislations, national planning effort and policy formulations for recognizing the human rights of persons with disability in India and action taken their inclusion, development and rehabilitation using the rights-based perspective.
- To study the role of government organizations, NGOs and international organizations in providing services to disabled persons.
Unit 1


Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

Interventions

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

BOOK FOR REFERENCE

6. Young Women. Tucson, New Directions for Young Women.
13. Indian Journal on Gender Studies- special issues on Women with Disabilities, August 2008

SPECIALIZATION II – WELFARE OF THE WEAKER SECTIONS

6. Forced Migration and Social Work Practice

Total Teaching Hours: 60

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

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

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

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

Unit 4
**Case Studies in Forced migration** Narmada Bachao Andolan, Polavaram, Tsunami (2004), Tibetan refugees, Sri Lankan refugees, Chin Refugees, Chakma Refugees and other long term displacement in India.
Unit 5

**Social Work Practice and Forced Migration** Disaster mitigation and Social Work response: five stages of disaster preparedness. Interventions with long term refugees and IDPs, participatory planning for displaced communities, durable solutions for displacement and Social Work. Role of Social Workers in national and international organizations working on forced migration.

**BOOK REFERENCES**


**CORE PAPER – X – Management of Organizations**

**Total Teaching Hours: 60**

**Objectives**

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

**Unit 1**

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

**Unit 2**

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

Unit 3

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

Unit 4

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

Unit 5

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

**BOOKS FOR REFERENCE**

Objectives of Field Work based on Specializations:

Family Social Work

Objectives:

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

Tasks:

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

Duration: 16 Days

Community Development

Rural Community Development

Objectives:

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

Tasks

1. Administrative set up of Panchayati Raj Institutions (PRIs)
2. Panchayat Raj members, their socio-economic and caste status
3. Coordination of block level administrative personnel with elected person at different levels
4. Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used

5. Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice

6. Application of the principles of Rural Community Development

7. Application of methods of professional social work in rural setting

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

**Human Resource Management**

Manufacturing/ Service/ IT Sectors

Objectives:

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

Tasks:

I Organizational Profile

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

II Areas of Personnel Functions

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

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

III Industrial Relations Functions

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

IV Labor Welfare Measures

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

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

Medical and Psychiatric Social Work

Medical Social Work

Objectives:

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

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

**Disability Studies and Action**

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

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

Objectives:
1. To enable the students to acquire the necessary assessment skills to understand the challenges faced by weaker sections of the society.
2. To foster the spirit of Solidarity, brotherhood and cooperation among the members of the Weaker Sections of the Society.
3. To equip students to raise the status and improve the condition of life of all oppressed classes.
4. To enable the students to work with weaker sections of the society and facilitate inclusion by helping gain access to their needs.
5. To understand the social, economic and political injustice to the weaker sections of the society and help them become empowered.

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

Study Tour:

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

Duration: 8 Days

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

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

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

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

Unit 3

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

Unit 4

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

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

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

Unit 5

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

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

Objectives
- To establish a meaningful understanding of family life, marriage and responsible Parenthood.
- To help the students to acquire the skills necessary to develop and maintain satisfying and stable relationship.
- To gain knowledge on the services available for the welfare of the family.

Unit 1
The family - Definition, Importance of the family for Individual, Types of family, changing, Trends, Characteristics and functions, the family Life Cycle – Formative, Expanding, and Contracting stages, functions and problems in the different stages.

Unit 2

Unit 3
Conjugal Harmony Husband and Wife relationship: Differences between Men and Women, Accepting Differences, mutual adjustments, changing roles of husband & wife today (Career Women), and appropriate division of roles. Communication in Marriage; Importance of communication in marriage, Communication between partners, Importance of listening in marriage, handling conflicts in marriage, indicators of Marital Success.

Unit 4
Sexuality Definition, determinants of sexuality, Sex education – female reproductive system, Male reproductive system, fear of sex, pregnancy and birth. Family planning, family life education.

Unit 5

BOOKS FOR REFERENCE
3. Evely, Millis, Duvall, Family Development, II Ed.
5. Kapadia, K., M., (1968), Marriage and Family in India; Oxford University Press
7. Marie, Mascarenhas, (1999), Family Life Education of Value Education.

ELECTIVE III – 1. Social Policy and Social Legislation

Objectives

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

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4


Unit 5


BOOKS FOR REFERENCE

5. Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI.

ELECTIVE III – 2. Human Rights and Social Work

Total Teaching Hours: 45

Objectives

- To provide a perspective and foundation for a human rights culture among students.
- To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.
- To equip students with knowledge about the human rights movements and new rights gained.

Unit 1
Introduction to human rights; categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.

Unit 2
Understanding law and the State; The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; The Indian Legal System, Indian Penal Code, Criminal Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.

Unit 3
Global Market and Human Rights; Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights

Unit 4
Empowering the most exploited and oppressed; Children rights, rights of coastal Communities, women’s rights, dalits rights, workers’ rights, especially unorganized labour rights of the urban poor, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, local governance empowerment and right to information.
Unit 5

BOOK REFRENces

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

Objectives

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

Unit 1
Introduction Youth Development: Concept, Definition, Aims and Objectives Demographic Profile of the Youth in Rural, Tribal and Urban India Status of Youth – Global Situation. National Youth Policy – 2014

Unit 2
Needs of Youth

Unit 3
Specific Problems of Youth: Behavioural Problems- Substance Abuse, Sexually
Transmitted Diseases, HIV/AIDS, Sexual Problems, Eating Disorders and Obesity. Emotional Problems – Identity Crisis, Alienation, Low Self-esteem and, Suicide, Career Conflict, Conflicts in Selecting a Partner

Unit 4

Youth and Social Development: Initiating Youth in Politics, in Conflict situations, Terrorism, Millennium Development Goals Post 2015 Development Agenda, Social Entrepreneurship - Meaning, Definition, Competencies and Characteristics of an Entrepreneur, Youth for Leadership, Welfare Programmes for Rural/Urban Youth-National Programmes - NCC, NSS, Scouts and Guides, Sports, Youth Festivals, Career Counselling, Youth Organisations and Movements in India - Rajiv Gandhi National Institute for Youth Development, Nehru Yuva Kendra Sangathan, Vishwa Yuva Kendra, Students Federation of India, National Students Union of India, Democratic Youth Federation of India, AICUF

Unit 5

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

BOOKS FOR REFERENCE


SPECIALIZATION III – COMMUNITY DEVELOPMENT AND EMPOWERMENT

2. Development Planning

Total Teaching Hours: 60

Objectives

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

Unit 1

Unit 2
Participatory Planning: Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.

Unit 3
**Agriculture and Development:** Government’s plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.

Unit 4
**Co-operative Movement in India:** History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.

Unit 5
**Development of SC & ST:** Concept, constitutional provision, problems and programmes for their development – control and state schemes – Role of Professional Social Workers, NGO’s in the development of SC & ST, Refugees and displaced.

BOOK REFERENCES


SPECIALIZATION III – HUMAN RESOURCE AND MANAGEMENT

3. Industrial Relations and Labor Welfare

**Total Teaching Hours: 60**

Objectives

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

Unit 1
**Industrial Relations:** Concept, characteristics, Industrial Relations at Plant and Shop Floor Level, Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation

Unit 2
**Conciliation:** Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary Administration: Definition wage theories, types, wage determination: structure, differentials.
Unit 3

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

Unit 4

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

Unit 5

**Employee Empowerment:** Worker’s Education – purpose, objectives, experiments in India: Workers’ participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers’ participation in Management

**BOOKS FOR REFERENCE**


**SPECIALIZATION III – MEDICAL AND PSYCHIATRIC SOCIAL WORK**

4. **Community Health** Total Teaching Hours: 60

**Objectives:**

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

Unit 1

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

Unit 2

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

Unit 3


Unit 4

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

Unit 5

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

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

**BOOK REFERENCES**

5. Hanlon J.H (1975) Principles of Public Health Administration
14. Thirugnanasambandham C. Primary Health Care,

SPECIALIZATION III – DISABILITY STUDIES AND ACTION
5. Family Centred Interventions with Families of Children and Adults with Disabilities

Total Teaching Hours: 60

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

Unit 1
Overview of contemporary Indian families across the family life cycle, Understanding the effect of the presence of disabled individual on the family unit from an ecological and systems perspective, Factors influencing perception and coping strategies.

Unit 2
Family Coping strategies: Family’s coping strategies, need for interventions with the family unit using a partnership approach, Parental attitudes that interfere with counselling efforts.

Unit 3
Interventions
Family centred interventions, Family centred social work, Holistic assessment of the family system, Family crisis intervention, Reactions of parents at time of diagnosis, Needs and concerns of families, Use of family crisis intervention.

Unit 4
Needs and Concerns of Families – I Needs and concerns of families in child’s infancy years and interventions, Holistic implications of disability, Feelings about prosthetics, Needs and concerns of families during child’s school years and
interventions, enabling parental involvement in education including integration in regular school, Counselling parents in areas of direct care, SHGs of parents, siblings, Group assignment, Child’s school years – Behavioural Functioning, Dealing with ‘Behaviour Problems’.

Unit 5

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

BOOKS FOR REFERENCE:


SPECIALIZATION III – WELFARE OF THE WEAKER SECTIONS

6. GENDER AND DEVELOPMENT

Objectives:
- To enhance the understanding of concepts and theories of feminism, deliberate and apply discussions on various women issues
- To understand the issues related to women
- To appreciate the effectiveness of legal frameworks applicable to women

Unit 1
Gender Concepts
Social Construction of Gender – Sex and Gender – Gender Discrimination – Gender Stereotyping – Gender as a Social Construct – Gender Roles – Gender Analysis – Gender Audit – Gender Budgeting – Gender Sensitivity – Gender Equity and Equality – Gender Budgeting, Gender Mainstreaming - Gender Gap. Patriarchy – Sexuality, GDI, GEM, Sex ratio, Transgender, LGBTQ.

Unit 2
Feminism: Definition: Objectives – Goals – Types, Indian Feminism, Dalit Feminism, Movements, Status of Women in Pre-Post Independent India - Contemporary Feminist Thought – Feminism in Post-Colonial India, Theories, Issues Problems, Policies and Programmes by Governmental and Non-Governmental, Organizations.

Unit 3
Issues Related to Female Children and Women

Unit 4
Feminist Approaches to Economic Theories

Unit 5
Constitutional Provisions and Special Initiatives for women

BOOK REFERENCES

CORE PAPER XIII - SPECIALISATION IV: SOCIAL WORK WITH FAMILIES

1. Social Work with the Elderly Total Teaching Hours: 60

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

Unit 1

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

Unit 2

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

Unit 3

Elderly and Family: Interventions of elderly with parents, spouse, children, children-in-laws, grandchildren and others; Care giving roles between elderly and the family. Stress management of caregivers; Issues of division of property, housing and social security. Issues of neglect, abuse, violence and abandonment; Review of laws for inheritance and protection from abuse, Intervention needs : Raising family awareness about bereavement, and bereavement counseling
Unit 4

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

Unit 5

Developmental programmes for ageing: Development programmes for preparations for old age, retirement planning, programmes for preparation for understanding death and bereavement planning, and raising family and community awareness about ageing and death. Non-institutional services / Community services: Continuing educations, mutual/self-help groups, second career, training of elderly as volunteers, counseling and legal aid to elderly, multi-services / day care centers, home/family-based services, telephone help lines, information and referral services, and death with dignity. Minimizing the need for and humanizing the existing institutional services. Training of para professionals and volunteers for care of the elderly.

BOOK REFERENCES

SPECIALISATION IV - COMMUNITY DEVELOPMENT AND EMPOWERMENT

2. Entrepreneurship Development

Total Teaching Hours: 60

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

Unit 1


Unit 2

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

Unit 3


Unit 4


Unit 5
**Small Scale Industry** – Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.

**BOOK REFRENCES**


**SPECIALISATION IV: HUMAN RESOURCE MANAGEMENT**

3. Organizational Behaviour and Organizational Development

**Total Teaching Hours: 60**

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

**Unit 1**
*Organizational Behaviour*: History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality.

**Unit 2**
*Dynamics of Organizational Behaviour*: Perception, Managerial leadership, process, styles, types and theories, group dynamics, team building.

**Unit 3**
*Human Behaviour at Work*: Models and theories of motivation; attitude, job satisfaction, morale, frustration, conflict and stress management.

**Unit 4**
*Organizational Development*: The concept, theory, scope and practice of organizational development, organizational culture design, organizational change.

**Unit 5**

**BOOK REFRENCES**

Singapore.

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

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

Unit 1
Concept of Mental Health & Mental Illness: Concept of Mental Health, Magnitude of Mental Health problems in India, Indian view of Mental Health, Changing trends in Mental Health Care
Classification of Mental Disorder – ICD 10 & ICF, DSM-IV

Unit 2
Common Mental Disorders (ICD 10 classification) – Clinical signs & symptoms
Organic Mental Disorders, Mental and behavioral disorders due to psychoactive substance use, Schizophrenia, Mood Disorders

Unit 3
Common Mental Disorders (ICD 10 classification) – Clinical signs & symptoms
Neurotic stress related and Somatoform disorders, psycho-physiological disorders, Suicide, Sexual disorders; Disorders of adult personality and behaviour, Mental retardation and Psychiatric disorders in Childhood

Unit 4
Psychiatric assessment: History taking and Mental Status Examination, use of interview in Psychiatric Setting, Psycho-social and Multi-dimensional assessment of Mental disorders; Bio – Psycho-social assessment
Application of systems theory in assessment – use of genogram and eco-map; Use of mental health scales in assessment

Unit 5
Mental Health problems among vulnerable groups: Children, Adolescents, Women, Elderly, Disadvantaged Groups, Victims of Disaster, Individuals with Terminal and Chronic Illness, Victims of Violence, Care Givers, Women with Mental Illness / Mental Retardation, Sexual Minorities, Mental Illness and Homelessness
BOOK REFERENCES
10. T.T. Ranganathan Clinical Research Foundation (1989): Alcoholism & Drug Dependancy.; TTK Hospital,Chennai

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

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

Unit 1
Rehabilitation; Definition, meaning and concept, aim, Historical Perspective, Misconceptions, causes and characteristics, need and importance, Fields of Rehabilitation, access to rehabilitation, Community & Disability - Participation and empowerment, Community mobilisation-process and skills in rehabilitation, -Case Studies, Networking of organizations for persons with disabilities,

Unit 2
Rehabilitation Advocacy and Lobbying - concepts, need for these methods, Advocacy-Issue framing, Force Field- Strategies for Advocacy, Stakeholder Analysis for Advocacy, Stakeholder Analysis, Networking, Advocacy Experiences on Disability, General legal provisons relating to the disabled, specific legislations for the disabled

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Unit 3

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

Unit 4

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

Unit 5

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

BOOK REFERENCES

SPECIALIZATION IV – WELFARE OF THE WEAKER SECTIONS

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

Unit 1
Understanding conflict
Definition and concepts of Conflict, crises and disputes. Conflict situations, causes and effects, Intractable conflicts and its impact.

Unit 2
Tools for conflict analysis
The conflict map, conflict tree, time line, Power triangle, ABC triangle, force field analysis, the needs, interests and positions, relationship map, and structural analysis.

Unit 3
Approaches to resolving conflicts
Conflict management, resolution, transformation. Decoding the Adam Curl, John Paul Lederach and Johan Galtung models. Structural Dimensions, Relational and Personal dimension of conflict transformation.

Unit 4
Skills for conflict transformation and peace building
Nonviolent communication, Appreciative enquiry, Building substantial Dialogue, Fact finding, Networking, Negotiation, mediation and Alternative Dispute resolution skills.

Unit 5
Social work settings and conflict transformation
Case studies from clinical settings, small group settings involving two or three people, community settings and situations involving masses.

BOOKS FOR REFERENCE

CORE PAPER XIV–Field Work Practicum IV

Family Social Work

Objectives:

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

Tasks:

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

Duration: 24 Days
**Community Development**

Urban Community Development

Objectives:

1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems
2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies
3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying
4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation
5. To help the trainee gain insight into the components of Urban Community Development
6. To enhance competencies to assess and analyze urban problems, needs and service delivery.
7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes.

Tasks:

1. Observation visit to urban community / slums (informal settlements)
2. Analysis of their socio-economic conditions
3. Application of the principles of Urban community development
4. Application of professional social work methods in urban setting
5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures
6. Identify/ study/ explore the urban problems covering the following aspects:
   a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc.
   b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
   c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee

**Human Resource Management**

Manufacturing/ Service/ IT Sectors

Objectives:

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

Tasks:

I Organizational Profile

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

II Areas of Personnel Functions

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

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

III Industrial Relations Functions

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

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IV Labor Welfare Measures

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

V Labor Legislations

Legislations applicable to the Organisation

VI Others

TQM, ISO, Use of OD Techniques, CSR Activities

**Medical and Psychiatric Social Work**

Psychiatric Social Work

Objectives:

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

Tasks:

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

Objectives:

1. To help students to critically examine the social construction of disability from different Stakeholder perspectives.
2. To make students aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
3. To be exposed to the various types of disabilities and their causal factors, Prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings.
4. To examine the impact of each disability on different aspects of an individual’s growth and development.
5. To become familiar with the roles of the different professionals in the multi-Disciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.

Tasks:

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

**Welfare of Weaker Sections**

Objectives:

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

Tasks:

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

Total teaching hours: 45

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

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

Unit 2
Migration in India: Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees

Unit 3
Globalisation and Migration: Trends in International Migration; Skill and Gender Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,

Unit 4
International Migration: PoliciesUN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

Unit 5
Migration and Human Security: Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter- State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979

BOOKS FOR REFERENCE

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

Total teaching hours: 45

Objectives
• To provide an understanding into the extent and nature of unorganized workers in Urban and rural India.
• To provide an understanding to the problem of unorganized worker, nature of work and services available for these groups
• To develop skills for intervention and working with the workers of the unorganized sector.
Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

**Policies, Programmes and Legislations** – Review of present situation and impact
- a) National Child Labour Policy.
- b) NREG Act, 2005 and NREG schemes

Unit 5

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

BOOKS FOR REFERENCE
ELECTIVE V-1. Social Work and Persons with Disability  
Total teaching hours: 45

Objectives:

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

Unit 1  
Types of Disability: Impairment, Handicap, disability & Differently Abled, meaning, nature, type. Extent of Disability in India; Various Categories of Persons with disability – Physical, orthopedic, visual, motor & sensory, mental – their needs and problem, multiple disability.

Unit 2  
Historical development of services & programmes for the various categories of persons with disability. Institutional and Non-institutional services for various groups, management of institutions of disabled people.

Unit 3  
Causation of Disabilities: Disabled People in Society and societal response, Prevention of diseases causing disability, safety measures to avoid disabilities, Rehabilitation – concept, nature and efforts by Government and Non-Government Organizations, institutions and problems in rehabilitation, Community Based Rehabilitation, Rehabilitation Education and Management of Rehabilitation, Rehabilitation Council of India.

Unit 4  

Unit 5  
Work, Occupation and Disability: Factors specific to disabled elderly people; and Children, social work in traditional setting. The changing context of social work practice. Social Work intervention for creating supportive environment.

BOOKS FOR REFERENCE

ELECTIVE PAPER V - 2.UNSystems for Development and Social Change

Total teaching hours: 45

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

Unit 1
The United Nations System Main aim of the United Nations; Historical Evolution, UN Principal Organs, UN Charter, Membership in the UN and International Development

Unit 2

Unit 3
Organisations of Economic and Social Council Introduction to ECOSOC, The aims of the Functional Commissions: Social Development, Sustainable development, Women and Development, Population and Development, The aims of the five Regional Commissions: Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), Economic Commission for Latin America and the Caribbean (ECLAC), Economic and Social Commission for Asia and the Pacific (ESCAP), and Economic and Social Commission for Western Asia (ESCWA); United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) – role and functions.

Unit 4
Programmes of the UN – Aims and Programmes, United Nations Development Programme (UNDP), UN-Women, United Nations Environment Programme (UNEP) - aims and programmes
United Nations Fund For Population Activities (UNFPA), Office of the United Nations High Commissioner for Refugees (UNHCR), United Nations Human Settlements Programme (UN – HABITAT) - aims and programmes
United Nations Children’s Fund (UNICEF), World Food Programme (WFP) - aims and programmes

Unit 5
UN Entities and other related Agencies – Aims and Programmes Office of the United Nations High Commissioner for Human Rights (OHCHR), Joint United
Nations Programme on HIV/AIDS (UNAIDS); Other related agencies: International Labour Organisation (ILO)  
Food and Agriculture Organisation (FAO), United Nations Educational, Scientific and Cultural Organisations (UNESCO), World Health Organisation (WHO)  
World Bank (WB), International Monetary Fund (IMF), International Fund for Agricultural Development (IFAD), and United Nations Research Institute for Social Development (UNRISD)

**BOOKS FOR REFERENCE**

**CORE PAPER – XV – RESEARCH PROJECT**

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

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

**Block Placement / Internship: (After IV Semester Examination)**

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

Objectives:

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

Duration: 1 month

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