

**GENDER ISSUES B.Sc(Psychology)****ALLIED PAPER - II: FUNDAMENTALS OF SOCIAL ANTHROPOLOGY****SUBJECT CODE: SBT2B****Syllabus**

This course is meant to provide a basic understanding about the Social Anthropology, and emphasis will be laid on the basic social institutions, and organization; its working, and structural principles.

**UNIT - I****INTRODUCTION**

Basic concepts – Definition and scope of social Anthropology. Relationship of Social Anthropology to Psychology and other Social Sciences.

**UNIT - II****FAMILY**

Concept and definition-features-typology. Descent: unilinear descent, double descent, and cognatic descent groups-bilateral groups, and kindred-rules regarding inheritance, Matriarchal and Patriarchal systems, its social-cultural significance.

**UNIT - III****MARRIAGE**

Concept and definition – characters – ways of acquiring a spouse, preferential and prescribed marriages – endogamy, exogamy, and incest taboos – polygyny, polyandry, and their variant forms – marriages rules, dowry, bride price, and other forms of exchanges. Its social - cultural significance.

**UNIT - IV****KINSHIP**

Concept and definition-terminology, and criteria of differentiation – typology of kinship systems and social structure. Its social-cultural significance.

**UNIT - V****BELIEF SYSTEM AND POLITICAL INSTITUTION**

Concept and definition - elements, and forms-magic, religion, and science - different theories regarding the origin of religion-sacred and profane-tradition-ritual-myths-symbols. Clan and its socio-cultural significance. Political institution concept and definition – feature and types-youth organizations among Indian tribes, Integrating the various cultural groups - social control and law-rewards, crime, and punishments in different societies. Its socio-cultural significance.

**REFERENCE**

1. Beals, A. R. and Hoijer, H. (2002). Introduction to Anthropology

2. Malin, T. N. and Malin, D. N. (1960). Introduction to Social Anthropology



**III YEAR  
IV SEMESTER  
CORE PAPER - XIII: PSYCHOPATHOLOGY – II  
SUBJECT CODE: SAT6A**

**UNIT - I**

Mood disorders - Unipolar mood disorders, Biological, psychosocial, socio cultural causal factors in Unipolar mood disorders, Bipolar disorders, Biological, Psychosocial and socio cultural causal factors affecting bipolar disorders, Treatment and outcomes.

**UNIT - II**

Schizophrenia - schizophrenia and clinical picture, subtypes of Schizophrenia, Causes of schizophrenia, Treatment and outcomes.

**UNIT - III**

Personality disorders - Clinical features, categories of personality disorders, Treatment and outcomes; Antisocial personality disorder and Psychopathy, etiology and treatment of antisocial personality disorder and Psychopathy

**UNIT - IV**

Addiction disorders - Alcohol abuse and dependence, Drug abuse and drug dependence, Treatment and outcome.

**UNIT - V**

Sexual variants, sexual abuse and Sexual dysfunctions - Sexual and gender variants, sexual abuse, sexual dysfunction, causes and treatment of sexual dysfunctions.



**B.A (English)****Core Paper XI - Women's Writing****Unit-1: Introduction**

Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories and concepts of feminism (liberal, social, radical feminism), patriarchy, stereotyping

**Unit-2: Prose**

1. A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects - Mary Wollstonecraft  
(Restricted to Chapter 13 – Pages 273-275 only)
2. Ain't I a woman? - Sojourner Truth (Speech)

**Unit-3: Poetry**

1. Persephone, Falling - Rita Dove
2. Journey to the Interior - Margaret Atwood
3. Request to a Year - Judith Wright
4. Medusa - Sylvia Plath
5. A Sunset of the City - Gwendolyn Brooks
6. Words for father- Shirley Lim

**Unit-4: Drama**

1. Trifles - Susan Glaspell

**Unit-5: Short Stories**

1. Draupathi - Mahasweta Devi
2. The Yellow Wallpaper - Charlotte Perkins Gilmar
3. Forest - Ambai





Title of the Course	Elective ENG- DSE2B:WOMEN'S WRITING		
Category of the Course	Year & Semester	Credits	Subject Code
	Third Year & Sixth Semester	5	
Hours:	90		
Objectives:	This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences.		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>What is Patriarchy?</li> <li>Mary Wollstonecraft/ Reform Bills- Right to Vote for Women</li> <li>Ecriture Feminine</li> <li>Concepts of Gender. Gender Stereotypes. Gender and Culture.</li> <li>Feminism, feminist consciousness and its evolution.</li> <li>What is the importance of gender sensitization and gender equality?</li> </ul>		
Course Components	<b>Unit 1: Poetry</b> 1.1 "A Fairy Tale" – Amy Lowell 1.2 "Eve to her Daughters" - Judith Wright 1.3 "Snapshots of a Daughter-in-Law" - Adrienne Rich 1.4 "Tribute to Papa" – Mamta Kalia 1.5 "Women's Work" - Julia Alvarez 1.6 "Phenomenal Woman" – Maya Angelou 1.7 "Purdah" - Imtiaz Dharker 1.8 "Kongu isn't a rag that stands guard over my head" – Jhoopaka Subadra (From, <i>Kaitunakala dan Dem.</i> )		

	<b>Unit 2: Prose</b> 2.1 "Professions for Women" – Virginia Woolf 2.2 "Links in the Chain" – Mahadevi Varma 2.3 "The Spectacle is Vulnerable : Miss World, 1970" - Laura Mulvey [Chapter 1 from <i>Visual and Other Pleasures</i> ] 2.4 Excerpts from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie -Pages 26-34 :Problematic bringing up of boys and girls -Pages 38-46 :Unlearning of preconceived notions, why problem of gender is always overlooked
	<b>Unit 3: Short Story</b> 3.1 "The Yellow Wallpaper" - Charlotte Perkins Gilman 3.2 "Boys and Girls" – Alice Munro 3.3 "Admission of Guilt" – Lalithambika Antharjanam 3.4 "Yellow Woman" – Leslie Marmon Silko
	<b>Unit 4: Drama</b> 4.1 <i>Thus spake Shoorpanaka, so said Shakuni</i> - Polie Sengupta
	<b>Unit 5: Fiction</b> 5.1 <i>Fasting, Feasting</i> - Anita Desai





## M.A(English)

### Course Structure: Paper XIII

Title of the Course / Paper	CORE PAPER-XIII- Writings by and on Women		
Category of the Course	Year & Semester	Credits	Subject Code
C	2 <sup>nd</sup> year & Fourth Semester	4	

Pre-requisites	Minimum Entry requirements for the course / Eligibility	
Objectives of the Course	The primary aim of this paper is to give space to writings by women. Even in the syllabus a woman writer is marginalized. However, in the process of giving adequate space to women writers the paper aims at sensitizing students to the problems faced by women and how women have responded in their attempt to expose them, in their writings.	
Course Outline	UNIT 1: Varieties of Feminism – concept of gender – androgyny- Language of women – environment and women- double marginalisation.	
	UNIT 2: <b>Poetry:</b>  Anne Bradstreet                      Prologue  Marianne Moore                      Poetry  Sylvia Plath                              Lady Lazarus.  Maya Angelou                          Still I Rise  Margaret Atwood                      Marsh  Languages  Charmaine D’Souza                  When God made me a  Whore(Rajani P, V.  Rajagopalan, Nirmal Selvamony, eds., <b>Living &amp; Feeling,</b> Dept. of English., M.C.C.)	

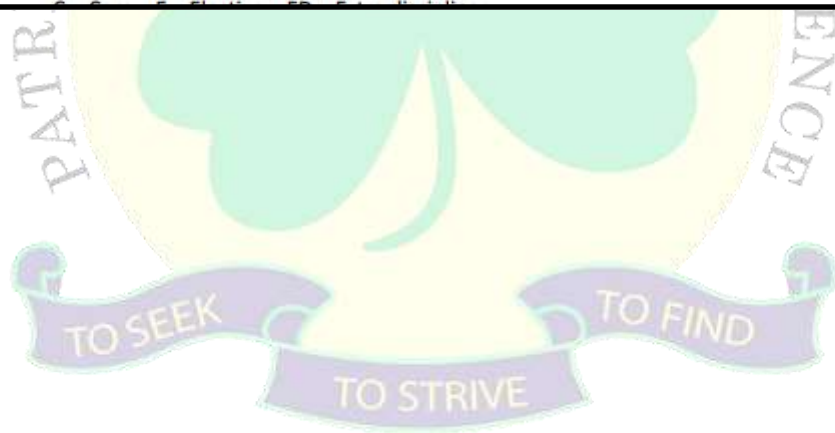


		<b>UNIT 3: Prose:</b>  John Stuart Mill      On subjection of women (V.S. Seturaman & C.T. Indraed., 1994, <b>Victorian Prose</b> , Macmillan India, Chennai. pp-318)  Virginia Woolf <b>A Room of One's Own</b> (chapters 3 & 4) (Jennifer Smith ed., 1998, <b>A Room of One's Own by Virginia Woolf</b> , Cambridge UP, New Delhi.)   Vandana Shiva      "Introduction to Ecofeminism" (Vandana Shiva & Maria Mies, 1993, <b>Ecofeminism</b> , Kali for Women, New Delhi.   Alice Walker      In Search of Our Mother's Garden
		<b>UNIT 4: Fiction</b>  Arundathi Roy <b>The God of Small Things</b> Jean Rhys <b>Wide Sargosa Sea</b> Kate Chopin <b>The Awakening</b>





		Cambridge UP, New Delhi.)	
		Vandana Shiva "Introduction to Ecofeminism" ( Vandana Shiva & Maria Mies, 1993, <b>Ecofeminism</b> , Kali for Women, New Delhi.	
		Alice Walker In Search of Our Mother's Garden	
		<b>UNIT 4: Fiction</b>	
		Arundathi Roy <b>The God of Small Things</b>	
		Jean Rhys <b>Wide Sargosa Sea</b>	
		Kate Chopin <b>The Awakening</b>	
		<b>UNIT 5: Drama</b>	
		Lorraine Hansberry <b>Raisin in the Sun</b>	
		Jane Harrison <b>Stolen</b>	





Title of the Course / Paper	<b>CORE PAPER-VII- Drama II</b>  <b>Restoration to Twentieth Century</b>		
Category of the Course C	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code
Pre-requisites	Minimum Entry requirements for the course / Eligibility		
Objectives of the Course	The objective of this course is to give students the experience of different forms of drama from the Restoration period to the Twentieth Century and to familiarize them with current trends in drama in the context of changing socio-cultural values		
Course Outline	UNIT I  The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19 <sup>th</sup> Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and <b>Women's</b> Theatre.		







UNIT 2	
<b>The Victorian Socio - Political and Economic Scenario</b>	
Joseph Conrad	Heart of Darkness.
UNIT 3	
<b>Women's Issues</b>	
Charlotte Bronte	Jane Eyre
George Eliot	Mill on The Floss
UNIT 4	
<b>Liberal Humanism, Individual Environment and Class Issues</b>	
D.H. Lawrence	The Rainbow
Virginia Woolf	To the Lighthouse





## Environmental Studies

### UNIVERSITY OF MADRAS U.G. DEGREE COURSE

#### ENVIRONMENTAL STUDIES PROGRAMME ABILITY ENHANCEMENT COMPULSORY COURSES (AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019  
( i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

##### Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

##### Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:  
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)



**Unit 3: Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)**

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 4: Biodiversity and Conservation ( 8 lecturers)**

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 5: Environmental Pollution (8 lecturers)**

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

**Unit 6: Environmental Policies & Practices ( 8 lecturers)**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution ) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

**Unit 7: Human Communities and the Environment (7 lectures)**

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

**Unit 8 : Field Work (6 lectures)**

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

**(Equal to 5 Lectures)**

**MASTER OF SOCIAL WORK****ELECTIVE PAPER – I– 1.Disaster Management****Total Teaching Hours: 45****Objectives**

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

**Unit 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

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





**HUMAN VALUES-VALUE EDUCATION****UNIVERSITY OF MADRAS  
U.G. DEGREE COURSE****PART – IV - VALUE EDUCATION**

Common for all U.G. & Five Year Integrated Courses  
(Effective from the Academic Year 2012 – 2013)

**SYLLABUS****CREDITS: 2****III YEAR / V SEM**

**Objective:** Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration", "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

- UNIT I:** Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.
- UNIT II:** Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.
- UNIT III:** Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.
- UNIT IV:** Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.
- UNIT V:** Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.



**B.Sc(Psychology)****ELECTIVE PAPER - II: COUNSELLING AND GUIDANCE****SUBJECT CODE: SET6A****UNIT - I**

Introduction: Definitions of Counselling – Guidance: Role of counseling in guidance – Scope of counselling – The client counsellor relationship – Characteristics of an effective counselor – Counselling Skills – Dimensions of Counsellor functioning – Ethical issues in counseling.

**UNIT - II**

Approaches to Counselling: The Directive approach – Humanistic approach – Roger's Client centered approach – Behaviouristic approach – Existential approach – The Minnesota point of view – The Eclectic approach.

**UNIT - III**

The Counselling Process: Goals of counseling – Relationship Establishment – Problem Identification and Exploration: Planning for Problem solving – Solution, Application and Termination – Evaluation.

**UNIT - IV**

Educational and Vocational Guidance: Guidance needs related to education – Aptitudes and Interests – Guidance at school level – Guidance towards life goals – Educational counseling. Vocational Guidance – Theories of vocational development – The vocational counseling process – Exploration and contract setting – The state of critical decision.

**UNIT - V**

Counselling of Special Groups: Life Skills Training – Relationship counseling – Counselling women – Counselling older adults – Business and Industry – People who abuse drugs – People who use Tobacco – People who abuse alcohol – People with AIDS – Victims of abuse – Counselling the differently abled and their care givers – People in poverty – Counselling relating to sexual identity issues.

TO STRIVE

**PROFESSIONAL ETHICS****BACHELOR OF BUSINESS ADMINISTRATION****PRINCIPLES OF MANAGEMENT (Core Subject) – MAM1D****UNIT I**

Management: Importance – Definition – Nature and Scope of Management Process – Role and Functions of a Manager – Levels of Management – Development of Scientific Management and other Schools of thought and approaches.

**UNIT II**

Planning: Nature – Importance – Forms – Types – Steps in Planning – Objectives – Policies – Procedures and Methods – Natures and Types of Policies – Decision –making – Process of Decision – making – Types of Decision.

**UNIT III**

Organizing: Types of Organisations – Organisation Structure – Span of Control and Committees – Departmentalisation – Informal Organisation- Authority – Delegation – Decentralisation – Difference between Authority and Power – Responsibility.

**UNIT VI**

Recruitment – Sources, Selection, Training – Direction – Nature and Purpose. Co-ordination – Need, Type and Techniques and requisites for excellent Co-ordination – Controlling – Meaning and Importance – Control Process.

**UNIT V**

Definition of Business ethics - Types of Ethical issues -Role and importance of Business Ethics and Values in Business - - Ethics internal - Ethics External - Environment Protection - Responsibilities of Business

**ADVERTISING MANAGEMENT AND SALES PROMOTION (Core Subject) – MAM5A****UNIT I**

Advertising: Advertising, objectives, task and process, market segmentation and target audience – Message and copy development

**UNIT II**

Media: Mass Media - Selection, Planning and Scheduling – Web Advertising – Integrated programme and budget planning.

**UNIT III**

Implementation: Implementing the programme coordination and control – Advertising agencies – Organization and operation.

**UNIT IV**

Sales Promotion: Why and When Sales promotion activities, Consumer and sales channel oriented – planning, budgeting and implementing and controlling campaigns.

**UNIT V**

Control: Measurement of effectiveness – Ethics, Economics and Social Relevance.

**ReferenceBooks**

1. Bhatia, T.K., Advertising and Marketing in Rural India, 2ndEdition, Macmillan India Ltd., 2007.
2. Hackley, C., Advertising and Promotion: An integrated communications approach, 2<sup>nd</sup> Edition, Sage Publications, 2010.
3. Jefkins, F., Advertising, 4<sup>th</sup> Edition, Pearson, 2002.

**M.A HUMAN RESOURCES MANAGEMENT****Paper - 1 MANAGERIAL CONCEPTS AND BUSINESS ETHICS****UNIT - I**

Introduction: Nature of Management – the Evolution of Management Thought – Tasks of a Professional Manager – Manager and Environment – Systems Approach to Management – Levels in Management

**UNIT - II**

Planning & Decision Making: Steps in Planning Process – Scope and Limitations – Short Term and Long Term Planning – Flexibility in Planning – Characteristics of a Sound Plan – Management By Objectives (MBO). Decision Making Process and Techniques.

**UNIT - III**

Nature of Organizing: Organisation Structure and Design - Authority Relationships – Delegation of Authority and Decentralisation – Interdepartmental Coordinator – emerging Trends in corporate Structure, Strategy and Culture – Impact of Technology on Organisational design – Mechanistic vs. Adoptive Structures – Formal and Informal Organisation. Span of control – Pros and Cons of Narrow and Wide Spans of Control – Optimum Span.





**B.Com(GENERAL)****CORE PAPER XVIII****HUMAN RESOURCE MANAGEMENT****OBJECTIVES****No. of Credits: 4**

- To facilitate the students to know about the importance of Human Resources.
- To make the students to understand the various aspects of the Human Resources Management.

**OUTCOME:**

- Understanding of basic concepts, functions and functioning of Human resource department of the organisations

**UNIT I: Introduction**

Nature and Scope of Human Resources Management – Differences between Personnel Management and HRM – Environment of HRM- HRM Accounting– Human Resource Planning – Recruitment – Selection – Methods of Selection – Uses of various Tests – Interview techniques in Selection and Placement.

**UNIT II: Training**

Meaning – Induction – Methods – Techniques – Identification of the Training needs – Training and Development – Performance appraisal – Transfer – Promotion and Termination of services –Career Development.

**UNIT III: Compensation & Labour Relation**

Cost to Company – CTC Fixed and Flexible Pay - Components – Incentives – Benefits – Motivation – Talent Retention- Welfare and Social Security Measures - Opportunities, Challenges, and Recent Trends in Compensation.

Need – Functions of Trade Unions – Forms of Collective bargaining – Workers Participation in management - Types and effectiveness. Industrial Disputes and Settlements (laws excluded)- Social Ethics and Responsibility

**UNIT IV: Human Resource Accounting & Audit**

Human Resource Accounting- Meaning- Objectives- Need & Limitations.

Human Resource Audit – Nature – Benefits – Scope – Approaches.

**UNIT V: Corporate Ethics & Corporate Social Responsibility**

Business Ethics – Concept, Characteristics, Importance and Need for ethics- Sources of Ethics, Concept of Corporate Ethics, code of Ethics- Guidelines for developing code of ethics, Ethics in Human Resource Management

Corporate Social Responsibility: Concept, Scope & Relevance and Importance of CSR in Contemporary Society. CSR towards employees and workers- CSR and environmental concerns- Role of HR professionals in CSR.

**TEXT BOOK**

**CORE PAPER IV - PRINCIPLES OF MANAGEMENT****OBJECTIVES****No. of Credits: 4**

- To make the students to understand the basic concepts of management.
- To prepare the students to know about the significance of the management in Business.

**OUTCOME:**

- On the completion of syllabus students will understand the basic concepts and significance of management in business.

**Unit I: Introduction**

Definition – Importance – Nature and Scope of Management – Process of Management - Role and functions of Managers - Levels of Management Scientific Management Contributions to Management by different Schools of thought.

**Unit II: Planning**

Nature – Importance -Types of Planning - Steps in planning - Objectives of Planning – Policies - Decision making Process-Types of Decisions. HRM- Meaning, -Nature and scope of HRM.

**Unit III: Organization**

Meaning and Types of organizations - Principles – Formal and Informal organization - Organisation Structure – Span of Control – Departmentalisation – Basis - Meaning and Importance of Departmentalisation. Policies - Meaning and Types – Procedures - Forecasting.

**Unit IV: Authority and Responsibility**

Authority – Definition – Sources – Limitations – Difference between Authority and Responsibility – Delegation of Authority – Meaning – Principles and importance – Centralisation Vs Decentralisation- Leadership & Communication

**Unit V: Direction Co-ordination & Control**

Direction – Nature - Purpose. Co-ordination – Need – Types and Techniques – Requisites for Excellent Co-ordination. Controlling – Meaning – Importance – Control Process.

**TEXT BOOK:**

1. N.V..S.Raju.- Fundamentals of Management - CENGAGE ,New Delhi.
2. James Campbell Quick, Dbra L.nelson, Preetam Khandelwal - CENGAGE ,New Delhi.
3. Gupta,C.B.ManagementTheory&Practice,SulthanChand&Sons,New Delhi.
4. Prasad,L.M.Principles&PracticeofManagement,SultanChand&Sons,New Delhi.



**M.Com(GENERAL)****Extra-disciplinary Paper II - Business Ethics, Corporate Governance & Social Responsibility**

Objective: To develop an understanding among students on ethical issues in business and good governance practices and to impart skills of analysis and capability of making business decisions

**UNIT I** Concept of ethics - sources -- values - codes of conduct - what is an ethical issue? - Ethical theory and its applications to business/morality and ethical theory – Ethical management - love and reverence in work and life - strengthening personal and organizational integrity - the spiritual core of leadership

**UNIT II** Advertising and information disclosures - environmental responsibility - ethics and ecology - employee rights - conflict of interests - work ethics - professional ethics and responsibility

**UNIT III** Corporate Social Responsibility (CSR) - meaning - promoting corporate responsiveness - managing socially responsible business

**UNIT IV** Corporate Governance – Meaning and scope – Origin- Practices –Shareholders Vs. Stakeholders approach –Board mechanism, Role and duties of the directors-Chairman-Governance committees

**UNIT V** Codes of governance –Birla committee

report [Book References](#)

**Organizational Behaviour**

Objective: To provide knowledge on employees' behaviour and their managerial implications and to impart knowledge on organizational dynamics

**UNIT I** Introduction to Organizational Behaviour - Meaning - Elements - Need - Approaches - Models -Global Scenario.

**UNIT II** Individual Behaviour - Personality - Learning - Attitudes - Perception - Motivation - Relevance to Organizational Behaviour - Group behaviour - Group Dynamics - Group Norms - Group Cohesiveness - Their relevance to Organizational Behaviour

**UNIT III** *Organizational communication - Meaning, Importance, Process, Barriers - Methods to reduce barriers - Principles of effective communication - Stress - Meaning - Types - Stress management*

**UNIT IV** Organizational Dynamics - Organizational Effectiveness - Meaning, Approaches - Organizational Culture - Meaning, Significance - Organizational Climate - Implications on Organizational Behaviour

**UNIT V** Organizational change - Meaning - Resistance to change - Management of change

**MASTER OF SOCIAL WORK****CORE PAPER 1 – Social Work Profession - History and Philosophy****Total Teaching Hours: 60****Objectives**

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

**Unit 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

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

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

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

**Unit 1****Introduction to Working with Individuals (Social Casework);**

Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills, Components, Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy

**Unit 2****The Helping Process**

Phase I- Psychosocial Study, Psychosocial Assessment  
Phase II- Intervention Plan and Goal Setting, Intervention  
Phase III- Termination, Evaluation and Follow up.

**Unit 3****Models and Approaches**

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

**Unit 4****Tools and Techniques in working with Individuals**

Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification, Communication.

**Unit 5****Case Work in different Settings and Recording**

Case work in hospitals, schools, communities, institutional setting and industry;  
Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording

**BOOKS FOR REFERENCE**

1. Fischer, Joel. *Effective Case Work Practice An Eclectic Approach*. New York: McGraw Hill, 1978.
2. Upadhyay, R. K., *Social Case Work*. Jaipur: Rawat, 2003.
3. Vyas, A.A. *New Directions in Social Work- Social Work Competencies - Core Knowledge*,
4. *Values and Skills*. Delhi: Sage, 1996.
5. Bhattacharya, Sanjay. *Social Work, An Integrated Approach*. New Delhi: Deep & Deep, 2004.
6. Datar Sudha, Ruma, Bawikar et al. *Skill Training for Social Workers- A Manual*. New Delhi: Sage, 2010.
7. Hamilton, Gordon, *Theory & Practice of Social Case Work 2<sup>nd</sup> Edition*. Jaipur: Rawat Publications, 2012.



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

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

**Unit 1****Introduction to Working with Groups (Social Group Work)**

Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.

**Unit 2****Types of Groups**

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

**Unit 3****Phases of Group Work Process**

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

**Unit 4****Group Processes and Dynamics**

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

**Unit 5****Group Work Models and Practice in different settings**

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

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

**Total Teaching Hours: 60**

**PART A**

**Objectives**

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

**Unit 1**

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

**Unit 2**

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

**Unit 3**

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

**Unit 4**

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

**Unit 5**

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

**BOOKS FOR REFERENCE**

1. Bhatia, Hansraj, *Elements of Social Psychology*, Somaiya Publications, Bombay, 1970
2. Christensen, I.P., *Psychology*, BIOS Scientific Publications, New York, 2001
3. Engler, Barbara, *Personality Theories- An Introduction*, 3rd edition, Houghton Muffin, Company, Boston, 1991
4. Gardner Murphy, *An Introduction to Psychology*, Oxford and IBH Publishing and



**BACHELOR OF SOCIAL WORK****CORE PAPER - I****SOCIAL WORK PROFESSION- HISTORY AND PHILOSOPHY****CREDITS: 4****TOTAL TEACHING HOURS: 64****OBJECTIVES OF THE COURSE**

- To appreciate the history and philosophy of Social Work and its emergence as a profession.
- To comprehend its underlying ideologies, philosophical base, theories and approaches to practice.
- To understand social work as a profession – its beliefs, values and principles.
- To develop an understanding of the various methods and fields of Social Work practice.
- To gain an understanding of current trends in Social Work practice.

**UNIT I****Social Work Profession**

Social Work Profession: Meaning and Definition of Social Work as a Profession, Origin and Growth of Social Work Profession in India, Goals and Functions, Principles and Scope of Social Work Profession, Beliefs and Values, Code of Ethics (NASW)



**UNIT II****Historical Development of Social Work Profession**

Overview of Historical Development of Social Work in UK and USA; Historical Development of Social Work in India - Social Service and Traditional Social Institutions; Contribution of Social Reformers – Raja Ram Mohan Roy, Sarojini Naidu, Periyar, Gandhi, Contributions of Religious

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thought to Social Work, Contributions of Christian Missionaries to social development, Role of INGOs, NGOs and civil society organisations.

**UNIT III****Introduction to Social Work and Social Work theories**

Social Service, Social Security, Social Change, Social Welfare, Social Policy, Social Planning, Social Action, Social Development, Empowerment; Social Work Theory-Conceptual understanding of Theory, Importance of Theory in Social Work, Major Theories in Social Work - Problem Solving Model, Behaviour Modification Model, and Crisis Intervention Model.

**UNIT IV****Fields of Social Work Practice**

Health, Mental Health, Community Development, Child Rights, Legal and Correctional settings, Family, Vocational Rehabilitation, Education, Economic and Social Development, Rural Development, Urban Development, Industrial, and Environment.

**UNIT V****Social Work Education**

Social Work Education in India, Importance of Field Work and Supervision in Social Work Education, Professional Associations - International Federation of Social Workers (IFSW), The National Association of Social Workers (NASW), National Association of Professional Social Workers in India (NAPSWI), and the Professional Social Worker's Association (PSWA)

TO STRIVE

**Core Paper – II - FIELD WORK - I****LAB SESSIONS AND OBSERVATION VISITS**

These are structured experiences in a skill lab setting, which provide an opportunity of “learning by doing” in a safe environment. Learning about social realities, others and self is essentially through inputs, group experiences and simulation games. The skill lab sessions equip students with knowledge, attitudes and practice skills in keeping with social work values, beliefs and ethics. The students are exposed to social realities existing in society, a critical analysis of such situations and the need to work towards human development.

The observation visits aim to make the students oriented to various organisation in the field of social work, such as non-governmental organisations involved in welfare and development activities, government bodies involved in development work, hospitals and health care organisations, organisations in the care of aged, women and children

**OBJECTIVES OF FIELD WORK**

- To develop understanding of situations in the world of reality through experiencing situations in a laboratory settings, using imagination and fantasy.
- To develop the capacity to reflect over one's own behaviour, and its effect on self and others and with the help of the facilitator, develop understanding of the same.
- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills.
- To acquire skills of observation and develop an understanding of society's response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes.
- To develop an appreciation of the significances of social work intervention in these

**Core Paper – IV - FIELD WORK - II****LAB SESSIONS AND OBSERVATION VISITS**

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- To develop skills to establish relationship with clients and client groups by participating in games for listening, verbal communication and understanding non-verbal messages – body language and life skills.
- To acquire skills of observation and develop an understanding of society's response to social problems through various services.
- To develop understanding and appreciation and ability to critically evaluate the efforts of voluntary and government programmes.
- To develop an appreciation of the significances of social work intervention in these programmes by recording.

The topics for field Lab Sessions:

➤ Realistically, presenting various social and developmental issues, life situations