DEPARTMENT OF SOCIAL WORK

JAMIA MILLIA ISLAMIA

SYLLABUS FOR

M.A. (SOCIAL WORK)

2017-19

M A (Social Work): Syllabus Outline (2017-19)

Semester	Papers	Course Title	Marks	Credits	Weekly Teaching hours
Semester I					
Core Courses					
Semester I	MSW-SI-01	History and Philosophy of Social Work	100	4	4
	MSW-SI-02	Social Science Concepts for Social Work	100	4	4
	MSW-SI-03	Group Work	100	4	4
	MSW-SI-04	Community Work	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SI-05	Field Work (Concurrent)	200	8	
(Ability Enhancement Course)					
	MSW-SI-06	Skill Lab –I	50	2	4
		Total Credits	26		
Semester II					
Core Courses					
Semester II	MSW-SII-07	Psychology for Social Work	100	4	4
	MSW-SII-08	Social Case Work	100	4	4
	MSW-SII-09	Social Work Research	100	4	4
	MSW-SII-10	Social Action and Social Movements	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SII-11	Field Work (Concurrent) Viva Voce	200 50	8] 10 2]	
	MSW-SII-12	Rural Camp	100	4	
Ability Enhancement					
	MSW-SII-13	Skill Lab II	50	2	4
		Total Credits	32		
Semester III					
Core Courses					
Semester III	MSW-SIII-14	Social Welfare Management	100	4	4
	MSW-SIII-15	Marginalised Communities: Issues and Challenges	100	4	4
	MSW-SIII-16	Health: Issues and Concerns	100	4	4

	MSW-SIII-17	Social Policy & Social Legislation	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SIII-18	Field Work (Concurrent)	200	8	
Ability Enhancement					
	MSW-SIII-19	Skill Lab III	50	2	4
		Total Credits	**26**		
Semester IV: Specialization I (Social Development Practice)					
Core Courses					
Semester IV	MSW- SIV(D)-20	Development Theory and Practice	100	4	4
	MSW- SIV(D)-21	Urban and Rural Community Development	100	4	4
	MSW- SIV(D)-22	Poverty and Livelihood	100	4	4
	MSW- SIV(D)-23	Environment and Disaster Management	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW- SIV(D)-24	Dissertation Dissertation Viva Voce	100 50	4 2	
	MSW- SIV(D)-25	Field Work (Concurrent) Viva Voce	200 50	8] 10 2]	
Ability Enhancement					
	MSW- SIV(D)-26	Skill Lab IV - Social Development Practice	50	2	4
		Total Credits	**34**		
Semester IV: Specialization II (Social Welfare Practice)					
Core Courses					
Semester IV	MSW- SIV(W)-20	Family Practice	100	4	4
	MSW- SIV(W)-21	Counselling: Theory and Practice	100	4	4
	MSW- SIV(W)-22	Social Defence and Social Work	100	4	4
	MSW- SIV(W)-23	Medical and Psychiatric Social Work	100	4	4

		Field Work Practicum (Skill Enhancement)			
	MSW- SIV(W)-24	Dissertation Dissertation Viva Voce	100 50	4 2	
	MSW- SIV(W)-25	Field work (Concurrent) Viva Voce	200 50	8] 10 2]	15
		Ability Enhancement			
	MSW- SIV(W)-26	Skill Lab IV - Social Welfare Practice	50	2	4
		Total Credits	**34**		
	Grand Total (Credits) of Semester I-IV---- 118+ 16 (CBCS)				**134**

CBCS Courses

Semester	Paper No.	Course Title	Marks	Credits	Weekly Teaching Hours
Semester 1	MSW-CBCS-SI	Foundation of Social Work Practice	100	4	4
Semester 2	MSW-CBCS-SII	Child and Women Development	100	4	4
Semester 3	MSW-CBCS-SIII	Social Welfare Management and Organisational Dynamics	100	4	4
Semester 4	MSW-CBCS-SIV	Environmental Concerns for Social Work Practice	100	4	4

SEMESTER I

MSW- SI-01: HISTORY AND PHILOSOPHY OF SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the emergence of Social Work Profession in socio-political context.
2. Understand and inculcate the philosophical base of social work practice.
3. To develop an understanding of the theoretical approach for diverse practice settings

Course Outline:

Unit I – Emergence of Social Work

a. Sociopolitical Developments and the emergence of Professional Social Work in the west
b. The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organisation Society
c. Religio-Spiritual developments in India and social reforms
d. Emergence of social work profession and current status

Unit II – Theoretical Foundations of Social Work Practice

a. Functional and humanistic approaches
b. Psychoanalytic, Ego-Psychology, and Psychosocial social work
c. Radical, Feminist & Structural approaches
d. Post modernism and social work

Unit III- Elements of Professional Social Work

a. Basic assumptions and principles of social work
b. Ethics and Values in social work
c. Competencies and Skills in social work
d. Indigenous and International Social Work

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Agnew, E. N. (2004). *From charity to social work: Mary E. Richmond and the creation of an American profession* (Vol. 13). Urbana and Chicago: University of Illinois Press.
2. Pathak, S. H. (1981): *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
3. Payne, M. (2015). *Modern social work theory*. New York, NY: Oxford University Press.
4. Skidmore, R. A., & Thackeray, M. G. (1982). *Introduction to social work*. Englewood Cliffs, NJ: Prentice Hall.
5. Trevithick P (2005). *Social Work Skills: A Practice Handbook*. Maidenhead: Open University Press

SEMESTER I

MSW- SI-02: SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand basic sociological concepts and social formations
2. Develop skills to analyse and understand Indian society
3. Learn to apply sociological insight and approaches in social work practice

Course Outline:

Unit I: Orientation to Significant Sociological Concepts

   a. Social Structure and Social Stratification: Concept and Theories
   b. Social Change and Social Mobility: Types and Theories
   c. Culture: Elements, Systems and Theory
   d. Socialization and Social Control: Meaning, Agencies and Mechanisms

Unit II: Major Social Institutions

   a. Marriage: Concept, Types, Theories and Emerging Issues
   b. Family- Major theoretical perspectives, Types and Challenges
   c. Religion – Major theoretical perspectives; Role of religion in society
   d. Education- Role of Education in Society, Changes in Education System & Impact on Society

Unit III: Economic and Political Systems

   a. Economy: Concept, Types, Sectors
   b. Economic Institutions: National and International
   c. State: Concept, Types, Organs
   d. Relationship between Citizens and State

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential Readings

1. Basu, A., & Kohli, A. (Eds.). (1998). *Community conflicts and the state in India*. Oxford: Oxford University Press
2. Cohen, A. K. (1966). *Deviance and control*. New Delhi: Prentice Hall.
3. Davis, K.(1969).*Human Society*. New York: The Macmillan.
4. Dutt, R. & Sundraram, K.P.M. (2010). *Indian Economy. New Delhi.: S.Chand & Company Ltd.*
5. Giddens, A. & Turner, J. (eds.).(1987).*Social Theory Today*. Cambridge: Polity Press.
6. Giddens, A. (1999). *Sociology*. Cambridge: The Polity Press.
7. Giddens, A.(2003).*Capitalism and Modern Social Theory*. Cambridge: University Press.
8. Hamilton, M.(2001).*Sociology of Religion*. Routledge: UK.
9. Menon, N.(1999).*Gender and Politics in India*. New Delhi: Oxford University Press
10. Merton, R.K.(1968).*Social Theory and Social Structure*. New York: The Free Press.
11. Shah, A.M.(1998).*The Family in India*: Critical Essays. New Delhi: Orient Longman.
12. Shah, G.(2001).*Dalit Identity and Politics*. New Delhi: Sage Publications Pvt. Ltd.
13. Singh, Y.(2005).*Modernization of Indian Tradition*. New Delhi: Thomson Press.
14. Uberoi, P.(1997).*Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

MSW- SI-03: GROUP WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand group as a dynamic social entity and a resource for intervention
2. Develop an ability to apply group work method in different settings
3. Develop an understanding about the application of therapeutic approaches in group work

Course Outline:

Unit I   Understanding Groups and Group Work

a. Groups – Definition, Types & Relevance
b. Group Behavior and Social Attitude
c. Group Dynamics and Sociometry
d. Group Work as a Method of Social Work Practice & Its Scope

Unit II Group Work in Practice

a. Assumptions, Objectives and Principles of Social Group Work
b. Models of Group Work Practice
c. Group Work Process – Stages, Role of Group worker, Leadership and Decision Making
d. Tools and Techniques of Group Work – Programme Planning, Programme Media, Group Discussion, Recording & Evaluation

Unit III Theoretical Approaches to Group Work

a. Group Therapy
b. Transactional Analysis
c. Gestalt Therapy
d. Support Groups

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Benjamin, J., Bessant, J., & Watts, R. (1997). Making groups work. St. Leonards, N.S.W.: Allen & Unwin.
2. Corey, G. (2008). *Theory and practice of group counseling*. (7th ed). Pacific Grove, CA: Thomson/Brooks/Cole.
3. Corsini, R. J. (2004). Current Psycho Therapies with Case Studies, Hawaii: Wadsworth Publications
4. Douglas, T. (1976). *Groupwork practice*. New York: International Universities Press.
5. Gitterman, A., & Schulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*(3rd ed.). New York: Columbia University Press.
6. Johnson, D. W., & Johnson, F. P. (2009). *Joining together: Group theory and group skills* (10th ed). Upper Saddle River, NJ: Pearson Education
7. Konopka,G. (1983). *Social Group Work: A Helping Process* (3rd Edition). New Jersey: Prentice Hall International
8. Northen, H., & Kurland, R. (2001). *Social work with groups*. New York: Columbia Univ. Press.
9. Phillips, H. U. (1957). *Essentials of Social Group Work Skill*. New York: Association Press.
10. Reid, K. E. (1997). *Social work practice with groups: A clinical perspective*.. Pacific Grove, CA: Brooks/Cole.
11. Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities*.(6th ed). Belmont, CA: Brooks/Cole Cengage Learning.
12. Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice* (6th ed). Boston: Pearson/Allyn and Bacon.
13. Trecker, H. (1972). *Social group work, principles and practices*. New York: Association Press.
14. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process.* Boston: Houghton Mifflin.
15. Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. 5th ed. New York: Basic Books.

SEMESTER I

MSW- SI-04: COMMUNITY WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the conceptual framework of community work and community mobilization
2. Understand community dynamics, identify community needs, implement programme planning and resource mobilization;
3. Practice participatory community work through use of PLA tools

Course Outline

Unit I Basic Concepts

  a. Communities: Definition, Typology & Characteristics
  b. Community Work: Objectives & Scope
  c. Community Work: Assumptions, Principles & Models
  d. Community Organisation, Community Development and Community Work

Unit II Process of Community Work

  a. Relationship Building in the community and need assessment
  b. Understanding Community and its Dynamics
  c. Peoples' Participation: Mechanisms, Processes and Sustainability
  d. Programme Planning, Use of PLA & PRA, Resource Mobilisation, Advocacy

Unit III Programme Management

  a. Organizational Structure & Process
  b. Human Resource Management: Procurement, Maintenance and Development
  c. Community Decision Making and Leadership
  d. Monitoring and Evaluation of the Programme and Process

INTERNAL ASSESSMENT

  1. Assignment (15 Marks)
  2. Test (10 Marks)

Essential Readings:

1. Brager, G., & Specht, H. (1973). *Community organizing.* New York: Columbia University Press
2. Butcher, H (1984). Conceptualizing Community Social Work—a Response to Alan York. (1984). *The British Journal Of Social Work*, 14(6), 625-633. http://dx.doi.org/10.1093/oxfordjournals.bjsw.a055024
3. Chambers, R. (1992). *Rural Appraisal: Rapid, Relaxed and Participatory.* Sussex: Institute of Development Studies
4. Chatterjee, P. (1975). Towards a typological paradigm of community organization *The Indian Journal of Social Work, XXXVI* (1), 1-14
5. Dunham, A. (1958). *Community Welfare Organization. Principles and practice.* New York: Thomas Y. Crowell.
6. Lane, M. (1997). Community Work, Social Work: Green and Postmodern?. *British Journal Of Social Work*, 27(3), 319-341. http://dx.doi.org/10.1093/oxfordjournals.bjsw.a011216
7. Meenai, Z. (2007). *Participatory Community work.* New Delhi : Concept publications
8. Ross, M G. (1967). *Community Organization; Theory, Principles, and Practice.* New York: Harper & Row.
9. Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work.* New Delhi: Hira Publications.
10. York, A. S. (1984), Towards a conceptual model of community social Work *The British Journal of Social Work, 14*(3), 241-255.

SEMESTER I

MSW-SI-05- FIELD WORK (CONCURRENT)

Maximum Marks: 200

Credits: 8

Nature of Placement

The students are to be placed with organisations which are working with urban, semi-urban or rural communities located in and around Delhi.

Field Work Objectives

1. Developing an understanding of the agency and the issues that it addresses
2. Getting an orientation to the community, its needs and problems
3. Initiating groups/basic nucleus in the community for addressing some of these needs and problems and identify individuals/families that may require exclusive and intensive intervention
4. Locating internal/external resources that can be used for addressing community needs.
5. Developing an ability to record and use supervision for professional growth
6. Getting oriented to professional ethics and values

Tasks for Field Work

1. Developing an agency profile which would inter-alia include the organizational genesis, ideological orientation, programmes and policies, and roles and functions of various functionaries in the agency.
2. Collecting information on opportunities for education, health, employment etc. available in and around the community and their access to different population groups within the community and the reasons.
3. Utilizing various methods and techniques of social work as far as possible
4. Beginning to form a core group/basic nucleus of children/youth/women/ men for addressing one or more of the concerns identified above and introducing a process of self-help.
5. Identifying formal and informal leaders from within the community and maintaining regular liaison with them
6. Assisting the agency in its ongoing interventions
7. Relating theory with practice

Components of Field Work:

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission

MSW- SI-06 - SKILL LAB – I

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Understanding Self

    a. Concept of Self and Making of Self
    b. Understanding Beliefs and their expression in relation to others
    c. Challenging Self
    d. Managing Emotions

Unit 2: Communication Skills

    a. Concept, Types and Methods of Communication
    b. Relationship Building through Media (Theatre, Art, Music, Group Games)
    c. Dynamics of Communication
    d. Recording Skills, Listening Skills, Verbal and Non Verbal Skills, Interviewing Skills

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW- SII-07: PSYCHOLOGY FOR SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the fundamental components of Psychology and its linkage to social work practice.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and not-adjustment and its impact on human behaviour.

Course Outline

Unit 1: Nature and Scope of Psychology for social work
   a. Psychology : Definitions, Schools of thoughts and fields
   b. Behaviour and factors affecting behaviour: Heredity versus Environment
   c. Perception & Learning
   d. Memory & Intelligence

Unit 2: Psychological Processes in Behaviour
   a. Needs and Motivation.
   b. Emotions
   c. Personality
   d. Adjustment: Conflicts, Adjustment & Coping

Unit 3: Human Development & Social psychology
   a. Theories of Human Development: Freud, Erickson, Jung and Adler
   b. Life Span Approach to Human Development
   c. Principles & Areas of Human Development: Social, Emotional, Cognitive and Physical
   d. Social perception –attitudes, prejudices, biases, stereotypes, propaganda and rumours

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential Readings:

1. Coleman, J. (1979). *Contemporary psychology and effective behavior*. 4th ed. Glenview, Ill.: Scott, Foresman.
2. Colman, J. C., & Broen William, E. (1972). Abnormal Psychology and Modern life, India: DB Taraporevala Sons and Co. *Pvt. Ltd.*
3. Elizabeth, H. B. (1976). *Personality development.* New Delhi :Tata McGraw Hill Publishing Co. Ltd.
4. Hilgard, E., Atkinson, R. and Atkinson, R. (1979). *Introduction to psychology*. 6th ed. New York: Harcourt Brace Jovanovich.
5. Huffman, K., Vernoy, M. and Vernoy, J. (1997). *Psychology in action*. New York: J. Wiley.
6. Morgan, C., Schopler, J., Weisz, J. and King, R. (1986). *Introduction to psychology*. New York: McGraw-Hill.

SEMESTER II

MSW- SII-08: SOCIAL CASE WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To develop an understanding of case work as a method of social work and appreciate its place in social work practice.
2. To understand the process of social case work practice and the various tools and techniques that facilitates the same.
3. To understand the theoretical systems that supports the practice of case work.

Course Outline

Unit I   Introducing Case Work

a. Social Case Work as a method of social work practice – Concept, History, Scope and Linkages to Other Methods
b. Philosophical Assumptions underlying Case Work Practice
c. Principles of Case Work Practice
d. Components of Case Work Practice

Unit II   Case Work Process

a. Process of Case Work Practice
b. Tools for Case Work Practice- Home Visit, Interviewing, Observation, Client Worker Relationship
c. Techniques of Case Work Practice-Supportive Techniques, Techniques for Enhancing Resources and Reflective Techniques
d. Recording in Case Work Practice – Types of Records and Use of Records

Unit III   Theoretical Systems Supporting Case Work Practice

a. Ecological Systems Perspective
b. Behaviour Modification
c. Rational Emotive Behaviour Therapy
d. Person Centered Therapy

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Banerjee, G. R. (1973). *Papers on Social Work: An Indian Perspective.* Bombay: TISS.
2. Das, S. (2008). Working with Individuals in Urban Settings. *Indian Journal of Social Work, 69*(2), 203-219.
3. Garrett, A. (1942). *Interviewing: Its Principles & Methods.* New York: Family Service Association of India.
4. George, R. L., & Cristiani, T. S. (1990). *Counselling Theory & Practice.* Prentice Hall.
5. Hamilton, G. (2013). *Theory & Practice of Social Case Work.* Jaipur: Rawat Publications.
6. Mathew, G. (1993). *An Introduction to Social Casework.* Mumbai: TISS.
7. Pearlman, H. H. (1957). *Social Casework: A Problem Solving Process.* Chicago: The University of Chicago Press.
8. Roberts, R. W., & Nee, R. H. (1972). *Theories of Social Casework.* Chicago: University of Chicago Press.

SEMESTER II

MSW- SII-09: SOCIAL WORK RESEARCH

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and nature of social work research
2. Understand the nature and process of quantitative and qualitative social work research
3. Know the relevance of research in social work practice

Course Outline

Unit I Basic Concepts

a. Social Work Research, types and steps
b. Variables & Causation, Deduction & Induction
c. Levels of Measurement, reliability & validity
d. Problem Definition, Research Question & Hypothesis

Unit II Social Work Research Methodology (Quantitative)

a. Research Designs
b. Sampling
c. Methods & Tools of Data Collection
d. Data Analysis, including use of measures of Central Tendency, Variability, Correlation & Association

Unit III Social Work Research Methodology (Qualitative)

a. Social construction of knowledge & rationale of qualitative research
b. Tools and Techniques, including analysis: Ethnography, Narratives, Grounded Theory, Content Analysis
c. Writing: Field notes, FGD transcripts, Reports, iterative recording
d. Reporting Research and Ethics of Social Work Research

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Black, J. and Champion, D. (1976). *Methods and issues in social research*. New York, N.Y.: Wiley.
2. Cook, Thomas D Cook & Reichardt , eds (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage
3. Creswell, J W (1994). *Research Design: Qualitative and Quantitative Approaches.* CA: Sage Publications.
4. Denzin, N.K. & Lincoln, Y.S. Eds (2017). *The Sage Handbook of Qualitative Research.* Sage
5. Kerlinger, F. (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.

SEMESTER II

MSW- SII-10: SOCIAL ACTION AND SOCIAL MOVEMENTS

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept, process, ideas and methods of social action
2. Understand the concepts, context, perspectives types and features of social movements in India.
3. Understand and analyze issues in a broader context in order to respond to critical social realities.

Course Outline:

Unit I: Social Action

    a. Social Action: Concept & Process
    b. Approaches to Social Action: Cooperation, Collaborative & Conflictual
    c. Strategies and Models
    d. Principles & Techniques

Unit II: Social Movements-I
    a. Social Movements: Theories & Perspectives
    b. Genesis, Phases & Sustainability of Social Movements
    c. Land Rights & Reforms Movements: Telangana, Naxalbari, Bhoodan & Gramdaan
    d. Ecological Movements: Chipko Movement and Narmada Bachao Andolan

Unit III: Social Movements-II
    a. Women's Movements
    b. Peace Movements: Movements against Nuclear Energy
    c. Inclusion Movements: LGBTQ, Disability Rights Movements
    d. Governance Movements: RTI, Lokpal, Anti Globalisation, Anti Corruption

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Alinsky, S. (2010). *Rules for radicals*. New York: Vintage eBooks.
2. Freire, P. (1997). *Pedagogy of the oppressed*. New Delhi: Penguin Books.
3. Gurr, T.R. (1970). *Why Men Rebel*. Princeton N J: Princeton University Press.
4. Oommen, T.K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications Ltd.
5. Rothman, J. (1970). *Three Models of Community Organization Practice. Strategies of Community Organization.* New York: Columbia University Press.
6. Shah, G. (2003). *Social Movements and the State*. New Delhi: Sage.
7. Siddiqui, H.Y. (1984). *Social Work and Social Action- A Development Perspective.* New Delhi: Harnam Publications.
8. Smelser, N.J. (1971). *Theory of Collective Behaviour.* New York: The Free Press.

SEMESTER II

MSW-SII-11-FIELD WORK (CONCURRENT)

Maximum Marks: 200 + 50 (Viva Voce)

Credits: 8+2

Nature of Placement
The students continue their field placement in the same organisation where they were placed in the first semester.

Field Work Objectives

1. Developing an in-depth understanding of community dynamics and the impact that it has on the lives of people
2. Strengthening the basic nucleus/groups for addressing the identified concerns in the community
3. Learning to mobilize the identified internal and external resources for the benefit of the community
4. Learning to practice individualized interventions with the identified families/ individuals/groups with special reference to urban/rural community set up
5. Strengthening the ability to consciously translate theoretical inputs into the practice realm
6. Developing the ability to undertake analytical recording
7. Moving towards professional development of self
8. Attempting to draw out plans for making the interventions sustainable

Tasks for Field Work

1. Engaging in continuous discussions with the community at large, the formal/informal leaders and the functionaries of the various systems that are linked to the community
2. Identifying needs and problems in the community
3. Facilitating the core group/basic nucleus to work towards the implementation of the plan of action that is evolved
4. Facilitating the core group to identify ways and means by which their interventions could be sustained after the withdrawal of the student trainee.
5. Finding out target groups requiring professional interventions and enabling them to evolve a plan for increasing their capacity to enhance their present level of social functioning
6. Identifying and networking with other agencies that could be utilized by the individuals units being worked with
7. Assisting the agency in its ongoing interventions
8. Relating theory with practice
9. Bringing out issues, concerns or dilemmas encountered during field work through a planned paper presentation in the scheduled group conference

Components of Field Work*:*

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission
- Group Conference
- Viva Voce

SEMESTER II

MSW-SII-12 RURAL CAMP

MAXIMUM MARKS: 100

CREDITS: 4

The Department of Social Work organizes an educational camp for 10 days in a rural area for the students of M.A. Social Work - II Semester.

The camp is organised keeping the following objectives in view:

1. To provide exposure of realities of life in rural and semi-rural areas
2. To sharpen the skills of rapport formation, situational analysis and awareness generation in the community
3. To develop an understanding of group dynamics and the power structures in a rural community
4. To sharpen the skills of group living and to initiate the development of attitudes conducive for effective team work.

SEMESTER II

MSW-SII-13 SKILL LAB – II

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Participatory Techniques

    a. Concept and Philosophy of Participation
    b. Models and Theories of Participation
    c. Tools for Participatory Assessment (Social and Resource Mapping, Wealth Ranking, Problem Tree Analysis, Matrix Ranking)
    d. Participatory Monitoring and Evaluation

Unit 2: Research Skills

    a. Writing Research Proposal
    b. Preparing Tools of Data Collection
    c. Sample Selection
    d. Skills of Data Collection (Interview, FGD, Content Analysis of Secondary Data)
    e. Writing a Research Report

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW- SIII-14: SOCIAL WELFARE MANAGEMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and scope of social welfare management
2. Critically appreciate the changing perspectives on Welfare Management
3. Understand the dynamics of non-profit organizations & their social and legal environment
4. Develop skills in project management

Course Outline:

Unit I Basic Concepts
   a. Social Welfare Organisations: Types, Characteristics & Structure
   b. Social Welfare Management: Nature, Elements & Characteristics
   c. Theories of Social Welfare Management: Fayol, Weber, Taylor
   d. Organisational Culture & Effectiveness

Unit II Project Management Tools
   a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & impact
   b. Logical Framework Approach & Results Based Framework
   c. Situational Analysis, Social & Organizational Assessment
   d. Budgeting, Monitoring and Evaluation

Unit III Provisions of Laws relating to non-profit sector
   a. Societies Registration Act,1860; Indian Trust Act, 1882
   b. The Companies Act, 2013 (Section 8); Income Tax Act, 1961 & FCRA, 2010
   c. Minimum Wages Act,1948; Contract Labour Regulation & Abolition Act, 1970
   d. Equal Remuneration Act, 1976; Payment of Wages Act, 1936

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics.* Itaca, NY: Cornell University Press.
4. LFA/etc:www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for objectivesoriented-planningarirusila.files.wordpress.com/2010/04/ sida28355enlfa_web.pdf
5. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
6. Robbins, S. P. (2009). *Organizational Behavior, 13/E*. Pearson Education India.
7. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, *25*(12), 2057-2070.
8. Bare Acts

SEMESTER III

MSW- SIII-15: MARGINALISED COMMUNITIES: ISSUES AND CHALLENGES

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Develop theoretical understanding and logical concern for the issues of marginalized communities in India.
2. Understand the relevance and scope of Governmental and Non-Governmental efforts in welfare, development and empowerment of marginalized section in India.
3. Understand the scope and strength of contemporary social work perspectives in minimizing issues of marginalization.

Course Outline:

Unit I: Understanding Marginalisation and forms of Protest:

a. Marginalisation: Social Exclusion, Inclusion & Discrimination: Concept, Process and Theories
b. Indian Social Structure: Class, Caste & Religion
c. Social Reforms and Movements: Religious, Non-Brahmin, Peasant/Labour & Dalit
d. Marginalisation: International Perspective

Unit II: Marginalised Groups in India

a. Scheduled Castes: Concept, Issues and Concerns
b. Scheduled Tribes: Concept, Issues and Concerns
c. Other Backward Classes: Concept, Issues and Concerns
d. Minorities: Concept, Types (Religious, Linguistic, Ethnic, Ability & Sexual), Issues and Concerns

Unit III: Marginalised Communities: Constitutional and Institutional Responses

a. Scheduled Castes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
b. Scheduled Tribes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
c. Other Backward Classes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
d. Minorities: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Agrawal, A. & Sharma, M. (2012). *Voices of minorities and the marginalized in Indian English literature.* New Delhi: Author Press.

2. Ambedkar, B. R. (2017). *State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India.* New Delhi: Kalpaz Publications.

3. Betteille, A. (1981). *The Backward Classes and New Social Order*. New Delhi: Oxford University Press.

4. Bhalla, A. & Luo, D. (2013). *Poverty and Exclusion of Minorities in China and India*. UK: Palgrave Macmillan.

5. Eleanor, Z. (2005). *From Untouchable to Dalit Essays on the Ambedkar Movement*. New Delhi: Manohar Publisher.

6. Galantar, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. New Delhi: Oxford University Press.

7. Ghurey, G.S. (2000). *Caste and Race in India*. Bombay: Popular Prakashan.

8. Gupta, D. (Eds.). (1991). *Social Stratification*. New Delhi: Oxford University Press.

9. Ḥasan, Z., & Menon, R. (Eds.). (2005). *In a minority: Essays on Muslim women in India*. New Delhi: Oxford University Press.

10. Jawaid, M. A., Jehangir, K. N., & Bose, S. (Eds.). (2007). *Minorities of India: problems & prospects*. Indian Council of Social Science Research in association with Manak Publications

11. Joshī, V. (Ed.). (1998). *Tribal Situation in India: Issues in Development: with Special References to Western India*. Jaipur: Rawat Publications.

12. Kumar, V. (2011). *Status of Other Backward Classes in India*, New Delhi: Alfa Publications.

13. Michael, S.M. (2007). *Dalit in Modern India.* New Delhi: Sage Publication.

14. Nalini, Rajan. (2002). *Democracy and the Limits of Minority Rights*. New Delhi: Sage Publications.

15. Radhakrishna, M. (2016). *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*. New Delhi: Oxford University Press.

16. Rath, G. C. (Ed.). (2006). *Tribal development in India: The contemporary debate*. New Delhi: Sage.

17. Sharma, S. R. (2002). *Protective Discrimination: Other Backward Classes in India*. New Delhi: Raj Publications.

18. Sundar, N. (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work*. New Delhi: Oxford University Press.

19. Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M., & Barter-Godfrey, S. (Eds.). (2009). *Theorising social exclusion*. Routledge.

20. Xaxa, V. (2014). *State, Society, and Tribes: Issues in Post-Colonial India.* New Delhi: Pearson Publication.

MSW- SIII-16: HEALTH: ISSUES AND CONCERNS

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the changing concept of health as an aspect of social development.
2. Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
3. Gain understanding of relevance, domains and nature of social work intervention in health settings.

COURSE OUTLINE

UNIT I: Concept of Health, Well-Being and Disease

a. Health, Wellbeing & Disease: Meaning, Components, Determinants
b. Critical Health Indicators
c. Epidemiology, Etiology and Prevention of Major Communicable Diseases (Tuberculosis, Malaria, Dengue, HIV)
d. Epidemiology, Etiology and Prevention of Major Non-Communicable Diseases (Diabetes, Hypertension, Typhoid, Cholera, Iodine Deficiency Disorder)

UNIT II: Healthcare Services and Programmes

a. Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
b. Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
c. Health planning and policy: National health policy, National Health Mission and health planning in India
d. Public-private partnership and collaboration in health care: Role of NGO and private sector in health care

UNIT III: Healthcare Social Work

a. Historical evolution of social work practice in health settings
b. Community based social work approaches to prevention of diseases, promotion of health and Rehabilitation
c. Domains of social work practice in institutional health services (Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counselling and rehabilitation, hospice and palliative care)
d. Health Activism& Social mobilization for Right to Health

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Burman, P. & Khan, M.E. (1993). *Paying for India's Health Care*. New Delhi: Sage Publications.
2. Dasgupta, M. & Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.
3. Dhillon, H.S. & Philip, L. (1994). *Health Promotion and Community Action for Health in Developing Countries.* Geneva: WHO.
4. Drinka, T.J.K. & Clark, P.G. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching.* Westport, CT: Auburn House.
5. Germain, C.B.(1993).*Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.
6. Katja, J. (ed.).(1996).*Health Policy and Systems Development*. Geneva: WHO.
7. Macdonald, G. & Peterson, J.L. (eds.)(1992).*Health Promotion: Disciplines and Diversities*. London: Routledge.
8. McLeod, E., & Bywaters, P. (2000) *Social Work, Health and Equality*. London: Routledge.
9. Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.
10. Park, K. (2005). *Textbook of Prevention and Social Medicine (18th edition)*. Jabalpur: Banarsidas Bhanot.
11. Phillips, D.R.& Verhasselt, Y.(1994).*Health and Development*. London: Routledge.
12. Sundaram, T. (1996). *Reaching Health to the Poor, Sourcebook on District Health Management*. New Delhi: VHAI.
13. Voluntary Health Association of India.(1992).*State of India's Health*. New Delhi: Voluntary Health Association of India.
14. WHO.(1978).*Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care*. Alma Ata: USSR.

MSW- SIII-17: SOCIAL POLICY AND SOCIAL LEGISLATION

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To understand the formulation of social policy and social legislation
2. To analyse and critically appraise Social Policies and Legislations
3. To understand the process of policy reform

Course Outline

Unit I   Social Policy
a. Social Policy: Concept, Models and Process of Policy Formulation
b. Directive principles of state policy and its Institutional Linkages
c. Influencing Social Policy: Tools (Advocacy and Networking), Elements, Mechanisms and Methods
d. Policy Analysis: Review and Alternate Reporting

Unit II Social Legislation
a. Social Legislations: Concept, Sources and Types
b. Social Legislations: Process of Formulation
c. Social Legislations: Challenges in Formulation and Implementation
d. Social Legislation: Practice Area of Social Work (JJ Act, DV Act, Scheduled Caste & Scheduled Tribe (Prevention of Atrocities) Act)

Unit III International Law and Governance
a. Neo-Liberalism: Concept & Theories
b. Political Economy of Social Legislations and Governance
c. International Law and Enforceability
d. Social Legislation, Governance and Social Work Practice

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Ahuja, S. (1997). *People, Law and Justice: Casebook on Public Interest Litigation.* New Delhi: Orient Longman.
2. Bakshi, P.M. (2016). *The Constitution of India.* Delhi: Universal Law.
3. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession.* New York : Polity Press.
4. Gangrade, K.D.(1978). *Social Legislation in India (Vol. I & II).* Delhi: Concept Publishing House, Delhi.
5. Hebsur, R.K. (ed.). (1996). *Social Interventions for Social Justice*. Bombay: Tata Institute of Social Sciences.
6. Jansson, B.S. (2014). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice.* New Delhi: Wadsworth Publishing.
7. Saraf, D.N.(ed). (1984). *Social Policy, Law and Protection of Weaker Sections of Society.* Lucknow: Eastern Book Company.
8. Titmuss, R. M. (2008).What is Social Policy?. In Stephan, L. & Steffen M. (Eds), Welfare States: Construction, Deconstruction, Reconstruction Volume I, Analytical Approaches (pp 138-148).Massachusetts, USA: Edward Elgar Publishing.

MSW-SIII – 18 (D) & MSW- SIV-25(D)-FIELD WORK (CONCURRENT)

MSW Semester – III & IV – Social Development

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

Nature of Placement Agencies

Students opting for social development are placed with organisations having significant focus on research, documentation, policy analysis, advocacy, training and networking. Illustratively students are placed in organizations engaging on issues of public health, child protection, gender equity, governance, environmental protection, homelessness, informal sector, marginalization etc.

Field Work Objectives

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand the socio-political-economic context that impacts the issue being addressed by the organization.
4. To begin to understand and analyse the social policies and legislations relevant to the issue being addressed by the organization.
5. To begin to recognize the relevance and scope for using various tools (research, documentation, advocacy, training etc.) so as to create a macro level impact.
6. To directly experience the usage of any one of the above tools and bring out a document based on the above.
7. To begin to understand and participate in the process of project formulation.
8. To develop skills of different forms of recording.
9. To learn to use supervision at faculty and agency level.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

Components of Field Practicum:

- Concurrent Field Work twice a week

- Individual Conferences

- Weekly report submission

- Group Conference (Semester III)

MSW-SIII-18(W) & MSW- SIV-25(W)-FIELD WORK (CONCURRENT)

MSW Semester – III & IV – Social Welfare

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

Nature of Placement

The students are placed in organizations where opportunities for intensive individual and group level interventions are available. Illustratively students are placed in mental health settings, statutory or non-statutory institutions involved in child protection, de-addiction facilities, statutory and non statutory institutions working on issues of domestic violence, services for differently abled, institutions offering counselling and care and support services for persons who are infected or affected with HIV/AIDS.

Field Work Objectives

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand and analyze the social policies and legislations relevant to the client group of the agency.
4. To develop skills of assessment at an individual and group level and to develop skills of drawing out plans of intervention in the light of the above.
5. To understand and implement the intervention plan using the skills and techniques drawn from various therapeutic approaches.
6. To begin to understand and participate in the process of project formulation.
7. To learn to work as part of an interdisciplinary team.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

Components of Field Practicum:

- Concurrent Field Work twice a week

- Individual Conferences

- Weekly report submission

- Group Conference (Semester III)

SEMESTER III

MSW-SIII-19 SKILL LAB – III

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Computer Application

a. MS Office (MS Word, MS PPT, MS Excel)
b. Data Processing and Analysis
c. SPSS
d. Software for Qualitative Research

Unit 2: Project Management

a. Writing Project or Grant Proposal
b. Budgeting for Projects
c. Project Monitoring and Evaluation
d. Training HR: Need Assessment, Designing & Evaluation

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

SEMESTER IV- SOCIAL DEVELOPMENT PRACTICE

MSW- SIV (D)-20: DEVELOPMENT THEORY AND PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understanding concept of development and debates of contemporary society
2. Develop understanding about contemporary development processes and concerns
3. Develop analytical and critical skills to comprehend the complexities underlying development practice and facilitate intervention

Course Outline

Unit I Development Theories & Paradigms

a. Development: Concept & Evolution
b. Developmental Paradigm: Classical
c. Developmental Theories: Modern
d. Conflicting & Alternative Development Paradigms

Unit II Contemporary Processes of Development

a. India's Development Experience
b. Development Processes and Projects: Nature, Impact, Migration and Displacement
c. Developmental Disparities
d. Women, Gender and Development

Unit III Post Development Thinking & Practice

a. International Development Strategies
b. Indigenous & Localism in Development Practice
c. Post Development Thinking & Role of Civil Society (Media & NGOs)
d. Ethics & Development Practice

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Apffel–Marglin, F., Kumar, S. & Mishra, A. (Eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi: Oxford University Press.
2. Banerjee, A. V., Benabou, R., & Mookherjee, D. (Eds.). (2006). *Understanding poverty*. Oxford University Press.
3. Marshall, K. (2008). *The World Bank: From reconstruction to development to equity*. Routledge.
4. Rai, M.S. (2008). *The Gender Politics of Development: Essays in Hope and Despair*. New Delhi: Zubaan (an imprint of Kali for Women).
5. Sachs, W. (Eds.) (1992). *The Development Dictionary*. London: Zed Books.
6. Sen, A. (2000). *Development as Freedom*. Oxford: Oxford University Press.
7. Sen, G. & Grown, C. (1987). *Development Crises and Alternative Visions*. USA: Monthly Review Press.
8. Sengupta, A. (2000). Realizing the right to development. *Development and Change*, *31*(3), 553-578.
9. Stiglitz, J. E. (2002). *Globalization and its Discontents* (Vol. 500). Norton: New York.
10. Willis, K. (2011). *Theories and practices of development*. Taylor & Francis.

SEMESTER IV

MSW- SIV (D)-21: URBAN AND RURAL COMMUNITY DEVELOPMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the Concept and Process of Community Development
2. Critically look at the patterns, pathologies & programs of Urban and Rural Development
3. Visualize the scope and relevance of Social Work intervention in the Urban and Rural Community Development

Course Outline

Unit -1: Community Development: Concept and Process
   a. Community Development: Concept, need, principles and methods
   b. Historical development of community development in India
   c. Structure and functions of community development at district, block and grass root levels
   d. NGOs and their role in community development

Unit -2: Urban Community Development
   a. Urban, Urbanism, Urbanization: Conceptual Understanding of the terminologies
   b. Trends and Patterns and Pathologies (Issues and Concerns) of Urbanisation in India.
   c. 74th Constitutional Amendment Act and its implications
   d. Urban Development Policies and Programs of Government of India over the years.

Unit-3: Rural Community Development
   a. Conceptual Understanding of a Village and Rural Community
   b. Characteristics of Village Life and Pathologies (Issues and Concerns) of Rural areas
   c. 73rd Constitutional Amendment Act and its implications
   d. Rural Community Development Programs of Government of India over the years

 INTERNAL ASSESSMENT

  1. Assignment (15 Marks)
  2. Test (10 Marks)

Essential Readings

1. Bhattacharya, B. (2006). *Urban Development in India: Since Pre-Historic Time.* New Delhi, India: Concept Publishing Company.
2. Gangrade, K.D. (2001). *Working With Communities at Grass Roots Level.* New Delhi, India: Radha Publications.
3. Nagpaul, H. (1996). Social work in urban India. Jaipur, India: Rawat Publications.
4. Madan, G.R. (1990). *India's Developing Villages.* New Delhi, India: Allied Publishers.
5. Patil, A.R. (2013). *Community Organization and Development.* New Delhi, India: PHI Learning Private Limited.
6. Green, G.P & Haines, A. (2001). *Asset Building and Community Development.* New Delhi, India: Sage Publications.
7. Ramachandran, R. (1991). *Urbanization and Urban System in India.* New Delhi, India: Oxford University Press.
8. Sandhu, R.S. (2003). *Urbanization in India: Sociological Contributions.* New Delhi, India: Sage Publications.
9. Singh, K. (2009). *Rural Development: Principles, Policies and Management.* New Delhi, India: Sage Publications.

MSW- SIV (D)-22: POVERTY AND LIVELIHOOD

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To understand the various perspectives on poverty and its dimensions
2. Critically appraise the impact of socio-political-economic environment of poverty.
3. Understand various strategies and programmes of poverty alleviation

Course Outline

Unit I Poverty

a. Poverty in the Indian Context
b. Modern Approaches to Understanding Poverty
c. Poverty, Social Exclusion and Marginalization
d. Entitlements and Rights Approaches to Poverty

Unit II Measurement and Intervention

a. Measurement Indicators: Traditional and Contemporary
b. Impact of Structural Adjustment , Globalization and Migration
c. Poverty Alleviation strategies
d. Critical analysis of Poverty Alleviation Programme

Unit III Livelihoods

a. Livelihood: Concept, Types, Approaches and Sustainable Livelihood
b. Micro credit, Micro finance and Livelihood strategies
c. Agricultural based Livelihoods
d. Gender, Food security and Livelihoods

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Addison, T., Hulme, D. & Kanbur, R. (2009). *Poverty Dynamics*. Oxford: Oxford University Press.
2. Datta, S. & Sharma, V. (2010). *The State of India's Livelihoods Report 2010: The 4P Report*. New Delhi: Access Publications.
3. Deaton, A. & Kozal, V. (2005). *The Great Indian Poverty Debate*. New Delhi: Macmillan India Ltd.
4. Kabeer, N. (2003). *Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework*. Sussex, UK: IDS Bulletin: 31(4): 83-97.
5. Kumar, A., Das, A.K. & Das, S.P (2017). *Chronic Poverty in India: Issues, Policies and Challenges*. New Delhi: Vistara Publishing.
6. Planning Commission. (2009). *Report of the Expert Group to Review the Methodology for Estimation of Poverty.* New Delhi: Planning Commission, Government of India.
7. Radhakrishna, R. & Shovan, R. (2005*). Handbook of Poverty: Perspectives, Policies, and Programmes*. New Delhi: Oxford University Press.
8. Sen, A. (1999). *Commodities and Capabilities*. Oxford: Oxford University Press.
9. Sen, A. (2001). *Development as Freedom*. Oxford: Oxford University Press.
10. World Bank. (2003). *Perspectives on Poverty in India: Stylized Facts from Survey Data*. Washington, D.C: World Bank.

SEMESTER IV

MSW- SIV (D)-23: ENVIRONMENT AND DISASTER MANAGEMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understanding concepts related to Environment and Disaster
2. Understanding impact of environmental degradation and disasters on the lives of the people, particularly the marginalized section.
3. Understanding theoretical Perspectives on environmental sustainability and disaster management.

Course Outline

Unit I   Environment and Related Concepts

   a. Environmental Degradation: Causes and Consequences
   b. Climate Change: Technological Innovations and Challenges
   c. Environmental Sustainability: Approaches and Challenges
   d. Environmental Justice: International treaties & Environmental laws

Unit II Disaster Management

   a. Disaster: Concept, Typology, Impact & Theories
   b. Disaster Management: Concept & Phases
   c. Disaster Mitigation, Resettlement & Rehabilitation: Issues & Concerns
   d. Disaster Management Act, 2005

Unit III Environment, Disaster Management & Social Work Intervention

   a. Politics of Ecology and Development
   b. Stakeholders Participation in Environmental Conservation
   c. Community Based Disaster Preparedness & Management
   d. Psychosocial Interventions in Post Disaster Situations

 INTERNAL ASSESSMENT

 1. Assignment (15 Marks)
 2. Test (10 Marks)

Essential Readings

1. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention*. Old Westbury, NY: Center for Psychology and Society.
2. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India.* London: Routledge.
3. Gupta, K.R.(ed.). (2005). *Environment: Problems and Policies, Vol. I & Vol. II.* New Delhi: Atlantic Publications.
4. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India.* New Delhi: National Centre for Disaster Management.
5. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide.* London: Earthscan Publications.
6. Sheth, P. (1997). *Environmentalism: Politics, Ecology and Development.* Jaipur: Rawat Publications.
7. Sinha, P.C. (ed.). (1998). *Encyclopedia of Disaster Management.* New Delhi: Anmol Publications Pvt. Ltd.
8. Sundaram K.V. Jha, M.M. & Mrityunjay ,M.(ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies.* New Delhi: Concept Publishing Co.

SEMESTER IV

MSW-SIV (D)-24: DISSERTATION

Dissertation Guidelines

- **Agency Attachment**: Field Work Agency of MSW-III & IV Semester
- **Domain of Research**: To be decided in consultation with the supervisor
- **Nature of Research**: Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

SEMESTER IV

MSW- SIV (D)-26 -SKILL LAB – IV (SOCIAL DEVELOPMENT PRACTICE)

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Livelihood

    a. Forming and Sustaining SHG and Cooperatives
    b. Designing a Business/Livelihood Plan
    c. Skills of Marketing
    d. Skills of Accounting

Unit 2: Tools of Social and Policy Assessment

    a. Budgetary Analysis
    b. Tools and Techniques of Measuring Poverty
    c. Environmental and Social Impact Assessment
    d. Policy Analysis Tools and Social Audit

SEMESTER IV- SOCIAL WELFARE PRACTICE

MSW- SIV (W)-20: FAMILY PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept of family and family life cycle
2. Develop an understanding of the implications of the changes in contemporary families and challenges faced consequently
3. Understand changing patterns in marriage and strategies to face the challenges
4. Develop an understanding of the issues of elderly in the family and the support system to handle the issues.

Course Outline

Unit I Family: Theoretical and Conceptual framework

a. Understanding Family as a system: Concepts, Types & Theories
b. Family life cycle and Challenges.
c. Family Dynamics and family functioning: Concept and Models
d. Family Assessment tools: Eco-map and Genogram

Unit II Challenges within Families

a. Challenges in marriage : Infidelity , Infertility, Violence and Divorce
b. Legislative Measures to deal with violence: PWDVA; Dowry Prohibition Act; IPC Sections 498a, 304b and Relevant Sections of Indian Evidence Act (Section 113 A & 113), PCPNDT Act, 1994
c. Therapeutic Interventions for Family Enrichment: Couple Therapy, Family Therapy, Pre-Marital Counselling
d. Therapeutic interventions in cases of family disputes: Family Courts, Family Counselling Centres

Unit III Elderly in Families

a. Gerontology: Concept, Theories of Aging and Approaches
b. Issues of Elderly: Longevity, Health, Security, Death and Bereavement
c. Elderly and Family: Abuse, Care and Caregiving
d. Policies and Programmes for Elderly: NPOP, Maintenance and Welfare of Senior Citizens Act, 2007, NSAP

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Angie, A. (2015). *Safeguarding Older people from Abuse: Critical Contexts to Policy and Practice.* Great Britain: Policy Press.
2. Arora, R. K. (2006). *Family Relationship and Child Development.* New Delhi: Murari Lal & Sons.
3. Browning, D. S. (2003). *Marriage and Modernization: How Globalization Threatens Marriage*. Wm. B. Eerdmans Publishing.
4. Carr, D. C., & Komp, K. S. (2011). *Gerontology in the era of the third age: Implications and next steps*. Springer Publishing Company.
5. Carson, D. K., Carson, C. K., & Chowdhury, A. (Ed) (2007). *Indian families at the crossroads: Preparing families for the new millennium*. New Delhi: Gyan Publications.
6. Doherty, W. J., Boss, P. G., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (2009). Family theories and methods. In *Sourcebook of family theories and methods* (pp. 3-30). Springer US.
7. Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. New Delhi: Sage.
8. Rajan, S. I. (2014). *Social Security for the Elderly: Experiences from South Asia*. New Delhi: Routledge.
9. Ratra, A., Kumar, P. & Chhikara, P. (2006). Marriage and Family in Diverse and Changing Scenario, New Delhi: Deep & Deep Publications Pvt. Ltd.
10. Sharma, K. L. (2007). *Studies in Gerontology: Intergenerational Perspectives.* Jaipur: Rawat Publications.
11. Zimmerman, S.L. (1995). *Understanding Family Policy: Theories and Applications.* London: Sage Publications.

SEMESTER IV

MSW- SIV (W)-21: COUNSELLING THEORY AND PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and context of counseling for social work practitioners
2. Acquire skills of counseling relevant to different stages of the process
3. Understand therapeutic interventions appropriate for specific situations

Course Outline

Unit I   Introduction to Counselling
   a.   Counselling: Concept, Types (Interpersonal, Group, Telephonic)& Scope
   b.   Assumptions, Principles and Goals of Counselling
   c.   Attributes of a Counsellor
   d.   Counsellor Burnout and Self Care

Unit II Stages and skills of Interpersonal counselling
   a.   Stages in interpersonal counselling process
   b.   Counselling skills for relationship building and exploration
   c.   Counselling skills for developing new perspective
   d.   Counselling skills for facilitating positive action, goal setting, and follow-up.

Unit III Therapeutic Interventions
   a.   Grief and Trauma Counselling
   b.   Child Centred Counselling, Play Therapy, Bibliotherapy, Art Therapy
   c.   Motivational Enhancement Therapy for Working with Addiction
   d.   Solution Focussed Therapy

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential readings:

1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills.* Boston: Allyn & Bacon.
2. Corey, G. (2000). *Theory and Practice of Group Counselling (5th Edition)*. Australia: Brooks/Cole.
3. Egan, G. (1982). *The Skilled Helper:Model, Skills and Methods for Effective Helping (Second Edition)*. Monterey: Brooks/Cole Publishing Company.
4. George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall.
5. Gumaer, J. (1984). *Counselling and Therapy for Children*. New York: Free Press
6. Humphrey, G. M., & Zimpfer, D. G. (2008). *Counselling for Grief and Bereavement* (Second ed.). London: Sage Publications Ltd.
7. Kottler, J.A. & Shepard, D.S. (2008). *Introduction to Counselling: Voices from the Field.* Australia: Thomson Brooks/Cole.
8. Lewis, J.A., Dana, R.Q. & Blevins, G.A. (2015). *Substance abuse counselling* (5th Edition). Australia: Cengage Learning.
9. Macdonald, A. J. (2011). *Solution Focused Therapy: Theory, Research & Practice*. London: Sage Publications Ltd.
10. MacLean, D., & Gould, S. (1988). *The Helping Process: An Introduction*. London: Croom Helm.
11. Patterson, L. E., & Welfel, E. E. (2000). *The Counselling Process*. Brooks/Cole: Australia.
12. Rao, S. N. (1981). *Counselling Psychology*. New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
13. Saarthak : Operation Hope : A Manual for Phone Counselling (Unpublished Document)
14. Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.
15. Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

SEMESTER IV

MSW- SIV (W)-22: SOCIAL DEFENSE & SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Develop an understanding of the concept and domains of social defense.
2. Understand emerging contextual social realities with regard to social defense and the role of Social worker in area of social defense.
3. Understand the practice of social work in Institutional and community based correctional, preventive and rehabilitative settings.

Course Outline

Unit I Social Defense

a. Social Defense: Concept, Evolution & Scope
b. Social Defense in India: Philosophical Foundation and Contemporary Thrust
c. Crime, Victimology and Correction: Concept & Theories
d. Prison Welfare: Concept & Legislative Framework

Unit II Areas of Social Defense I

a. Juvenile Delinquency: Concept, Magnitude and Vulnerabilities
b. Juvenile Delinquency: Legislative Framework and Social Work Intervention
c. Probation: Concept & Legislative Framework
d. Beggary: Concept, Types, Legislative Framework and Social Work Intervention

Unit III Areas of Social Defense II

a. Trafficking: Concept, Forms, Magnitude and Vulnerabilities
b. Trafficking: Legislative Framework and Social Work Intervention
c. Sex Work: Concept, Types and Debates
d. Sex Work: Legislative Framework and Social Work Intervention

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Ahuja, R. (1996). *Youth and Crime*. Jaipur, India: Rawat Publication.
2. Ancel, M. (2001). *Social Defence: A Modern Approach to Criminal Problems.* Briton: Routledge.
3. Bedi, K.(2014). It *is Always Possible: Transforming one of the Largest Prisons in the World.* New Delhi, India: Sterling Publishers.
4. Bhattacharya, S.K. (1985). *Social Defence. An Indian Perspective*. New Delhi, India: Manas Publications.
5. Chakrabarti, N.K. (ed.). (1997). *Administration of Criminal Justice (Vol. 1)*. New Delhi, India: Deep and Deep Publication.
6. Cox, S. M., Allen, J. M., Hanser, R. D., & Conrad, J. J. (2017). *Juvenile Justice: A Guide to Theory, Policy, and Practice (9th Edition).* USA: Sage.
7. Govt. of India. (1959). *Bombay Prevention of Begging Act.* India: Author.
8. Hussey, J. (2012). *Reoffending: A Practitioner's Guide to Working with Offenders and Offending Behaviour in the Criminal Justice System (Probation).* Birmingham, UK: Bennion Keerney.
9. Kara, S. (2010). *Sex Trafficking: Inside the Business of Modern Slavery.* New York: Colombia University Press.
10. Sahni, R.   (2008). *Prostitution and Beyond: An Analysis of Sex Workers in India.* New Delhi, India: Sage.
11. Srivastava, S.P. (1981). *Public Participation in Social Defence*. New Delhi, India: D.K. Publishers & Distributors.
12. Teeters, N.K. & Barnes, H.E. (1996). *New Horizons in Criminology*. New York: Prentice - Hall.
13. Wolhuter, L., Olley, N., & Denham, D. (2009). *Victimology*. London: Routledge-Cavendish.

SEMESTER IV

MSW- SIV (W)-23: MEDICAL AND PSYCHIATRIC SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept of psychiatric social work
2. Develop skills in identifying mental disorders in health and community settings
3. Develop the capacity of the student to apply knowledge and skills of the methods of professional social work in the domain of mental health

Course Outline:

Unit 1: Introduction to Medical & Psychiatric Social Work

   a. MPSW: Concept & Importance
   b. Role of Social Workers in Medical & Psychiatric Settings
   c. Changing Trends in Mental Health Care
   d. National Mental Health Programme and Mental Healthcare Act

Unit 2: Social Work & Mental Health I

   a. Classification of Mental and Behavioural Disorders-DSM and ICD systems
   b. Clinical Signs, Symptoms, & Causes of Mental Disorders
   c. Psychiatric Assessment and use of Mental Health Scales in Assessment & Intervention
   d. Psychiatric Interviewing-Case History, Recording & Mental Status Examination

Unit 3: Social Work & Mental Health II

   a. Family Interventions- Psycho-Education
   b. Social Skills Training, Activities of daily living& Vocational skills training
   c. Support Group Strategies
   d. Therapeutic Communities

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential Readings

1. Bentley, K.J. (2001). *Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques*. Wadsworth Publishing.
2. Birn, A., Pillay, Y. & Holtz, T. H. (2009). *Textbook of International Health: Global Health in a Dynamic World*. USA: Oxford University Press.
3. Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life.* Singapore: Pearson Education.
   Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*. New Delhi: Sage Publications India.
4. Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: contexts and theories for practice*. New Delhi: Sage Publications India.
5. Kishor, J. (2012). *National Health Programmes of India: National Policies and Legislations Related to Health*. New Delhi: Century Publications.
6. Park, J.E. & Park, K. (2009). *Textbook of Preventive and Social Medicine*. Jabalpur: Banarasidas Bhanot.
7. Sisti, D. A., Caplan, A. L., & Rimon-Greenspan, H. (Eds.). (2013). *Applied Ethics in Mental Health Care: An Interdisciplinary Reader*. London: MIT Press.
8. Taylor, E. H. (2014). *Assessing, Diagnosing, and Treating Serious Mental Disorders: A Bioecological Approach*. New York: Oxford University Press.
9. Turner, F. (ed.) (1978) Social Work Treatment: Interlocking Perspectives. New York: *The Free Press*.
10. Wolf, C., & Serpa, J. G. (2015). *A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and health care providers*. Oakland: New Harbinger Publications.
11. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

SEMESTER IV

MSW-S IV (W)-24: DISSERTATION

Dissertation Guidelines

- **Agency Attachment**: Field Work Agency of MSW-III & IV Semester
- **Domain of Research**: To be decided in consultation with the supervisor
- **Nature of Research**: Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

SEMESTER IV

MSW- SIV (W)-26 -SKILL LAB – IV (SOCIAL WELFARE PRACTICE)

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Therapeutic Interventions and Relevant Tools-I

    a. Mental Health Assessment
    b. Cognitive Behaviour Therapy
    c. Counselling Techniques for Children and Adolescents
    d. Disability Assessment

Unit 2: Therapeutic Interventions and Relevant Tools-II

    a. Skills for Crisis Intervention
    b. Family Assessment and Family Therapy
    c. Couple Counselling
    d. Designing and Executing Family Enrichment Programmes

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

SEMESTER I- CBCS

MSW-CBCS-SI- FOUNDATION OF SOCIAL WORK PRACTICE

Max Marks: 100 [25/75]
Transaction Time: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:
1. Understand the emergence of Social Work Profession in sociopolitical context.
2. Understand and inculcate the philosophical base of social work practice.
3. To develop an understanding of the theoretical approach for diverse practice.

Course Outline:

Unit I Concept and History of Social Work
   a. Sociopolitical developments in the west and emergence of Social Work Profession
   b. Sociopolitical developments in India and emergence of Social Work Profession
   c. Human Rights Dimensions and Social Work Profession
   d. Emerging trends in Social Work Profession – International Social Work

Unit II Social Work as a Profession
   a. Functions of Professional Social Worker
   b. Basic assumptions and Principles of Social Work
   c. Ethics and Values in Social Work Practice
   d. Competencies in Social Work Practice

Unit III Theoretical Approaches to Social Work
   a. Feminist theory
   b. Critical theory
   c. Evidence based practice
   d. Gandhian theory

Internal Assessment (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Barker, R. L. (1999). *Milestones in the development of Social Work and Social Welfare*. Washington, D.C.: NASW Press.
2. Bradford, S.W. (2003). *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
3. Friedlander, W.A (ed.) (1976). *Concepts and Methods of Social Work, Second edition*, New Jersy: Printece-Hall
4. Jacob, K.K. (ed.) (1994). *Social Work Education in India*, Delhi: Himanshu Publication.
5. Morales and Sheafor (1989). *Social Work: A Profession of Many Faces, 5th edition*, Boston: Allyn and Bacon
6. Pathak, S. H. (1981). *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011). *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (Ed) (1970). *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991). *Introduction to Social Work*, New Jersey: Prentice Hall
10. Watts, T.D.E, Doreen, Mayadas, Nazeen S. (eds.) (1995). *International Handbook on Social Work Education*, London: Greenwood.

MSW-CBCS-SII CHILD AND WOMEN DEVELOPMENT

Max Marks: 100 [25/75]

Transaction Time: 4 periods in a week of one hour each

At the end of the course, the students will be able to:
1. Understand the development and needs of a child in special circumstances.
2. Be able to develop an insight on the developmental needs and challenges faced by an adolescent and how to deal with that.
3. Be able to develop skills and be aware of the dynamics of gender and gender related issues.

Course Outline

Unit I   Child Development
   a. Concept of child and childhood in Indian context
   b. Developmental needs and stages of childhood development
   c. Theories of Human Development- Freud, Erickson and Piaget
   d. Children with special needs: Intellectually challenged, ADHD, Dyslexia.

Unit II   Adolescence
   a. Adolescence: Concept of and developmental needs
   b. Challenges faced by adolescent in contemporary Indian Society
   c. Life skill intervention during adolescent
   d. Adolescent in difficult circumstances: issues and concerns

Unit III Women and Social Work
   a. Gender, Patriarchy and Power
   b. Feminist theories: Radical, Liberal, Marxist and Indigenous Critical Perspectives
   c. Gender Aware social work
   d. Gender mainstreaming in Social Work, Gender Analysis and Gender Budgeting.

Internal Assessment (25 Marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential readings:

1. Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
2. Crain, W. (2011). *Theories of Development (Concepts and Applications)*. Boston: Prentice Hall
3. HAQ: Centre for Child Rights (2011). *India Child Right Index*. New Delhi: HAQ: Centre for Child Rights
4. Hurlock, E.B. (1997). *Child Development*. New Delhi: Tata Mc.Graw Hill Publishing Company Limited.
5. Hyde, C. (2008, April 24). *Feminist Social Work Practice. The Encyclopaedia of Social Work (20th Edition)*. New York: Oxford University Press.
6. Ministry of Women and Child Development, Government of India. (2007). Gender Budgeting Handbook for Government of India Ministries and Departments. http://wcd.nic.in/gbhb/Link%20hand%20pdf/Gender%20Budgetting%20Hand%20Book.pdf
7. Santrock, J.W.(2007). Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company Limited.
8. Saraswati, T.S. (1999). *Culture, Socialization, Human Development Theory: Research and Applications in India*, New Delhi: Sage Publications.
9. Tong, R. (2009). *Feminist Thought: A More Comprehensive Introduction*, Colorado: Westview Press.
10. UNFPA. (2003). *Adolescents in India: A Profile*. http://countryoffice.unfpa.org/india /drive /adolescentsprofile.pdf

SEMESTER III

MSW-CBCS-SIII- SOCIAL WELFARE MANAGEMENT & ORGANIZATIONAL DYNAMICS

Max Marks: 100 [25/75]

Transaction Time: **Transaction Time**: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:
1. Critically appreciate the changing perspectives on Welfare Management
2. Understand the dynamics of non-profit organizations & their environment
3. Develop skills in project management

Course Outline

Unit I Basic Concepts
   a. Non-Profit Organisations: types & characteristics
   b. Structure of non-profit organizations, organisational culture and effectiveness
   c. Models of Organisational Development
   d. HRM in non-profit organizations

Unit II Project Management Tools
   a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & Impact
   b. Logical Framework Approach & Results Based Framework
   c. Situational Analysis, Social & Organisational Assessment
   d. Budgeting, Monitoring and Evaluation

Unit III Laws relating to non-profit sector
   a. Societies Registration Act, Indian Trust Act, Bombay Public Trust Act
   b. Indian Companies Act, Income Tax Act & FCRA
   c. Minimum Wages Act, Contract Labour Abolition Act
   d. Equal Remuneration Act, Payment of Wages Act

Internal Assessment: (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics.* Itaca, NY: Cornell University Press.
4. LFA/etc:www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for objectivesoriented-planningarirusila.files.wordpress.com/2010/04/ sida28355enlfa_web.pdf
5. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
6. Robbins, S. P. (2009). *Organizational Behavior, 13/E*. Pearson Education India.
7. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, *25*(12), 2057-2070.
8. Bare Acts

MSW-CBCS-SIV-ENVIRONMENTAL CONCERNS FOR SOCIAL WORK PRACTICE

Max Marks: 100 [25/75]
Transaction Time: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:

1. Understand the causes and consequences of environmental degradation on the lives of the people, particularly the marginalized
2. Critically appraise the various theoretical and ideological stand points along with its politics and action vis-a-vis environmental issues
3. Understand the various components of environmental social work

Course Outline

Unit I Basic concepts
   a. Environmental degradation: causes and consequences,
   b. impact on women , marginalized & indigenous populations
   c. Environmental sustainability, livelihoods and well being
   d. Sustainable development: concept & challenges

Unit II Environmental Issues: Perspectives
   a. Politics of Ecology & Development
   b. Approaches to conservation: Eco feminism, Neo-liberalism, Eco socialism, Gandhian perspective
   c. Environmental Justice: International treaties & Environmental laws
   d. Disaster: Typology and Management

Unit III People and Environment
   a. Environmental movements: ideology and typology
   b. Civil society Organisations, Corporate bodies & environmental action
   c. Natural Resource Management, Common Property Resources, Indigenous Traditional knowledge
   d. Collective action, gender & property rights

Internal Assessment: (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Coate, S.J. (2004): Ecology and Social Work, New York: Paul & Co

2. Das, RC et al. (1998): The Environment Divide: The Dilemma of Developing Countries, New Delhi: Indus
3. Govt. of India (1972): Water (Prevention and control of Pollution) Act.
4. Govt. of India (1975): The Water (Prevention and control of Pollution) Rules.
5. Govt. of India (1981): Air (Prevention and control of Pollution) Act.
6. Govt. of India (1982): Air (Prevention and control of Pollution) Rules.
7. Govt. of India (1986): Environment (Protection) Act.
8. Govt. of India (1995): National Environment Tribunals Act.
9. Reid D E. (1995) : Sustainable Development-An Introductory Guide, London: Earthscan
10. Sheth P. (1997): Environmentalism: Politics, Ecology & Development, Jaipur: Rawat

DEPARTMENT OF SOCIAL WORK

JAMIA MILLIA ISLAMIA

NEW DELHI

Syllabus

M. A. Human Resource Management

2017 -19

M. A. Human Resource Management

Syllabus - 2017-19

Semester	Papers	Course Title	Marks	Credits *	Weekly Teaching hours
Semester I	HRM-S1-01	Management Concepts and Principles	100	4	4
	HRM-S1-02	Financial and Marketing Management	100	4	4
	HRM-S1-03	Human Resource and Talent Management	100	4	4
	HRM-S1-04	Social Work and Human Resource Management	100	4	4
	HRM-S1-05	Field Work 1. Interface or Observational visits to Industrial/ complex organizations and Workshops on computer proficiency	50	2	
		2. Skill labs: 5	100	4	
		3. Self Management & Development Module (5 days)	50	2	
	HRM-S1-06	*CBCS (offered for other Students):* Human Resource and Talent Management	100	4	4 4
Semester II	HRM-SII-07	Employee Relations and Legislations	100	4	4
	HRM-SII-08	Organisational Behaviour and Employee Engagement	100	4	4
	HRM-SII-09	Management Research and Computer Applications	100	4	4
	HRM-SII-10	Skill Development Paper I	100	4	4
	HRM-S-II-11	Field Work	150	6	
		Viva Voce	50	2	
	HRM-SI1-12	*CBCS (offered for other Students):* Employee Engagement	100	4	4
Semester III	HRM-SIII-13	Performance & Strategic Reward Management	100	4	4

	HRM-SIII-14	Human Resource & Organizational Development	100	4	4
	HRM-SIII-15	Social Security and Labour Legislations	100	4	4
	HRM-SIII-16	Business and Social Environment	100	4	4
	HRM-S-III-17	Field Work	150	6	
	HRM-SIII-18	*CBCS (offered for other Students):* Employee Relations and Labour Legislations	100	4	4
Semester IV	HRM-SIV-19	Strategic Human Resource, Change and Diversity Management	100	4	4
	HRM-SIV-20	Skill Development Paper II	100	4	4
	HRM-SIV-21	Corporate Governance and Business Ethics	100	4	4
	HRM-SIV-22	Global Human Resource Management	100	4	4
	HRM-SIV-23	Field Work Viva Voce	150 50	6 2	
	HRM-SIV-24	Dissertation /Ability paper Viva Voce	100 50	4 2	
	HRM-SIV-25	*CBCS (offered for other Students):* Human Resource & Organizational Development	100	4	4
		Grand Total	2900	116	

*Each theory paper to be of 4 credits

Interface and skill labs will be coordinated and operationalized by the field work unit.

FIELD WORK OUTLINE

Semester	Proposed field work components	Duration/Number	Marks/Credits
Semester I	Interface or Observational visits to Industrial/ Business organizations	A total of 5 observation visits and interfaces to be organized of which minimum two would be observation visits	50/2
	Skill Labs on different HR themes	Five	100/4
	Self Management and Development Module	5 days	50/2
Total Marks and Credits			**200/8**
Semester II	#Concurrent Field Placement in industrial settings and business organizations.	Six weeks	150/6 (135+15, FW & GC))
	#Group Conference	Viva Voce	50/2
Total Marks and Credits			**200/8**
Semester III	#Concurrent Field Placement in Corporates to be commenced in Sept-Oct (would include data collection for dissertation) #Group Conference	Six weeks	150/6 (135+15, FW & GC))
Total Marks and Credits			**150/6**
Semester IV	Concurrent field work training to commence in mid-March in same organization as in Sem III	Six weeks Viva voce	150/6 50/2
	Dissertation. Viva Voce		100/4 50/2
Total Marks and Credits (Field Work & Dissertation)			**350/12**
Grand Total			900/36

SEMESTER ONE

HRM-SI-01 MANAGEMENT CONCEPTS AND PRINCIPLES

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To familiarise with the meaning, basic concepts and principles of management **2.** To understand the evolution of management thoughts and processes	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and basic ideas about effective and efficient management of organisations as well as employees.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Management - A Conceptual Framework

1.   Management: concept, definition, scope and purpose
2.   Evolution and schools of management thought
3.   Approaches to management
4.   Managerial skills and roles

Unit II: Management Functions

1.   Planning essentials: strategies, policies and planning premises
2.   Organising: Nature and structure
3.   Controlling: the system and process of controlling
4.   Managerial decision making (Organisational Planning, Strategy, Approaches)

Unit III: Production and Operations Management
1.   Production and Operations Management: Definition, Nature and Scope
2.   Layout Planning and Analysis
3.   Operation Planning and Inventory Control
4.   Total Quality Management, Kaizen, 7S and Six Sigma, Kanban

READING LIST

1. Deede, Keuning. (1998), Management: A Contemporary Approach, Pitman Publishing, London.
2. Drucker, Peter F., (1973), Management Tasks Responsibilities Practices, Allied Publishers Private Limited, New Delhi.

3. Gomez-Mejia, R. Luis, David B. Balkin and Robert L. Cardy, (2005), Management, McGraw-Hill Irwin, London.
4. Jossey-Bass, (2005), Management Skills, Business & Management Series, Jossey-Bass A. Wiley Imprint.
5. Koontz, Harold & Heinz Weihrich, (2004), Essentials of Management: An International Perspective, Tata McGraw-Hill Publishing Company Limited, New Delhi.
6. Koontz, Harold, Cyril O'Donnell and Heinz Weihrich, (1980), Management, McGraw-Hill International Book Company, Johannesburg.
7. Leonard, J. Kazmier, (1982), Management: A Programmed Approach with Cases and Application, Fourth Edition, Tata McGraw-Hill, New Delhi.
8. Modi, Bhupender Kumar, (1995), 'Performance, A Manager's Challenge, Tata McGraw-Hill Publishing Company Limited, New Delhi.
9. Bhat, A., Kumar, A. (2009). Management, principles, Process and Practice. Oxford university press, New York.
10. Chakarborty, S. K. (1993). Management by Values: Towards cultural congruence. Oxford university press, US

HRM-SI-02 FINANCIAL AND MARKETING MANAGEMENT

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To familiarize with the basic concepts, principles, strategies & issues of marketing. 2. To interpret business information, understand various issues involved in financial management and develop the analytical skills. **3.** To appreciate the process of decision making, planning, scheduling and control of production and operation functions, effective and efficient flow, replenishment and control of materials in complex organisations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the process and importance of fields of management including marketing, finance, production and operations management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Marketing Management

1. Nature and scope of marketing
2. Marketing Mix: Traditional 4 P's and Extended 3 P's for services
3. Consumer Behaviour: Models and 5 steps buyer's decision process
4. Sales and distribution management

Unit II: Financial Management

1. Concepts, relevance, scope and A's of financial management
2. Principles of Accountancy: GAAP, Conventions and Postulates
3. Ratio Analysis, Cash Flow and Fund Flow Analysis
4. Tax implications relating to emoluments: allowances, perquisites, fringe benefits.

Unit III: HR Accounting

1. Concept, Objectives and Information for HR Accounting
2. HR Costs: Concept and method of measurement
3. HR valuation: Concept and determination of value, monetary measurement of HR value
4. HR Audit: Concept, Auditing Process, essential steps in HRA

Readings

Marketing Management

1. Kotler, P., Armstrong, G., Wong, V., & Saunders, J. (2008). *Marketing Defined: Principles. Marketing*. New Delhi, India: Prentice Hall of India.
2. Neelamegham, S. (2000). *Marketing in India* (Cases and Readings).
3. Ramaswamy, V.S., & Namakumari, S. (1999). *Marketing Management: Planning, Implementation and Control, Global perspective, Indian Context* (3rd Edition). New Delhi, India: Macmillan Indian Ltd.
4. Stanton, W.J., Etzel, M.J., & Walker, B.J. (1994). *Fundamentals of marketing*. New York: McGraw-Hill College.

Financial Management

1. Ghosh, P.K. & G.S. Gupta. (1976). *Fundamentals of Management Accounting*. New Delhi, India: National.
2. Hingorani, N.L., & Ramathan, A.R. (2003). *Management Accounting* (5th Edition). New Delhi, India: Sultan Chand.
3. Pandey, I.M. (1995). *Essentials of Financial Management* (4th Edition). New Delhi, India: Vikas Publishing House.
4. Khan, M.Y. & Jain, P.K. (2007). *Financial Management: Text and Cases*. New Delhi, India: Tata McGraw Hill.
5. Mehrotra, H.C. & Goyal S.P. (2017). *Income Tax Law & Accounts*. Agra, India: Sahitya Bhawan Publications.

HR Accounting

1. Kanaka Raju, K. (2013). *Human Resource Accounting*. New Delhi, India: Scholar's Press.
2. Flamholtz, E.G. (2012). *Human resource accounting: Advances in concepts, methods and applications*. Berlin, Germany: Springer Science & Business Media.
3. Prabhakara Rao, D. (1986). *Human Resources Accounting*. New Delhi, India: Inter-India Publications.
4. Biswajeet, P. (2014). *Human Resource Management*. New Delhi, India: PHI Publication.
5. Maheshwari, S.N. & Maheshwari, S. K. (2009). *Corporate Accounting, 5E*. New Delhi, India: Vikas Publishing House Pvt Ltd.

HRM-SI-03

HUMAN RESOURCE AND TALENT MANAGEMENT

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, origin and development of HR and its continuing growth 2. To understand the need and importance of effective HR to become good future managers 3. To understand the various practices being followed in different industries **4.** To apply the knowledge and skills of HR in a variety of situations	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of HR from organisational as well as employee point-of-view including current practices	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of HR and Talent Management

1. HR Management: Concept, Scope, Approaches and Evolution
2. Talent Management: Concept and Evolution
3. Talent/HR Manager: Role and Competencies
4. Talent Acquisition: Concept, Need, Linkage to organizational goals

Unit II: Talent Management

1. Human Resource Planning
2. Employer Branding and Resourcing Talent
3. Selection: Strategies, Process and Methods and on boarding Talent
4. Introduction to Performance and Compensation Management

Unit III: HR Retention and Transition
1. Retention: Concept and Strategies
2. Talent training, Development and Transition
3. Separation and Separation Modalities
4. Future of HR and HR Entrepreneurship

Readings

1. ATD-Talent-Management-Handbook.
   source https://www.td.org/Publications/Books/ATD-Talent-Management-Handbook.

2. Demystifying Talent Management: A Critical Approach to the Realities of Talent Google Books 2015 also Palgrave Macmillian: NY

3. Next Generation Talent Management: Talent Management to Survive Turmoil By A. Hatum Palgrave Macmillian 2010

4. Armstrong, Michael, (2013), *A Handbook of Human Resource Management Practice*, Kogan Page, London.

5. Dessler, Gary, (2009), *A Framework for Human Resource Management*, Pearson Education, Singapore.

6. Bhattacharya, Dipak Kumar, (2006), *Human Resource Planning*, Second Edition, Excel Books, New Delhi.

7. Currie, Donald, (2006), *Introduction to Human Resource Management: A Guide to Personnel Practice*, Chartered Institute of Personnel and Development, London.

8. Davis, Keith, (1957), *Human Relations at Work: The Dynamics of Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

9. Davis, Keith, (1977), *Human Behavior at Work: Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

10. Decenzo, David A., P. Stephen Robbins, (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA.

11. Mathur, Krishna Mohan, (2001), *Managing Human Resource Development: An Indian Perspective*, Gyan Publishing House, New Delhi.

HRM-SI-04

SOCIAL WORK AND HUMAN RESOURCE MANAGEMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, need and importance of helping profession. 2. To understand the process and principles of working with individuals and groups. **3.** To focus on interactions at individual level.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of professional social work practice skills, with relevance to management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT: I Fundamentals of Helping Profession

1. Social Work and HRM: Philosophy and objectives
2. Values and ethics of helping professions
3. The helping process
4. Skills and competencies of helping professionals

UNIT II: Working with Individuals in Organisation

1. Understanding Individuals
2. Principles and process of working with individuals
3. Individual problems and interventions (Counselling, Guiding, Coaching and Mentoring)
4. Spirituality at work, work life balance, Life satisfaction

UNIT III: Working with Individual in Groups

1. Understanding Groups: concept, types and dynamics
2. Principles of working with groups
3. Group work applications: Team work, meetings and decision making
4. Groups influence on individuals

Readings:

1. Biestek, F. (1961). *The Case Work Relationship*. London, UK: Allyn Bacon.
2. Toseland, Ronald. W. & Rivas, Robert.F. (1984). *An Introduction to Group Work Practice*. New York: MacMillan Pub Co.
3. Kanopka, G. (1983). *Social Group Work: A Helping Process* (3rd Edition). New Jersey: Prentice Hall Int.
4. Helen, Northern. (1988). *Social Work with Groups* (2nd Edition). New York: Columbia University Press.
5. Morales & Sheafor. (1989). *Social Work: A Profession of Many Faces* (5th Edition). Boston: Allyn and Bacon.
6. Skidmore. et. Al. (1991). *An Introduction to Social Work*. New Jersey: Prentice Hall.
7. Robbins, Stephens. (1997). *Organisational Behaviour*. New Delhi, India: Prentice Hall of India.
8. Huczynski, Andrzej. & Buchanan, David. (2001). *Organisational Behaviour: An Introductory Text* (4th Edition). New Jersey: Prentice Hall
9. Hepworth, D.H., Rooney, RH., Rooney, G.D., Kimberley, Strom Gottfried. & Larsen, Jo Ann. (2010). *Theory and Skills in Social Work*. Boston: Cengage Learning, India Edition.
10. McShane, SL. et. al. (2011). *Organisational Behaviour: Emerging Knowledge and Practice for the Real World*. 5th Ed. TMH.
11. Dessler, G. & Varkkey, B. (2011). *Human Resource Management* (12th edition). New Delhi, India: Pearson.

SEMESTER – I

HRM-SI-05

FIELD WORK

Total Marks/Credits: 200/ 8

OBJECTIVES

1. To orient the students about HR profession, context of work organizations and implications for contemporary HR practices.

2. To develop skills like time management, presentation, organizing, team work, leadership etc. by organizing skill labs.

3. To familiarize students with basic HR functions, through observational visits, in complex organizations.

4. To develop skills needed for better self management and self development to become effective HR managers.

COMPONENTS

1. **Interface or Observational visits to Industrial/ complex organizations and Workshops on computer proficiency**

   A. Interface with practitioners through organizational visits followed by Group Interaction Conference (GIC) with 5-6 students coordinated by concerned supervisors

   B. Computer Workshop to be evaluated by theme based computer presentation by the resource person and instructor. Distribution of Marks for Computer Workshop

2. **Skill Labs on different HR themes:** Five skill labs to be organized on themes such as Time management, anger management, leadership, team building, structured learning and other preparatory skills for fieldwork.

3. **Self Management and Development Module (SMDM):** SMDM, an outstation module primarily geared towards developing among students competencies especially those where the professionals become ‒team players‒ This component is to be imparted for 5 days. The module will be administered by using management games, adventure sports etc. It can be organized through residential/non-residential, on-campus/outstation format, depending upon the feasibility, costs involved and availability of time.

The broad objectives of the SMDM are: to develop the overall personality of the students by means of challenging situations, make them physically and mentally confident and disciplined, develop team spirit and co-ordination, develop the ability to take up goal-oriented risks & develop leadership qualities in them. The activities selected to meet these objectives are generally outdoor adventure activities and group games.

HRM-SI-06

HUMAN RESOURCE AND TALENT MANAGEMENT (CBCS Paper)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, origin and development of HR and its continuing growth. 2. To understand the need and importance of effective HR in order to become good future managers. **3.** To understand the various practices being followed at different industries. **4.** To apply the knowledge and skills of HR in a variety of situations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of HR from an organizational as well as employee point of view including current practices.	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Fundamentals of HR Management

a) HR Management: Concept, Scope and Evolution
b) HR Policy and Functioning
c) HR Manager :Role, Competencies
d) Code of Ethics

Unit II Talent Management

a) Human Resource Planning
b) HR Acquisition: Resourcing on Boarding Talents, Employer Branding and Talent Resourcing
c) Selection: Strategies, Process and Methods
d) On Boarding Talent

Unit III HR Retention and Transition

a) Retention: Concept and Strategies
b) Talent Development and Transition
c) Separation and Separation Modalities
d) HR Research, Change and the Future

Readings

1. Armstrong, Michael, (2003), *A Handbook of Human Resource Management Practice*, Kogan Page, London.

2. Bechet, Thomas P., (2002), *Strategic Staffing: A Practical Toolkit for Workforce Planning*, Amacom, New York.

3. Bhattacharya, Dipak Kumar, (2006), *Human Resource Planning*, Second Edition, Excel Books, New Delhi.

4. Crandell, N. Fredric, J. Marc Wallace, (1998), *Work & Rewards in the Virtual Workplace*, Amacom, Chicago.

5. Currie, Donald, (2006), *Introduction to Human Resource Management: A Guide to Personnel Practice*, Chartered Institute of Personnel and Development, London.

6. Davis, Keith, (1957), *Human Relations at Work: The Dynamics of Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

7. Davis, Keith, (1977), *Human Behaviour at Work: Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

8. Angelos, De Nisi, W. Ricky Griffin, (2001), *Human Resource Management*, Houghton Mifflin Company, New York.

9. Decenzo, David A., P. Stephen Robbins, (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA.

10. Dessler, Gary, (2004), *A Framework for Human Resource Management*, Pearson Education, Singapore.

11. Domsch, Michel E., Elena Hristozova, (eds.), (2006), *Human Resource Management in Consulting Firms*, Springer, New York.

12. Mathur, Krishna Mohan, (2001), *Managing Human Resource Development: An Indian Perspective*, Gyan Publishing House, New Delhi.

SEMESTER II

HRM-SII-07

EMPLOYEE RELATIONS AND LEGISLATIONS

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the conceptual difference between employee relations and industrial relations 2. To recognise the growing interest in the use of employee relations to improve quality of work life 3. To identify the balance between task achievement and quality of work life concerns needed for high productivity **4.** To align organisational and employee objectives for improved organisational effectiveness	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and process of developing and maintaining harmonious relationships between the management and all levels of employees	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Employee Relations

1. Employee Relations: Concept, Factors and Scope
2. Employee Relations: Evolution and contemporary scenario
3. Employee involvement: concept, types and practices.
4. Trade Union Movement with special focus on India

Unit II: Statutory Employee Relations

1. Trade Unions Act, 1926
2. Industrial Disputes Act, 1947
3. Industrial Employment (Standing Orders) Act, 1948
4. MRTU PULP Act, 1971

Unit III: Recent Trends in Employee Relations

1. Employee relations: Approaches and theories
2. New economic policy and employee relations
3. Changing role of employee and employer relations
4. Contribution of ILO for improvement in management-employee relations

Readings

1. Agnihotri, Vidyadhar. (1970). *Industrial Relations in India*. New Delhi, India: Atma Ram and Sons.
2. Bhangoo, Singh Kesar. (1995). *Dynamics of Industrial Relations*. New Delhi, India: Deep & Deep Publications.
3. Bhargava, P.P. (1995). *Trade Union Dynamism*, Jaipur, India: Printwell.
4. Nagaraju, D.S. (1981). *Industrial Relation System in India*. Allahabad, India: Chugh Publications.
5. Davar, R.S. (1991). *Personnel Management and Industrial Relations*. New Delhi, India: Vikas Publishing House Pvt. Ltd.
6. Dhyani, S.N. (1988). *Industrial Relations System*. Jaipur, India: Printwell Publishers.
7. Goyal, R.C. (1971). *Problems in Personnel and Industrial Relations in India*. New Delhi, India: National Publishing House.
8. Gupta, K.L. (1979), *Industrial Democracy in Public Enterprises in India*. Aligarh, India: Navman Prakashan.
9. Gupta, S. R. (1987). *Industrial Disputes Settlement Machinery*. Jaipur, India: Prateeksha Publications.
10. Jerome, Joseph. (1985). *Strategic Industrial Relations Management*. New Delhi, India: Global Business Press.
11. Kumar, C.B. (1961). *Development of Industrial Relations in India*. Bombay, India: Orient Longmans Ltd.
12. Kumar, R. (1992). *Labour Participation in Management*. New Delhi, India: Ajanta Publications.
13. Das, Lal K.K. (1983). *Industrial Relations in India*. New Delhi, India: S. Chand & Co. Ltd.
14. Mamoria, C.B., Mamoria, Satish. & Gankar, S.V. (1997). *Dynamics of Industrial Relations*. New Delhi, India: Himalaya Publishing House.
15. Monappa, Arun. (1995). *Industrial Relations*. New Delhi, India: Tata McGraw Hill Publishing Co. Ltd.
16. Punekar, S.D., Deodhar, S.B. & Sankaran, Saraswathi. (1999). *Labour Welfare, Trade Unionism and Industrial Relations.* New Delhi, India: Himalaya Publishing House.
17. Pylee, M. V. (1997). *Worker participation in Management*. New Delhi, India: Vikas Publishing House.
18. Sarma, A.M. (1991). *Industrial Relations – Conceptual and Legal Framework*. New Delhi, India: Himalaya Publishing House.
19. Tripathi, P.C. (1996). *Personnel Management and Industrial Relations*. New Delhi, India: Sultan Chand & Sons.

20. Verma, Pramod. (1981). *Management of Industrial Relations*. New Delhi, India: Oxford & IBH Publishing Company Private Limited.

HRM-SII-08

ORGANISATIONAL BEHAVIOUR AND EMPLOYEE ENGAGEMENT

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To develop acquaintance with the basic processes and principles underlying human behavior. 2. To facilitate the development of ability to diagnose and effectively deal with the issues of human behaviour in organisations. 3. To understand the nature and purpose of employee engagement for organisational effectiveness **4.** To identify several types of employee services and welfare schemes and their administration in organisations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of human behaviour at work from an organisation as well as employee point of view including familiarity with current practices. Understand the benefits of employee engagement to an organisation and its employees.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT I: Introduction to Human Behavior

1. Human Behaviour & Cognition: Basics
2. Concept& theories of Perception& learning
3. Concept & Theories of Personality
4. Concept and importance of Leadership & Emotional Intelligence

UNIT II: Motivation and Organizational Culture

1. Employee motivation: Concept and theories
2. Employee Morale and Job satisfaction
3. Organizational culture: Definition, Components and Typologies
4. Cultural Change: Issues and Models of Cultural Change

Unit III: Introduction to Employee Engagement

1. Employee Engagement: Concept and Evolution
2. Developing Employee Engagement- Strategy
3. Measuring, Managing, Maintaining Employee Engagement
4. Employee Engagement and its Relationship with Improvement in Job Satisfaction, Productivity, Organizational Commitment and Retention

Readings:

1. Pfeffer, Jeffrey. (1992). *Managing with Power: Politics and Influence in Organizations*. USA: Harvard Business School Press.
2. Brown, Andrew. (1998). *Organizational Culture* (2nd Edition). England: Pearson Education Limited.
3. DeCenzo, David & Robbins, P Stephen. (2000). *Human Resource and Personnel Management*.
4. DeCenzo, D.A., Robbins, S.P., & Verhulst, S.L. (2005). *Fundamentals of Human Resource Management.*
5. Leat, Mike. (2001). *Exploring Employee Relations*. Singapore: Elsevier.
6. Daft, Richard L., Noe, Raymond A. (2001). *Organizational Behaviour*. USA: Harcourt College Publishers.
7. Pareek, Udai. (2003). *Organizational Behavior Processes*. New Delhi, India: Rawat Publications.
8. Budd, John W. (2004). *Employment with a Human Face*. London: Cornell University Press.
9. Luthans, Fred. (2005). *Organizational Behavior* (10th Edition). New York: McGraw-Hill Higher Education.
10. Buelens, Marc., Herman, van Den Broeck., Karlien, Vanderheyden., Robert, Kreitner., & Angelo, Kinicki. (2006). *Organisational Behavior* (3rd Edition). Berkshire: McGraw-Hill Education.
11. Hitt, Michael A., C, Chet Miller & Adrienne, Colella. (2006). *Organizational Behavior: A Strategic Approach*. USA: John Wiley & Sons, Inc.
12. Bratton, John., Militza, Callinan., Carolyn, Forshaw., & Peter, Sawchuk. (2007). *Work and Organisational Behavior*. New York: Palgrave Macmillan.
1. Robbins, Stephen P., Judge, Timothy A. (2007). *Organizational Behavior* (12th Edition). New Delhi, India: Prentice Hall of India.

Additional Readings:

- http://www.juconicomparte.org/recursos/A%20Process%20Model%20of%20Org%20Change%20in%20Cutural%20Context_prR7.pdf
- https://geert-hofstede.com/tl_files/art%20organisational%20culture%20perspective.pdf
- http://www.communicationcache.com/uploads/1/0/8/8/10887248/transformational_leadership_and_organizational_culture.pdf
- http://www.untagsmd.ac.id/files/Perpustakaan_Digital_2/ORGANIZATIONAL%20CULTURE%20Changing%20Organizational.pdf

HRM-SII-09

MANAGEMENT RESEARCH AND COMPUTER APPLICATIONS

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To provide an insight into the scope and extent of research and its application in management decision making 2. To become familiar with basic statistical techniques and their applications in business decision- making. **3.** To build up the experience of computer usage in business organizations with specific reference to commercial data processing system.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and application of research and quantitative techniques used in the management. Learn computer application for management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of Research Methodology

1. Management Research: Nature, Scope and Relevance
2. Methods of Social Research: Qualitative, Quantitative and Triangulation.
3. Process of Management Research: Research Design, Sampling, Methods and Tools of Data collection and data analysis, data interpretation and report writing
4. Ethical Issues in Research.

Unit II: Statistical Measures

1. Levels of Measurement: Nominal, Ordinal, Interval and Ratio.
2. Measures of Central Tendency: Mean, Median and Mode (Percentiles and Quartiles)
3. Measures of Variance: Mean Deviation, standard Deviation and Variance. (Range and Coefficient of Variation)
4. Correlation (person, Rank correlation) & Regression, t- test, Chi square and F-test, Annova, bi-variate and multivariate analysis

Unit III: Computer Applications: Data Management

1. Computer Applications for Management Research: introduction
2. SPSS: Creating and saving a data file, assigning names and values to variables, Creating syntax file for simple analysis and Statistical applications.
3. Microsoft Excel: Creating a basic Formula, Using the Formula Bar, AutoSum and other basic functions, Using Data Validation, Conditional formatting
4. Creating & Working with Charts, creating a Pivot Table, Automating Tasks with Macros like Recording a Macro, Playing a Macro and Assigning a Macro a Shortcut Key, Adding a Macro to a Toolbar.

Reading List

1. Mohan, R. (2016). *Using SPSS in Research*. New Delhi, India: Neelkamal Publishers.

2. Meyers, L.S., Gamst, G., & Guarino. (2015). *Performing data analysis using IBM SPSS*. New Jersey: Wiley-Blackwell.

3. Mark, E. Richard., T, Paul R. (2015). *Management and Business Research* (5th Ed.). New Delhi, India: Sage Publications.

4. Kothari, C.R. & Garg, G. (2014). *Research Methodology: Methods and Techniques*. New Delhi, India: New Age International Publishers.

5. Chaddha, N.K. & Satyabhusan, D. (2010). *Marketing Research, Pearson Education India* (7th Edition).

6. Brannick, T.E., & Roche, W.E. (2007). *Business Research Methods*. Mumbai, India: Jaico Publishing House.

7. Arya, P.P. & Yesh, P. (2005). *Research Methodology in Management: Theory and Case Studies*. New Delhi, India: Deep & Deep Publications.

8. Porath, A. (2010). *Collaborative research in management: Inside out*. New Delhi, India: SAGE Publications Ltd.

HRM-SII-10

SKILL DEVELOPMENT – I

Course marks/ credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, need and importance of communication skills 2. To understand the verbal and non-verbal communication patterns **3.** To learn about the application of the skills learnt in context of workplace	Two/three weeks teaching of theory followed by a skill lab of 25 marks (one additional skill lab will be conducted to cover for absence).	Understand the importance of practice skills, with relevance to management. Understand the nature and types of business communication.	Skill lab: 25 marks each (Total 75) End semester class test: 25 marks (short Q&As)

COURSE OUTLINE

UNIT I: Organisational and Business Communication

1. Formal and Informal communication, Verbal and Non-Verbal Communication
2. Theory, process and flow of communication
3. Business Letters, Memos, emails and reports
4. Business etiquettes and presentations

UNIT II: Interpersonal Communication

1. Nature, elements and functions (including cross cultural communication)
2. Skills: Verbal, Non ó verbal and Listening
3. Barriers and Gateways of communication
4. Interviews and Feedback

UNIT III: HR Costing and Compensation

1. Costs: various concepts and elements of Cost (Cost sheet-orientation and understanding of problem)
2. Salary calculation: component deductions, disbursement and control, DA allowances, CPI and wage differentials
3. Labour turnover, productivity and cost associated Ideal Labour
4. Calculation of compliances: Bonus, PF, Gratuity, disability, layoff and retrenchment compensation.

Readings

1. Lesikar, R.V. & J. D., Petit Jr. (1996). *Business Communication: Theory and Application.* Homewood III; Richard D. Irwin.
2. Huczynski, Andrzej & Buchanan, David. (2001). *Organisational Behaviour: An Introductory Text.* (4th Edition). New Jersey: Prentice Hall.
3. Sharma, R.C. & Mohan, K. (2002). *Business Correspondence and Report Writing.* New York: Tata McGraw Hill.
4. Seiler, W J. & Beall, ML. (2005). Communication: Making Connections. In McShane, S L et.al. (2011). *Organisational Behaviour: Emerging Knowledge and Practice for the Real World* (5th Ed). TMH.
5. Chaturvedi, P D. & Chaturvedi, Mukesh. (2013). *Business Communication: Skills, Concepts, and Applications* (3rd Edition). New Delhi, India: Pearson.
6. Biswas, B.D. (2014). *Employee Benefits Design and Compensation* (Collection). FT Press.
7. Ellig, B. (2001). *The complete guide to executive compensation*. New York: McGraw Hill Professional.
8. Biswas, B.D. (2014). *Employee Benefits Design and Planning: A Guide to Understanding Accounting, Finance, and Tax Implications*. London: Pearson Education.
9. Flamholtz, E.G. (1999). *Measuring Human Resource Costs: Concept and Methods in Human Resource Accounting* (pp. 55-78). US: Springer.

SEMESTER – II

HRM-SII-11

FIELD WORK

Total Marks/Credits: 200/ 8

Components:

1. Concurrent Block Field Placement of Eight weeks to commence in mid-March in industrial and business organizations
2. Group Conference
3. Viva Voce

Objectives

1. To develop an in-depth understanding of the nature, structure & functioning of the complex organizations.

2. To familiarize with the functioning of Human Resource / IR Department.

3. To gain a practical understanding of various laws and their administration.

4. To develop an understanding of human behavior in work situation.

5. To develop a professional attitude in dealing with problems and personnel in the organization.

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. To understand the organization, its structure, business strategy and unique features

2. To gain practical understanding of all the major HR management functions.

3. Participating in the routine actives of the organization.

4. Understanding the complete process of HRM and general management functions in the organization.

5. Understanding aadministration of Legal Provisions: Payment of Wages Act, Minimum Wages Act, Payment of Bonus Act and Contract Labour Regulations Act.

6. Understanding administration of Social Security provisions: Employees' Provident Fund Act, Payment of Gratuity Act,

7. Understanding administration of Welfare Provisions: Factories' Act/Shops & Establishments Act and non-statutory welfare schemes.

8. Familiarization with I.R. and trade union history of the organization.

9. Understanding the provisions and applicability of Industrial Employment (standing orders) Act, and Industrial Disputes Act.

10. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

HRM-SII-12

EMPLOYEE ENGAGEMENT (CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the nature and purpose of employee engagement for organizational effectiveness 2.To appreciate the need for maintaining the workforce in a fit state of mind and body 3.To identify various types of employee services and welfare schemes and their administration in organizations	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment • Assignment Skill Lab/Extension Lecture	Understanding the mutual benefits to an organization and its employees as a result of better employee engagement	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Introduction to Employee Engagement

1. Employee Engagement: Concept and Evolution
2. Developing Employee Engagement- Strategy
3. Measuring, Managing, Maintaining Employee Engagement
4. Employee Engagement and its Relationship with Improvement in Job Satisfaction, Productivity, Organizational Commitment and Retention

Unit II Welfare for Employee Engagement

1. Labor Welfare: Concept, History and Scope
2. Statutory Provisions: Factories Act, 1948 and Shops and Establishments Act & the Contract Labor (Regulation and Abolition) Act 1970
3. Non Statutory Measures for Employee Welfare
4. Employee Organization Initiatives

Unit III Social Security Measures of Employee Engagement

1. Social Security: Concept, Types and Evolution
2. Statutory Measures for Occupational Health etc: Workmen's Compensation Act, 1923;Employees State Insurance Act, 1948

3. Statutory Measures for Employee Disengagement; Employees Provident Fund and Miscellaneous Provisions Act, 1952; Payment of Gratuity Act, 1972 and Voluntary Retirement Measures.
4. Statutory Measures for Women: Maternity Benefits Act, 1961 and Prevention of Sexual Harassment at Workplace.

Readings

1. Amjad, Ali, (2001), Labour Legislation and Trade Unions in India and Pakistan, Oxford University Press, Oxford.

2. 2.Bhatia, K. S., (2003), Constructive Industrial Relations and Labour Laws, Deep & Deep Publications Pvt. Ltd., New Delhi.

3. 3.Budd, John W., (2004), Employment with a Human Face, Cornell University Press, London.

4. 4.Chakravarti, K. P., (1983), Law of Industrial Employment and Management of Discipline, Pioneer Publications, Delhi.

5. 5.Srivastava, K. D., (1995), Commentaries on Minimum Wages Act, 1948, Eastern Book Company, Lucknow

6.

7. Srivastava, K. D., (2003), Commentaries on Payment of Wages Act, 1936, Fifth Edition, Eastern Book Company, Lucknow.

8. Leat, Mike, (2001), Exploring Employee Relations, Elsevier, Singapore.

9. Ratnam, Venkatai C. S., (2006), Industrial Relations, Oxford University Press, India.

10. Paranjpe, Vivek, (1991), Human Resource Management in India - Legal Perspective, Capital Books International, New Delhi.

11. Walsh, David J., (2007), Employment Law for Human Resource Practice, Second Edition, Thomson West, UK.

12. Zaheeruddin, (1985), Labour Welfare Laws and Employment Conditions in India, Deep & Deep Publications, New Delhi.

SEMESTER III

HRM-SIII-13

PERFORMANCE AND STRATEGIC REWARD MANAGEMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To appreciate the need, philosophy and conceptual framework of performance management and strategic reward management. 2. To learn the process and methods of performance management. 3. To appreciate the need for job evaluation and its methodology for compensation. 4. To know about various employee benefits.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Application of performance management systems Applicability of various rewards and other incentives in to HR practice	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT I: Concepts and Theories

1. Job Analysis, Job Evaluation, Job Description, Job Specification: Concept and Methods.
2. Compensation and Strategic Compensation: Concept, methods and theoretical basis (including Tournament theory, Pay for performance: Incentives, Stock Based Compensation, SEBI Guidelines, Tax Components, Limitations)
3. Wage and Salary Compensation: Meaning, Definitions, Principles, Factors, Agency theory
4. Performance management, performance appraisal, potential appraisal and competency Mapping,

Unit II: Performance Management System

1. Concept, types, Performance cycle and factors affecting performance.
2. Performance Measures and methods of Performance Appraisal
3. Performance coaching and Performance Improvement Plan (PIP), Role of HR professional in managing employee performance
4. Performance management system and other HR systems, ethical dimensions in performance management, linkage to compensation and reward management and implications on performance, Competency based job description and role analysis

Unit III: Compensation

1. Job Grading, structures, fixation, Differentiation and Performance Related Pay.
2. Wage legislations: Payment of wages Act 1936, Minimum wages Act 1948 and Equal Remuneration Act, 1976, Payment of Bonus (Amendment) Act, 2016.
3. Employee Benefits: Concept, Objectives, Purpose and types (Statutory and non-statutory employee Benefits).
4. Employee Assistance Programmes

Reading List

1. Armstrong, Michael. (2014). *Handbook of Human Resource Management Practice* (12th Edition). London: Kogan Page Ltd.
2. Dessler, G. (2009). *A framework for human resource management*. New Delhi, India: Pearson Education.
3. Kohli A.S. & Deb, T. (2008). *Performance Management*. New York, Oxford University Press.
4. Bratton, J. & Gold, J. (2007). *Human Resource Management - Theory and Practice*. Basingstoke: Macmillan.
5. Armstrong, Michael & Murlis, Helen. (2004). *Reward Management: A Handbook of Remuneration Strategy and Practice*. London: Kogan Page Ltd.
6. Barry, Gerhart., Sara, L. Rynes. (2003). *Compensation: Theory, Evidence and Strategic Implications*. Thousand Oaks: Sage Publications.
7. Saks, A.M. (2000). *Research, Measurement, and Evaluation of Human Sources.* Scarborough, Ontario: Nelson/Thompson Learning.

HRM-SIII-14

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the nature and importance of HRD & organizational development. 2. To facilitate an understanding of the concept, methods and strategies for HRD and organizational development. **3.** To appreciate the linkages between its various sub-systems	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Application of performance management systems Applicability of various rewards and other incentives.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of Human Resource Development

1. Concepts, philosophy, goals, challenges and prerequisites.
2. Models, evolution and objectives.
3. HRD System: Design, principles and strategies.
4. Fundamentals of Learning, training, education, competency and development.

Unit II: Human Resource Development System

1. Training and Development: Overview, principles, strategies and phases.
2. Training Need Identification: Concept and Methods.
3. Training planning, organizing, modalities and methods.
4. Training Evaluation: process, methods and tools and HR Audit.

Unit III: Organizational Development (OD)

1. Concept, scope, values, assumptions and need.
2. Action and Program management/ Assessment Centers.
3. OD interventions and techniques.
4. OD for managing Organizational Effectiveness.

Readings

1. Chalofsky, N.E., Tonette, S.R & Morris, M.L. (2014), *Handbook of Human Resource Development.* New Jersey: Hoboken.
2. Cummings, T.G. (2008), *Handbook of Organizational Development*. USA: Sage Publications.
3. Dayal, I. (1993), *Designing HRD Systems*. New Delhi, India: Concept Publications.
4. Dayal, I. (1996), *Successful Applications of HRD*. New Delhi, India: New Concepts.
5. De Simone, R.L. (1998), *Human Resource Development*. (2nd Edition). Fort Worth: Harcourt Brace College Publishers.
6. Elliott, C., Turnbull, S. (Ed.). (2005), *Critical Thinking in Human Resource Development*. London: Routledge.
7. Ghosh, B. (2000), *Human Resource Development and Management*. New Delhi, India: Vikas Publishing House Pvt. Ltd.
8. Harrison, R., Joseph, K. (2004), *Human Resource Development in a Knowledge Economy: An Organizational View*. New York: Palgrave Macmillan.
9. Jayagopal, R. (1990), *Human Resource Development: Conceptual Analysis and Strategies*. New Delhi, India: Sterling Publishers.
10. Joy-Matthews, J., Megginson, D & Surtees, M. (2004), *Human Resource Development*. New Delhi, India: Kogan Page.
11. Pareek, U. (1992). *Managing Transitions: The HRD Response*. New Delhi, India: Tata McGraw Hill.
12. Pareek, U., Sisodia, V. (Ed.). (1999), *HRD in the New Millennium*. New Delhi, India: Tata McGraw-Hill.
13. Rao, T.V. (1996), *Human Resource Development: Experiences, Interventions, Strategies*. New Delhi, India: Sage Publications.
14. Silvera, D.M. (1990). *Human Resource Development: The Indian Experience*. New Delhi, India: New Sindia Publications.
15. Tripathi, P. C. (1997). *Human Resource Development*. New Delhi, India: Sultan Chand & Sons.
16. Rothwell, William J., W.J. Stavros, J.M., Sullivan, R.L., & Sullivan, A. (Ed.). (2010), *Practicing Organization Development: A Guide for Leading Change*. San Francisco: Pfeiffer.

HRM-SIII-15

SOCIAL SECURITY AND LABOUR LEGISLATIONS

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the origin and rationale of Social Security and various legislations 2. To understand various social security provisions for workers of organized and unorganized workers	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Knowledge of various statutory and non-statutory security measures and its applicability for organized and unorganized workers	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Social Security Measures

1. Social Security: Concept, Types, Evolution, definition and objectives
2. Statutory Social Security Measures: Employees State Insurance Act, 1948, Health Insurance of Employees
3. Statutory Measures for Employee Disengagement; Employees Provident Fund and Miscellaneous Provisions Act, 1952; Payment of Gratuity Act, 1972, National Pension Scheme and Voluntary Retirement Measures.
4. Statutory Measures for Women and Children: Prevention of Sexual Harassment at Workplace, Act (2013); Child Labour Prohibition and regulation Act (1986).

Unit II: Labour Welfare and Social Security

1. Labour in India: Organised and Unorganised Sector
2. Labour Welfare: Need, Concept, objectives, evolution, principles and Scope)
3. Statutory Provisions: Factories Act, 1948, the Contract Labour (Regulation and Abolition) Act 1970, Apprentices Act, 1961
4. Non-Statutory Measures for Employee Welfare

Unit III: Social security in unorganized sector

1. Laws: Unorganised Workersø Social Security Act 2008, The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979
2. Social Insurance Schemes: Pradhan Mantri Jan Dhan Yojna, Pradhan Mantri Suraksha Bima Yojana, Atal Pension Scheme, Krishi Amdani Bima Yojana, Aam Admi Bima Yojana, Pradhan Mantri Fasal Bima Yojana, Rashtriya Swasthya Bima Yojana, etc.
3. Old Age, Widow and Disability Pension schemes, etc.

4. Livelihood and Employability Schemes: Mudra Bank Yojna, Kaushal Vikas Yojna, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Pandit Deendayal Upadhyay Shramev Jayate Karyakram, Shyama Prasad Mukherji Rural Urban Mission, MNREGA, etc.

Reading List

Sinha, P. R. N., Sinha, I. B., & Shekhar, S. P. (2017), *Industrial Relations, Trade Unions and Labour Legislation*. Pearson Education India.

Sahoo, C. K., & Tripathy, S. K. (2004), Industrial Relations, Trade Unions and Labour Legislation.

Srivastava, S. C. (1990)*, Industrial Relations and Labour Laws*. Vikas Publishing House.

Ghosh, P., & Nandan, S. (2015), *Industrial Relations and Labour Laws,* McGraw-Hill Education.

HRM-SIII-16

BUSINESS AND SOCIAL ENVIRONMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	To understand fundamentals of business, economic and social environment	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand importance and relevance of business environment for HRM practice.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Economic Environment
1. Economy concept, types and the changing face of Indian economy since independence
2. Economic institutions: national (RBI, Exim Bank, NABARD, SIDBI) & global (WTO, IMF, World Bank, GATTS)
3. Industrial and fiscal policy in India
4. Economic growth: implication for business

Unit II: Social Environment

1. Changing Face of Indian society
2. Changing profile of Indian workforce
3. Sociology of work
4. Socialization of individuals/Virtual workplace: Issues and concerns

Unit III: Business Environment
1. Business, Society and Globalisation
2. Profile of Industrial Sector: Public, Private, MSME, Village cottage industry, joint, PPP and Cooperatives
3. Public Sector Enterprises: Features and HR (Nature and concerns)
4. Start Ups and Entrepreneurships

Readings:

1. Ahmed F. & Alamm M.A. (2017), *Business Environment: Indian and Global Perspective.* New Delhi, India: PHI Learning Pvt. Ltd.
2. Arthur, Francis., Jeremy, Turk., & William, Paul. (Eds.). (1983), *Power, Efficiency & Institutions: A Critical Appraisal of the Markets and Hierarchies Paradigm.* London: Heinemann Educational Books.
3. Auster, Carol J., (1996), *The Sociology of Work: Concepts and Cases*. New Delhi, India: Pine Forge Press.
4. Barak M.E.M. (2005), *Managing Diversity: Toward a Globally Inclusive Workplace*. UK: Sage Publication.
5. Singh, B.N.P. (2005), *Indian Economy Today Changing Contours*. New Delhi, India: Deep and Deep Publication.
6. Datt, R. & Sundharm, K.P.M. (2007), *Indian Economy.* New Delhi, India: S. Chand & Co. Ltd.
7. Devault, Marjorie L. (ed.) (2008), *People at Work: Life, Power, and Social Inclusion in the New Economy*. New York: New York University Press.
8. Edgell S. (2006), *The Sociology of Work, Continuity and Change in Paid and Unpaid Work.* New Delhi: Sage Publications.
9. Hall, Wendy. (1995), *Managing Cultures: Making Strategic Relationships Work*. New York: John Wiley & Sons.
10. Parker, B. (2005), *Introduction to Globalization and Business: Relationships and Responsibilities.* London: Sage Publication.

SEMESTER – III
FIELD WORK
HRM-S-III-17

Total Marks/Credits: 150/ 6

Components:

1. Field work placement in corporate offices of large-scale organizations/Industrial establishments having major thrust on HRD.

2. Group Conference

Objectives:

1. To develop an understanding of the nature & structure of the organization.
2. To develop familiarity with major HRM and strategic HR functions at the corporate level / large-scale organizations/Industrial establishments.
3. To gain insights into the process of HR policy formulation and implementation.
4. To develop a professional attitude towards work and human resources in the organization.
5. Familiarization of HR functions of at the corporate level.
6. To carry out a research project or develop case studies in the organization on any of the areas related to objectives

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. Familiarization with the organization, its structure, financial standing and philosophy.
2. Establishing rapport with the personnel and understanding importance of HR/HRD Department.
3. Familiarization with the overall human resource management functions and relating it with global perspectives in HR practice.
4. Understanding human resource planning, job analysis, job evaluation and job description, and recruitment and selection process.
5. Identification of an area for research project, preparing a synopsis, formulation of tools of data collection and collect data.
6. Familiarity with computer application in the setting & operation of MIS.
7. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

EMPLOYEE RELATIONS AND LABOUR LEGISLATIONS (CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1.To understand the conceptual difference between employee relations and industrial relations 2. To recognize the growing interest in the use of employee relations to improve quality of work life 3. To identify the balance between task achievement and quality of work life concerns needed for high productivity **4.** To align organizational and employee objectives for improved organizational effectiveness	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and process of developing and maintaining harmonious relationships between the management and all levels of employees. .	Internal Assessment: 25 marks Semester end examination: 75 marks

Course Outline

Unit I: Employee Relations

1. Employee Relations: Concept, Scope and Evolution
2. Employee Involvement: Concept, Types and Practices.
3. Trade Union Movement with Special Focus on India
4. Management of Non-Unionized Employees

Unit II: Statutory Employee Relations
1. Trade Unions Act, 1926
2. Industrial Disputes Act, 1947
3. Industrial Employment (Standing Orders) Act, 1948
4. MRTU Pulp Act 1971

Unit III: Recent Trends in Employee Relations

1. Employee Relations: Approaches, Theories and Practices
2. New Economic Policy and Employee Relations
3. Changing Role of Employee and Employer Relations

ILO, International Conventions and other international bodies working for the improvement in Management-Employee Relations

Readings

1. Khan N. U, (2008), Industrial Relations in India: A Historical Perspective, New Delhi Sanjay Prakashan.
2. Bhargava, P.P., (1995), Trade Union Dynamism, Printwell, Jaipur.
3. Nagaraju, D.S., S., (1981), Industrial Relation System in India, Chugh Publications, Allahabad.
4. Dhyani, S.N., (1988), Industrial Relations System, Printwell Publishers, Jaipur.
5. Gupta, S. R., (1987), Industrial Disputes Settlement Machinery, Prateeksha Publications, Jaipur.

6. Jerome, Joseph, (1985), Strategic Industrial Relations Management, Global Business Press, New Delhi.
7. Mamoria, C.B., Satish Mamoria, and S.V Gankar., (1997), Dynamics of Industrial Relations, Himalaya Publishing House, New Delhi.
8. Monappa, Arun, (1995), Industrial Relations, Tata McGraw Hill Publishing Co. Ltd., New Delhi.

9. Punekar, S.D., S.B. Deodhar and Saraswathi Sankaran, (1999), Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, New Delhi.
10. Pylee, M. V., (1997), Worker participation in Management, Vikas Publishing House (P) Ltd., New Delhi.

SEMESTER IV

HRM- SIV- 19

STRATEGIC HUMAN RESOURCE, CHANGE AND DIVERSITY MANAGEMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	To appreciate the need, philosophy and conceptual framework of strategic human resource, change and diversity management.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment.	Understand the importance of strategic human resource, change and diversity management and organizational development. Appreciate HR practices in complex organisations.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks.

COURSE OUTLINE

Unit I: Strategic HRM

1. Business Strategy and Strategic HRM: Concepts, need and Process
2. Models of Strategic HRM.
3. Structural and functional strategies of SHRM
4. Human resource environment and emerging trends (outsourcing, Mergers and acquisition, and Contract management)

Unit II: Change Management

1. Change management: Concept, Need and Process.
2. Planned Change: Models and theories.
3. Strategic Change Management.
4. SHRM Competencies.

Unit III: Diversity Management

1. Diversity: Concept, definitions and Principles
2. Diverse Human Resource: Typology, Issues and Concerns
3. Managing diverse workforce: Inclusion strategies and role of HR
4. Managing Diverse Workforce: Conflict resolution/ ethical concerns

Readings

1. Sayers, J. & Ang, E.K. (2013). Managing Diversity. in Arrow smith, James. *The Big Issues in Employment: HR Management and Employment Relations in New Zealand.* Auckland: CCH, 75-93.

2. Hayes, J. (2014). *The theory and practice of change management*. Palgrave Macmillan.

3. Tan, C. C. (2006). *The theory and practice of change management.*

4. Palmer, I., Dunford, R., & Akin, G. (2009). *Managing organizational change: A multiple perspectives approach*. New York: McGraw-Hill Irwin.

5. Barak, M. E. M. (2016). *Managing diversity: Toward a globally inclusive workplace*. New Delhi, India: Sage Publications.

6. Otten, S. (2014). *Towards Inclusive Organizations: Determinants of successful diversity management at work*. Psychology Press.

7. Gotsis, G., & Kortezi, Z. (2014). *Critical studies in diversity management literature: A review and synthesis*. Springer.

8. Bell, M. P., & Berry, D.P. (2007). Viewing diversity through different lenses: Avoiding a few blind spots. *The Academy of Management Perspectives*, *21*(4), 21-25.

9. Patrick, H.A., & Kumar, V.R. (2012). *Managing workplace diversity: Issues and challenges.* Sage Open, *2*(2), 2158244012444615.

10. Nankervis, A. R., Compton, R. L., & McCarthy, T. E. (1992), Strategic Human Resource Management, Thomson Nelson, Boston.

11. Armstrong, Michael, (2000), Strategic Resource Management: A Guide to Action, Kogan Page, London.

12. Jeffrey, Hello. A., (2002), Strategic Human Resource Management, Thomson, South Western, UK.

13. Sigamani P. & Malhotra S, (2013), Challenges and Emerging Trends in Human Resource Management, International Journal of Business Anthropology, Volume 4 (2): 85-100, ISSN: 2155-6237.

14. Schuler, R. S., Jackson, S. E. (2007), Strategic Human Resource Management, Second Edition, Blackwell Publishing, USA.

15. Rothwell, W. J., & Kazanas, H. C (2005), Strategic Planning for Human Resources, Jai co Publishing House, Delhi.

16. Salaman, Graeme, John Storey, John Billsberry, (eds.), (2005), Strategic Human Resource Management: Theory and Practice, A Reader, Second Edition, Sage Publications, London.

17. Schein, E H., (2004), Organizational Culture and Leadership, John Willey Sons, San Francisco.

18. Sharma, Anuradha, Aradhana Khandekar, (2006), Strategic Human Resource Management: An Indian Perspective, Response Books, Sage Publications, New Delhi.

19. Tanuja, Agarwala, (2014), Strategic Human Resource Management, Oxford University

HRM-S-IV-20

SKILL DEVELOPMENT– II

Course marks/ credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the concept, nature of stress and its management 2. To understand the concept of self awareness and emotional intelligence 3. To learn about the application of the skills learnt in context of workplace	Two/three weeks teaching of theory followed by a skill lab of 25 marks (one additional skill lab will be conducted to cover for absence).	Understand the importance of practice skills, with relevance to management. Understand the nature and types of stress, its implications and management.	Skill lab: 25 marks each (Total 75) End semester class test: 25 marks (short Q&As)

COURSE OUTLINE

Unit I: Organizational Stress and Conflict Management

1. Stress: Concept, nature and theories
2. Conflict: Concept, sources and theories
3. Manifestation of stress and conflict (social, psychological, work)
4. Coping and Management of stress and Conflict

Unit II: Understanding Self and Self awareness

1. Self: Concept, formation and dimension and components
2. Skills in Self awareness: emotional self awareness, self assessment and self confidence
3. Emotional Intelligence: Concept, Importance
4. Theories and Models of emotional intelligence

Unit III: Leading Through Positive Attitude

1. Attitudes: Formation and Types of Attitudes
2. Implications of Attitude on behaviour, perception and motivation
3. Attitudinal and behavioural change
4. Time Management

Reading List

1. Pestonjee, D.M. (2013), *Stress and Work: Perspectives on Understanding and Managing Stress*. New Delhi, India: Sage Response.

2. Davidson, Jeff. (2001), *Stress Management, Breathing Space Institute*, USA: MacMillan.

3. Brook, Andrew & DeVidi, R. C. (Ed). (2001), *Self-Reference and Self-Awareness*. The Netherlands, Amsterdam: John Benjamins Publishing Company.

4. Daniel, Goleman. (2005), *Emotional Intelligence: Why it can matter more than IQ*. Bantman Books.

5. Stephen P. Robbins, Timothy, A.J. (2010), *Organizational Behavior*. New Delhi, India: Prentice Hall of India.

6. Newport, Cal (2006), *Deep Work: Rules for Focused Success in a Distracted World*. Little, Brown Book Group.

HRM-SIV-21

CORPORATE GOVERNANCE AND BUSINESS ETHICS

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand relevance of corporate governance and CSR in the present business scenario. 2. To Familiarize and introduce values and ethics in business	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Student will be able to appreciate the social responsibility of business	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Corporate Governance
1. Concept, evolution and scope of Corporate Governance
2. Theories of governance: Agency, Stewardship and Stakeholder theory
3. New Corporate Challenges and the role of Corporate Governance
4. Companies Act 2013

Unit II: Business Ethics
1. Concept, values and dimensions of business ethics
2. Approaches to business ethics: Social contract, Kantian and Gandhian approach
3. Human Quality Development (HQD) as foundation for business ethics
4. Institutionalizing ethics and business codes

Unit III: Corporate Social Responsibility
1. Corporate Social Responsibility- terminology, ideology, practice and market.
2. Business and social interface: Sustainable Developmental Goals and CSR
3. Best practices of CSR: Global and Indian experiences.
4. International standards and codes of CSR.

Readings:

1. Bainbridge, Stephen. (2008). *The New Corporate Governance in Theory and Practice.* New York: Oxford University Press.
2. Baxi, C.V. & Prasad Ajit. (eds.). (2005). *Corporate Social Responsibility Concepts and Cases: the Indian Experiences*. New Delhi, India: Excel Books.
3. Bhattacharya, Jayanta. (2007). *Corporate Social Responsibility: Ethical and Strategic Choice.* New Delhi, India: Asian Books Private Limited.
4. Boucher, Bonnafous., Maria. & Pesqueuz. (Eds.). (2005). *Stakeholder Theory: A European Perspective.* New York: Palgrave Macmillan.
5. Budd, John W., James, G. & Scoville. (Eds.). (2005). *The Ethics of Human Resources and Industrial Relations,* Chicago: Labour and Employment Relations Associations, University of Illinois.
6. Cohen, Stephen S. & Boyd, Gavin. (2nd Ed) (2003). *Corporate Governance and Globalization*. Cheltenham Glos, UK: Edward Elgar Publishing Ltd.
7. Crane, Andrew. (2007). *Corporate Social Responsibility*. New Delhi, India: Sage Publications.
8. Winstanley, Diana. & Woodball, Jean. (Eds.). (2000). *Ethical Issues in Contemporary Human Resource Management*. Hampshire: Macmillan Business.
9. Government of India. (2013). *The Companies Act, 2013*.New Delhi, India: The Author.
10. Zimmerli, Walter Ch. & Klaus Richter, Markus Holzinger. (eds.). (2007). *Corporate Ethic and Corporate Governance*. New York: Springer.

HRM-SIV-22

Global Human Resource Management

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	Acquaintance with the global scenario and deal with challenges of global human resource management.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Appreciation of HR practises in diverse cultural scenario.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Managing People in Global Context

1. Human Resources in a Global Business Environment
2. International Hiring and Repatriation (including work authorization and VISA terminologies)
3. International Labour Standards
4. Government Policy and International Workforce

Unit II: Global Practice

1. International Compensation
2. Performance Management: Approaches and Practices
3. Cultural Diversity: Managing Cross Cultural Issues
4. Developing International Staff and Multinational Teams (including working with sister companies)

Unit III: International Employee Relations and Strategies

1. Global Unions and Regional Integration
2. Emerging trends in Employee Engagement and Employee Involvement
3. Industrial Relations in a Comparative Perspective
4. International HR Competencies

Readings

1. Brewster, C., & Suutari, V. (2005). Global HRM: aspects of a research agenda. *Personnel Review*, *34*(1), 5-21.

2. Scullion, H., & Collings, D. (2011). *Global talent management*. Routledge.

3. Smale, A. (2008). Global HRM integration: a knowledge transfer perspective. *Personnel Review*, *37*(2), 145-164.

4. Hayton, J. C. (Ed.). (2011). *Global human resource management casebook*. Routledge.

5. Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing human resource management*. Routledge.

6. McCourt, W., & Eldridge, D. (2003). *Global human resource management: managing people in developing and transitional countries*. Edward Elgar Publishing.

7. Norman, A. (2004). Global human resource management: Managing people in developing and transitional countries. *Journal of Economic Literature*, *42*(3), 953.

8. Dowling, P. (2008). *International human resource management: Managing people in a multinational context*. Cengage Learning.

SEMESTER IV
HRM-SIV-23
FIELD WORK

Field work placement to continue in corporate offices of large-scale organizations/Industrial establishments having major thrust on HRD as that of the Semester III.

Objectives:

1. To develop familiarity with major strategic HR functions at the corporate level / large-scale organizations/Industrial establishments.
2. To gain insights into the process of strategic HR policy formulation and implementation.
3. To develop a professional attitude towards work and human resources in the organization.
4. To develop a professional attitude in dealing with problems.
5. To develop an understanding of human resource development strategies of the organization
6. To gain practical understanding of designing and implementing of training programmes
7. To develop a professional attitude in dealing with problems.

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. Familiarization with the organization, its structure, financial standing and philosophy.
2. Establishing rapport with the personnel and understanding importance of HR/HRD Department.
3. Familiarization with the overall human resource management functions and relating it with global perspectives in HR practice.
4. Understanding the policies and practices relating to employee relations, employee engagement, talent management, strategic reward and compensation management and performance management in large-scale organizations.
5. Understanding human resource planning, job analysis, job evaluation and job description, and recruitment and selection process.
6. To continue with research project tasks like data collection, analysis and report writing.
7. Familiarity with computer application in the setting & operation of MIS.
8. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

SEMESTER III
HRM-SIV-24
DISSERTATION

Total Marks/Credits: 150/ 6

Components:

1. Preparation of dissertation (Marks: 100)
2. Viva Voce: (Marks: 50)

Objective of Dissertation: To understand the process of systematically undertaking research in HRM. Dissertation will be based on data collected during field work in the organization where student is placed in semester III will be prepared under the guidance and supervision of the same supervisor. It will be submitted in semester IV on a date notified by the field work unit and following this Viva Voce will be conducted. The details with regard to format of the dissertation is specified in

Annexure A.

In case a dissertation is not certified by the faculty supervisor prior to the viva- voce, the candidate shall not be allowed to appear for the viva-voce and shall be declared failed in the dissertation.

In case a student is unable to submit the dissertation within the specified time as notified by the Department, he/she shall not be given another chance in that session to complete the dissertation and shall be marked as failed in the dissertation.

In cases, where the student is unable to submit the dissertation within the specified time due to illness or other exigencies, the matter shall be placed before the Field Work Committee to take a decision.

HRM-SIV-25

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT
(CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
100 marks/4	1. To understand the nature and importance of HRD & organizational development and identify the various inputs that should go into it 2. To facilitate an understanding of the concept, methods and strategies for HRD and organizational development. 3. To appreciate the linkages between its various sub-systems.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of and strategies for Human Resource Development from an organization as well as employee point-of-view, including current practices.	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Fundamentals of Human Resource Development

1. Concepts, Philosophy, Goals, Challenges and Prerequisites.
2. Models, Evolution and Objectives.
3. HRD System: Design, Principles and Strategies.
4. Fundamentals of Learning, Training, Education, Competency and Development.

Unit II Human Resource Development System

1. Training and Development: Overview, Principles, Strategies and Phases.
2. Training Need Identification: Concept and Methods.
3. Training Planning, Organizing, Modalities and Methods.
4. Training Evaluation: Process, Methods and Tools.

Unit III Organizational Development (OD)

1. Concept, Scope, Values, Assumptions and Need.
2. Appreciative Enquiry, Action and Program Management.
3. OD Interventions and Techniques.
4. OD for Managing Organizational Effectiveness.

Readings

1. Dayal, Ishwar. (1993), *Designing HRD Systems*, Concept, New Delhi.

2. Dayal, Ishwar, (1996), *Successful Applications of HRD*, New Concepts, New Delhi.

3. De Simone, Randy L., (1998), *Human Resource Development*, Second Edition, The Dryden Press, Harcourt Brace College Publishers, Fort Worth.

4. Elliott, Carole, Turnbull Sharon, (ed.), (2005), *Critical Thinking in Human Resource Development*, Routledge, London.

5. Ghosh, Biswanath, (2000), *Human Resource Development and Management*, Vikas Publishing House Pvt. Ltd., New Delhi.

6. Gilley, Jerry W., A. Steven Eggland, (1989), *Principles of Human Resource Development*, Addison-Wesley Publishing Company, Inc., Massachusetts.

7. Harrison, Rosemary, (1997), *Employee Development*, Universities Press (India) Limited, Hyderabad.

8. Harrison, Rosemary, Joseph Kessels, (2004), *Human Resource Development in a Knowledge Economy: An Organisational View*, Palgrave Macmillan, New York.

9. Jayagopal, R., (1990), *Human Resource Development: Conceptual Analysis and Strategies*, Sterling Publishers Private Limited, New Delhi.

10. Joy-Matthews, Jennifer, David Megginson and Mark Surtees, (2004), *Human Resource Development*, Kogan Page India Pvt. Ltd., New Delhi.

11. Kohli, Uddesh and P. Dharni Sinha, (2000), *Human Resource Development: Global Changes and Strategies*

12. Maheshwari, B.L. & P. Dharni Sinha, (1991), *Management of Change through HRD*, Tata McGraw Hill, New Delhi.

DISSERTATION

Dissertation Format

- ❖ The dissertation shall normally be of 75-100 pages with proper references and scientific organization.

- ❖ The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.

- ❖ Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) to the Research Assistant in the department.

- ❖ The references are to be written in the APA style.

- ❖ The responsibility for ensuring the originality of the dissertation is that of the faculty supervisor.

FORMAT OF THE FRONT PAGE/1ST PAGE/COVER PAGE

PROJECT TITLE

**Dissertation submitted to the JAMIA MILLIA ISLAMIA
in partial fulfilment of the requirements
for the award of the Degree of**

MASTER OF ARTS (HUMAN RSOURCE MANAGEMENT)

BY

STUDENT NAME

RESEARCH SUPERVISOR NAME

**DEPARTMENT OF SOCIAL WORK
UGC CENTRE OF ADVANCED STUDY
FACULTY OF SOCIAL SCIENCES
JAMIA MILLIA ISLAMIA
NEW DELHI-110025**

INDIA

(year)

THE FORMAT OF THE CERTIFICATE

<div align="right">

DATE: DD/MM/YYYY

</div>

DECLARATION

This is certify that the dissertation/ research report entitled, õ*DISSERTATION TITLE*ö submitted by me in partial fulfillment for the award of the Degree of Master of Arts (Human Resource Management) of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

<div align="right">

(Name & Signature of the Student)

</div>

I recommend this dissertation be placed before the examiners for evaluation.

<div align="right">

(Name and Signature of the Faculty Supervisor)

</div>

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms……………………………… student of **M. A.** Human Resource Management **(Semester – III)**, 2018, I hereby certify that the dissertation titled "…………………………… ." which is being submitted to the Department of Social Work, Jamia Milllia Islamia, New Delhi in partial fulfillment of the requirement for the award of the degree of Master of Arts in Human Resource Management, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date and Place:

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms……………………… student of **M. A. HUMAN RSOURCE MANAGEMENT (Semester – III)**, 2018, I hereby certify that the dissertation titled ő………………………. ö which is being submitted to the Department of Social Work, Jamia Milllia Islamia, New Delhi in partial fulfillment of the requirement for the award of the degree of Master of Arts (Human Resource Management), is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date and Place:

DEPARTMENT OF SOCIAL WORK

JAMIA MILLIA ISLAMIA

SYLLABUS FOR

M.A. (SOCIAL WORK)

2018-20

M A (Social Work): Syllabus Outline (2018-20)

Semester	Papers	Course Title	Marks	Credits	Weekly Teaching hours
Semester I					
Core Courses					
Semester I	MSW-SI-01	History and Philosophy of Social Work	100	4	4
	MSW-SI-02	Social Science Concepts for Social Work	100	4	4
	MSW-SI-03	Group Work	100	4	4
	MSW-SI-04	Community Work	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SI-05	Field Work (Concurrent)	200	8	
(Ability Enhancement Course)					
	MSW-SI-06	Skill Lab –I	50	2	4
		Total Credits	**26**		
Semester II					
Core Courses					
Semester II	MSW-SII-07	Psychology for Social Work	100	4	4
	MSW-SII-08	Social Case Work	100	4	4
	MSW-SII-09	Social Work Research	100	4	4
	MSW-SII-10	Social Action and Social Movements	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SII-11	Field Work (Concurrent) Viva Voce	200 50	8] 10 2]	
	MSW-SII-12	Rural Camp	100	4	
Ability Enhancement					
	MSW-SII-13	Skill Lab II	50	2	4
		Total Credits	**32**		
Semester III					
Core Courses					
Semester III	MSW-SIII-14	Social Welfare Management	100	4	4
	MSW-SIII-15	Marginalised Communities: Issues and Challenges	100	4	4
	MSW-SIII-16	Health: Issues and Concerns	100	4	4

	MSW-SIII-17	Social Policy & Social Legislation	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW-SIII-18	Field Work (Concurrent)	200	8	
Ability Enhancement					
	MSW-SIII-19	Skill Lab III	50	2	4
		Total Credits	**26**		
Semester IV: Specialization I (Social Development Practice)					
Core Courses					
Semester IV	MSW- SIV(D)-20	Development Theory and Practice	100	4	4
	MSW- SIV(D)-21	Urban and Rural Community Development	100	4	4
	MSW- SIV(D)-22	Poverty and Livelihood	100	4	4
	MSW- SIV(D)-23	Environment and Disaster Management	100	4	4
Field Work Practicum (Skill Enhancement)					
	MSW- SIV(D)-24	Dissertation Dissertation Viva Voce	100 50	4 2	
	MSW- SIV(D)-25	Field Work (Concurrent) Viva Voce	200 50	8] 10 2]	
Ability Enhancement					
	MSW- SIV(D)-26	Skill Lab IV - Social Development Practice	50	2	4
		Total Credits	**34**		
Semester IV: Specialization II (Social Welfare Practice)					
Core Courses					
Semester IV	MSW- SIV(W)-20	Family Practice	100	4	4
	MSW- SIV(W)-21	Counselling: Theory and Practice	100	4	4
	MSW- SIV(W)-22	Social Defence and Social Work	100	4	4
	MSW- SIV(W)-23	Medical and Psychiatric Social Work	100	4	4

		Field Work Practicum (Skill Enhancement)			
	MSW- SIV(W)-24	Dissertation Dissertation Viva Voce	100 50	4 2	
	MSW- SIV(W)-25	Field work (Concurrent) Viva Voce	200 50	8] 10 2]	15
		Ability Enhancement			
	MSW- SIV(W)-26	Skill Lab IV - Social Welfare Practice	50	2	4
		Total Credits	**34**		
		Grand Total (Credits) of Semester I-IV---- 118+ 16 (CBCS)		**134**	

CBCS Courses

Semester	Paper No.	Course Title	Marks	Credits	Weekly Teaching Hours
Semester 1	MSW-CBCS-SI	Foundation of Social Work Practice	100	4	4
Semester 2	MSW-CBCS-SII	Child and Women Development	100	4	4
Semester 3	MSW-CBCS-SIII	Social Welfare Management and Organisational Dynamics	100	4	4
Semester 4	MSW-CBCS-SIV	Environmental Concerns for Social Work Practice	100	4	4

MSW- SI-01: HISTORY AND PHILOSOPHY OF SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the emergence of Social Work Profession in socio-political context.
2. Understand and inculcate the philosophical base of social work practice.
3. To develop an understanding of the theoretical approach for diverse practice settings

Course Outline:

Unit I – Emergence of Social Work

a. Sociopolitical Developments and the emergence of Professional Social Work in the west
b. The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organisation Society
c. Religio-Spiritual developments in India and social reforms
d. Emergence of social work profession and current status

Unit II – Theoretical Foundations of Social Work Practice

a. Functional and humanistic approaches
b. Psychoanalytic, Ego-Psychology, and Psychosocial social work
c. Radical, Feminist & Structural approaches
d. Post modernism and social work

Unit III- Elements of Professional Social Work

a. Basic assumptions and principles of social work
b. Ethics and Values in social work
c. Competencies and Skills in social work
d. Indigenous and International Social Work

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Agnew, E. N. (2004). *From charity to social work: Mary E. Richmond and the creation of an American profession* (Vol. 13). Urbana and Chicago: University of Illinois Press.
2. Pathak, S. H. (1981): *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
3. Payne, M. (2015). *Modern social work theory*. New York, NY: Oxford University Press.
4. Skidmore, R. A., & Thackeray, M. G. (1982). *Introduction to social work*. Englewood Cliffs, NJ: Prentice Hall.
5. Trevithick P (2005). *Social Work Skills: A Practice Handbook*. Maidenhead: Open University Press

SEMESTER I

MSW- SI-02: SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand basic sociological concepts and social formations
2. Develop skills to analyse and understand Indian society
3. Learn to apply sociological insight and approaches in social work practice

Course Outline:

Unit I: Orientation to Significant Sociological Concepts

a. Social Structure and Social Stratification: Concept and Theories
b. Social Change and Social Mobility: Types and Theories
c. Culture: Elements, Systems and Theory
d. Socialization and Social Control: Meaning, Agencies and Mechanisms

Unit II: Major Social Institutions

a. Marriage: Concept, Types, Theories and Emerging Issues
b. Family- Major theoretical perspectives, Types and Challenges
c. Religion – Major theoretical perspectives; Role of religion in society
d. Education- Role of Education in Society, Changes in Education System & Impact on Society

Unit III: Economic and Political Systems

a. Economy: Concept, Types, Sectors
b. Economic Institutions: National and International
c. State: Concept, Types, Organs
d. Relationship between Citizens and State

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings

1. Basu, A., & Kohli, A. (Eds.). (1998). *Community conflicts and the state in India*. Oxford: Oxford University Press
2. Cohen, A. K. (1966). *Deviance and control*. New Delhi: Prentice Hall.
3. Davis, K.(1969).*Human Society*. New York: The Macmillan.
4. Dutt, R. & Sundraram, K.P.M. (2010). *Indian Economy. New Delhi.: S.Chand & Company Ltd.*
5. Giddens, A. & Turner, J. (eds.).(1987).*Social Theory Today*. Cambridge: Polity Press.
6. Giddens, A. (1999). *Sociology*. Cambridge: The Polity Press.
7. Giddens, A.(2003).*Capitalism and Modern Social Theory*. Cambridge: University Press.
8. Hamilton, M.(2001).*Sociology of Religion*. Routledge: UK.
9. Menon, N.(1999).*Gender and Politics in India*. New Delhi: Oxford University Press
10. Merton, R.K.(1968).*Social Theory and Social Structure*. New York: The Free Press.
11. Shah, A.M.(1998).*The Family in India*: Critical Essays. New Delhi: Orient Longman.
12. Shah, G.(2001).*Dalit Identity and Politics*. New Delhi: Sage Publications Pvt. Ltd.
13. Singh, Y.(2005).*Modernization of Indian Tradition*. New Delhi: Thomson Press.
14. Uberoi, P.(1997).*Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.

MSW- SI-03: GROUP WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand group as a dynamic social entity and a resource for intervention
2. Develop an ability to apply group work method in different settings
3. Develop an understanding about the application of therapeutic approaches in group work

Course Outline:

Unit I   Understanding Groups and Group Work

a. Groups – Definition, Types & Relevance
b. Group Behavior and Social Attitude
c. Group Dynamics and Sociometry
d. Group Work as a Method of Social Work Practice & Its Scope

Unit II Group Work in Practice

a. Assumptions, Objectives and Principles of Social Group Work
b. Models of Group Work Practice
c. Group Work Process – Stages, Role of Group worker, Leadership and Decision Making
d. Tools and Techniques of Group Work – Programme Planning, Programme Media, Group Discussion, Recording & Evaluation

Unit III Theoretical Approaches to Group Work

a. Group Therapy
b. Transactional Analysis
c. Gestalt Therapy
d. Support Groups

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Benjamin, J., Bessant, J., & Watts, R. (1997). Making groups work. St. Leonards, N.S.W.: Allen & Unwin.
2. Corey, G. (2008). *Theory and practice of group counseling*. (7th ed). Pacific Grove, CA: Thomson/Brooks/Cole.
3. Corsini, R. J. (2004). Current Psycho Therapies with Case Studies, Hawaii: Wadsworth Publications
4. Douglas, T. (1976). *Groupwork practice*. New York: International Universities Press.
5. Gitterman, A., & Schulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*(3rd ed.). New York: Columbia University Press.
6. Johnson, D. W., & Johnson, F. P. (2009). *Joining together: Group theory and group skills* (10th ed). Upper Saddle River, NJ: Pearson Education
7. Konopka,G. (1983). *Social Group Work: A Helping Process* (3rd Edition). New Jersey: Prentice Hall International
8. Northen, H., & Kurland, R. (2001). *Social work with groups*. New York: Columbia Univ. Press.
9. Phillips, H. U. (1957). *Essentials of Social Group Work Skill*. New York: Association Press.
10. Reid, K. E. (1997). *Social work practice with groups: A clinical perspective*.. Pacific Grove, CA: Brooks/Cole.
11. Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities*.(6th ed). Belmont, CA: Brooks/Cole Cengage Learning.
12. Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice* (6th ed). Boston: Pearson/Allyn and Bacon.
13. Trecker, H. (1972). *Social group work, principles and practices*. New York: Association Press.
14. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process.* Boston: Houghton Mifflin.
15. Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. 5th ed. New York: Basic Books.

MSW- SI-04: COMMUNITY WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the conceptual framework of community work and community mobilization
2. Understand community dynamics, identify community needs, implement programme planning and resource mobilization;
3. Practice participatory community work through use of PLA tools

Course Outline

Unit I   Basic Concepts

a. Communities: Definition, Typology & Characteristics
b. Community Work: Objectives & Scope
c. Community Work: Assumptions, Principles & Models
d. Community Organisation, Community Development and Community Work

Unit II Process of Community Work

a. Relationship Building in the community and need assessment
b. Understanding Community and its Dynamics
c. Peoples' Participation: Mechanisms, Processes and Sustainability
d. Programme Planning, Use of PLA & PRA, Resource Mobilisation, Advocacy

Unit III Programme Management

a. Organizational Structure & Process
b. Human Resource Management: Procurement, Maintenance and Development
c. Community Decision Making and Leadership
d. Monitoring and Evaluation of the Programme and Process

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Brager, G., & Specht, H. (1973). *Community organizing*. New York: Columbia University Press
2. Butcher, H (1984). Conceptualizing Community Social Work—a Response to Alan York. (1984). *The British Journal Of Social Work*, 14(6), 625-633. http://dx.doi.org/10.1093/oxfordjournals.bjsw.a055024
3. Chambers, R. (1992). *Rural Appraisal: Rapid, Relaxed and Participatory.* Sussex: Institute of Development Studies
4. Chatterjee, P. (1975). Towards a typological paradigm of community organization *The Indian Journal of Social Work, XXXVI* (1), 1-14
5. Dunham, A. (1958). *Community Welfare Organization. Principles and practice.* New York: Thomas Y. Crowell.
6. Lane, M. (1997). Community Work, Social Work: Green and Postmodern?. *British Journal Of Social Work*, 27(3), 319-341. http://dx.doi.org/10.1093/oxfordjournals.bjsw.a011216
7. Meenai, Z. (2007). *Participatory Community work.* New Delhi : Concept publications
8. Ross, M G. (1967). *Community Organization; Theory, Principles, and Practice.* New York: Harper & Row.
9. Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work.* New Delhi: Hira Publications.
10. York, A. S. (1984), Towards a conceptual model of community social Work *The British Journal of Social Work, 14*(3), 241-255.

MSW-SI-05- FIELD WORK (CONCURRENT)

Maximum Marks: 200

Credits: 8

Nature of Placement

The students are to be placed with organisations which are working with urban, semi-urban or rural communities located in and around Delhi.

Field Work Objectives

1. Developing an understanding of the agency and the issues that it addresses
2. Getting an orientation to the community, its needs and problems
3. Initiating groups/basic nucleus in the community for addressing some of these needs and problems and identify individuals/families that may require exclusive and intensive intervention
4. Locating internal/external resources that can be used for addressing community needs.
5. Developing an ability to record and use supervision for professional growth
6. Getting oriented to professional ethics and values

Tasks for Field Work

1. Developing an agency profile which would inter-alia include the organizational genesis, ideological orientation, programmes and policies, and roles and functions of various functionaries in the agency.
2. Collecting information on opportunities for education, health, employment etc. available in and around the community and their access to different population groups within the community and the reasons.
3. Utilizing various methods and techniques of social work as far as possible
4. Beginning to form a core group/basic nucleus of children/youth/women/ men for addressing one or more of the concerns identified above and introducing a process of self-help.
5. Identifying formal and informal leaders from within the community and maintaining regular liaison with them
6. Assisting the agency in its ongoing interventions
7. Relating theory with practice

Components of Field Work:

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission

MSW- SI-06 - SKILL LAB – I

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Understanding Self

a. Concept of Self and Making of Self
b. Understanding Beliefs and their expression in relation to others
c. Challenging Self
d. Managing Emotions

Unit 2: Communication Skills

a. Concept, Types and Methods of Communication
b. Relationship Building through Media (Theatre, Art, Music, Group Games)
c. Dynamics of Communication
d. Recording Skills, Listening Skills, Verbal and Non Verbal Skills, Interviewing Skills

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW- SII-07: PSYCHOLOGY FOR SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the fundamental components of Psychology and its linkage to social work practice.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and not-adjustment and its impact on human behaviour.

Course Outline

Unit 1: Nature and Scope of Psychology for social work
   a. Psychology : Definitions, Schools of thoughts and fields
   b. Behaviour and factors affecting behaviour: Heredity versus Environment
   c. Perception & Learning
   d. Memory & Intelligence

Unit 2: Psychological Processes in Behaviour
   a. Needs and Motivation.
   b. Emotions
   c. Personality
   d. Adjustment: Conflicts, Adjustment & Coping

Unit 3: Human Development & Social psychology
   a. Theories of Human Development: Freud, Erickson, Jung and Adler
   b. Life Span Approach to Human Development
   c. Principles & Areas of Human Development: Social, Emotional, Cognitive and Physical
   d. Social perception –attitudes, prejudices, biases, stereotypes, propaganda and rumours

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential Readings:

1. Coleman, J. (1979). *Contemporary psychology and effective behavior*. 4th ed. Glenview, Ill.: Scott, Foresman.
2. Colman, J. C., & Broen William, E. (1972). Abnormal Psychology and Modern life, India: DB Taraporevala Sons and Co. *Pvt. Ltd*.
3. Elizabeth, H. B. (1976). *Personality development.* New Delhi :Tata McGraw Hill Publishing Co. Ltd.
4. Hilgard, E., Atkinson, R. and Atkinson, R. (1979). *Introduction to psychology*. 6th ed. New York: Harcourt Brace Jovanovich.
5. Huffman, K., Vernoy, M. and Vernoy, J. (1997). *Psychology in action*. New York: J. Wiley.
6. Morgan, C., Schopler, J., Weisz, J. and King, R. (1986). *Introduction to psychology*. New York: McGraw-Hill.

MSW- SII-08: SOCIAL CASE WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To develop an understanding of case work as a method of social work and appreciate its place in social work practice.
2. To understand the process of social case work practice and the various tools and techniques that facilitates the same.
3. To understand the theoretical systems that supports the practice of case work.

Course Outline

Unit I   Introducing Case Work

a. Social Case Work as a method of social work practice – Concept, History, Scope and Linkages to Other Methods
b. Philosophical Assumptions underlying Case Work Practice
c. Principles of Case Work Practice
d. Components of Case Work Practice

Unit II   Case Work Process

a. Process of Case Work Practice
b. Tools for Case Work Practice- Home Visit, Interviewing, Observation, Client Worker Relationship
c. Techniques of Case Work Practice-Supportive Techniques, Techniques for Enhancing Resources and Reflective Techniques
d. Recording in Case Work Practice – Types of Records and Use of Records

Unit III   Theoretical Systems Supporting Case Work Practice

a. Ecological Systems Perspective
b. Behaviour Modification
c. Rational Emotive Behaviour Therapy
d. Person Centered Therapy

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Banerjee, G. R. (1973). *Papers on Social Work: An Indian Perspective.* Bombay: TISS.
2. Das, S. (2008). Working with Individuals in Urban Settings. *Indian Journal of Social Work, 69*(2), 203-219.
3. Garrett, A. (1942). *Interviewing: Its Principles & Methods.* New York: Family Service Association of India.
4. George, R. L., & Cristiani, T. S. (1990). *Counselling Theory & Practice.* Prentice Hall.
5. Hamilton, G. (2013). *Theory & Practice of Social Case Work.* Jaipur: Rawat Publications.
6. Mathew, G. (1993). *An Introduction to Social Casework.* Mumbai: TISS.
7. Pearlman, H. H. (1957). *Social Casework: A Problem Solving Process.* Chicago: The University of Chicago Press.
8. Roberts, R. W., & Nee, R. H. (1972). *Theories of Social Casework.* Chicago: University of Chicago Press.

MSW- SII-09: SOCIAL WORK RESEARCH

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and nature of social work research
2. Understand the nature and process of quantitative and qualitative social work research
3. Know the relevance of research in social work practice

Course Outline

Unit I Basic Concepts

a. Social Work Research, types and steps
b. Variables & Causation, Deduction & Induction
c. Levels of Measurement, reliability & validity
d. Problem Definition, Research Question & Hypothesis

Unit II Social Work Research Methodology (Quantitative)

a. Research Designs
b. Sampling
c. Methods & Tools of Data Collection
d. Data Analysis, including use of measures of Central Tendency, Variability, Correlation & Association

Unit III Social Work Research Methodology (Qualitative)

a. Social construction of knowledge & rationale of qualitative research
b. Tools and Techniques, including analysis: Ethnography, Narratives, Grounded Theory, Content Analysis
c. Writing: Field notes, FGD transcripts, Reports, iterative recording
d. Reporting Research and Ethics of Social Work Research

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Black, J. and Champion, D. (1976). *Methods and issues in social research*. New York, N.Y.: Wiley.
2. Cook, Thomas D Cook & Reichardt , eds (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage
3. Creswell, J W (1994). *Research Design: Qualitative and Quantitative Approaches.* CA: Sage Publications.
4. Denzin, N.K. & Lincoln, Y.S. Eds (2017). *The Sage Handbook of Qualitative Research.* Sage
5. Kerlinger, F. (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.

MSW- SII-10: SOCIAL ACTION AND SOCIAL MOVEMENTS

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept, process, ideas and methods of social action
2. Understand the concepts, context, perspectives types and features of social movements in India.
3. Understand and analyze issues in a broader context in order to respond to critical social realities.

Course Outline:

Unit I: Social Action

a. Social Action: Concept & Process
b. Approaches to Social Action: Cooperation, Collaborative & Conflictual
c. Strategies and Models
d. Principles & Techniques

Unit II: Social Movements-I
a. Social Movements: Theories & Perspectives
b. Genesis, Phases & Sustainability of Social Movements
c. Land Rights & Reforms Movements: Telangana, Naxalbari, Bhoodan & Gramdaan
d. Ecological Movements: Chipko Movement and Narmada Bachao Andolan

Unit III: Social Movements-II
a. Women's Movements
b. Peace Movements: Movements against Nuclear Energy
c. Inclusion Movements: LGBTQ, Disability Rights Movements
d. Governance Movements: RTI, Lokpal, Anti Globalisation, Anti Corruption

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Alinsky, S. (2010). *Rules for radicals*. New York: Vintage eBooks.
2. Freire, P. (1997). *Pedagogy of the oppressed*. New Delhi: Penguin Books.
3. Gurr, T.R. (1970). *Why Men Rebel*. Princeton N J: Princeton University Press.
4. Oommen, T.K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications Ltd.
5. Rothman, J. (1970). *Three Models of Community Organization Practice. Strategies of Community Organization.* New York: Columbia University Press.
6. Shah, G. (2003). *Social Movements and the State*. New Delhi: Sage.
7. Siddiqui, H.Y. (1984). *Social Work and Social Action- A Development Perspective.* New Delhi: Harnam Publications.
8. Smelser, N.J. (1971). *Theory of Collective Behaviour.* New York: The Free Press.

MSW-SII-11-FIELD WORK (CONCURRENT)

Maximum Marks: 200 + 50 (Viva Voce)

Credits: 8+2

Nature of Placement
The students continue their field placement in the same organisation where they were placed in the first semester.

Field Work Objectives

1. Developing an in-depth understanding of community dynamics and the impact that it has on the lives of people
2. Strengthening the basic nucleus/groups for addressing the identified concerns in the community
3. Learning to mobilize the identified internal and external resources for the benefit of the community
4. Learning to practice individualized interventions with the identified families/ individuals/groups with special reference to urban/rural community set up
5. Strengthening the ability to consciously translate theoretical inputs into the practice realm
6. Developing the ability to undertake analytical recording
7. Moving towards professional development of self
8. Attempting to draw out plans for making the interventions sustainable

Tasks for Field Work

1. Engaging in continuous discussions with the community at large, the formal/informal leaders and the functionaries of the various systems that are linked to the community
2. Identifying needs and problems in the community
3. Facilitating the core group/basic nucleus to work towards the implementation of the plan of action that is evolved
4. Facilitating the core group to identify ways and means by which their interventions could be sustained after the withdrawal of the student trainee.
5. Finding out target groups requiring professional interventions and enabling them to evolve a plan for increasing their capacity to enhance their present level of social functioning
6. Identifying and networking with other agencies that could be utilized by the individuals units being worked with
7. Assisting the agency in its ongoing interventions
8. Relating theory with practice
9. Bringing out issues, concerns or dilemmas encountered during field work through a planned paper presentation in the scheduled group conference

Components of Field Work*:*

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission
- Group Conference
- Viva Voce

MSW-SII-12 RURAL CAMP

MAXIMUM MARKS: 100

CREDITS: 4

The Department of Social Work organizes an educational camp for 10 days in a rural area for the students of M.A. Social Work - II Semester.

The camp is organised keeping the following objectives in view:

1. To provide exposure of realities of life in rural and semi-rural areas
2. To sharpen the skills of rapport formation, situational analysis and awareness generation in the community
3. To develop an understanding of group dynamics and the power structures in a rural community
4. To sharpen the skills of group living and to initiate the development of attitudes conducive for effective team work.

MSW-SII-13 SKILL LAB – II

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Participatory Techniques

    a. Concept and Philosophy of Participation
    b. Models and Theories of Participation
    c. Tools for Participatory Assessment (Social and Resource Mapping, Wealth Ranking, Problem Tree Analysis, Matrix Ranking)
    d. Participatory Monitoring and Evaluation

Unit 2: Research Skills

    a. Writing Research Proposal
    b. Preparing Tools of Data Collection
    c. Sample Selection
    d. Skills of Data Collection (Interview, FGD, Content Analysis of Secondary Data)
    e. Writing a Research Report

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW- SIII-14: SOCIAL WELFARE MANAGEMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and scope of social welfare management
2. Critically appreciate the changing perspectives on Welfare Management
3. Understand the dynamics of non-profit organizations & their social and legal environment
4. Develop skills in project management

Course Outline:

Unit I Basic Concepts
a. Social Welfare Organisations: Types, Characteristics & Structure
b. Social Welfare Management: Nature, Elements & Characteristics
c. Theories of Social Welfare Management: Fayol, Weber, Taylor
d. Organisational Culture & Effectiveness

Unit II Project Management Tools
a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & impact
b. Logical Framework Approach & Results Based Framework
c. Situational Analysis, Social & Organizational Assessment
d. Budgeting, Monitoring and Evaluation

Unit III Provisions of Laws relating to non-profit sector
a. Societies Registration Act,1860; Indian Trust Act, 1882
b. The Companies Act, 2013 (Section 8); Income Tax Act, 1961 & FCRA, 2010
c. Minimum Wages Act,1948; Contract Labour Regulation & Abolition Act, 1970
d. Equal Remuneration Act, 1976; Payment of Wages Act, 1936

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics.* Itaca, NY: Cornell University Press.
4. LFA/etc:www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for objectivesoriented-planningarirusila.files.wordpress.com/2010/04/ sida28355enlfa_web.pdf
5. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
6. Robbins, S. P. (2009). *Organizational Behavior, 13/E*. Pearson Education India.
7. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, *25*(12), 2057-2070.
8. Bare Acts

MSW- SIII-15: MARGINALISED COMMUNITIES: ISSUES AND CHALLENGES

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Develop theoretical understanding and logical concern for the issues of marginalized communities in India.
2. Understand the relevance and scope of Governmental and Non-Governmental efforts in welfare, development and empowerment of marginalized section in India.
3. Understand the scope and strength of contemporary social work perspectives in minimizing issues of marginalization.

Course Outline:

Unit I: Understanding Marginalisation and forms of Protest:

a. Marginalisation: Social Exclusion, Inclusion & Discrimination: Concept, Process and Theories
b. Indian Social Structure: Class, Caste & Religion
c. Social Reforms and Movements: Religious, Non-Brahmin, Peasant/Labour & Dalit
d. Marginalisation: International Perspective

Unit II: Marginalised Groups in India

a. Scheduled Castes: Concept, Issues and Concerns
b. Scheduled Tribes: Concept, Issues and Concerns
c. Other Backward Classes: Concept, Issues and Concerns
d. Minorities: Concept, Types (Religious, Linguistic, Ethnic, Ability & Sexual), Issues and Concerns

Unit III: Marginalised Communities: Constitutional and Institutional Responses

a. Scheduled Castes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
b. Scheduled Tribes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
c. Other Backward Classes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
d. Minorities: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Agrawal, A. & Sharma, M. (2012). *Voices of minorities and the marginalized in Indian English literature.* New Delhi: Author Press.

2. Ambedkar, B. R. (2017). *State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India.* New Delhi: Kalpaz Publications.

3. Betteille, A. (1981). *The Backward Classes and New Social Order*. New Delhi: Oxford University Press.

4. Bhalla, A. & Luo, D. (2013). *Poverty and Exclusion of Minorities in China and India*. UK: Palgrave Macmillan.

5. Eleanor, Z. (2005). *From Untouchable to Dalit Essays on the Ambedkar Movement*. New Delhi: Manohar Publisher.

6. Galantar, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. New Delhi: Oxford University Press.

7. Ghurey, G.S. (2000). *Caste and Race in India*. Bombay: Popular Prakashan.

8. Gupta, D. (Eds.). (1991). *Social Stratification*. New Delhi: Oxford University Press.

9. Ḥasan, Z., & Menon, R. (Eds.). (2005). *In a minority: Essays on Muslim women in India*. New Delhi: Oxford University Press.

10. Jawaid, M. A., Jehangir, K. N., & Bose, S. (Eds.). (2007). *Minorities of India: problems & prospects*. Indian Council of Social Science Research in association with Manak Publications

11. Joshī, V. (Ed.). (1998). *Tribal Situation in India: Issues in Development: with Special References to Western India*. Jaipur: Rawat Publications.

12. Kumar, V. (2011). *Status of Other Backward Classes in India*, New Delhi: Alfa Publications.

13. Michael, S.M. (2007). *Dalit in Modern India.* New Delhi: Sage Publication.

14. Nalini, Rajan. (2002). *Democracy and the Limits of Minority Rights*. New Delhi: Sage Publications.

15. Radhakrishna, M. (2016). *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*. New Delhi: Oxford University Press.

16. Rath, G. C. (Ed.). (2006). *Tribal development in India: The contemporary debate*. New Delhi: Sage.

17. Sharma, S. R. (2002). *Protective Discrimination: Other Backward Classes in India*. New Delhi: Raj Publications.

18. Sundar, N. (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work*. New Delhi: Oxford University Press.

19. Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M., & Barter-Godfrey, S. (Eds.). (2009). *Theorising social exclusion*. Routledge.

20. Xaxa, V. (2014). *State, Society, and Tribes: Issues in Post-Colonial India.* New Delhi: Pearson Publication.

MSW- SIII-16: HEALTH: ISSUES AND CONCERNS

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the changing concept of health as an aspect of social development.
2. Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
3. Gain understanding of relevance, domains and nature of social work intervention in health settings.

COURSE OUTLINE

UNIT I: Concept of Health, Well-Being and Disease

a. Health, Wellbeing & Disease: Meaning, Components, Determinants
b. Critical Health Indicators
c. Epidemiology, Etiology and Prevention of Major Communicable Diseases (Tuberculosis, Malaria, Dengue, HIV)
d. Epidemiology, Etiology and Prevention of Major Non-Communicable Diseases (Diabetes, Hypertension, Typhoid, Cholera, Iodine Deficiency Disorder)

UNIT II: Healthcare Services and Programmes

a. Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
b. Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
c. Health planning and policy: National health policy, National Health Mission and health planning in India
d. Public-private partnership and collaboration in health care: Role of NGO and private sector in health care

UNIT III: Healthcare Social Work

a. Historical evolution of social work practice in health settings
b. Community based social work approaches to prevention of diseases, promotion of health and Rehabilitation
c. Domains of social work practice in institutional health services (Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counselling and rehabilitation, hospice and palliative care)
d. Health Activism & Social mobilization for Right to Health

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Burman, P. & Khan, M.E. (1993). *Paying for India's Health Care*. New Delhi: Sage Publications.
2. Dasgupta, M. & Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.
3. Dhillon, H.S. & Philip, L. (1994). *Health Promotion and Community Action for Health in Developing Countries.* Geneva: WHO.
4. Drinka, T.J.K. & Clark, P.G. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching.* Westport, CT: Auburn House.
5. Germain, C.B.(1993).*Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.
6. Katja, J. (ed.).(1996).*Health Policy and Systems Development*. Geneva: WHO.
7. Macdonald, G. & Peterson, J.L. (eds.)(1992).*Health Promotion: Disciplines and Diversities*. London: Routledge.
8. McLeod, E., & Bywaters, P. (2000) *Social Work, Health and Equality*. London: Routledge.
9. Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.
10. Park, K. (2005). *Textbook of Prevention and Social Medicine (18th edition)*. Jabalpur: Banarsidas Bhanot.
11. Phillips, D.R.& Verhasselt, Y.(1994).*Health and Development*. London: Routledge.
12. Sundaram, T. (1996). *Reaching Health to the Poor, Sourcebook on District Health Management*. New Delhi: VHAI.
13. Voluntary Health Association of India.(1992).*State of India's Health*. New Delhi: Voluntary Health Association of India.
14. WHO.(1978).*Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care*. Alma Ata: USSR.

MSW- SIII-17: SOCIAL POLICY AND SOCIAL LEGISLATION

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To understand the formulation of social policy and social legislation
2. To analyse and critically appraise Social Policies and Legislations
3. To understand the process of policy reform

Course Outline

Unit I   Social Policy
a. Social Policy: Concept, Models and Process of Policy Formulation
b. Directive principles of state policy and its Institutional Linkages
c. Influencing Social Policy: Tools (Advocacy and Networking), Elements, Mechanisms and Methods
d. Policy Analysis: Review and Alternate Reporting

Unit II Social Legislation
a. Social Legislations: Concept, Sources and Types
b. Social Legislations: Process of Formulation
c. Social Legislations: Challenges in Formulation and Implementation
d. Social Legislation: Practice Area of Social Work (JJ Act, DV Act, Scheduled Caste & Scheduled Tribe (Prevention of Atrocities) Act)

Unit III International Law and Governance
a. Neo-Liberalism: Concept & Theories
b. Political Economy of Social Legislations and Governance
c. International Law and Enforceability
d. Social Legislation, Governance and Social Work Practice

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Ahuja, S. (1997). *People, Law and Justice: Casebook on Public Interest Litigation.* New Delhi: Orient Longman.
2. Bakshi, P.M. (2016). *The Constitution of India.* Delhi: Universal Law.
3. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession.* New York : Polity Press.
4. Gangrade, K.D.(1978). *Social Legislation in India (Vol. I & II).* Delhi: Concept Publishing House, Delhi.
5. Hebsur, R.K. (ed.). (1996). *Social Interventions for Social Justice*. Bombay: Tata Institute of Social Sciences.
6. Jansson, B.S. (2014). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice.* New Delhi: Wadsworth Publishing.
7. Saraf, D.N.(ed). (1984). *Social Policy, Law and Protection of Weaker Sections of Society.* Lucknow: Eastern Book Company.
8. Titmuss, R. M. (2008).What is Social Policy?. In Stephan, L. & Steffen M. (Eds), Welfare States: Construction, Deconstruction, Reconstruction Volume I, Analytical Approaches (pp 138-148).Massachusetts, USA: Edward Elgar Publishing.

MSW-SIII – 18 (D) & MSW- SIV-25(D)-FIELD WORK (CONCURRENT)

MSW Semester – III & IV – Social Development

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

Nature of Placement Agencies

Students opting for social development are placed with organisations having significant focus on research, documentation, policy analysis, advocacy, training and networking. Illustratively students are placed in organizations engaging on issues of public health, child protection, gender equity, governance, environmental protection, homelessness, informal sector, marginalization etc.

Field Work Objectives

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand the socio-political-economic context that impacts the issue being addressed by the organization.
4. To begin to understand and analyse the social policies and legislations relevant to the issue being addressed by the organization.
5. To begin to recognize the relevance and scope for using various tools (research, documentation, advocacy, training etc.) so as to create a macro level impact.
6. To directly experience the usage of any one of the above tools and bring out a document based on the above.
7. To begin to understand and participate in the process of project formulation.
8. To develop skills of different forms of recording.
9. To learn to use supervision at faculty and agency level.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

Components of Field Practicum:

- Concurrent Field Work twice a week

- Individual Conferences

- Weekly report submission

- Group Conference (Semester III)

MSW-SIII-18(W) & MSW- SIV-25(W)-FIELD WORK (CONCURRENT)

MSW Semester – III & IV – Social Welfare

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

Nature of Placement

The students are placed in organizations where opportunities for intensive individual and group level interventions are available. Illustratively students are placed in mental health settings, statutory or non-statutory institutions involved in child protection, de-addiction facilities, statutory and non statutory institutions working on issues of domestic violence, services for differently abled, institutions offering counselling and care and support services for persons who are infected or affected with HIV/AIDS.

Field Work Objectives

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand and analyze the social policies and legislations relevant to the client group of the agency.
4. To develop skills of assessment at an individual and group level and to develop skills of drawing out plans of intervention in the light of the above.
5. To understand and implement the intervention plan using the skills and techniques drawn from various therapeutic approaches.
6. To begin to understand and participate in the process of project formulation.
7. To learn to work as part of an interdisciplinary team.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

Components of Field Practicum:

- Concurrent Field Work twice a week

- Individual Conferences

- Weekly report submission

- Group Conference (Semester III)

MSW-SIII-19 SKILL LAB – III

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Computer Application

    a.   MS Office (MS Word, MS PPT, MS Excel)
    b.   Data Processing and Analysis
    c.   SPSS
    d.   Software for Qualitative Research

Unit 2: Project Management

    a.   Writing Project or Grant Proposal
    b.   Budgeting for Projects
    c.   Project Monitoring and Evaluation
    d.   Training HR: Need Assessment, Designing & Evaluation

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW- SIV (D)-20: DEVELOPMENT THEORY AND PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understanding concept of development and debates of contemporary society
2. Develop understanding about contemporary development processes and concerns
3. Develop analytical and critical skills to comprehend the complexities underlying development practice and facilitate intervention

Course Outline

Unit I Development Theories & Paradigms

a. Development: Concept & Evolution
b. Developmental Paradigm: Classical
c. Developmental Theories: Modern
d. Conflicting & Alternative Development Paradigms

Unit II Contemporary Processes of Development

a. India's Development Experience
b. Development Processes and Projects: Nature, Impact, Migration and Displacement
c. Developmental Disparities
d. Women, Gender and Development

Unit III Post Development Thinking & Practice

a. International Development Strategies
b. Indigenous & Localism in Development Practice
c. Post Development Thinking & Role of Civil Society (Media & NGOs)
d. Ethics & Development Practice

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Apffel–Marglin, F., Kumar, S. & Mishra, A. (Eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi: Oxford University Press.
2. Banerjee, A. V., Benabou, R., & Mookherjee, D. (Eds.). (2006). *Understanding poverty*. Oxford University Press.
3. Marshall, K. (2008). *The World Bank: From reconstruction to development to equity*. Routledge.
4. Rai, M.S. (2008). *The Gender Politics of Development: Essays in Hope and Despair*. New Delhi: Zubaan (an imprint of Kali for Women).
5. Sachs, W. (Eds.) (1992). *The Development Dictionary*. London: Zed Books.
6. Sen, A. (2000). *Development as Freedom*. Oxford: Oxford University Press.
7. Sen, G. & Grown, C. (1987). *Development Crises and Alternative Visions*. USA: Monthly Review Press.
8. Sengupta, A. (2000). Realizing the right to development. *Development and Change, 31*(3), 553-578.
9. Stiglitz, J. E. (2002). *Globalization and its Discontents* (Vol. 500). Norton: New York.
10. Willis, K. (2011). *Theories and practices of development*. Taylor & Francis.

MSW- SIV (D)-21: URBAN AND RURAL COMMUNITY DEVELOPMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the Concept and Process of Community Development
2. Critically look at the patterns, pathologies & programs of Urban and Rural Development
3. Visualize the scope and relevance of Social Work intervention in the Urban and Rural Community Development

Course Outline

Unit -1: Community Development: Concept and Process
a. Community Development: Concept, need, principles and methods
b. Historical development of community development in India
c. Structure and functions of community development at district, block and grass root levels
d. NGOs and their role in community development

Unit -2: Urban Community Development
a. Urban, Urbanism, Urbanization: Conceptual Understanding of the terminologies
b. Trends and Patterns and Pathologies (Issues and Concerns) of Urbanisation in India.
c. 74th Constitutional Amendment Act and its implications
d. Urban Development Policies and Programs of Government of India over the years.

Unit-3: Rural Community Development
a. Conceptual Understanding of a Village and Rural Community
b. Characteristics of Village Life and Pathologies (Issues and Concerns) of Rural areas
c. 73rd Constitutional Amendment Act and its implications
d. Rural Community Development Programs of Government of India over the years

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings

1. Bhattacharya, B. (2006). *Urban Development in India: Since Pre-Historic Time.* New Delhi, India: Concept Publishing Company.
2. Gangrade, K.D. (2001). *Working With Communities at Grass Roots Level.* New Delhi, India: Radha Publications.
3. Nagpaul, H. (1996). Social work in urban India. Jaipur, India: Rawat Publications.
4. Madan, G.R. (1990). *India's Developing Villages.* New Delhi, India: Allied Publishers.
5. Patil, A.R. (2013). *Community Organization and Development.* New Delhi, India: PHI Learning Private Limited.
6. Green, G.P & Haines, A. (2001). *Asset Building and Community Development.* New Delhi, India: Sage Publications.
7. Ramachandran, R. (1991). *Urbanization and Urban System in India.* New Delhi, India: Oxford University Press.
8. Sandhu, R.S. (2003). *Urbanization in India: Sociological Contributions.* New Delhi, India: Sage Publications.
9. Singh, K. (2009). *Rural Development: Principles, Policies and Management.* New Delhi, India: Sage Publications.

MSW- SIV (D)-22: POVERTY AND LIVELIHOOD

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. To understand the various perspectives on poverty and its dimensions
2. Critically appraise the impact of socio-political-economic environment of poverty.
3. Understand various strategies and programmes of poverty alleviation

Course Outline

Unit I Poverty

a. Poverty in the Indian Context
b. Modern Approaches to Understanding Poverty
c. Poverty, Social Exclusion and Marginalization
d. Entitlements and Rights Approaches to Poverty

Unit II Measurement and Intervention

a. Measurement Indicators: Traditional and Contemporary
b. Impact of Structural Adjustment , Globalization and Migration
c. Poverty Alleviation strategies
d. Critical analysis of Poverty Alleviation Programme

Unit III Livelihoods

a. Livelihood: Concept, Types, Approaches and Sustainable Livelihood
b. Micro credit, Micro finance and Livelihood strategies
c. Agricultural based Livelihoods
d. Gender, Food security and Livelihoods

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Addison, T., Hulme, D. & Kanbur, R. (2009). *Poverty Dynamics*. Oxford: Oxford University Press.
2. Datta, S. & Sharma, V. (2010). *The State of India's Livelihoods Report 2010: The 4P Report*. New Delhi: Access Publications.
3. Deaton, A. & Kozal, V. (2005). *The Great Indian Poverty Debate*. New Delhi: Macmillan India Ltd.
4. Kabeer, N. (2003). *Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework*. Sussex, UK: IDS Bulletin: 31(4): 83-97.
5. Kumar, A., Das, A.K. & Das, S.P (2017). *Chronic Poverty in India: Issues, Policies and Challenges*. New Delhi: Vistara Publishing.
6. Planning Commission. (2009). *Report of the Expert Group to Review the Methodology for Estimation of Poverty.* New Delhi: Planning Commission, Government of India.
7. Radhakrishna, R. & Shovan, R. (2005*). Handbook of Poverty: Perspectives, Policies, and Programmes*. New Delhi: Oxford University Press.
8. Sen, A. (1999). *Commodities and Capabilities*. Oxford: Oxford University Press.
9. Sen, A. (2001). *Development as Freedom*. Oxford: Oxford University Press.
10. World Bank. (2003). *Perspectives on Poverty in India: Stylized Facts from Survey Data*. Washington, D.C: World Bank.

SEMESTER IV

MSW- SIV (D)-23: ENVIRONMENT AND DISASTER MANAGEMENT

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understanding concepts related to Environment and Disaster
2. Understanding impact of environmental degradation and disasters on the lives of the people, particularly the marginalized section.
3. Understanding theoretical Perspectives on environmental sustainability and disaster management.

Course Outline

Unit I   Environment and Related Concepts

a. Environmental Degradation: Causes and Consequences
b. Climate Change: Technological Innovations and Challenges
c. Environmental Sustainability: Approaches and Challenges
d. Environmental Justice: International treaties & Environmental laws

Unit II Disaster Management

a. Disaster: Concept, Typology, Impact & Theories
b. Disaster Management: Concept & Phases
c. Disaster Mitigation, Resettlement & Rehabilitation: Issues & Concerns
d. Disaster Management Act, 2005

Unit III Environment, Disaster Management & Social Work Intervention

a. Politics of Ecology and Development
b. Stakeholders Participation in Environmental Conservation
c. Community Based Disaster Preparedness & Management
d. Psychosocial Interventions in Post Disaster Situations

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings

1. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention*. Old Westbury, NY: Center for Psychology and Society.
2. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India.* London: Routledge.
3. Gupta, K.R.(ed.). (2005). *Environment: Problems and Policies, Vol. I & Vol. II.* New Delhi: Atlantic Publications.
4. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India.* New Delhi: National Centre for Disaster Management.
5. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide.* London: Earthscan Publications.
6. Sheth, P. (1997). *Environmentalism: Politics, Ecology and Development.* Jaipur: Rawat Publications.
7. Sinha, P.C. (ed.). (1998). *Encyclopedia of Disaster Management.* New Delhi: Anmol Publications Pvt. Ltd.
8. Sundaram K.V. Jha, M.M. & Mrityunjay ,M.(ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies.* New Delhi: Concept Publishing Co.

SEMESTER IV

MSW-SIV (D)-24: DISSERTATION

Dissertation Guidelines

- **Agency Attachment**: Field Work Agency of MSW-III & IV Semester
- **Domain of Research**: To be decided in consultation with the supervisor
- **Nature of Research**: Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

MSW- SIV (D)-26 -SKILL LAB – IV (SOCIAL DEVELOPMENT PRACTICE)

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Livelihood

    a. Forming and Sustaining SHG and Cooperatives
    b. Designing a Business/Livelihood Plan
    c. Skills of Marketing
    d. Skills of Accounting

Unit 2: Tools of Social and Policy Assessment

    a. Budgetary Analysis
    b. Tools and Techniques of Measuring Poverty
    c. Environmental and Social Impact Assessment
    d. Policy Analysis Tools and Social Audit

MSW- SIV (W)-20: FAMILY PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept of family and family life cycle
2. Develop an understanding of the implications of the changes in contemporary families and challenges faced consequently
3. Understand changing patterns in marriage and strategies to face the challenges
4. Develop an understanding of the issues of elderly in the family and the support system to handle the issues.

Course Outline

Unit I Family: Theoretical and Conceptual framework

a. Understanding Family as a system: Concepts, Types & Theories
b. Family life cycle and Challenges.
c. Family Dynamics and family functioning: Concept and Models
d. Family Assessment tools: Eco-map and Genogram

Unit II Challenges within Families

a. Challenges in marriage : Infidelity , Infertility, Violence and Divorce
b. Legislative Measures to deal with violence: PWDVA; Dowry Prohibition Act; IPC Sections 498a, 304b and Relevant Sections of Indian Evidence Act (Section 113 A & 113), PCPNDT Act, 1994
c. Therapeutic Interventions for Family Enrichment: Couple Therapy, Family Therapy, Pre-Marital Counselling
d. Therapeutic interventions in cases of family disputes: Family Courts, Family Counselling Centres

Unit III Elderly in Families

a. Gerontology: Concept, Theories of Aging and Approaches
b. Issues of Elderly: Longevity, Health, Security, Death and Bereavement
c. Elderly and Family: Abuse, Care and Caregiving
d. Policies and Programmes for Elderly: NPOP, Maintenance and Welfare of Senior Citizens Act, 2007, NSAP

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Angie, A. (2015). *Safeguarding Older people from Abuse: Critical Contexts to Policy and Practice.* Great Britain: Policy Press.
2. Arora, R. K. (2006). *Family Relationship and Child Development.* New Delhi: Murari Lal & Sons.
3. Browning, D. S. (2003). *Marriage and Modernization: How Globalization Threatens Marriage*. Wm. B. Eerdmans Publishing.
4. Carr, D. C., & Komp, K. S. (2011). *Gerontology in the era of the third age: Implications and next steps*. Springer Publishing Company.
5. Carson, D. K., Carson, C. K., & Chowdhury, A. (Ed) (2007). *Indian families at the crossroads: Preparing families for the new millennium*. New Delhi: Gyan Publications.
6. Doherty, W. J., Boss, P. G., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (2009). Family theories and methods. In *Sourcebook of family theories and methods* (pp. 3-30). Springer US.
7. Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. New Delhi: Sage.
8. Rajan, S. I. (2014). *Social Security for the Elderly: Experiences from South Asia*. New Delhi: Routledge.
9. Ratra, A., Kumar, P. & Chhikara, P. (2006). Marriage and Family in Diverse and Changing Scenario, New Delhi: Deep & Deep Publications Pvt. Ltd.
10. Sharma, K. L. (2007). *Studies in Gerontology: Intergenerational Perspectives.* Jaipur: Rawat Publications.
11. Zimmerman, S.L. (1995). *Understanding Family Policy: Theories and Applications.* London: Sage Publications.

MSW- SIV (W)-21: COUNSELLING THEORY AND PRACTICE

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept and context of counseling for social work practitioners
2. Acquire skills of counseling relevant to different stages of the process
3. Understand therapeutic interventions appropriate for specific situations

Course Outline

Unit I   Introduction to Counselling
   a. Counselling: Concept, Types (Interpersonal, Group, Telephonic)& Scope
   b. Assumptions, Principles and Goals of Counselling
   c. Attributes of a Counsellor
   d. Counsellor Burnout and Self Care

Unit II Stages and skills of Interpersonal counselling
   a. Stages in interpersonal counselling process
   b. Counselling skills for relationship building and exploration
   c. Counselling skills for developing new perspective
   d. Counselling skills for facilitating positive action, goal setting, and follow-up.

Unit III Therapeutic Interventions
   a. Grief and Trauma Counselling
   b. Child Centred Counselling, Play Therapy, Bibliotherapy, Art Therapy
   c. Motivational Enhancement Therapy for Working with Addiction
   d. Solution Focussed Therapy

INTERNAL ASSESSMENT

   1. Assignment (15 Marks)
   2. Test (10 Marks)

Essential readings:

1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills.* Boston: Allyn & Bacon.
2. Corey, G. (2000). *Theory and Practice of Group Counselling (5th Edition)*. Australia: Brooks/Cole.
3. Egan, G. (1982). *The Skilled Helper:Model, Skills and Methods for Effective Helping (Second Edition)*. Monterey: Brooks/Cole Publishing Company.
4. George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall.
5. Gumaer, J. (1984). *Counselling and Therapy for Children*. New York: Free Press
6. Humphrey, G. M., & Zimpfer, D. G. (2008). *Counselling for Grief and Bereavement* (Second ed.). London: Sage Publications Ltd.
7. Kottler, J.A. & Shepard, D.S. (2008). *Introduction to Counselling: Voices from the Field.* Australia: Thomson Brooks/Cole.
8. Lewis, J.A., Dana, R.Q. & Blevins, G.A. (2015). *Substance abuse counselling* (5th Edition). Australia: Cengage Learning.
9. Macdonald, A. J. (2011). *Solution Focused Therapy: Theory, Research & Practice*. London: Sage Publications Ltd.
10. MacLean, D., & Gould, S. (1988). *The Helping Process: An Introduction*. London: Croom Helm.
11. Patterson, L. E., & Welfel, E. E. (2000). *The Counselling Process*. Brooks/Cole: Australia.
12. Rao, S. N. (1981). *Counselling Psychology*. New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
13. Saarthak : Operation Hope : A Manual for Phone Counselling (Unpublished Document)
14. Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.
15. Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

SEMESTER IV

MSW- SIV (W)-22: SOCIAL DEFENSE & SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Develop an understanding of the concept and domains of social defense.
2. Understand emerging contextual social realities with regard to social defense and the role of Social worker in area of social defense.
3. Understand the practice of social work in Institutional and community based correctional, preventive and rehabilitative settings.

Course Outline

Unit I Social Defense

a. Social Defense: Concept, Evolution & Scope
b. Social Defense in India: Philosophical Foundation and Contemporary Thrust
c. Crime, Victimology and Correction: Concept & Theories
d. Prison Welfare: Concept & Legislative Framework

Unit II Areas of Social Defense I

a. Juvenile Delinquency: Concept, Magnitude and Vulnerabilities
b. Juvenile Delinquency: Legislative Framework and Social Work Intervention
c. Probation: Concept & Legislative Framework
d. Beggary: Concept, Types, Legislative Framework and Social Work Intervention

Unit III Areas of Social Defense II

a. Trafficking: Concept, Forms, Magnitude and Vulnerabilities
b. Trafficking: Legislative Framework and Social Work Intervention
c. Sex Work: Concept, Types and Debates
d. Sex Work: Legislative Framework and Social Work Intervention

INTERNAL ASSESSMENT

1. Assignment (15 Marks)
2. Test (10 Marks)

Essential Readings:

1. Ahuja, R. (1996). *Youth and Crime*. Jaipur, India: Rawat Publication.
2. Ancel, M. (2001). *Social Defence: A Modern Approach to Criminal Problems.* Briton: Routledge.
3. Bedi, K.(2014). It *is Always Possible: Transforming one of the Largest Prisons in the World.* New Delhi, India: Sterling Publishers.
4. Bhattacharya, S.K. (1985). *Social Defence. An Indian Perspective*. New Delhi, India: Manas Publications.
5. Chakrabarti, N.K. (ed.). (1997). *Administration of Criminal Justice (Vol. 1)*. New Delhi, India: Deep and Deep Publication.
6. Cox, S. M., Allen, J. M., Hanser, R. D., & Conrad, J. J. (2017). *Juvenile Justice: A Guide to Theory, Policy, and Practice (9th Edition).* USA: Sage.
7. Govt. of India. (1959). *Bombay Prevention of Begging Act.* India: Author.
8. Hussey, J. (2012). *Reoffending: A Practitioner's Guide to Working with Offenders and Offending Behaviour in the Criminal Justice System (Probation).* Birmingham, UK: Bennion Keerney.
9. Kara, S. (2010). *Sex Trafficking: Inside the Business of Modern Slavery.* New York: Colombia University Press.
10. Sahni, R. (2008). *Prostitution and Beyond: An Analysis of Sex Workers in India.* New Delhi, India: Sage.
11. Srivastava, S.P. (1981). *Public Participation in Social Defence*. New Delhi, India: D.K. Publishers & Distributors.
12. Teeters, N.K. & Barnes, H.E. (1996). *New Horizons in Criminology*. New York: Prentice - Hall.
13. Wolhuter, L., Olley, N., & Denham, D. (2009). *Victimology*. London: Routledge- Cavendish.

MSW- SIV (W)-23: MEDICAL AND PSYCHIATRIC SOCIAL WORK

Max Marks: 100 [25/75]

Credits: 4

At the end of the course, the student shall be able to:

1. Understand the concept of psychiatric social work
2. Develop skills in identifying mental disorders in health and community settings
3. Develop the capacity of the student to apply knowledge and skills of the methods of professional social work in the domain of mental health

Course Outline:

Unit 1: Introduction to Medical & Psychiatric Social Work

    a. MPSW: Concept & Importance
    b. Role of Social Workers in Medical & Psychiatric Settings
    c. Changing Trends in Mental Health Care
    d. National Mental Health Programme and Mental Healthcare Act

Unit 2: Social Work & Mental Health I

    a. Classification of Mental and Behavioural Disorders-DSM and ICD systems
    b. Clinical Signs, Symptoms, & Causes of Mental Disorders
    c. Psychiatric Assessment and use of Mental Health Scales in Assessment & Intervention
    d. Psychiatric Interviewing-Case History, Recording & Mental Status Examination

Unit 3: Social Work & Mental Health II

    a. Family Interventions- Psycho-Education
    b. Social Skills Training, Activities of daily living& Vocational skills training
    c. Support Group Strategies
    d. Therapeutic Communities

INTERNAL ASSESSMENT

    1. Assignment (15 Marks)
    2. Test (10 Marks)

Essential Readings

1. Bentley, K.J. (2001). *Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques*. Wadsworth Publishing.
2. Birn, A., Pillay, Y. & Holtz, T. H. (2009). *Textbook of International Health: Global Health in a Dynamic World*. USA: Oxford University Press.
3. Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life.* Singapore: Pearson Education.
    Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*. New Delhi: Sage Publications India.
4. Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: contexts and theories for practice*. New Delhi: Sage Publications India.
5. Kishor, J. (2012). *National Health Programmes of India: National Policies and Legislations Related to Health*. New Delhi: Century Publications.
6. Park, J.E. & Park, K. (2009). *Textbook of Preventive and Social Medicine*. Jabalpur: Banarasidas Bhanot.
7. Sisti, D. A., Caplan, A. L., & Rimon-Greenspan, H. (Eds.). (2013). *Applied Ethics in Mental Health Care: An Interdisciplinary Reader*. London: MIT Press.
8. Taylor, E. H. (2014). *Assessing, Diagnosing, and Treating Serious Mental Disorders: A Bioecological Approach*. New York: Oxford University Press.
9. Turner, F. (ed.) (1978) Social Work Treatment: Interlocking Perspectives. New York: *The Free Press*.
10. Wolf, C., & Serpa, J. G. (2015). *A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and health care providers*. Oakland: New Harbinger Publications.
11. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

SEMESTER IV

MSW-S IV (W)-24: DISSERTATION

Dissertation Guidelines

- **Agency Attachment**: Field Work Agency of MSW-III & IV Semester
- **Domain of Research**: To be decided in consultation with the supervisor
- **Nature of Research**: Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

SEMESTER IV

MSW- SIV (W)-26 -SKILL LAB – IV (SOCIAL WELFARE PRACTICE)

Max Marks: 50

Credits: 2

Course Content:

Unit 1: Therapeutic Interventions and Relevant Tools-I

   a. Mental Health Assessment
   b. Cognitive Behaviour Therapy
   c. Counselling Techniques for Children and Adolescents
   d. Disability Assessment

Unit 2: Therapeutic Interventions and Relevant Tools-II

   a. Skills for Crisis Intervention
   b. Family Assessment and Family Therapy
   c. Couple Counselling
   d. Designing and Executing Family Enrichment Programmes

MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

MSW-CBCS-SI- FOUNDATION OF SOCIAL WORK PRACTICE

Max Marks: 100 [25/75]
Transaction Time: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:
1. Understand the emergence of Social Work Profession in sociopolitical context.
2. Understand and inculcate the philosophical base of social work practice.
3. To develop an understanding of the theoretical approach for diverse practice.

Course Outline:

Unit I Concept and History of Social Work
   a. Sociopolitical developments in the west and emergence of Social Work Profession
   b. Sociopolitical developments in India and emergence of Social Work Profession
   c. Human Rights Dimensions and Social Work Profession
   d. Emerging trends in Social Work Profession – International Social Work

Unit II Social Work as a Profession
   a. Functions of Professional Social Worker
   b. Basic assumptions and Principles of Social Work
   c. Ethics and Values in Social Work Practice
   d. Competencies in Social Work Practice

Unit III Theoretical Approaches to Social Work
   a. Feminist theory
   b. Critical theory
   c. Evidence based practice
   d. Gandhian theory

Internal Assessment (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Barker, R. L. (1999). *Milestones in the development of Social Work and Social Welfare*. Washington, D.C.: NASW Press.
2. Bradford, S.W. (2003). *Techniques and Guidelines for Social Work Practice, 6th Edition*, London: Pearson Education Inc.
3. Friedlander, W.A (ed.) (1976). *Concepts and Methods of Social Work, Second edition*, New Jersy: Printece-Hall
4. Jacob, K.K. (ed.) (1994). *Social Work Education in India*, Delhi: Himanshu Publication.
5. Morales and Sheafor (1989). *Social Work: A Profession of Many Faces, 5th edition*, Boston: Allyn and Bacon
6. Pathak, S. H. (1981). *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
7. Payne, M. (2011). *Humanistic Social Work: Core Principles in Practice*, Chicago: Palgrave Macmillan.
8. Roberts and Nee (Ed) (1970). *Theories of Social Work*, Chicago: The University of Chicago Press
9. Skidmore, et al (1991). *Introduction to Social Work*, New Jersey: Prentice Hall
10. Watts, T.D.E, Doreen, Mayadas, Nazeen S. (eds.) (1995). *International Handbook on Social Work Education*, London: Greenwood.

MSW-CBCS-SII CHILD AND WOMEN DEVELOPMENT

Max Marks: 100 [25/75]

Transaction Time: 4 periods in a week of one hour each

At the end of the course, the students will be able to:
1. Understand the development and needs of a child in special circumstances.
2. Be able to develop an insight on the developmental needs and challenges faced by an adolescent and how to deal with that.
3. Be able to develop skills and be aware of the dynamics of gender and gender related issues.

Course Outline

Unit I   Child Development
   a. Concept of child and childhood in Indian context
   b. Developmental needs and stages of childhood development
   c. Theories of Human Development- Freud, Erickson and Piaget
   d. Children with special needs: Intellectually challenged, ADHD, Dyslexia.

Unit II   Adolescence
   a. Adolescence: Concept of and developmental needs
   b. Challenges faced by adolescent in contemporary Indian Society
   c. Life skill intervention during adolescent
   d. Adolescent in difficult circumstances: issues and concerns

Unit III Women and Social Work
   a. Gender, Patriarchy and Power
   b. Feminist theories: Radical, Liberal, Marxist and Indigenous Critical Perspectives
   c. Gender Aware social work
   d. Gender mainstreaming in Social Work, Gender Analysis and Gender Budgeting.

Internal Assessment (25 Marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential readings:

1. Bhasin, K. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
2. Crain, W. (2011). *Theories of Development (Concepts and Applications)*. Boston: Prentice Hall
3. HAQ: Centre for Child Rights (2011). *India Child Right Index*. New Delhi: HAQ: Centre for Child Rights
4. Hurlock, E.B. (1997). *Child Development*. New Delhi: Tata Mc.Graw Hill Publishing Company Limited.
5. Hyde, C. (2008, April 24). *Feminist Social Work Practice. The Encyclopaedia of Social Work (20th Edition)*. New York: Oxford University Press.
6. Ministry of Women and Child Development, Government of India. (2007). Gender Budgeting Handbook for Government of India Ministries and Departments. http://wcd.nic.in/gbhb/Link%20hand%20pdf/Gender%20Budgetting%20Hand%20Book.pdf
7. Santrock, J.W.(2007). Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company Limited.
8. Saraswati, T.S. (1999). *Culture, Socialization, Human Development Theory: Research and Applications in India*, New Delhi: Sage Publications.
9. Tong, R. (2009). *Feminist Thought: A More Comprehensive Introduction*, Colorado: Westview Press.
10. UNFPA. (2003). *Adolescents in India: A Profile*. http://countryoffice.unfpa.org/india/drive /adolescentsprofile.pdf

MSW-CBCS-SIII- SOCIAL WELFARE MANAGEMENT & ORGANIZATIONAL DYNAMICS

Max Marks: 100 [25/75]

Transaction Time: **Transaction Time**: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:
1. Critically appreciate the changing perspectives on Welfare Management
2. Understand the dynamics of non-profit organizations & their environment
3. Develop skills in project management

Course Outline

Unit I   Basic Concepts
   a. Non-Profit Organisations: types & characteristics
   b. Structure of non-profit organizations, organisational culture and effectiveness
   c. Models of Organisational Development
   d. HRM in non-profit organizations

Unit II   Project Management Tools
   a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & Impact
   b. Logical Framework Approach & Results Based Framework
   c. Situational Analysis, Social & Organisational Assessment
   d. Budgeting, Monitoring and Evaluation

Unit III Laws relating to non-profit sector
   a. Societies Registration Act, Indian Trust Act, Bombay Public Trust Act
   b. Indian Companies Act, Income Tax Act & FCRA
   c. Minimum Wages Act, Contract Labour Abolition Act
   d. Equal Remuneration Act, Payment of Wages Act

Internal Assessment: (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics.* Itaca, NY: Cornell University Press.
4. LFA/etc:www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for objectivesoriented-planningarirusila.files.wordpress.com/2010/04/ sida28355enlfa_web.pdf
5. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
6. Robbins, S. P. (2009). *Organizational Behavior, 13/E*. Pearson Education India.
7. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, *25*(12), 2057-2070.
8. Bare Acts

MSW-CBCS-SIV-ENVIRONMENTAL CONCERNS FOR SOCIAL WORK PRACTICE

Max Marks: 100 [25/75]
Transaction Time: 4 periods in a week of one hour each

At the end of the course, the student shall be able to:

1. Understand the causes and consequences of environmental degradation on the lives of the people, particularly the marginalized
2. Critically appraise the various theoretical and ideological stand points along with its politics and action vis-a-vis environmental issues
3. Understand the various components of environmental social work

Course Outline

Unit I Basic concepts
   a. Environmental degradation: causes and consequences,
   b. impact on women , marginalized & indigenous populations
   c. Environmental sustainability, livelihoods and well being
   d. Sustainable development: concept & challenges

Unit II Environmental Issues: Perspectives
   a. Politics of Ecology & Development
   b. Approaches to conservation: Eco feminism, Neo-liberalism, Eco socialism, Gandhian perspective
   c. Environmental Justice: International treaties & Environmental laws
   d. Disaster: Typology and Management

Unit III People and Environment
   a. Environmental movements: ideology and typology
   b. Civil society Organisations, Corporate bodies & environmental action
   c. Natural Resource Management, Common Property Resources, Indigenous Traditional knowledge
   d. Collective action, gender & property rights

Internal Assessment: (25 marks)
Two Tests (one for 15 marks and one for 10 marks)

Essential Readings:

1. Coate, S.J. (2004): Ecology and Social Work, New York: Paul & Co

2. Das, RC et al. (1998): The Environment Divide: The Dilemma of Developing Countries, New Delhi: Indus
3. Govt. of India (1972): Water (Prevention and control of Pollution) Act.
4. Govt. of India (1975): The Water (Prevention and control of Pollution) Rules.
5. Govt. of India (1981): Air (Prevention and control of Pollution) Act.
6. Govt. of India (1982): Air (Prevention and control of Pollution) Rules.
7. Govt. of India (1986): Environment (Protection) Act.
8. Govt. of India (1995): National Environment Tribunals Act.
9. Reid D E. (1995) : Sustainable Development-An Introductory Guide, London: Earthscan
10. Sheth P. (1997): Environmentalism: Politics, Ecology & Development, Jaipur: Rawat

DEPARTMENT OF SOCIAL WORK

JAMIA MILLIA ISLAMIA

NEW DELHI

Syllabus

M. A. Human Resource Management

2018 -20

M. A. Human Resource Management

Syllabus - 2018-20

Semester	Papers	Course Title	Marks	Credits *	Weekly Teaching hours
Semester I	HRM-S1-01	Management Concepts and Principles	100	4	4
	HRM-S1-02	Financial and Marketing Management	100	4	4
	HRM-S1-03	Human Resource and Talent Management	100	4	4
	HRM-S1-04	Social Work and Human Resource Management	100	4	4
	HRM-S1-05	Field Work **1.** Interface or Observational visits to Industrial/ complex organizations and Workshops on computer proficiency 2. Skill labs: 5 3. Self Management & Development Module (5 days)	50 100 50	2 4 2	
	HRM-S1-06	*CBCS (offered for other Students):* Human Resource and Talent Management	100	4	4 4
Semester II	HRM-SII-07	Employee Relations and Legislations	100	4	4
	HRM-SII-08	Organisational Behaviour and Employee Engagement	100	4	4
	HRM-SII-09	Management Research and Computer Applications	100	4	4
	HRM-SII-10	Skill Development Paper I	100	4	4
	HRM-S-II-11	Field Work Viva Voce	150 50	6 2	
	HRM-SI1-12	*CBCS (offered for other Students):* Employee Engagement	100	4	4
Semester III	HRM-SIII-13	Performance & Strategic Reward Management	100	4	4

	HRM-SIII-14	Human Resource & Organizational Development	100	4	4
	HRM-SIII-15	Social Security and Labour Legislations	100	4	4
	HRM-SIII-16	Business and Social Environment	100	4	4
	HRM-S-III-17	Field Work	150	6	
	HRM-SIII-18	*CBCS (offered for other Students):* Employee Relations and Labour Legislations	100	4	4
Semester IV	HRM-SIV-19	Strategic Human Resource, Change and Diversity Management	100	4	4
	HRM-SIV-20	Skill Development Paper II	100	4	4
	HRM-SIV-21	Corporate Governance and Business Ethics	100	4	4
	HRM-SIV-22	Global Human Resource Management	100	4	4
	HRM-SIV-23	Field Work Viva Voce	150 50	6 2	
	HRM-SIV-24	Dissertation /Ability paper Viva Voce	100 50	4 2	
	HRM-SIV-25	*CBCS (offered for other Students):* Human Resource & Organizational Development	100	4	4
		Grand Total	2900	116	

*Each theory paper to be of 4 credits

Interface and skill labs will be coordinated and operationalized by the field work unit.

FIELD WORK OUTLINE

Semester	Proposed field work components	Duration/Number	Marks/Credits
Semester I	Interface or Observational visits to Industrial/ Business organizations	A total of 5 observation visits and interfaces to be organized of which minimum two would be observation visits	50/2
	Skill Labs on different HR themes	Five	100/4
	Self Management and Development Module	5 days	50/2
Total Marks and Credits			**200/8**
Semester II	#Concurrent Field Placement in industrial settings and business organizations.	Six weeks	150/6 (135+15, FW & GC))
	#Group Conference	Viva Voce	50/2
Total Marks and Credits			**200/8**
Semester III	#Concurrent Field Placement in Corporates to be commenced in Sept-Oct (would include data collection for dissertation) #Group Conference	Six weeks	150/6 (135+15, FW & GC))
Total Marks and Credits			**150/6**
Semester IV	Concurrent field work training to commence in mid-March in same organization as in Sem III	Six weeks Viva voce	150/6 50/2
	Dissertation. Viva Voce		100/4 50/2
Total Marks and Credits (Field Work & Dissertation)			**350/12**
Grand Total			900/36

SEMESTER ONE

HRM-SI-01 MANAGEMENT CONCEPTS AND PRINCIPLES

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To familiarise with the meaning, basic concepts and principles of management **2.** To understand the evolution of management thoughts and processes	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and basic ideas about effective and efficient management of organisations as well as employees.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Management - A Conceptual Framework

1.   Management: concept, definition, scope and purpose
2.   Evolution and schools of management thought
3.   Approaches to management
4.   Managerial skills and roles

Unit II: Management Functions

1.   Planning essentials: strategies, policies and planning premises
2.   Organising: Nature and structure
3.   Controlling: the system and process of controlling
4.   Managerial decision making (Organisational Planning, Strategy, Approaches)

Unit III: Production and Operations Management
1.   Production and Operations Management: Definition, Nature and Scope
2.   Layout Planning and Analysis
3.   Operation Planning and Inventory Control
4.   Total Quality Management, Kaizen, 7S and Six Sigma, Kanban

READING LIST

1. Deede, Keuning. (1998), Management: A Contemporary Approach, Pitman Publishing, London.
2. Drucker, Peter F., (1973), Management Tasks Responsibilities Practices, Allied Publishers Private Limited, New Delhi.

3. Gomez-Mejia, R. Luis, David B. Balkin and Robert L. Cardy, (2005), Management, McGraw-Hill Irwin, London.
4. Jossey-Bass, (2005), Management Skills, Business & Management Series, Jossey-Bass A. Wiley Imprint.
5. Koontz, Harold & Heinz Weihrich, (2004), Essentials of Management: An International Perspective, Tata McGraw-Hill Publishing Company Limited, New Delhi.
6. Koontz, Harold, Cyril O'Donnell and Heinz Weihrich, (1980), Management, McGraw-Hill International Book Company, Johannesburg.
7. Leonard, J. Kazmier, (1982), Management: A Programmed Approach with Cases and Application, Fourth Edition, Tata McGraw-Hill, New Delhi.
8. Modi, Bhupender Kumar, (1995), 'Performance, A Manager's Challenge, Tata McGraw-Hill Publishing Company Limited, New Delhi.
9. Bhat, A., Kumar, A. (2009). Management, principles, Process and Practice. Oxford university press, New York.
10. Chakarborty, S. K. (1993). Management by Values: Towards cultural congruence. Oxford university press, US

HRM-SI-02 FINANCIAL AND MARKETING MANAGEMENT

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To familiarize with the basic concepts, principles, strategies & issues of marketing. 2. To interpret business information, understand various issues involved in financial management and develop the analytical skills. **3.** To appreciate the process of decision making, planning, scheduling and control of production and operation functions, effective and efficient flow, replenishment and control of materials in complex organisations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the process and importance of fields of management including marketing, finance, production and operations management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Marketing Management

1. Nature and scope of marketing
2. Marketing Mix: Traditional 4 P's and Extended 3 P's for services
3. Consumer Behaviour: Models and 5 steps buyer's decision process
4. Sales and distribution management

Unit II: Financial Management

1. Concepts, relevance, scope and A's of financial management
2. Principles of Accountancy: GAAP, Conventions and Postulates
3. Ratio Analysis, Cash Flow and Fund Flow Analysis
4. Tax implications relating to emoluments: allowances, perquisites, fringe benefits.

Unit III: HR Accounting

1. Concept, Objectives and Information for HR Accounting
2. HR Costs: Concept and method of measurement
3. HR valuation: Concept and determination of value, monetary measurement of HR value
4. HR Audit: Concept, Auditing Process, essential steps in HRA

Readings

Marketing Management

1. Kotler, P., Armstrong, G., Wong, V., & Saunders, J. (2008). *Marketing Defined: Principles. Marketing*. New Delhi, India: Prentice Hall of India.
2. Neelamegham, S. (2000). *Marketing in India* (Cases and Readings).
3. Ramaswamy, V.S., & Namakumari, S. (1999). *Marketing Management: Planning, Implementation and Control, Global perspective, Indian Context* (3rd Edition). New Delhi, India: Macmillan Indian Ltd.
4. Stanton, W.J., Etzel, M.J., & Walker, B.J. (1994). *Fundamentals of marketing*. New York: McGraw-Hill College.

Financial Management

1. Ghosh, P.K. & G.S. Gupta. (1976). *Fundamentals of Management Accounting*. New Delhi, India: National.
2. Hingorani, N.L., & Ramathan, A.R. (2003). *Management Accounting* (5th Edition). New Delhi, India: Sultan Chand.
3. Pandey, I.M. (1995). *Essentials of Financial Management* (4th Edition). New Delhi, India: Vikas Publishing House.
4. Khan, M.Y. & Jain, P.K. (2007). *Financial Management: Text and Cases*. New Delhi, India: Tata McGraw Hill.
5. Mehrotra, H.C. & Goyal S.P. (2017). *Income Tax Law & Accounts*. Agra, India: Sahitya Bhawan Publications.

HR Accounting

1. Kanaka Raju, K. (2013). *Human Resource Accounting*. New Delhi, India: Scholar's Press.
2. Flamholtz, E.G. (2012). *Human resource accounting: Advances in concepts, methods and applications.* Berlin, Germany: Springer Science & Business Media.
3. Prabhakara Rao, D. (1986). *Human Resources Accounting*. New Delhi, India: Inter-India Publications.
4. Biswajeet, P. (2014). *Human Resource Management.* New Delhi, India: PHI Publication.
5. Maheshwari, S.N. & Maheshwari, S. K. (2009). *Corporate Accounting, 5E*. New Delhi, India: Vikas Publishing House Pvt Ltd.

HRM-SI-03

HUMAN RESOURCE AND TALENT MANAGEMENT

Course marks/ credits : 100 marks/ 4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, origin and development of HR and its continuing growth 2. To understand the need and importance of effective HR to become good future managers 3. To understand the various practices being followed in different industries **4.** To apply the knowledge and skills of HR in a variety of situations	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of HR from organisational as well as employee point-of-view including current practices	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of HR and Talent Management

1. HR Management: Concept, Scope, Approaches and Evolution
2. Talent Management: Concept and Evolution
3. Talent/HR Manager: Role and Competencies
4. Talent Acquisition: Concept, Need, Linkage to organizational goals

Unit II: Talent Management

1. Human Resource Planning
2. Employer Branding and Resourcing Talent
3. Selection: Strategies, Process and Methods and on boarding Talent
4. Introduction to Performance and Compensation Management

Unit III: HR Retention and Transition
1. Retention: Concept and Strategies
2. Talent training, Development and Transition
3. Separation and Separation Modalities
4. Future of HR and HR Entrepreneurship

Readings

1. ATD-Talent-Management-Handbook.
   source https://www.td.org/Publications/Books/ATD-Talent-Management-Handbook.

2. Demystifying Talent Management: A Critical Approach to the Realities of Talent Google Books 2015 also Palgrave Macmillian: NY

3. Next Generation Talent Management: Talent Management to Survive Turmoil By A. Hatum Palgrave Macmillian 2010

4. Armstrong, Michael, (2013), *A Handbook of Human Resource Management Practice*, Kogan Page, London.

5. Dessler, Gary, (2009), *A Framework for Human Resource Management*, Pearson Education, Singapore.

6. Bhattacharya, Dipak Kumar, (2006), *Human Resource Planning*, Second Edition, Excel Books, New Delhi.

7. Currie, Donald, (2006), *Introduction to Human Resource Management: A Guide to Personnel Practice*, Chartered Institute of Personnel and Development, London.

8. Davis, Keith, (1957), *Human Relations at Work: The Dynamics of Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

9. Davis, Keith, (1977), *Human Behavior at Work: Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

10. Decenzo, David A., P. Stephen Robbins, (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA.

11. Mathur, Krishna Mohan, (2001), *Managing Human Resource Development: An Indian Perspective*, Gyan Publishing House, New Delhi.

HRM-SI-04

SOCIAL WORK AND HUMAN RESOURCE MANAGEMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, need and importance of helping profession. 2. To understand the process and principles of working with individuals and groups. **3.** To focus on interactions at individual level.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of professional social work practice skills, with relevance to management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT: I Fundamentals of Helping Profession

1. Social Work and HRM: Philosophy and objectives
2. Values and ethics of helping professions
3. The helping process
4. Skills and competencies of helping professionals

UNIT II: Working with Individuals in Organisation

1. Understanding Individuals
2. Principles and process of working with individuals
3. Individual problems and interventions (Counselling, Guiding, Coaching and Mentoring)
4. Spirituality at work, work life balance, Life satisfaction

UNIT III: Working with Individual in Groups

1. Understanding Groups: concept, types and dynamics
2. Principles of working with groups
3. Group work applications: Team work, meetings and decision making
4. Groups influence on individuals

Readings:

1. Biestek, F. (1961). *The Case Work Relationship*. London, UK: Allyn Bacon.
2. Toseland, Ronald. W. & Rivas, Robert.F. (1984). *An Introduction to Group Work Practice*. New York: MacMillan Pub Co.
3. Kanopka, G. (1983). *Social Group Work: A Helping Process* (3rd Edition). New Jersey: Prentice Hall Int.
4. Helen, Northern. (1988). *Social Work with Groups* (2nd Edition). New York: Columbia University Press.
5. Morales & Sheafor. (1989). *Social Work: A Profession of Many Faces* (5th Edition). Boston: Allyn and Bacon.
6. Skidmore. et. Al. (1991). *An Introduction to Social Work*. New Jersey: Prentice Hall.
7. Robbins, Stephens. (1997). *Organisational Behaviour*. New Delhi, India: Prentice Hall of India.
8. Huczynski, Andrzej. & Buchanan, David. (2001). *Organisational Behaviour: An Introductory Text* (4th Edition). New Jersey: Prentice Hall
9. Hepworth, D.H., Rooney, RH., Rooney, G.D., Kimberley, Strom Gottfried. & Larsen, Jo Ann. (2010). *Theory and Skills in Social Work*. Boston: Cengage Learning, India Edition.
10. McShane, SL. et. al. (2011). *Organisational Behaviour: Emerging Knowledge and Practice for the Real World*. 5th Ed. TMH.
11. Dessler, G. & Varkkey, B. (2011). *Human Resource Management* (12th edition). New Delhi, India: Pearson.

SEMESTER – I

HRM-SI-05

FIELD WORK

Total Marks/Credits: 200/ 8

OBJECTIVES

1. To orient the students about HR profession, context of work organizations and implications for contemporary HR practices.

2. To develop skills like time management, presentation, organizing, team work, leadership etc. by organizing skill labs.

3. To familiarize students with basic HR functions, through observational visits, in complex organizations.

4. To develop skills needed for better self management and self development to become effective HR managers.

COMPONENTS

1. **Interface or Observational visits to Industrial/ complex organizations and Workshops on computer proficiency**

   A. Interface with practitioners through organizational visits followed by Group Interaction Conference (GIC) with 5-6 students coordinated by concerned supervisors

   B. Computer Workshop to be evaluated by theme based computer presentation by the resource person and instructor. Distribution of Marks for Computer Workshop

2. **Skill Labs on different HR themes:** Five skill labs to be organized on themes such as Time management, anger management, leadership, team building, structured learning and other preparatory skills for fieldwork.

3. **Self Management and Development Module (SMDM):** SMDM, an outstation module primarily geared towards developing among students competencies especially those where the professionals become 'team players'. This component is to be imparted for 5 days. The module will be administered by using management games, adventure sports etc. It can be organized through residential/non-residential, on-campus/outstation format, depending upon the feasibility, costs involved and availability of time.

The broad objectives of the SMDM are: to develop the overall personality of the students by means of challenging situations, make them physically and mentally confident and disciplined, develop team spirit and co-ordination, develop the ability to take up goal-oriented risks & develop leadership qualities in them. The activities selected to meet these objectives are generally outdoor adventure activities and group games.

HRM-SI-06

HUMAN RESOURCE AND TALENT MANAGEMENT (CBCS Paper)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, origin and development of HR and its continuing growth. 2. To understand the need and importance of effective HR in order to become good future managers. **3.** To understand the various practices being followed at different industries. **4.** To apply the knowledge and skills of HR in a variety of situations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of HR from an organizational as well as employee point of view including current practices.	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Fundamentals of HR Management

a) HR Management: Concept, Scope and Evolution
b) HR Policy and Functioning
c) HR Manager :Role, Competencies
d) Code of Ethics

Unit II Talent Management

a) Human Resource Planning
b) HR Acquisition: Resourcing on Boarding Talents, Employer Branding and Talent Resourcing
c) Selection: Strategies, Process and Methods
d) On Boarding Talent

Unit III HR Retention and Transition

a) Retention: Concept and Strategies
b) Talent Development and Transition
c) Separation and Separation Modalities
d) HR Research, Change and the Future

Readings

1. Armstrong, Michael, (2003), *A Handbook of Human Resource Management Practice*, Kogan Page, London.

2. Bechet, Thomas P., (2002), *Strategic Staffing: A Practical Toolkit for Workforce Planning*, Amacom, New York.

3. Bhattacharya, Dipak Kumar, (2006), *Human Resource Planning*, Second Edition, Excel Books, New Delhi.

4. Crandell, N. Fredric, J. Marc Wallace, (1998), *Work & Rewards in the Virtual Workplace*, Amacom, Chicago.

5. Currie, Donald, (2006), *Introduction to Human Resource Management: A Guide to Personnel Practice*, Chartered Institute of Personnel and Development, London.

6. Davis, Keith, (1957), *Human Relations at Work: The Dynamics of Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

7. Davis, Keith, (1977), *Human Behaviour at Work: Organization Behavior*, Tata McGraw-Hill Publishing Company Limited, New Delhi.

8. Angelos, De Nisi, W. Ricky Griffin, (2001), *Human Resource Management*, Houghton Mifflin Company, New York.

9. Decenzo, David A., P. Stephen Robbins, (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA.

10. Dessler, Gary, (2004), *A Framework for Human Resource Management*, Pearson Education, Singapore.

11. Domsch, Michel E., Elena Hristozova, (eds.), (2006), *Human Resource Management in Consulting Firms*, Springer, New York.

12. Mathur, Krishna Mohan, (2001), *Managing Human Resource Development: An Indian Perspective*, Gyan Publishing House, New Delhi.

SEMESTER II

HRM-SII-07

EMPLOYEE RELATIONS AND LEGISLATIONS

Course marks/ credits	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
credits: 100 marks/ 4	1. To understand the conceptual difference between employee relations and industrial relations 2. To recognise the growing interest in the use of employee relations to improve quality of work life 3. To identify the balance between task achievement and quality of work life concerns needed for high productivity **4.** To align organisational and employee objectives for improved organisational effectiveness	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and process of developing and maintaining harmonious relationships between the management and all levels of employees	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Employee Relations

1. Employee Relations: Concept, Factors and Scope
2. Employee Relations: Evolution and contemporary scenario
3. Employee involvement: concept, types and practices.
4. Trade Union Movement with special focus on India

Unit II: Statutory Employee Relations

1. Trade Unions Act, 1926
2. Industrial Disputes Act, 1947
3. Industrial Employment (Standing Orders) Act, 1948
4. MRTU PULP Act, 1971

Unit III: Recent Trends in Employee Relations

1. Employee relations: Approaches and theories
2. New economic policy and employee relations
3. Changing role of employee and employer relations
4. Contribution of ILO for improvement in management-employee relations

Readings

1. Agnihotri, Vidyadhar. (1970). *Industrial Relations in India*. New Delhi, India: Atma Ram and Sons.
2. Bhangoo, Singh Kesar. (1995). *Dynamics of Industrial Relations*. New Delhi, India: Deep & Deep Publications.
3. Bhargava, P.P. (1995). *Trade Union Dynamism*, Jaipur, India: Printwell.
4. Nagaraju, D.S. (1981). *Industrial Relation System in India*. Allahabad, India: Chugh Publications.
5. Davar, R.S. (1991). *Personnel Management and Industrial Relations*. New Delhi, India: Vikas Publishing House Pvt. Ltd.
6. Dhyani, S.N. (1988). *Industrial Relations System*. Jaipur, India: Printwell Publishers.
7. Goyal, R.C. (1971). *Problems in Personnel and Industrial Relations in India*. New Delhi, India: National Publishing House.
8. Gupta, K.L. (1979), *Industrial Democracy in Public Enterprises in India*. Aligarh, India: Navman Prakashan.
9. Gupta, S. R. (1987). *Industrial Disputes Settlement Machinery*. Jaipur, India: Prateeksha Publications.
10. Jerome, Joseph. (1985). *Strategic Industrial Relations Management*. New Delhi, India: Global Business Press.
11. Kumar, C.B. (1961). *Development of Industrial Relations in India*. Bombay, India: Orient Longmans Ltd.
12. Kumar, R. (1992). *Labour Participation in Management*. New Delhi, India: Ajanta Publications.
13. Das, Lal K.K. (1983). *Industrial Relations in India*. New Delhi, India: S. Chand & Co. Ltd.
14. Mamoria, C.B., Mamoria, Satish. & Gankar, S.V. (1997). *Dynamics of Industrial Relations*. New Delhi, India: Himalaya Publishing House.
15. Monappa, Arun. (1995). *Industrial Relations*. New Delhi, India: Tata McGraw Hill Publishing Co. Ltd.
16. Punekar, S.D., Deodhar, S.B. & Sankaran, Saraswathi. (1999). *Labour Welfare, Trade Unionism and Industrial Relations*. New Delhi, India: Himalaya Publishing House.
17. Pylee, M. V. (1997). *Worker participation in Management*. New Delhi, India: Vikas Publishing House.
18. Sarma, A.M. (1991). *Industrial Relations – Conceptual and Legal Framework*. New Delhi, India: Himalaya Publishing House.
19. Tripathi, P.C. (1996). *Personnel Management and Industrial Relations*. New Delhi, India: Sultan Chand & Sons.

20. Verma, Pramod. (1981). *Management of Industrial Relations*. New Delhi, India: Oxford & IBH Publishing Company Private Limited.

HRM-SII-08

ORGANISATIONAL BEHAVIOUR AND EMPLOYEE ENGAGEMENT

Course marks/ credits	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
: 100 marks/ 4	1. To develop acquaintance with the basic processes and principles underlying human behavior. 2. To facilitate the development of ability to diagnose and effectively deal with the issues of human behaviour in organisations. 3. To understand the nature and purpose of employee engagement for organisational effectiveness **4.** To identify several types of employee services and welfare schemes and their administration in organisations.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of human behaviour at work from an organisation as well as employee point of view including familiarity with current practices. Understand the benefits of employee engagement to an organisation and its employees.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT I: Introduction to Human Behavior

1. Human Behaviour & Cognition: Basics
2. Concept& theories of Perception& learning
3. Concept & Theories of Personality
4. Concept and importance of Leadership & Emotional Intelligence

UNIT II: Motivation and Organizational Culture

1. Employee motivation: Concept and theories
2. Employee Morale and Job satisfaction
3. Organizational culture: Definition, Components and Typologies
4. Cultural Change: Issues and Models of Cultural Change

Unit III: Introduction to Employee Engagement

1. Employee Engagement: Concept and Evolution
2. Developing Employee Engagement- Strategy
3. Measuring, Managing, Maintaining Employee Engagement
4. Employee Engagement and its Relationship with Improvement in Job Satisfaction, Productivity, Organizational Commitment and Retention

Readings:

1. Pfeffer, Jeffrey. (1992). *Managing with Power: Politics and Influence in Organizations*. USA: Harvard Business School Press.
2. Brown, Andrew. (1998). *Organizational Culture* (2nd Edition). England: Pearson Education Limited.
3. DeCenzo, David & Robbins, P Stephen. (2000). *Human Resource and Personnel Management*.
4. DeCenzo, D.A., Robbins, S.P., & Verhulst, S.L. (2005). *Fundamentals of Human Resource Management.*
5. Leat, Mike. (2001). *Exploring Employee Relations*. Singapore: Elsevier.
6. Daft, Richard L., Noe, Raymond A. (2001). *Organizational Behaviour*. USA: Harcourt College Publishers.
7. Pareek, Udai. (2003). *Organizational Behavior Processes*. New Delhi, India: Rawat Publications.
8. Budd, John W. (2004). *Employment with a Human Face*. London: Cornell University Press.
9. Luthans, Fred. (2005). *Organizational Behavior* (10th Edition). New York: McGraw-Hill Higher Education.
10. Buelens, Marc., Herman, van Den Broeck., Karlien, Vanderheyden., Robert, Kreitner., & Angelo, Kinicki. (2006). *Organisational Behavior* (3rd Edition). Berkshire: McGraw-Hill Education.
11. Hitt, Michael A., C, Chet Miller & Adrienne, Colella. (2006). *Organizational Behavior: A Strategic Approach*. USA: John Wiley & Sons, Inc.
12. Bratton, John., Militza, Callinan., Carolyn, Forshaw., & Peter, Sawchuk. (2007). *Work and Organisational Behavior*. New York: Palgrave Macmillan.
1. Robbins, Stephen P., Judge, Timothy A. (2007). *Organizational Behavior* (12th Edition). New Delhi, India: Prentice Hall of India.

Additional Readings:

- http://www.juconicomparte.org/recursos/A%20Process%20Model%20of%20Org%20Change%20in%20Cutural%20Context_prR7.pdf
- https://geert-hofstede.com/tl_files/art%20organisational%20culture%20perspective.pdf
- http://www.communicationcache.com/uploads/1/0/8/8/10887248/transformational_leadership_and_organizational_culture.pdf
- http://www.untagsmd.ac.id/files/Perpustakaan_Digital_2/ORGANIZATIONAL%20CULTURE%20Changing%20Organizational.pdf

HRM-SII-09

MANAGEMENT RESEARCH AND COMPUTER APPLICATIONS

Course marks/ credits	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
: 100 marks/ 4	1. To provide an insight into the scope and extent of research and its application in management decision making 2. To become familiar with basic statistical techniques and their applications in business decision- making. **3.** To build up the experience of computer usage in business organizations with specific reference to commercial data processing system.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and application of research and quantitative techniques used in the management. Learn computer application for management	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of Research Methodology

1. Management Research: Nature, Scope and Relevance
2. Methods of Social Research: Qualitative, Quantitative and Triangulation.
3. Process of Management Research: Research Design, Sampling, Methods and Tools of Data collection and data analysis, data interpretation and report writing
4. Ethical Issues in Research.

Unit II: Statistical Measures

1. Levels of Measurement: Nominal, Ordinal, Interval and Ratio.
2. Measures of Central Tendency: Mean, Median and Mode (Percentiles and Quartiles)
3. Measures of Variance: Mean Deviation, standard Deviation and Variance. (Range and Coefficient of Variation)
4. Correlation (person, Rank correlation) & Regression, t- test, Chi square and F-test, Annova, bi-variate and multivariate analysis

Unit III: Computer Applications: Data Management

1. Computer Applications for Management Research: introduction
2. SPSS: Creating and saving a data file, assigning names and values to variables, Creating syntax file for simple analysis and Statistical applications.
3. Microsoft Excel: Creating a basic Formula, Using the Formula Bar, AutoSum and other basic functions, Using Data Validation, Conditional formatting
4. Creating & Working with Charts, creating a Pivot Table, Automating Tasks with Macros like Recording a Macro, Playing a Macro and Assigning a Macro a Shortcut Key, Adding a Macro to a Toolbar.

Reading List

1. Mohan, R. (2016). *Using SPSS in Research*. New Delhi, India: Neelkamal Publishers.

2. Meyers, L.S., Gamst, G., & Guarino. (2015). *Performing data analysis using IBM SPSS*. New Jersey: Wiley-Blackwell.

3. Mark, E. Richard., T, Paul R. (2015). *Management and Business Research* (5th Ed.). New Delhi, India: Sage Publications.

4. Kothari, C.R. & Garg, G. (2014). *Research Methodology: Methods and Techniques*. New Delhi, India: New Age International Publishers.

5. Chaddha, N.K. & Satyabhusan, D. (2010). *Marketing Research, Pearson Education India* (7th Edition).

6. Brannick, T.E., & Roche, W.E. (2007). *Business Research Methods*. Mumbai, India: Jaico Publishing House.

7. Arya, P.P. & Yesh, P. (2005). *Research Methodology in Management: Theory and Case Studies*. New Delhi, India: Deep & Deep Publications.

8. Porath, A. (2010). *Collaborative research in management: Inside out*. New Delhi, India: SAGE Publications Ltd.

HRM-SII-10

SKILL DEVELOPMENT – I

Course marks/ credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the meaning, need and importance of communication skills 2. To understand the verbal and non-verbal communication patterns **3.** To learn about the application of the skills learnt in context of workplace	Two/three weeks teaching of theory followed by a skill lab of 25 marks (one additional skill lab will be conducted to cover for absence).	Understand the importance of practice skills, with relevance to management. Understand the nature and types of business communication.	Skill lab: 25 marks each (Total 75) End semester class test: 25 marks (short Q&As)

COURSE OUTLINE

UNIT I: Organisational and Business Communication

1. Formal and Informal communication, Verbal and Non-Verbal Communication
2. Theory, process and flow of communication
3. Business Letters, Memos, emails and reports
4. Business etiquettes and presentations

UNIT II: Interpersonal Communication

1. Nature, elements and functions (including cross cultural communication)
2. Skills: Verbal, Non – verbal and Listening
3. Barriers and Gateways of communication
4. Interviews and Feedback

UNIT III: HR Costing and Compensation

1. Costs: various concepts and elements of Cost (Cost sheet-orientation and understanding of problem)
2. Salary calculation: component deductions, disbursement and control, DA allowances, CPI and wage differentials
3. Labour turnover, productivity and cost associated Ideal Labour
4. Calculation of compliances: Bonus, PF, Gratuity, disability, layoff and retrenchment compensation.

Readings

1. Lesikar, R.V. & J. D., Petit Jr. (1996). *Business Communication: Theory and Application.* Homewood III; Richard D. Irwin.
2. Huczynski, Andrzej & Buchanan, David. (2001). *Organisational Behaviour: An Introductory Text*. (4th Edition). New Jersey: Prentice Hall.
3. Sharma, R.C. & Mohan, K. (2002). *Business Correspondence and Report Writing.* New York: Tata McGraw Hill.
4. Seiler, W J. & Beall, ML. (2005). Communication: Making Connections. In McShane, S L et.al. (2011). *Organisational Behaviour: Emerging Knowledge and Practice for the Real World* (5th Ed). TMH.
5. Chaturvedi, P D. & Chaturvedi, Mukesh. (2013). *Business Communication: Skills, Concepts, and Applications* (3rd Edition). New Delhi, India: Pearson.
6. Biswas, B.D. (2014). *Employee Benefits Design and Compensation* (Collection). FT Press.
7. Ellig, B. (2001). *The complete guide to executive compensation*. New York: McGraw Hill Professional.
8. Biswas, B.D. (2014). *Employee Benefits Design and Planning: A Guide to Understanding Accounting, Finance, and Tax Implications*. London: Pearson Education.
9. Flamholtz, E.G. (1999). *Measuring Human Resource Costs: Concept and Methods in Human Resource Accounting* (pp. 55-78). US: Springer.

SEMESTER – II

HRM-SII-11

FIELD WORK

Total Marks/Credits: 200/ 8

Components:

1. Concurrent Block Field Placement of Eight weeks to commence in mid-March in industrial and business organizations
2. Group Conference
3. Viva Voce

Objectives

1. To develop an in-depth understanding of the nature, structure & functioning of the complex organizations.

2. To familiarize with the functioning of Human Resource / IR Department.

3. To gain a practical understanding of various laws and their administration.

4. To develop an understanding of human behavior in work situation.

5. To develop a professional attitude in dealing with problems and personnel in the organization.

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. To understand the organization, its structure, business strategy and unique features

2. To gain practical understanding of all the major HR management functions.

3. Participating in the routine actives of the organization.

4. Understanding the complete process of HRM and general management functions in the organization.

5. Understanding aadministration of Legal Provisions: Payment of Wages Act, Minimum Wages Act, Payment of Bonus Act and Contract Labour Regulations Act.

6. Understanding administration of Social Security provisions: Employees' Provident Fund Act, Payment of Gratuity Act,

7. Understanding administration of Welfare Provisions: Factories' Act/Shops & Establishments Act and non-statutory welfare schemes.

8. Familiarization with I.R. and trade union history of the organization.

9. Understanding the provisions and applicability of Industrial Employment (standing orders) Act, and Industrial Disputes Act.

10. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

EMPLOYEE ENGAGEMENT (CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the nature and purpose of employee engagement for organizational effectiveness 2.To appreciate the need for maintaining the workforce in a fit state of mind and body 3.To identify various types of employee services and welfare schemes and their administration in organizations	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment • Assignment Skill Lab/Extension Lecture	Understanding the mutual benefits to an organization and its employees as a result of better employee engagement	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Introduction to Employee Engagement

1. Employee Engagement: Concept and Evolution
2. Developing Employee Engagement- Strategy
3. Measuring, Managing, Maintaining Employee Engagement
4. Employee Engagement and its Relationship with Improvement in Job Satisfaction, Productivity, Organizational Commitment and Retention

Unit II Welfare for Employee Engagement

1. Labor Welfare: Concept, History and Scope
2. Statutory Provisions: Factories Act, 1948 and Shops and Establishments Act & the Contract Labor (Regulation and Abolition) Act 1970
3. Non Statutory Measures for Employee Welfare
4. Employee Organization Initiatives

Unit III Social Security Measures of Employee Engagement

1. Social Security: Concept, Types and Evolution
2. Statutory Measures for Occupational Health etc: Workmen's Compensation Act, 1923;Employees State Insurance Act, 1948

3. Statutory Measures for Employee Disengagement; Employees Provident Fund and Miscellaneous Provisions Act, 1952; Payment of Gratuity Act, 1972 and Voluntary Retirement Measures.
4. Statutory Measures for Women: Maternity Benefits Act, 1961 and Prevention of Sexual Harassment at Workplace.

Readings

1. Amjad, Ali, (2001), Labour Legislation and Trade Unions in India and Pakistan, Oxford University Press, Oxford.

2. 2.Bhatia, K. S., (2003), Constructive Industrial Relations and Labour Laws, Deep & Deep Publications Pvt. Ltd., New Delhi.

3. 3.Budd, John W., (2004), Employment with a Human Face, Cornell University Press, London.

4. 4.Chakravarti, K. P., (1983), Law of Industrial Employment and Management of Discipline, Pioneer Publications, Delhi.

5. 5.Srivastava, K. D., (1995), Commentaries on Minimum Wages Act, 1948, Eastern Book Company, Lucknow

6.
7. Srivastava, K. D., (2003), Commentaries on Payment of Wages Act, 1936, Fifth Edition, Eastern Book Company, Lucknow.

8. Leat, Mike, (2001), Exploring Employee Relations, Elsevier, Singapore.

9. Ratnam, Venkatai C. S., (2006), Industrial Relations, Oxford University Press, India.

10. Paranjpe, Vivek, (1991), Human Resource Management in India - Legal Perspective, Capital Books International, New Delhi.

11. Walsh, David J., (2007), Employment Law for Human Resource Practice, Second Edition, Thomson West, UK.

12. Zaheeruddin, (1985), Labour Welfare Laws and Employment Conditions in India, Deep & Deep Publications, New Delhi.

SEMESTER III

HRM-SIII-13

PERFORMANCE AND STRATEGIC REWARD MANAGEMENT

Course marks/credits:	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
100 marks/4	1. To appreciate the need, philosophy and conceptual framework of performance management and strategic reward management. 2. To learn the process and methods of performance management. 3. To appreciate the need for job evaluation and its methodology for compensation. 4. To know about various employee benefits.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Application of performance management systems Applicability of various rewards and other incentives in to HR practice	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

UNIT I: Concepts and Theories

1. Job Analysis, Job Evaluation, Job Description, Job Specification: Concept and Methods.
2. Compensation and Strategic Compensation: Concept, methods and theoretical basis (including Tournament theory, Pay for performance: Incentives, Stock Based Compensation, SEBI Guidelines, Tax Components, Limitations)
3. Wage and Salary Compensation: Meaning, Definitions, Principles, Factors, Agency theory
4. Performance management, performance appraisal, potential appraisal and competency Mapping,

Unit II: Performance Management System

1. Concept, types, Performance cycle and factors affecting performance.
2. Performance Measures and methods of Performance Appraisal
3. Performance coaching and Performance Improvement Plan (PIP), Role of HR professional in managing employee performance
4. Performance management system and other HR systems, ethical dimensions in performance management, linkage to compensation and reward management and implications on performance, Competency based job description and role analysis

Unit III: Compensation

1. Job Grading, structures, fixation, Differentiation and Performance Related Pay.
2. Wage legislations: Payment of wages Act 1936, Minimum wages Act 1948 and Equal Remuneration Act, 1976, Payment of Bonus (Amendment) Act, 2016.
3. Employee Benefits: Concept, Objectives, Purpose and types (Statutory and non-statutory employee Benefits).
4. Employee Assistance Programmes

Reading List

1. Armstrong, Michael. (2014). *Handbook of Human Resource Management Practice* (12th Edition). London: Kogan Page Ltd.
2. Dessler, G. (2009). *A framework for human resource management*. New Delhi, India: Pearson Education.
3. Kohli A.S. & Deb, T. (2008). *Performance Management*. New York, Oxford University Press.
4. Bratton, J. & Gold, J. (2007). *Human Resource Management - Theory and Practice*. Basingstoke: Macmillan.
5. Armstrong, Michael & Murlis, Helen. (2004). *Reward Management: A Handbook of Remuneration Strategy and Practice*. London: Kogan Page Ltd.
6. Barry, Gerhart., Sara, L. Rynes. (2003). *Compensation: Theory, Evidence and Strategic Implications*. Thousand Oaks: Sage Publications.
7. Saks, A.M. (2000). *Research, Measurement, and Evaluation of Human Sources*. Scarborough, Ontario: Nelson/Thompson Learning.

HRM-SIII-14

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the nature and importance of HRD & organizational development. 2. To facilitate an understanding of the concept, methods and strategies for HRD and organizational development. **3.** To appreciate the linkages between its various sub-systems	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Application of performance management systems Applicability of various rewards and other incentives.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Fundamentals of Human Resource Development

1. Concepts, philosophy, goals, challenges and prerequisites.
2. Models, evolution and objectives.
3. HRD System: Design, principles and strategies.
4. Fundamentals of Learning, training, education, competency and development.

Unit II: Human Resource Development System

1. Training and Development: Overview, principles, strategies and phases.
2. Training Need Identification: Concept and Methods.
3. Training planning, organizing, modalities and methods.
4. Training Evaluation: process, methods and tools and HR Audit.

Unit III: Organizational Development (OD)

1. Concept, scope, values, assumptions and need.
2. Action and Program management/ Assessment Centers.
3. OD interventions and techniques.
4. OD for managing Organizational Effectiveness.

Readings

1. Chalofsky, N.E., Tonette, S.R & Morris, M.L. (2014), *Handbook of Human Resource Development.* New Jersey: Hoboken.
2. Cummings, T.G. (2008), *Handbook of Organizational Development*. USA: Sage Publications.
3. Dayal, I. (1993), *Designing HRD Systems*. New Delhi, India: Concept Publications.
4. Dayal, I. (1996), *Successful Applications of HRD*. New Delhi, India: New Concepts.
5. De Simone, R.L. (1998), *Human Resource Development*. (2nd Edition). Fort Worth: Harcourt Brace College Publishers.
6. Elliott, C., Turnbull, S. (Ed.). (2005), *Critical Thinking in Human Resource Development*. London: Routledge.
7. Ghosh, B. (2000), *Human Resource Development and Management*. New Delhi, India: Vikas Publishing House Pvt. Ltd.
8. Harrison, R., Joseph, K. (2004), *Human Resource Development in a Knowledge Economy: An Organizational View*. New York: Palgrave Macmillan.
9. Jayagopal, R. (1990), *Human Resource Development: Conceptual Analysis and Strategies*. New Delhi, India: Sterling Publishers.
10. Joy-Matthews, J., Megginson, D & Surtees, M. (2004), *Human Resource Development*. New Delhi, India: Kogan Page.
11. Pareek, U. (1992). *Managing Transitions: The HRD Response*. New Delhi, India: Tata McGraw Hill.
12. Pareek, U., Sisodia, V. (Ed.). (1999), *HRD in the New Millennium*. New Delhi, India: Tata McGraw-Hill.
13. Rao, T.V. (1996), *Human Resource Development: Experiences, Interventions, Strategies*. New Delhi, India: Sage Publications.
14. Silvera, D.M. (1990). *Human Resource Development: The Indian Experience*. New Delhi, India: New Sindia Publications.
15. Tripathi, P. C. (1997). *Human Resource Development*. New Delhi, India: Sultan Chand & Sons.
16. Rothwell, William J., W.J. Stavros, J.M., Sullivan, R.L., & Sullivan, A. (Ed.). (2010), *Practicing Organization Development: A Guide for Leading Change*. San Francisco: Pfeiffer.

HRM-SIII-15

SOCIAL SECURITY AND LABOUR LEGISLATIONS

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the origin and rationale of Social Security and various legislations 2. To understand various social security provisions for workers of organized and unorganized workers	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Knowledge of various statutory and non-statutory security measures and its applicability for organized and unorganized workers	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Social Security Measures

1. Social Security: Concept, Types, Evolution, definition and objectives
2. Statutory Social Security Measures: Employees State Insurance Act, 1948, Health Insurance of Employees
3. Statutory Measures for Employee Disengagement; Employees Provident Fund and Miscellaneous Provisions Act, 1952; Payment of Gratuity Act, 1972, National Pension Scheme and Voluntary Retirement Measures.
4. Statutory Measures for Women and Children: Prevention of Sexual Harassment at Workplace, Act (2013); Child Labour Prohibition and regulation Act (1986).

Unit II: Labour Welfare and Social Security

1. Labour in India: Organised and Unorganised Sector
2. Labour Welfare: Need, Concept, objectives, evolution, principles and Scope)
3. Statutory Provisions: Factories Act, 1948, the Contract Labour (Regulation and Abolition) Act 1970, Apprentices Act, 1961
4. Non-Statutory Measures for Employee Welfare

Unit III: Social security in unorganized sector

1. Laws: Unorganised Workers' Social Security Act 2008, The Inter-State Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979
2. Social Insurance Schemes: Pradhan Mantri Jan Dhan Yojna, Pradhan Mantri Suraksha Bima Yojana, Atal Pension Scheme, Krishi Amdani Bima Yojana, Aam Admi Bima Yojana, Pradhan Mantri Fasal Bima Yojana, Rashtriya Swasthya Bima Yojana, etc.
3. Old Age, Widow and Disability Pension schemes, etc.

4. Livelihood and Employability Schemes: Mudra Bank Yojna, Kaushal Vikas Yojna, Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Pandit Deendayal Upadhyay Shramev Jayate Karyakram, Shyama Prasad Mukherji Rural Urban Mission, MNREGA, etc.

Reading List

Sinha, P. R. N., Sinha, I. B., & Shekhar, S. P. (2017), *Industrial Relations, Trade Unions and Labour Legislation*. Pearson Education India.

Sahoo, C. K., & Tripathy, S. K. (2004), Industrial Relations, Trade Unions and Labour Legislation.

Srivastava, S. C. (1990)*, Industrial Relations and Labour Laws*. Vikas Publishing House.

Ghosh, P., & Nandan, S. (2015), *Industrial Relations and Labour Laws,* McGraw-Hill Education.

HRM-SIII-16

BUSINESS AND SOCIAL ENVIRONMENT

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	To understand fundamentals of business, economic and social environment	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand importance and relevance of business environment for HRM practice.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Economic Environment
1. Economy concept, types and the changing face of Indian economy since independence
2. Economic institutions: national (RBI, Exim Bank, NABARD, SIDBI) & global (WTO, IMF, World Bank, GATTS)
3. Industrial and fiscal policy in India
4. Economic growth: implication for business

Unit II: Social Environment

1. Changing Face of Indian society
2. Changing profile of Indian workforce
3. Sociology of work
4. Socialization of individuals/Virtual workplace: Issues and concerns

Unit III: Business Environment
1. Business, Society and Globalisation
2. Profile of Industrial Sector: Public, Private, MSME, Village cottage industry, joint, PPP and Cooperatives
3. Public Sector Enterprises: Features and HR (Nature and concerns)
4. Start Ups and Entrepreneurships

Readings:

1. Ahmed F. & Alamm M.A. (2017), *Business Environment: Indian and Global Perspective.* New Delhi, India: PHI Learning Pvt. Ltd.
2. Arthur, Francis., Jeremy, Turk., & William, Paul. (Eds.). (1983), *Power, Efficiency & Institutions: A Critical Appraisal of the Markets and Hierarchies Paradigm.* London: Heinemann Educational Books.
3. Auster, Carol J., (1996), *The Sociology of Work: Concepts and Cases*. New Delhi, India: Pine Forge Press.
4. Barak M.E.M. (2005), *Managing Diversity: Toward a Globally Inclusive Workplace*. UK: Sage Publication.
5. Singh, B.N.P. (2005), *Indian Economy Today Changing Contours*. New Delhi, India: Deep and Deep Publication.
6. Datt, R. & Sundharm, K.P.M. (2007), *Indian Economy.* New Delhi, India: S. Chand & Co. Ltd.
7. Devault, Marjorie L. (ed.) (2008), *People at Work: Life, Power, and Social Inclusion in the New Economy*. New York: New York University Press.
8. Edgell S. (2006), *The Sociology of Work, Continuity and Change in Paid and Unpaid Work.* New Delhi: Sage Publications.
9. Hall, Wendy. (1995), *Managing Cultures: Making Strategic Relationships Work*. New York: John Wiley & Sons.
10. Parker, B. (2005), *Introduction to Globalization and Business: Relationships and Responsibilities.* London: Sage Publication.

SEMESTER – III
FIELD WORK
HRM-S-III-17

Total Marks/Credits: 150/ 6

Components:

1. Field work placement in corporate offices of large-scale organizations/Industrial establishments having major thrust on HRD.

2. Group Conference

Objectives:

1. To develop an understanding of the nature & structure of the organization.
2. To develop familiarity with major HRM and strategic HR functions at the corporate level / large-scale organizations/Industrial establishments.
3. To gain insights into the process of HR policy formulation and implementation.
4. To develop a professional attitude towards work and human resources in the organization.
5. Familiarization of HR functions of at the corporate level.
6. To carry out a research project or develop case studies in the organization on any of the areas related to objectives

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. Familiarization with the organization, its structure, financial standing and philosophy.
2. Establishing rapport with the personnel and understanding importance of HR/HRD Department.
3. Familiarization with the overall human resource management functions and relating it with global perspectives in HR practice.
4. Understanding human resource planning, job analysis, job evaluation and job description, and recruitment and selection process.
5. Identification of an area for research project, preparing a synopsis, formulation of tools of data collection and collect data.
6. Familiarity with computer application in the setting & operation of MIS.
7. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

HRM-SIII-18
EMPLOYEE RELATIONS AND LABOUR LEGISLATIONS (CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1.To understand the conceptual difference between employee relations and industrial relations 2. To recognize the growing interest in the use of employee relations to improve quality of work life 3. To identify the balance between task achievement and quality of work life concerns needed for high productivity **4.** To align organizational and employee objectives for improved organizational effectiveness	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance and process of developing and maintaining harmonious relationships between the management and all levels of employees. .	Internal Assessment: 25 marks Semester end examination: 75 marks

Course Outline

Unit I: Employee Relations

1. Employee Relations: Concept, Scope and Evolution
2. Employee Involvement: Concept, Types and Practices.
3. Trade Union Movement with Special Focus on India
4. Management of Non-Unionized Employees

Unit II: Statutory Employee Relations
1. Trade Unions Act, 1926
2. Industrial Disputes Act, 1947
3. Industrial Employment (Standing Orders) Act, 1948
4. MRTU Pulp Act 1971

Unit III: Recent Trends in Employee Relations

1. Employee Relations: Approaches, Theories and Practices
2. New Economic Policy and Employee Relations
3. Changing Role of Employee and Employer Relations
ILO, International Conventions and other international bodies working for the improvement in Management-Employee Relations

Readings

1. Khan N. U, (2008), Industrial Relations in India: A Historical Perspective, New Delhi Sanjay Prakashan.
2. Bhargava, P.P., (1995), Trade Union Dynamism, Printwell, Jaipur.
3. Nagaraju, D.S., S., (1981), Industrial Relation System in India, Chugh Publications, Allahabad.
4. Dhyani, S.N., (1988), Industrial Relations System, Printwell Publishers, Jaipur.
5. Gupta, S. R., (1987), Industrial Disputes Settlement Machinery, Prateeksha Publications, Jaipur.

6. Jerome, Joseph, (1985), Strategic Industrial Relations Management, Global Business Press, New Delhi.
7. Mamoria, C.B., Satish Mamoria, and S.V Gankar., (1997), Dynamics of Industrial Relations, Himalaya Publishing House, New Delhi.
8. Monappa, Arun, (1995), Industrial Relations, Tata McGraw Hill Publishing Co. Ltd., New Delhi.

9. Punekar, S.D., S.B. Deodhar and Saraswathi Sankaran, (1999), Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, New Delhi.
10. Pylee, M. V., (1997), Worker participation in Management, Vikas Publishing House (P) Ltd., New Delhi.

SEMESTER IV

HRM- SIV- 19

STRATEGIC HUMAN RESOURCE, CHANGE AND DIVERSITY MANAGEMENT

Course marks/credits:	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
100 marks/4	To appreciate the need, philosophy and conceptual framework of strategic human resource, change and diversity management.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment.	Understand the importance of strategic human resource, change and diversity management and organizational development. Appreciate HR practices in complex organisations.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks.

COURSE OUTLINE

Unit I: Strategic HRM

1. Business Strategy and Strategic HRM: Concepts, need and Process
2. Models of Strategic HRM.
3. Structural and functional strategies of SHRM
4. Human resource environment and emerging trends (outsourcing, Mergers and acquisition, and Contract management)

Unit II: Change Management

1. Change management: Concept, Need and Process.
2. Planned Change: Models and theories.
3. Strategic Change Management.
4. SHRM Competencies.

Unit III: Diversity Management

1. Diversity: Concept, definitions and Principles
2. Diverse Human Resource: Typology, Issues and Concerns
3. Managing diverse workforce: Inclusion strategies and role of HR
4. Managing Diverse Workforce: Conflict resolution/ ethical concerns

Readings

1. Sayers, J. & Ang, E.K. (2013). Managing Diversity. in Arrow smith, James. *The Big Issues in Employment: HR Management and Employment Relations in New Zealand.* Auckland: CCH, 75-93.

2. Hayes, J. (2014). *The theory and practice of change management*. Palgrave Macmillan.

3. Tan, C. C. (2006). *The theory and practice of change management.*

4. Palmer, I., Dunford, R., & Akin, G. (2009). *Managing organizational change: A multiple perspectives approach*. New York: McGraw-Hill Irwin.

5. Barak, M. E. M. (2016). *Managing diversity: Toward a globally inclusive workplace*. New Delhi, India: Sage Publications.

6. Otten, S. (2014). *Towards Inclusive Organizations: Determinants of successful diversity management at work*. Psychology Press.

7. Gotsis, G., & Kortezi, Z. (2014). *Critical studies in diversity management literature: A review and synthesis*. Springer.

8. Bell, M. P., & Berry, D.P. (2007). Viewing diversity through different lenses: Avoiding a few blind spots. *The Academy of Management Perspectives*, *21*(4), 21-25.

9. Patrick, H.A., & Kumar, V.R. (2012). *Managing workplace diversity: Issues and challenges.* Sage Open, *2*(2), 2158244012444615.

10. Nankervis, A. R., Compton, R. L., & McCarthy, T. E. (1992), Strategic Human Resource Management, Thomson Nelson, Boston.

11. Armstrong, Michael, (2000), Strategic Resource Management: A Guide to Action, Kogan Page, London.

12. Jeffrey, Hello. A., (2002), Strategic Human Resource Management, Thomson, South Western, UK.

13. Sigamani P. & Malhotra S, (2013), Challenges and Emerging Trends in Human Resource Management, International Journal of Business Anthropology, Volume 4 (2): 85-100, ISSN: 2155-6237.

14. Schuler, R. S., Jackson, S. E. (2007), Strategic Human Resource Management, Second Edition, Blackwell Publishing, USA.

15. Rothwell, W. J., & Kazanas, H. C (2005), Strategic Planning for Human Resources, Jai co Publishing House, Delhi.

16. Salaman, Graeme, John Storey, John Billsberry, (eds.), (2005), Strategic Human Resource Management: Theory and Practice, A Reader, Second Edition, Sage Publications, London.

17. Schein, E H., (2004), Organizational Culture and Leadership, John Willey Sons, San Francisco.

18. Sharma, Anuradha, Aradhana Khandekar, (2006), Strategic Human Resource Management: An Indian Perspective, Response Books, Sage Publications, New Delhi.

19. Tanuja, Agarwala, (2014), Strategic Human Resource Management, Oxford University

HRM-S-IV-20

SKILL DEVELOPMENT– II

Course marks/ credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the concept, nature of stress and its management 2. To understand the concept of self awareness and emotional intelligence 3. To learn about the application of the skills learnt in context of workplace	Two/three weeks teaching of theory followed by a skill lab of 25 marks (one additional skill lab will be conducted to cover for absence).	Understand the importance of practice skills, with relevance to management. Understand the nature and types of stress, its implications and management.	Skill lab: 25 marks each (Total 75) End semester class test: 25 marks (short Q&As)

COURSE OUTLINE

Unit I: Organizational Stress and Conflict Management

1. Stress: Concept, nature and theories
2. Conflict: Concept, sources and theories
3. Manifestation of stress and conflict (social, psychological, work)
4. Coping and Management of stress and Conflict

Unit II: Understanding Self and Self awareness

1. Self: Concept, formation and dimension and components
2. Skills in Self awareness: emotional self awareness, self assessment and self confidence
3. Emotional Intelligence: Concept, Importance
4. Theories and Models of emotional intelligence

Unit III: Leading Through Positive Attitude

1. Attitudes: Formation and Types of Attitudes
2. Implications of Attitude on behaviour, perception and motivation
3. Attitudinal and behavioural change
4. Time Management

Reading List

1. Pestonjee, D.M. (2013), *Stress and Work: Perspectives on Understanding and Managing Stress*. New Delhi, India: Sage Response.

2. Davidson, Jeff. (2001), *Stress Management, Breathing Space Institute*, USA: MacMillan.

3. Brook, Andrew & DeVidi, R. C. (Ed). (2001), *Self-Reference and Self-Awareness*. The Netherlands, Amsterdam: John Benjamins Publishing Company.

4. Daniel, Goleman. (2005), *Emotional Intelligence: Why it can matter more than IQ*. Bantman Books.

5. Stephen P. Robbins, Timothy, A.J. (2010), *Organizational Behavior*. New Delhi, India: Prentice Hall of India.

6. Newport, Cal (2006), *Deep Work: Rules for Focused Success in a Distracted World*. Little, Brown Book Group.

HRM-SIV-21

CORPORATE GOVERNANCE AND BUSINESS ETHICS

Course marks/credits:	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
100 marks/4	1. To understand relevance of corporate governance and CSR in the present business scenario. 2. To Familiarize and introduce values and ethics in business	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Student will be able to appreciate the social responsibility of business	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Corporate Governance
1. Concept, evolution and scope of Corporate Governance
2. Theories of governance: Agency, Stewardship and Stakeholder theory
3. New Corporate Challenges and the role of Corporate Governance
4. Companies Act 2013

Unit II: Business Ethics
1. Concept, values and dimensions of business ethics
2. Approaches to business ethics: Social contract, Kantian and Gandhian approach
3. Human Quality Development (HQD) as foundation for business ethics
4. Institutionalizing ethics and business codes

Unit III: Corporate Social Responsibility
1. Corporate Social Responsibility- terminology, ideology, practice and market.
2. Business and social interface: Sustainable Developmental Goals and CSR
3. Best practices of CSR: Global and Indian experiences.
4. International standards and codes of CSR.

Readings:

1. Bainbridge, Stephen. (2008). *The New Corporate Governance in Theory and Practice.* New York: Oxford University Press.
2. Baxi, C.V. & Prasad Ajit. (eds.). (2005). *Corporate Social Responsibility Concepts and Cases: the Indian Experiences*. New Delhi, India: Excel Books.
3. Bhattacharya, Jayanta. (2007). *Corporate Social Responsibility: Ethical and Strategic Choice.* New Delhi, India: Asian Books Private Limited.
4. Boucher, Bonnafous., Maria. & Pesqueuz. (Eds.). (2005). *Stakeholder Theory: A European Perspective.* New York: Palgrave Macmillan.
5. Budd, John W., James, G. & Scoville. (Eds.). (2005). *The Ethics of Human Resources and Industrial Relations,* Chicago: Labour and Employment Relations Associations, University of Illinois.
6. Cohen, Stephen S. & Boyd, Gavin. (2nd Ed) (2003). *Corporate Governance and Globalization*. Cheltenham Glos, UK: Edward Elgar Publishing Ltd.
7. Crane, Andrew. (2007). *Corporate Social Responsibility*. New Delhi, India: Sage Publications.
8. Winstanley, Diana. & Woodball, Jean. (Eds.). (2000). *Ethical Issues in Contemporary Human Resource Management*. Hampshire: Macmillan Business.
9. Government of India. (2013). *The Companies Act, 2013*.New Delhi, India: The Author.
10. Zimmerli, Walter Ch. & Klaus Richter, Markus Holzinger. (eds.). (2007). *Corporate Ethic and Corporate Governance*. New York: Springer.

HRM-SIV-22

Global Human Resource Management

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	Acquaintance with the global scenario and deal with challenges of global human resource management.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Appreciation of HR practises in diverse cultural scenario.	Internal Assessment: 25 marks (includes Assignment: 15 marks and class test: 10 marks) Semester end examination: 75 marks

COURSE OUTLINE

Unit I: Managing People in Global Context

1. Human Resources in a Global Business Environment
2. International Hiring and Repatriation (including work authorization and VISA terminologies)
3. International Labour Standards
4. Government Policy and International Workforce

Unit II: Global Practice

1. International Compensation
2. Performance Management: Approaches and Practices
3. Cultural Diversity: Managing Cross Cultural Issues
4. Developing International Staff and Multinational Teams (including working with sister companies)

Unit III: International Employee Relations and Strategies

1. Global Unions and Regional Integration
2. Emerging trends in Employee Engagement and Employee Involvement
3. Industrial Relations in a Comparative Perspective
4. International HR Competencies

Readings

1. Brewster, C., & Suutari, V. (2005). Global HRM: aspects of a research agenda. *Personnel Review*, *34*(1), 5-21.

2. Scullion, H., & Collings, D. (2011). *Global talent management*. Routledge.

3. Smale, A. (2008). Global HRM integration: a knowledge transfer perspective. *Personnel Review*, *37*(2), 145-164.

4. Hayton, J. C. (Ed.). (2011). *Global human resource management casebook*. Routledge.

5. Sparrow, P., Brewster, C., & Chung, C. (2016). *Globalizing human resource management*. Routledge.

6. McCourt, W., & Eldridge, D. (2003). *Global human resource management: managing people in developing and transitional countries*. Edward Elgar Publishing.

7. Norman, A. (2004). Global human resource management: Managing people in developing and transitional countries. *Journal of Economic Literature*, *42*(3), 953.

8. Dowling, P. (2008). *International human resource management: Managing people in a multinational context*. Cengage Learning.

SEMESTER IV
HRM-SIV-23
FIELD WORK

Field work placement to continue in corporate offices of large-scale organizations/Industrial establishments having major thrust on HRD as that of the Semester III.

Objectives:

1. To develop familiarity with major strategic HR functions at the corporate level / large-scale organizations/Industrial establishments.
2. To gain insights into the process of strategic HR policy formulation and implementation.
3. To develop a professional attitude towards work and human resources in the organization.
4. To develop a professional attitude in dealing with problems.
5. To develop an understanding of human resource development strategies of the organization
6. To gain practical understanding of designing and implementing of training programmes
7. To develop a professional attitude in dealing with problems.

Tasks: Detailing out a work plan in consultation with the agency and faculty supervisor and carrying it through. The work plan should include the following:

1. Familiarization with the organization, its structure, financial standing and philosophy.
2. Establishing rapport with the personnel and understanding importance of HR/HRD Department.
3. Familiarization with the overall human resource management functions and relating it with global perspectives in HR practice.
4. Understanding the policies and practices relating to employee relations, employee engagement, talent management, strategic reward and compensation management and performance management in large-scale organizations.
5. Understanding human resource planning, job analysis, job evaluation and job description, and recruitment and selection process.
6. To continue with research project tasks like data collection, analysis and report writing.
7. Familiarity with computer application in the setting & operation of MIS.
8. Regular consultation with faculty supervisor for formulating field work plan and understanding learning outcomes.

SEMESTER III
HRM-SIV-24
DISSERTATION

Total Marks/Credits: 150/ 6

Components:

1. Preparation of dissertation (Marks: 100)
2. Viva Voce: (Marks: 50)

Objective of Dissertation: To understand the process of systematically undertaking research in HRM. Dissertation will be based on data collected during field work in the organization where student is placed in semester III will be prepared under the guidance and supervision of the same supervisor. It will be submitted in semester IV on a date notified by the field work unit and following this Viva Voce will be conducted. The details with regard to format of the dissertation is specified in

Annexure A.

In case a dissertation is not certified by the faculty supervisor prior to the viva- voce, the candidate shall not be allowed to appear for the viva-voce and shall be declared failed in the dissertation.

In case a student is unable to submit the dissertation within the specified time as notified by the Department, he/she shall not be given another chance in that session to complete the dissertation and shall be marked as failed in the dissertation.

In cases, where the student is unable to submit the dissertation within the specified time due to illness or other exigencies, the matter shall be placed before the Field Work Committee to take a decision.

HRM-SIV-25

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT
(CBCS PAPER)

Course marks/credits: 100 marks/4	Course objectives	Pedagogy	Learning Outcomes	Course Evaluation
	1. To understand the nature and importance of HRD & organizational development and identify the various inputs that should go into it 2. To facilitate an understanding of the concept, methods and strategies for HRD and organizational development. 3. To appreciate the linkages between its various sub-systems.	• Lecture method • Case study method • Tutorial • Individual and Group presentation/ assignment	Understand the importance of and strategies for Human Resource Development from an organization as well as employee point-of-view, including current practices.	Internal Assessment: 25 marks Semester end examination: 75 marks

COURSE OUTLINE

Unit I Fundamentals of Human Resource Development

1. Concepts, Philosophy, Goals, Challenges and Prerequisites.
2. Models, Evolution and Objectives.
3. HRD System: Design, Principles and Strategies.
4. Fundamentals of Learning, Training, Education, Competency and Development.

Unit II Human Resource Development System

1. Training and Development: Overview, Principles, Strategies and Phases.
2. Training Need Identification: Concept and Methods.
3. Training Planning, Organizing, Modalities and Methods.
4. Training Evaluation: Process, Methods and Tools.

Unit III Organizational Development (OD)

1. Concept, Scope, Values, Assumptions and Need.
2. Appreciative Enquiry, Action and Program Management.
3. OD Interventions and Techniques.
4. OD for Managing Organizational Effectiveness.

Readings

1. Dayal, Ishwar. (1993), *Designing HRD Systems*, Concept, New Delhi.

2. Dayal, Ishwar, (1996), *Successful Applications of HRD*, New Concepts, New Delhi.

3. De Simone, Randy L., (1998), *Human Resource Development*, Second Edition, The Dryden Press, Harcourt Brace College Publishers, Fort Worth.

4. Elliott, Carole, Turnbull Sharon, (ed.), (2005), *Critical Thinking in Human Resource Development*, Routledge, London.

5. Ghosh, Biswanath, (2000), *Human Resource Development and Management*, Vikas Publishing House Pvt. Ltd., New Delhi.

6. Gilley, Jerry W., A. Steven Eggland, (1989), *Principles of Human Resource Development*, Addison-Wesley Publishing Company, Inc., Massachusetts.

7. Harrison, Rosemary, (1997), *Employee Development*, Universities Press (India) Limited, Hyderabad.

8. Harrison, Rosemary, Joseph Kessels, (2004), *Human Resource Development in a Knowledge Economy: An Organisational View*, Palgrave Macmillan, New York.

9. Jayagopal, R., (1990), *Human Resource Development: Conceptual Analysis and Strategies*, Sterling Publishers Private Limited, New Delhi.

10. Joy-Matthews, Jennifer, David Megginson and Mark Surtees, (2004), *Human Resource Development*, Kogan Page India Pvt. Ltd., New Delhi.

11. Kohli, Uddesh and P. Dharni Sinha, (2000), *Human Resource Development: Global Changes and Strategies*

12. Maheshwari, B.L. & P. Dharni Sinha, (1991), *Management of Change through HRD*, Tata McGraw Hill, New Delhi.

DISSERTATION

Dissertation Format

❖ The dissertation shall normally be of 75-100 pages with proper references and scientific organization.

❖ The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.

❖ Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) to the Research Assistant in the department.

❖ The references are to be written in the APA style.

❖ The responsibility for ensuring the originality of the dissertation is that of the faculty supervisor.

FORMAT OF THE FRONT PAGE/1ST PAGE/COVER PAGE

PROJECT TITLE

**Dissertation submitted to the JAMIA MILLIA ISLAMIA
in partial fulfilment of the requirements
for the award of the Degree of**

MASTER OF ARTS (HUMAN RSOURCE MANAGEMENT)

BY

STUDENT NAME

RESEARCH SUPERVISOR NAME

**DEPARTMENT OF SOCIAL WORK
UGC CENTRE OF ADVANCED STUDY
FACULTY OF SOCIAL SCIENCES
JAMIA MILLIA ISLAMIA
NEW DELHI-110025**

INDIA

(year)

THE FORMAT OF THE CERTIFICATE

DATE: DD/MM/YYYY

DECLARATION

This is certify that the dissertation/ research report entitled, "*DISSERTATION TITLE*" submitted by me in partial fulfillment for the award of the Degree of Master of Arts (Human Resource Management) of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

(Name & Signature of the Student)

I recommend this dissertation be placed before the examiners for evaluation.

(Name and Signature of the Faculty Supervisor)

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms…………………………………student of **M. A.** Human Resource Management **(Semester – III)**, 2018, I hereby certify that the dissertation titled "…………………………………………………. " which is being submitted to the Department of Social Work, Jamia Milllia Islamia, New Delhi in partial fulfillment of the requirement for the award of the degree of Master of Arts in Human Resource Management, is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date and Place:

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms…………………………………student of **M. A. HUMAN RSOURCE MANAGEMENT (Semester – III)**, 2018, I hereby certify that the dissertation titled "…………………………………………………. " which is being submitted to the Department of Social Work, Jamia Milllia Islamia, New Delhi in partial fulfillment of the requirement for the award of the degree of Master of Arts (Human Resource Management), is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date and Place: